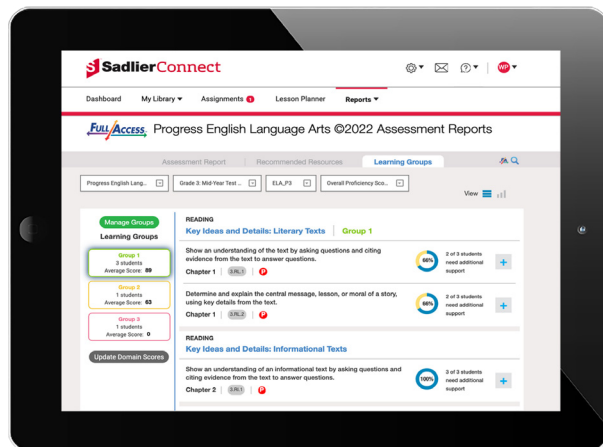
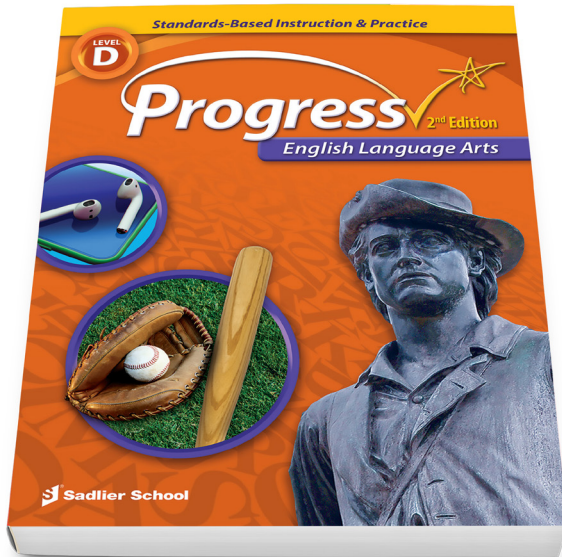


# Progress

## English Language Arts 2<sup>nd</sup> Edition

Correlation to the New Jersey Student Learning Standards for English Language Arts

Grade 4



Progress English Language Arts Full Access Bundle\*

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\*Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the New Jersey Student Learning Standards for English Language Arts.

## Progress Indicators for Reading Literature

### Key Ideas and Details

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>RL.4.1.</b> Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b><u>GRADE 4 STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Progress Check/Home Connect—pp. 9–10 <ul style="list-style-type: none"> <li>◦ Use details to make inferences about what a story says.</li> </ul> </li> <li>• Drawing Inferences: “Lost and Found” (Adventure Story)—pp. 12–17</li> <li>• Connect Across Texts <ul style="list-style-type: none"> <li>◦ Connect to the Essential Question (Inferences)—p. 31</li> </ul> </li> <li>• Chapter 1 Review: “Race to the Treasure” (Adventure Story)—pp. 33–34</li> </ul> <p><b><u>GRADE 4 TEACHER’S EDITION</u></b>  <b>Review</b></p> <ul style="list-style-type: none"> <li>• Drawing Inferences—TE p. 45</li> </ul> <p><b><u>GRADE 4 DIGITAL RESOURCES*</u></b>  <b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice <ul style="list-style-type: none"> <li>◦ Chapter 1 Asking and Answering Questions</li> </ul> </li> <li>• Additional Practice <ul style="list-style-type: none"> <li>◦ Chapter 1 Drawing Inferences: “King of the River” (Ballad)</li> </ul> </li> <li>• Assessments <ul style="list-style-type: none"> <li>◦ Comprehension Check <ul style="list-style-type: none"> <li>◦ Chapter 1 Drawing Inferences: “If at First You Don’t Succeed” (Realistic Fiction)</li> </ul> </li> </ul> </li> <li>• Instructional Videos <ul style="list-style-type: none"> <li>◦ Drawing Inferences</li> </ul> </li> <li>• Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> <li>◦ Chapter 1 “Moving to a New World” (Realistic Fiction)</li> </ul> </li> <li>• Parent Resources <ul style="list-style-type: none"> <li>◦ Chapter 1 Home Connect On the Go: I See–I Know–My Inference (graphic organizer)</li> </ul> </li> </ul>
<p><b>RL.4.2.</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p><b><u>GRADE 4 STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Progress Check/Home Connect—pp. 9–10 <ul style="list-style-type: none"> <li>◦ Learn how to determine the theme of a text.</li> <li>◦ Summarize a text.</li> </ul> </li> <li>• Determining Theme and Summarizing: “A New Home” (Historical Fiction)—pp. 18–23</li> <li>• Connect Across Texts <ul style="list-style-type: none"> <li>◦ Connect to the Essential Question (themes)—p. 31</li> </ul> </li> <li>• Chapter 1 Review: “Race to the Treasure” (Adventure Story)—pp. 33–34</li> </ul> <p><b><u>GRADE 4 DIGITAL RESOURCES*</u></b>  <b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice <ul style="list-style-type: none"> <li>◦ Chapter 1 Determining Theme and Summarizing</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Reading Literature

### Key Ideas and Details

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 1 Determining Theme and Summarizing: “Journey to the Bottom of the World” (Fictional Journal)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 1 Determining Theme and Summarizing: “Tornado!” (Realistic Fiction)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice/Lesson Plan                             <ul style="list-style-type: none"> <li>◦ Chapter 1 “Moving to a New World” (Realistic Fiction)</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 1 Home Connect Activity: Story, Key Events, and Summary (graphic organizer)</li> </ul> </li> </ul>
<p><b>RL.4.3.</b> 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).</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER’S EDITION</b>  <b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Progress Check/Home Connect—pp. 9–10                             <ul style="list-style-type: none"> <li>◦ Describe the characters, settings, and events in a story.</li> </ul> </li> <li>• Describing Characters, Settings, and Events: “Escape from Giza” (Fantasy)—pp. 24–29</li> <li>• Connect Across Texts                             <ul style="list-style-type: none"> <li>◦ Connect to the Essential Question (character, setting, and events)—p. 31</li> </ul> </li> <li>• Chapter 1 Review: “Race to the Treasure” (Adventure Story)—pp. 33–34</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b>  <b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 1 Describing Characters, Settings, and Events</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 1 Describing Characters, Settings, and Events: “Leona Lost” (Fantasy graphic novel)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 1 Describing Characters, Settings, and Events: “My First Flight” (Historical Fiction)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice/Lesson Plan                             <ul style="list-style-type: none"> <li>◦ Chapter 1 “Moving to a New World” (Realistic Fiction)</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 1 Home Connect Conversation Starter: Characters, Setting, Events (graphic organizer)</li> </ul> </li> </ul>

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## Progress Indicators for Reading Literature

### Craft and Structure

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>RL.4.4.</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER’S EDITION</b>  <b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Progress Check/Home Connect—pp. 61-62 <ul style="list-style-type: none"> <li>◦ Figure out what words and phrases in a text mean.</li> </ul> </li> <li>• Determining Word Meanings: “Paul Revere’s Real Ride” (Realistic Fiction)—pp. 64-69</li> <li>• Connect Across Texts <ul style="list-style-type: none"> <li>◦ Connect to the Essential Question (word meanings)—p. 83</li> </ul> </li> <li>• Chapter 3 Review: “American Revolution: Character Clues”—pp. 85-86</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Figurative Language—p. 84</li> <li>• Idioms, Adages, and Proverbs—p. 130</li> </ul> <p><b>GRADE 4 TEACHER’S EDITION</b>  <b>Review</b></p> <ul style="list-style-type: none"> <li>• Determining Word Meanings—TE pp. 71, 97</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b>  <b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice <ul style="list-style-type: none"> <li>◦ Chapter 3 Determining Word Meanings</li> </ul> </li> <li>• Additional Practice <ul style="list-style-type: none"> <li>◦ Chapter 3 Determining Word Meanings: “I Cannot Tell a Lie” (Poem)</li> </ul> </li> <li>• Assessments <ul style="list-style-type: none"> <li>◦ Comprehension Check <ul style="list-style-type: none"> <li>◦ Chapter 3 Determining Word Meanings: “Escape from Chateau d’If” - Adapted excerpt from The Count of Monte Cristo by Alexandre Dumas (Historical Fiction)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> <li>◦ Chapter 3 “James Armistead: Spy for the Revolution”</li> </ul> </li> <li>• Parent Resources <ul style="list-style-type: none"> <li>◦ Chapter 3 Home Connect Activity: Mythological Characters and Related Words (graphic organizer)</li> </ul> </li> </ul>
<p><b>RL.4.5.</b> 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.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER’S EDITION</b>  <b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Progress Check/Home Connect—pp. 61-63 <ul style="list-style-type: none"> <li>◦ Explain the differences between poetry, drama, and prose.</li> <li>◦ Refer to the features of poetry (such as verse and rhythm) or drama (such as dialogue and stage directions) when I write or talk about a text.</li> </ul> </li> <li>• Explaining Structural Elements: “The Hero of Saratoga” (Historical Drama)—pp. 70-75</li> <li>• Connect Across Texts <ul style="list-style-type: none"> <li>◦ Connect to the Essential Question (features of prose, drama, and poetry)—p. 83</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Reading Literature

### Craft and Structure

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>• Chapter 3 Review: “American Revolution: Character Clues”—pp. 85–86</li> </ul> <p><b><u>GRADE 4 TEACHER’S EDITION</u></b> <b>Review</b></p> <ul style="list-style-type: none"> <li>• Explaining Structural Elements—TE p. 77</li> </ul> <p><b><u>GRADE 4 DIGITAL RESOURCES*</u></b> <b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 3 Explaining Structural Elements</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 3 Explaining Structural Elements: “The Apollo 11 Moon Landing” (Readers Theater Script)/“Dear Mr. Armstrong” (Poem)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 3 Explaining Poetic Structure: “The Spider and the Fly” – by Mary Howitt (Narrative Poetry)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice/Lesson Plan                             <ul style="list-style-type: none"> <li>◦ Chapter 3 “James Armistead: Spy for the Revolution”</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 3 Home Connect On the Go: Compare Versions: Play, Poem, Story (graphic organizer)</li> </ul> </li> </ul>
<p><b>RL.4.6.</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p><b><u>GRADE 4 STUDENT EDITION/TEACHER’S EDITION</u></b> <b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Progress Check/Home Connect—pp. 61–63                             <ul style="list-style-type: none"> <li>◦ Compare and contrast the points of view in different stories.</li> <li>◦ Explain the first-person and third-person points of view.</li> </ul> </li> <li>• Comparing and Contrasting Points of View: “Bringing Hope to the Valley” (Historical Fiction)—pp. 76–81</li> <li>• Connect Across Texts                             <ul style="list-style-type: none"> <li>◦ Connect to the Essential Question (telling stories from different points of view)—p. 83</li> </ul> </li> <li>• Chapter 3 Review: “American Revolution: Character Clues”—pp. 85–86</li> </ul> <p><b><u>GRADE 4 TEACHER’S EDITION</u></b> <b>Review</b></p> <ul style="list-style-type: none"> <li>• Author’s Point of View—TE p. 206</li> </ul> <p><b><u>GRADE 4 DIGITAL RESOURCES*</u></b> <b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 3 Comparing and Contrasting Points of View</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 3 Comparing and Contrasting Points of View: “The Widow Nuisance—An Excerpt” (Historical Fiction)/“One Widow’s War” (Drama)</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Reading Literature

### Craft and Structure

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 3 Analyzing Point of View: “What I Heard in the Apple Barrel” – adapted excerpt from <i>Treasure Island</i> by Robert Louis Stevenson (Adventure Story)</li> </ul> </li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Comparing and Contrasting Points of View</li> </ul> </li> <li>• Close Reading Practice/Lesson Plan                             <ul style="list-style-type: none"> <li>◦ Chapter 3 “James Armistead: Spy for the Revolution”</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 3 Home Connect Conversation Starter: Write a Poem in First Person, Rewrite to Third Person Point of View (graphic organizer)</li> </ul> </li> </ul>

### Integration of Knowledge and Ideas

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>RL.4.7.</b> Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER’S EDITION</b>  <b>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Progress Check/Home Connect—pp. 113–114                             <ul style="list-style-type: none"> <li>◦ Make connections between a written story and a story told in pictures.</li> </ul> </li> <li>• Making Connections Between Texts: “Mulan: Woman Warrior of Ancient China” (Text/Graphic Novel)(Legend)—pp. 116–121</li> <li>• Connect Across Texts                             <ul style="list-style-type: none"> <li>◦ Connect to the Essential Question (making connections between illustrations and texts)—p. 129</li> </ul> </li> <li>• Chapter 5 Review: “The Mother and the Wolf”/The Hawk and the Squirrel”—pp. 131–132</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b>  <b>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 5 Making Connections Between Texts</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 5 Making Connections Between Texts: “The 10th Labor of Hercules” (Myth)/“Hercules Steals the Red Cattle of Geryon” (Graphic Novel)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 5 Analyzing the Effects of Visuals: “A Little Princess” – Adapted excerpt from the novel by Frances Hodgson Burnett (Novel)</li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Reading Literature

### Integration of Knowledge and Ideas

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Making Connections Between Texts</li> </ul> </li> <li>• Close Reading Practice/Lesson Plan                             <ul style="list-style-type: none"> <li>◦ Chapter 5 “Pecos Bill and Slue-Foot Sue” (Tall Tale/Legend)</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 5 Home Connect Activity: Make Up Words to Match the Action/Compare with Original Words in a Comic Strip (graphic organizer)</li> </ul> </li> </ul>
<p><b>RL.4.8.</b> (Not applicable to literature)</p>	
<p><b>RL.4.9.</b> Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowled genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p><b><u>GRADE 4 STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Progress Check/Home Connect—pp. 113-114                             <ul style="list-style-type: none"> <li>◦ Compare and contrast stories with similar topics or themes.</li> </ul> </li> <li>• Comparing and Contrasting Themes and Topics: “The Hare and the Lion” (Retelling of an African Folk Tale)/“The Monkey and the Crocodile” (Retelling of an Indian Folk Tale)—pp. 122-127</li> <li>• Connect Across Texts                             <ul style="list-style-type: none"> <li>◦ Compare and Contrast Texts—p. 128</li> <li>◦ Connect to the Essential Question (comparing themes, morals, and common patterns of traditional literature)—p. 129</li> </ul> </li> <li>• Chapter 5 Review: “The Mother and the Wolf”/“The Hawk and the Squirrel”—pp. 131-132</li> </ul> <p><b><u>GRADE 4 TEACHER’S EDITION</u></b>  <b>Review</b></p> <ul style="list-style-type: none"> <li>• Comparing and Contrasting Themes and Topics—TE p. 220</li> </ul> <p><b><u>GRADE 4 DIGITAL RESOURCES*</u></b>  <b>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 5 Comparing and Contrasting Theme</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 5 Comparing/Contrasting Themes and Topics: “The Three Wishes” (Fairy Tale)/“King Midas” (Myth)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 5 Comparing and Contrasting Themes: “The Old, Rough Stone and the Gnarled Tree” – A Retelling of a Friendly Fairies Tale (Fable)/“The Young Blue Jay Who Was Not Brave Enough to Be Afraid” (Fable)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice/Lesson Plan                             <ul style="list-style-type: none"> <li>◦ Chapter 5 “Pecos Bill and Slue-Foot Sue” (Tall Tale/Legend)</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 5 Home Connect On the Go: Compare Characters in Folklore and Movie Versions (graphic organizer)</li> </ul> </li> </ul>

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## Progress Indicators for Reading Literature

### Range of Reading and Complexity of Text

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>RL.4.10.</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p>	<p><b><u>GRADE 4 STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Literature Reading Selections</b></p> <ul style="list-style-type: none"> <li>• Chapter 1 “Lost and Found” (Adventure Story), pp. 12–17; “A New Home” (Historical Fiction), pp. 18–23; “Escape from Giza” (Fantasy), pp. 24–29</li> <li>• Chapter 3 “Paul Revere’s Real Ride” (Realistic Fiction), pp. 64–69; “The Hero of Saratoga” (Historical Drama), pp. 70–75; “Bringing Hope to the Valley” (Historical Fiction), pp. 76–81</li> <li>• Chapter 5 “Mulan: Woman Warrior of Ancient China” (Mystery), pp. 116–121; “The Hare and the Lion and The Monkey and the Crocodile” (Adventure Story), pp. 122–127</li> </ul> <p><b><u>GRADE 4 DIGITAL RESOURCES*</u></b>  <b>Chapters 1, 3, 5</b></p> <ul style="list-style-type: none"> <li>• Additional Practice             <ul style="list-style-type: none"> <li>○ Chapter 1 “King of the River” (Ballad); “Journey to the Bottom of the World” (Fictional Journal); “Leona Lost” (Fantasy Graphic Novel)</li> <li>○ Chapter 3 “I Cannot Tell a Lie” (Poem); “The Apollo 11 Moon Landing” (Readers Theater Script)/“Dear Mr. Armstrong” (Poem); “The Widow Nuisance An Excerpt” (Historical Fiction)/“One Widow’s War” (Drama)</li> <li>○ Chapter 5 “The 10th Labor of Hercules” (Myth)/“Hercules Steals the Red Cattle of Geryon” (Graphic Novel); “The Three Wishes” (Fairy Tale)/“King Midas” (Myth)</li> </ul> </li> <li>• Assessments: Comprehension Check             <ul style="list-style-type: none"> <li>○ Chapter 1 “It Rhymes with Try” (Short Story); “The Best Defense” (Science Fiction); “My First Flight” (Historical Fiction)</li> <li>○ Chapter 3 “William Tell” (Short Story); “The Ring of Fire” (Expository Text); “Legend and Marksman” (Short Story)/“Excerpt from “William Tell” – by Reverend J.H. Gurney (Poem, adapted excerpt)</li> <li>○ Chapter 5 “The Sword in the Stone” (Legend)/“Arthur Pulls the Sword from the Stone” (Graphic Novel); “The Camel and the Tortoise” (Fable)/“The Three Brothers” (Fairy Tale)</li> </ul> </li> <li>• Close Reading Practice             <ul style="list-style-type: none"> <li>○ Chapter 1 “Moving to a New World” (Realistic Fiction)</li> <li>○ Chapter 3 “James Armistead: Spy for the Revolution” (Journal Entries)</li> <li>○ Chapter 5 “Pecos Bill and Slue-Foot Sue” (Tall Tale/Legend)</li> </ul> </li> <li>• Fluency Practice             <ul style="list-style-type: none"> <li>○ Chapter 1 “Into the Grand Canyon” (Adventure Story)</li> <li>○ Chapter 3 “Paul Revere’s Real Ride” (Realistic Fiction)</li> <li>○ Chapter 5 “Gilgamesh’s Quest for Immortality” (Sumerian Epic)</li> </ul> </li> </ul>

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## Progress Indicators for Reading Informational Text

### Key Ideas and Details

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>RI.4.1.</b> Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER’S EDITION</b>  <b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Progress Check/Home Connect—pp. 35–36               <ul style="list-style-type: none"> <li>◦ Identify details and examples that an author states in a nonfiction text and draw inferences about what the author leaves unsaid.</li> </ul> </li> <li>• Drawing Inferences: “Erosion and Earth’s Changing Landscapes” (Explanatory Text/Procedural)—pp. 38–43</li> <li>• Connect Across Texts               <ul style="list-style-type: none"> <li>◦ Connect to the Essential Question (drawing inferences)—p. 57</li> </ul> </li> <li>• Chapter 2 Review: “Recording an Earthquake” (Scientific Journal Article)—pp. 59–60</li> </ul> <p><b>GRADE 4 TEACHER’S EDITION</b>  <b>Review</b></p> <ul style="list-style-type: none"> <li>• Drawing Inferences—TE p. 45</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b>  <b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice               <ul style="list-style-type: none"> <li>◦ Chapter 2 Drawing Inferences</li> </ul> </li> <li>• Additional Practice               <ul style="list-style-type: none"> <li>◦ Chapter 2 Drawing Inferences: “Science Canyon Ranch” (Brochure)</li> </ul> </li> <li>• Assessments               <ul style="list-style-type: none"> <li>◦ Comprehension Check                   <ul style="list-style-type: none"> <li>◦ Chapter 2 Drawing Inferences: “How Inertia Affects Flight” (Expository Nonfiction)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice/Lesson Plan               <ul style="list-style-type: none"> <li>◦ Chapter 2 “Volcanoes: Nature’s Fire” (Science Magazine Article)</li> </ul> </li> <li>• Parent Resources               <ul style="list-style-type: none"> <li>◦ Chapter 2 Home Connect Activity: Play a Game, Follow the Rules (relevant evidence) (graphic organizer)</li> </ul> </li> </ul>
<p><b>RI.4.2.</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER’S EDITION</b>  <b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Progress Check/Home Connect—pp. 35–36               <ul style="list-style-type: none"> <li>◦ Determine the main idea of an informational text.</li> <li>◦ Summarize an informational text.</li> </ul> </li> <li>• Determining the Main Idea and Summarizing: “Earth’s Layers and Plates” (Scientific Journal Article)—pp. 44–49</li> <li>• Connect Across Texts               <ul style="list-style-type: none"> <li>◦ Connect to the Essential Question (main ideas and text evidence/summarizing)—p. 57</li> </ul> </li> <li>• Chapter 2 Review: “Recording an Earthquake” (Scientific Journal Article)—pp. 59–60</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Reading Informational Text

### Key Ideas and Details

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p><b>GRADE 4 TEACHER'S EDITION</b></p> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>Determining Main Idea and Key Details—TE p. 178</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b></p> <p><b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Chapter 2 Determining the Main Idea and Summarizing</li> </ul> </li> <li>Additional Practice                             <ul style="list-style-type: none"> <li>Chapter 2 Determining the Main Idea and Summarizing: “Could Mount Nyiragongo Erupt Again?” (Newspaper Article)</li> </ul> </li> <li>Assessments                             <ul style="list-style-type: none"> <li>Comprehension Check                                     <ul style="list-style-type: none"> <li>Chapter 2 Determining the Main Idea and Summarizing: “Magic or Science?” (Expository Nonfiction)</li> </ul> </li> </ul> </li> <li>Close Reading Practice/Lesson Plan                             <ul style="list-style-type: none"> <li>Chapter 2 “Volcanoes: Nature’s Fire” (Science Magazine Article)</li> </ul> </li> <li>Parent Resources                             <ul style="list-style-type: none"> <li>Chapter 2 Home Connect Conversation Starter: Main Ideas and Summary (graphic organizer)</li> </ul> </li> </ul>
<p><b>RI.4.3.</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Progress Check/Home Connect—pp. 35–36                             <ul style="list-style-type: none"> <li>Explain events and ideas presented in an informational text.</li> </ul> </li> <li>Explaining Events and Ideas: “The Power of Tsunamis” (Scientific Text)—pp. 50–55</li> <li>Connect Across Texts                             <ul style="list-style-type: none"> <li>Connect to the Essential Question (explaining events and ideas)—p. 57</li> </ul> </li> <li>Chapter 2 Review: “Recording an Earthquake” (Scientific Journal Article)—pp. 59–60</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b></p> <p><b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Chapter 2 Explaining Events and Ideas</li> </ul> </li> <li>Additional Practice                             <ul style="list-style-type: none"> <li>Chapter 2 Explaining Events and Ideas: “The Rock Cycle” (Textbook)</li> </ul> </li> <li>Assessments                             <ul style="list-style-type: none"> <li>Comprehension Check                                     <ul style="list-style-type: none"> <li>Chapter 2 Explaining Relationships Between Ideas: “On the Shoulders of Giants” (Expository Nonfiction)</li> </ul> </li> </ul> </li> <li>Instructional Videos                             <ul style="list-style-type: none"> <li>Explaining Events and Ideas</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Reading Informational Text

### Key Ideas and Details

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>• Close Reading Practice/Lesson Plan                             <ul style="list-style-type: none"> <li>◦ Chapter 2 “Volcanoes: Nature’s Fire” (Science Magazine Article)</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 2 Home Connect On the Go: Weather Causes and Events (graphic organizer)</li> </ul> </li> </ul>

### Craft and Structure

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>RI.4.4.</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>	<p><b><u>GRADE 4 STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Progress Check/Home Connect—pp. 87–88                             <ul style="list-style-type: none"> <li>◦ Determine the meaning of academic and content-area words.</li> </ul> </li> <li>• Determining Word Meanings: “A Gallery of Young Inventors” (Informational Text)—pp. 90–95                             <ul style="list-style-type: none"> <li>◦ Connect to the Essential Question (word meanings)—p. 109</li> </ul> </li> <li>• Chapter 4 Review: “How Smallpox Was Defeated” (Explanatory Text)—pp. 111–112</li> </ul> <p><b><u>GRADE 4 TEACHER’S EDITION</u></b>  <b>Words to Know</b></p> <ul style="list-style-type: none"> <li>• General Academic Vocabulary/Working with Word Meaning—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152</li> <li>• Domain-Specific Vocabulary—TE pp. 12, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 76, 78, 80, 90, 92, 96, 98, 102, 104, 106, 116, 118, 120, 122, 126, 136, 142, 148, 150, 152</li> <li>• Working with Word Meaning—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152</li> </ul> <p><b><u>GRADE 4 DIGITAL RESOURCES*</u></b>  <b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 4 Determining Word Meanings</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 4 Determining Word Meanings: “Cooking over Fire” (Informational Text)</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Reading Foundation Skills

### Craft and Structure

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 4 Determining Word Meanings: “Education Is Key” (Expository Nonfiction)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice/Lesson Plan                             <ul style="list-style-type: none"> <li>◦ Chapter 4 “Helping the Union” (Cause/Effect Essay)</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 4 Home Connect Activity: Unfamiliar Words (graphic organizer)</li> </ul> </li> </ul>
<p><b>RI.4.5.</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER’S EDITION</b>  <b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Progress Check/Home Connect—pp. 87–88                             <ul style="list-style-type: none"> <li>◦ Describe the overall structure of an informational text.</li> </ul> </li> <li>• Describing Text Structures: “Mary G. Ross: Trailblazer” (Biography)—pp. 96–101</li> <li>• Connect Across Texts                             <ul style="list-style-type: none"> <li>◦ Connect to the Essential Question (text structures)—p. 109</li> </ul> </li> <li>• Chapter 4 Review: “How Smallpox Was Defeated” (Explanatory Text)—pp. 111–112</li> </ul> <p><b>GRADE 4 TEACHER’S EDITION</b>  <b>Review</b></p> <ul style="list-style-type: none"> <li>• Describing Text Structures—TE p. 103</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b>  <b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 4 Describing Text Structures</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 4 Describing Text Structures: “What’s for Lunch?” (Magazine Article)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 4 Describing Text Structures: “Helen Keller, Activist” (Article)</li> </ul> </li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Describing Text Structures</li> </ul> </li> <li>• Close Reading Practice/Lesson Plan                             <ul style="list-style-type: none"> <li>◦ Chapter 4 “Helping the Union” (Cause/Effect Essay)</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 4 Home Connect On the Go: Problem/Solution Structure (graphic organizer)</li> </ul> </li> </ul>
<p><b>RI.4.6.</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER’S EDITION</b>  <b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Progress Check/Home Connect—pp. 87–88                             <ul style="list-style-type: none"> <li>◦ Compare and contrast two accounts of the same event.</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Reading Informational Text

### Craft and Structure

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>• Comparing and Contrasting Events and Topics: “Alexander Graham Bell: From Talking Dog to Telephone” (Biography/Memoir)—pp. 102–107</li> <li>• Connect Across Texts                             <ul style="list-style-type: none"> <li>◦ Connect to the Essential Question (comparing and contrasting accounts)—p. 109</li> </ul> </li> <li>• Chapter 4 Review: “How Smallpox Was Defeated” (Explanatory Text)—pp. 111–112</li> </ul> <p><b><u>GRADE 4 TEACHER’S EDITION</u></b></p> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Comparing/Contrasting Events and Topics—TE p. 206</li> </ul> <p><b><u>GRADE 4 DIGITAL RESOURCES*</u></b></p> <p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 4 Comparing and Contrasting Events and Topics</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 4 Comparing and Contrasting Events and Topics: “The Centennial Society Program” (Brochure)/“A Camp for Wounded Men” (adapted Memoir)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 4 Comparing and Contrasting Events and Topics: “Excerpt from The Story of My Life” (Autobiography)</li> </ul> </li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Describing Text Structures</li> </ul> </li> <li>• Close Reading Practice/Lesson Plan                             <ul style="list-style-type: none"> <li>◦ Chapter 4 “Helping the Union” (Cause/Effect Essay)</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 4 Home Connect Conversation Starter: Firsthand Account/Secondhand Account (graphic organizer)</li> </ul> </li> </ul>

### Integration of Knowledge and Ideas

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>RI.4.7.</b> 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.</p>	<p><b><u>GRADE 4 STUDENT EDITION/TEACHER’S EDITION</u></b></p> <p><b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Progress Check/Home Connect—pp. 133–134                             <ul style="list-style-type: none"> <li>◦ Interpret visual information and explain how it helps me understand a text.</li> </ul> </li> <li>• Interpreting Visual Information: “Satellites Around Earth” (Technical Text)—pp. 136–141</li> <li>• Connect Across Texts                             <ul style="list-style-type: none"> <li>◦ Connect to the Essential Question (how information that was presented visually supported the main text)—p. 155</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Reading Informational Text

### Integration of Knowledge and Ideas

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>• Chapter 6 Review: “Wind Energy for Today and Tomorrow” (Explanatory Text)—pp. 157-158</li> </ul> <p><b><u>GRADE 4 TEACHER’S EDITION</u></b> <b>Review</b></p> <ul style="list-style-type: none"> <li>• Interpreting Visual Information—TE p. 143</li> </ul> <p><b><u>GRADE 4 DIGITAL RESOURCES*</u></b> <b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 6 Interpreting Visual Information</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 6 Interpreting Visual Information: “The Future of Meat” (Blog)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 6 Interpreting Visual Information: “The Future of Meat” (Blog)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice/Lesson Plan                             <ul style="list-style-type: none"> <li>◦ Chapter 6 “The Robot Cheetah” (Scientific Journal Entry)/“Robot Cheetah on the Move” (Newspaper Article)</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 6 Home Connect Activity: List and Illustrate Steps in an Instruction Booklet (graphic organizer)</li> </ul> </li> </ul>
<p><b>RI.4.8.</b> Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p><b><u>GRADE 4 STUDENT EDITION/TEACHER’S EDITION</u></b> <b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Progress Check/Home Connect—pp. 133-134                             <ul style="list-style-type: none"> <li>◦ Explain how an author uses reasons and evidence to support his or her ideas.</li> </ul> </li> <li>• Analyzing Reasons and Evidence: “Becoming Invisible: Fantasy or Fact?” (Technical Text)—pp. 142-147</li> <li>• Connect Across Texts                             <ul style="list-style-type: none"> <li>◦ Connect to the Essential Question (looking at the evidence and reasoning that an author provides)—p. 155</li> </ul> </li> <li>• Chapter 6 Review: “Wind Energy for Today and Tomorrow” (Explanatory Text)—pp. 157-158</li> </ul> <p><b><u>GRADE 4 TEACHER’S EDITION</u></b> <b>Review</b></p> <ul style="list-style-type: none"> <li>• Analyzing Reasons and Evidence—TE p. 149</li> </ul> <p><b><u>GRADE 4 DIGITAL RESOURCES*</u></b> <b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Analyzing Reasons and Evidence</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Reading Informational Text

### Integration of Knowledge and Ideas

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Analyzing Reasons and Evidence: “Step Up to End Hunger” (Announcement)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 6 Analyzing Reasons and Evidence: “Gold Mountain” (Expository Nonfiction)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice/Lesson Plan                             <ul style="list-style-type: none"> <li>◦ Chapter 6 “The Robot Cheetah” (Scientific Journal Entry)/“Robot Cheetah on the Move” (Newspaper Article)</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 6 Home Connect On the Go: Opinion/Argument and Reasons/Evidence (graphic organizer)</li> </ul> </li> </ul>
<p><b>RI.4.9.</b> Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><b><u>GRADE 4 STUDENT EDITION/TEACHER’S EDITION</u></b> <b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Progress Check/Home Connect—pp. 133–134                             <ul style="list-style-type: none"> <li>◦ Gather and put together information by reading two texts on the same topic.</li> </ul> </li> <li>• Integrating Information from Texts: “Let’s Go Green!” (Blog)/“LED Lights” (Internet Advertisement)—pp. 148–153</li> <li>• Connect Across Texts                             <ul style="list-style-type: none"> <li>◦ Connect to the Essential Question (integrating texts about the same topic)—p. 155</li> </ul> </li> <li>• Chapter 6 Review: “Wind Energy for Today and Tomorrow” (Explanatory Text)—pp. 157–158</li> </ul> <p><b><u>GRADE 4 STUDENT EDITION/TEACHER’S EDITION</u></b> <b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Progress Check/Home Connect—pp. 133–134                             <ul style="list-style-type: none"> <li>◦ Gather and put together information by reading two texts on the same topic.</li> </ul> </li> <li>• Integrating Information from Texts: “Let’s Go Green!” (Blog)/“LED Lights” (Internet Advertisement)—pp. 148–153</li> <li>• Connect Across Texts                             <ul style="list-style-type: none"> <li>◦ Connect to the Essential Question (integrating texts about the same topic)—p. 155</li> </ul> </li> <li>• Chapter 6 Review: “Wind Energy for Today and Tomorrow” (Explanatory Text)—pp. 157–158</li> </ul> <p><b><u>GRADE 4 DIGITAL RESOURCES*</u></b> <b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 6 Integrating Information from Texts</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Reading Informational Text

### Integration of Knowledge and Ideas

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 6 Integrating Information from Texts: “Irritation Becomes Innovation” (Book Excerpt)/“Bug Bots!” (Magazine Article)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 6 Integrating Information from Texts: “Gold Mountain” (Expository Nonfiction)/“San Francisco’s Chinatown” (Expository Nonfiction)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice/Lesson Plan                             <ul style="list-style-type: none"> <li>◦ Chapter 6 “The Robot Cheetah” (Scientific Journal Entry)/“Robot Cheetah on the Move” (Newspaper Article)</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 6 Home Connect Conversation Starter: Conduct Online Research on the Life Cycle of a Butterfly (at least four sources) (graphic organizer)</li> </ul> </li> </ul>

### Range of Reading and Complexity of Text

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>RI.4.10.</b> By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>	<p><b><u>GRADE 4 STUDENT EDITION/TEACHER’S EDITION</u></b> <b>Informational Text Reading Selections</b></p> <ul style="list-style-type: none"> <li>• Chapter 2 “Erosion and Earth’s Changing Landscapes” (Explanatory Text/Procedural), pp. 38–43; “Earth’s Layers and Plates” (Scientific Journal Article), pp. 44–49; “The Power of Tsunamis” (Scientific Text), pp. 50–55</li> <li>• Chapter 4 “A Gallery of Young Inventors” (Informational Text), pp. 90–95; “Mary G. Ross: Trailblazer” (Biography), pp. 96–101; “Alexander Graham Bell: From Talking Dog to Telephone” (Biography/Memoir), pp. 102–107</li> <li>• Chapter 6 “Satellites Around Earth” (Technical Text), pp. 136–141; “Becoming Invisible: Fantasy or Fact?” (Technical Text), pp. 142–147; “Let’s Go Green!” (Blog)/“LED Lights” (Internet Advertisement), pp. 148–153</li> </ul> <p><b><u>GRADE 4 DIGITAL RESOURCES*</u></b> <b>Chapters 2, 4, 6</b></p> <ul style="list-style-type: none"> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 2 “Science Canyon Ranch” (Brochure); “Could Mount Nyiragongo Erupt Again?” (Newspaper Article); “The Rock Cycle” (Textbook)</li> <li>◦ Chapter 4 “Cooking over Fire” (Informational Text); “What’s for Lunch?” (Magazine Article); “The Centennial Society Program” (Brochure)/“A Camp for Wounded Men” (adapted Memoir)</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Reading Informational Text

### Range of Reading and Complexity of Text

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>○ Chapter 6 “The Future of Meat” (Blog); “Step Up to End Hunger” (Announcement); “Irritation Becomes Innovation” (Book Excerpt)/“Bug Bots!” (Magazine Article)</li> <li>● Assessments: Comprehension Check</li> <li>○ Chapter 2 “Working at a Volcano” (Expository Text); “A Volcano for a Neighbor” (Expository Text); “The Ring of Fire” (Expository Text)</li> <li>○ Chapter 4 “Anne and Helen” (Biography); “Helen Keller, Activist” (Article); “Excerpt from The Story of My Life” – by Helen Keller (Autobiography)</li> <li>○ Chapter 6 “Biomimicry: Inventions from Nature” (Expository Text); “How Prosthetics Work” (Expository Text); “How Prosthetics Work” (Expository Text)/“The Wonders of Self-Healing Plastic” (Expository Text)</li> <li>● Close Reading Practice             <ul style="list-style-type: none"> <li>○ Chapter 2 “Volcanoes: Nature’s Fire” (Science Magazine Article)</li> <li>○ Chapter 4 “Helping the Union” (Cause/Effect Essay)</li> <li>○ Chapter 6 “The Robot Cheetah” (Scientific Journal Entry)/“Robot Cheetah on the Move” (Newspaper Article)</li> </ul> </li> </ul>

## Progress Indicators for Reading Foundation Skills

### Phonics and Word Recognition

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>RF.4.3.</b> Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER’S EDITION</b> <b>Language</b></p> <ul style="list-style-type: none"> <li>● Affixes—p. 58</li> <li>● Roots—p. 156</li> </ul> <p><b>GRADE 4 TEACHER’S EDITION</b> <b>Foundational Skill Review</b></p> <ul style="list-style-type: none"> <li>● Chapter 1 Word Endings (-ble and -able)—TE p. 23</li> <li>● Chapter 2 Vowel Diphthongs—TE p. 49</li> <li>● Chapter 3 Silent Letters—TE p. 69</li> <li>● Chapter 4 Digraph <i>ch</i>—TE p. 101</li> <li>● Chapter 6 Long and Short Vowels—TE p. 121</li> <li>● Chapter 6 Inflectional Endings—TE p. 141</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Progress Indicators for Reading Foundation Skills

### Phonics and Word Recognition

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p><b>GRADE 4 DIGITAL RESOURCES</b></p> <p><b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Affixes</li> </ul> </li> </ul> <p><b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Roots</li> </ul> </li> </ul> <p><b>Foundational Skills Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice/Lesson Plans/Additional Practice                             <ul style="list-style-type: none"> <li>○ Base Words</li> <li>○ Prefixes</li> <li>○ Suffixes</li> <li>○ Latin and Greek Roots</li> <li>○ Open and Closed Syllables</li> <li>○ Syllables with Vowel Teams</li> <li>○ Syllables with r-Controlled Vowels</li> <li>○ Words with Silent Consonants</li> </ul> </li> </ul> <p><i>Other grade</i></p> <p><b>GRADE 3 DIGITAL RESOURCES**</b></p> <p><b>Foundational Skills Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice/Lesson Plans/Additional Practice                             <ul style="list-style-type: none"> <li>○ Multisyllable Words: VCV</li> <li>○ Multisyllable Words: VCCV</li> <li>○ Multisyllable Words: -le</li> </ul> </li> </ul>

### Fluency

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>RF.4.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p>	
<p><b>RF.4.4.A.</b> Read grade-level text with purpose and understanding.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Each Chapter</b> (Chapters 1–6)</p> <ul style="list-style-type: none"> <li>• Chapter Reading Selections                             <ul style="list-style-type: none"> <li>○ Chapter 1 “Lost and Found” (Adventure Story), pp. 12–17; “A New Home” (Historical Fiction), pp. 18–23; “Escape from Giza” (Fantasy), pp. 24–29</li> <li>○ Chapter 2 “Erosion and Earth’s Changing Landscapes” (Explanatory Text/Procedural), pp. 38–43; “Earth’s Layers and Plates” (Scientific Journal Article), pp. 44–49; “The Power of Tsunamis” (Scientific Text), pp. 50–55</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Reading Foundation Skills

### Fluency

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>○ Chapter 3 “Paul Revere’s Real Ride” (Realistic Fiction), pp. 64–69; “The Hero of Saratoga” (Historical Drama), pp. 70–75; “Bringing Hope to the Valley” (Historical Fiction), pp. 76–81</li> <li>○ Chapter 4 “A Gallery of Young Inventors” (Informational Text), pp. 90–95; “Mary G. Ross: Trailblazer” (Biography), pp. 96–101; “Alexander Graham Bell: From Talking Dog to Telephone” (Biography/Memoir), pp. 102–107</li> <li>○ Chapter 5 “Mulan: Woman Warrior of Ancient China” (Mystery), pp. 116–121; “The Hare and the Lion and The Monkey and the Crocodile” (Adventure Story), pp. 122–127</li> <li>○ Chapter 6 “Satellites Around Earth” (Technical Text), pp. 136–141; “Becoming Invisible: Fantasy or Fact?” (Technical Text), pp. 142–147; “Let’s Go Green!” (Blog)/“LED Lights” (Internet Advertisement), pp. 148–153</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b></p> <p><b>Each Chapter</b> (Chapters 1–6)</p> <ul style="list-style-type: none"> <li>● Additional Practice <ul style="list-style-type: none"> <li>○ Chapter 1 “King of the River” (Ballad); “Journey to the Bottom of the World” (Fictional Journal); “Leona Lost” (Fantasy Graphic Novel)</li> <li>○ Chapter 2 “Science Canyon Ranch” (Brochure); “Could Mount Nyiragongo Erupt Again?” (Newspaper Article); “The Rock Cycle” (Textbook)</li> <li>○ Chapter 3 “I Cannot Tell a Lie” (Poem); “The Apollo 11 Moon Landing” (Readers Theater Script)/“Dear Mr. Armstrong” (Poem); “The Widow Nuisance An Excerpt” (Historical Fiction)/“One Widow’s War” (Drama)</li> <li>○ Chapter 4 “Cooking over Fire” (Informational Text); “What’s for Lunch?” (Magazine Article); “The Centennial Society Program” (Brochure)/“A Camp for Wounded Men” (adapted Memoir)</li> <li>○ Chapter 5 “The 10th Labor of Hercules” (Myth)/“Hercules Steals the Red Cattle of Geryon” (Graphic Novel); “The Three Wishes” (Fairy Tale)/“King Midas” (Myth)</li> <li>○ Chapter 6 “The Future of Meat” (Blog); “Step Up to End Hunger” (Announcement); “Irritation Becomes Innovation” (Book Excerpt)/“Bug Bots!” (Magazine Article)</li> </ul> </li> <li>● Assessments <ul style="list-style-type: none"> <li>○ Comprehension Check <ul style="list-style-type: none"> <li>○ Chapter 1 “It Rhymes with Try” (Short Story); “The Best Defense” (Science Fiction); “My First Flight” (Historical Fiction)</li> <li>○ Chapter 2 “Working at a Volcano” (Expository Text); “A Volcano for a Neighbor” (Expository Text); “The Ring of Fire” (Expository Text)</li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Reading Foundation Skills

### Fluency

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>◦ Chapter 3 “William Tell” (Short Story); “The Ring of Fire” (Expository Text); “Legend and Marksman” (Short Story)/“Excerpt from “William Tell” – by Reverend J.H. Gurney (Poem, adapted excerpt)</li> <li>◦ Chapter 4 “Anne and Helen” (Biography); “Helen Keller, Activist” (Article); “Excerpt from The Story of My Life” – by Helen Keller (Autobiography)</li> <li>◦ Chapter 5 “The Sword in the Stone” (Legend)/“Arthur Pulls the Sword from the Stone” (Graphic Novel); “The Camel and the Tortoise” (Fable)/“The Three Brothers” (Fairy Tale)</li> <li>◦ Chapter 6 “Biomimicry: Inventions from Nature” (Expository Text); “How Prosthetics Work” (Expository Text); “How Prosthetics Work” (Expository Text)/“The Wonders of Self-Healing Plastic” (Expository Text)</li> <li>• Close Reading Practice             <ul style="list-style-type: none"> <li>◦ Close Reading                 <ul style="list-style-type: none"> <li>◦ Chapter 1 “Moving to a New World” (Realistic Fiction)</li> <li>◦ Chapter 2 “Volcanoes: Nature’s Fire” (Science Magazine Article)</li> <li>◦ Chapter 3 “James Armistead: Spy for the Revolution” (Journal Entries)</li> <li>◦ Chapter 4 “Helping the Union” (Cause/Effect Essay)</li> <li>◦ Chapter 5 “Pecos Bill and Slue-Foot Sue” (Tall Tale/Legend)</li> <li>◦ Chapter 6 “The Robot Cheetah” (Scientific Journal Entry)/“Robot Cheetah on the Move” (Newspaper Article)</li> </ul> </li> </ul> </li> </ul>
<p><b>RF.4.4.B.</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p>	<p><b><u>GRADE 4 TEACHER’S EDITION</u></b>  <b>Foundational Skills</b>                      Use expression when reading dialogue. Record then listen to themselves. Read with proper phrasing. Pay attention to punctuation marks. For poetry, pay attention to the line breaks, stanza breaks, and the rhythm structure</p> <ul style="list-style-type: none"> <li>• Chapter 1 Fluency (read with expression)—TE p. 15</li> <li>• Chapter 2 Fluency Practice (unfamiliar vocabulary)—TE p. 41</li> <li>• Chapter 3 Fluency (reading poetry)—TE p. 67</li> <li>• Chapter 4 Fluency Practice (pay attention to punctuation)—TE p. 93</li> <li>• Chapter 5 Fluency Practice (read expressively and with emotion)—TE p. 119</li> <li>• Chapter 6 Fluency Practice (listen for reading fluency)—TE p. 145</li> </ul> <p><b><u>GRADE 4 DIGITAL RESOURCES*</u></b>  <b>Each Chapter</b> (Chapters 1–6)</p> <ul style="list-style-type: none"> <li>• Fluency Practice             <ul style="list-style-type: none"> <li>◦ Chapter Fluency Practice                 <ul style="list-style-type: none"> <li>◦ Chapter 1 “Into the Grand Canyon” (Adventure Story)</li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Reading Foundation Skills

### Fluency

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>◦ Chapter 2 “Erosion and Earth’s Changing Landscape” (Explanatory Text/Procedural)</li> <li>◦ Chapter 3 “Paul Revere’s Real Ride” (Realistic Fiction)</li> <li>◦ Chapter 4 “The People of the Longhouse” (Historical Text)</li> <li>◦ Chapter 5 “Gilgamesh’s Quest for Immortality” (Sumerian Epic)</li> <li>◦ Chapter 6 “Satellites Around Earth” (Technical Text)</li> <li>◦ Fluency Practice Teaching Suggestions                             <ul style="list-style-type: none"> <li>◦ Teacher’s Guide to Fluency                                     <ul style="list-style-type: none"> <li>• Phrasing</li> <li>• Expression and Intonation</li> <li>• Punctuation</li> <li>• Rate</li> <li>• Accuracy</li> </ul> </li> </ul> </li> </ul> <p><b>Foundational Skills Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Practicing Fluency—p. 10                                     <ul style="list-style-type: none"> <li>◦ “The Envious Stonecutter” (Japanese Folk Tale)</li> </ul> </li> </ul> </li> <li>• Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>◦ Practicing Fluency—p. 10                                     <ul style="list-style-type: none"> <li>◦ Reading “Aloud” to Yourself</li> <li>◦ Fluency Skills   <ul style="list-style-type: none"> <li>• Attend to punctuation</li> <li>• Read in phrases</li> <li>• Read with emotion</li> <li>• Reflect change in characters while reading dialogue</li> <li>• Use context to self-correct or reread as necessary</li> </ul> </li> <li>◦ Speaking and Listening   <ul style="list-style-type: none"> <li>• Audio recordings</li> </ul> </li> <li>◦ Partner Practice</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Practicing Fluency                                     <ul style="list-style-type: none"> <li>◦ “Traditional Hopi Song” (Poem)</li> </ul> </li> </ul> </li> <li>• Teacher Resources                             <ul style="list-style-type: none"> <li>◦ How to Use the Handbook</li> </ul> </li> </ul> </li></ul>
<p><b>RF.4.4.C.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER’S EDITION</b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Context Clues—p. 32</li> </ul> <p><b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Determining Word Meanings: “Paul Revere’s Real Ride” (Realistic Fiction)—pp. 64–69                             <ul style="list-style-type: none"> <li>◦ Cite Evidence (context clues)—p. 65</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Reading Foundation Skills

### Fluency

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Determining Word Meanings: “A Gallery of Young Inventors” (Informational Text)—pp. 90–95                             <ul style="list-style-type: none"> <li>◦ Set the Purpose                                     <ul style="list-style-type: none"> <li>◦ To determine the meaning of an unfamiliar word, you can consult a dictionary or use context clues from the sentence or nearby sentences—p. 90</li> </ul> </li> <li>◦ Cite Evidence (context clues)—pp. 90, 91</li> <li>◦ Comprehension Check (context clues)—p. 95</li> </ul> </li> </ul> <p><b>GRADE 4 TEACHER’S EDITION</b></p> <p><b>Words to Know</b></p> <ul style="list-style-type: none"> <li>• Working with Word Meaning (context clues)—TE pp. 12, 54, 64</li> </ul> <p><b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Determining Word Meanings: “Paul Revere’s Real Ride” (Realistic Fiction)                             <ul style="list-style-type: none"> <li>◦ Cite Evidence (context clues)—TE pp. 65, 68</li> </ul> </li> </ul> <p><b>Support English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Using context clues—TE p. 91</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES</b></p> <p><b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Context Clues</li> </ul> </li> </ul>

## Progress Indicators for Writing

### Text Types and Purposes

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>W.4.1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 201–203                             <ul style="list-style-type: none"> <li>◦ Learn to write opinion pieces about topics or texts, supporting his or her point of view with reasons and information.</li> </ul> </li> <li>• Analyze a student model then outline and write a first draft—pp. 204–207</li> <li>• Assignment: Write the final draft—p. 214</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Progress Indicators for Writing

### Text Types and Purposes

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p><b>GRADE 4 TEACHER'S EDITION</b>  <b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Learning Progressions—TE p. 203A</li> <li>• Genre: Opinion Piece—TE p. 203</li> <li>• Analyze a Student Model—TE pp. 204–206</li> <li>• Evaluate a Writer's Work—TE p. 206</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b>  <b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 10 Home Connect On the Go: Fact or Opinion? (graphic organizer)</li> </ul> </li> </ul> <p>Additional online instructional support for Chapter 10—</p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice</li> <li>• Additional Practice</li> <li>• Instructional Videos</li> </ul>
<p><b>W.4.1.A.</b> 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.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b>  <b>Read/Analyze the Student Model</b></p> <ul style="list-style-type: none"> <li>• Creating an Organizational Structure—pp. 204, 207</li> <li>• Introduction (present the topic/writer's opinion)—pp. 204, 207</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b>  <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 3 Revising: Revising Checklist—p. 5                                     <ul style="list-style-type: none"> <li>◦ Organization and Coherence   <ul style="list-style-type: none"> <li>• Does my introduction state my topic clearly?</li> </ul> </li> </ul> </li> </ul> </li> </ul>
<p><b>W.4.1.B.</b> Provide reasons that are supported by facts from texts and/or other sources.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b>  <b>Read/Analyze the Student Model</b></p> <ul style="list-style-type: none"> <li>• Reason 1, Reason 2, Reason 3 (provide strong reasons to support the opinion)—pp. 204, 205, 207</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b>  <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 3 Revising: Revising Checklist—p. 5                                     <ul style="list-style-type: none"> <li>◦ Ideas and Voice   <ul style="list-style-type: none"> <li>• Do all of my reasons support my opinion?</li> <li>• Have I developed my ideas by including enough facts and examples?</li> </ul> </li> </ul> </li> </ul> </li> </ul>

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## Progress Indicators for Writing

### Text Types and Purposes

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>W.4.1.C.</b> Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b> <b>Read/Analyze the Student Model</b></p> <ul style="list-style-type: none"> <li>Linking Words and Phrases (link the opinion to the reasons that support it)—pp. 205, 207</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b> <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Step 3 Revising: Revising Checklist—p. 5                                     <ul style="list-style-type: none"> <li>Organization and Coherence   <ul style="list-style-type: none"> <li>Have I used linking words such as <i>in addition</i> and <i>for example</i> to connect my reasons to my opinion?</li> </ul> </li> </ul> </li> </ul> </li> </ul>
<p><b>W.4.1.D.</b> Provide a conclusion related to the opinion presented.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b> <b>Read/Analyze the Student Model</b></p> <ul style="list-style-type: none"> <li>Conclusion (restate opinion/summarize reasons)—pp. 206, 207</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b> <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Step 3 Revising: Revising Checklist—p. 5                                     <ul style="list-style-type: none"> <li>Organization and Coherence   <ul style="list-style-type: none"> <li>Do I have a strong concluding section that relates to my opinion?</li> </ul> </li> </ul> </li> </ul> </li> </ul>
<p><b>W.4.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p style="text-align: center;"><b>INFORMATIVE/EXPLANATORY TEXTS</b></p> <p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b> <b>Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 173–175                             <ul style="list-style-type: none"> <li>Learn to write an informative or explanatory piece that introduces a topic, groups related information, and ends with a conclusion.</li> <li>ty: Organize Steps for a Recipe (graphic organizer)</li> </ul> </li> <li>Analyze a student model then outline and write a first draft—pp. 176–179</li> <li>Assignment: Write the final draft—p. 186</li> </ul> <p><b>GRADE 4 TEACHER'S EDITION</b></p> <ul style="list-style-type: none"> <li>Learning Progressions—TE p. 175A</li> <li>Genre: Informative/Explanatory Text—TE p. 176</li> <li>Analyze a Student Model—TE pp. 176–178</li> <li>Evaluate a Writer's Work—TE p. 178</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Writing

### Text Types and Purposes

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p><b>GRADE 4 DIGITAL RESOURCES*</b>  <b>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>○ Chapter 8 Home Connect Activ</li> </ul> </li> </ul> <p>Additional online instructional support for Chapter 8—</p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice</li> <li>• Additional Practice</li> <li>• Instructional Videos</li> </ul> <p style="text-align: center;"><b>EVIDENCE-BASED ESSAYS</b></p> <p><b>STUDENT EDITION/TEACHER’S EDITION</b>  <b>Chapter 9 Text Types and Purposes: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>• Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 187–189                             <ul style="list-style-type: none"> <li>○ Learn to draw evidence from other texts to support an essay topic.</li> </ul> </li> <li>• Analyze a student model then outline and write a first draft—pp. 190–193</li> <li>• Assignment: Write the final draft—p. 200</li> </ul> <p><b>GRADE 4 TEACHER’S EDITION</b></p> <ul style="list-style-type: none"> <li>• Learning Progressions—TE p. 189A</li> <li>• Genre: Evidence-Based Essays—TE p. 190</li> <li>• Analyze a Student Model—TE pp. 190–192</li> <li>• Evaluate a Writer’s Work—TE p. 192</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b>  <b>Chapter 9 Text Types and Purposes: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>○ Chapter 9 Home Connect Activity: Sources for an Imaginary Documentary (graphic organizer)</li> </ul> </li> </ul> <p>Additional online instructional support for Chapter 9—</p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice</li> <li>• Additional Practice</li> <li>• Instructional Videos</li> </ul> <p style="text-align: center;"><b>RESEARCH REPORTS</b></p> <p><b>GRADE 4 STUDENT EDITION/TEACHER’S EDITION</b>  <b>Chapter 11 Text Types and Purposes: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 215–217                             <ul style="list-style-type: none"> <li>○ Learn to write a research report that includes an introduction, develops subtopics with evidence, and ends with a concluding statement or section.</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Writing

### Text Types and Purposes

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>Analyze a student model, conduct research/take notes, then outline and write a first draft—pp. 218–222</li> <li>Assignment: Write the final draft—p. 228</li> </ul> <p><b>GRADE 4 TEACHER’S EDITION</b></p> <ul style="list-style-type: none"> <li>Learning Progressions—TE p. 217A</li> <li>Genre: Research Report—TE p. 218</li> <li>Analyze a Student Model—TE pp. 218–220</li> <li>Evaluate a Writer’s Work—TE p. 220</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b></p> <p><b>Chapter 11 Text Types and Purposes: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>Parent Resources                             <ul style="list-style-type: none"> <li>Chapter 11 Home Connect On the Go: What I Know/What I Would Like to Know/What I Learned (graphic organizer)</li> </ul> </li> </ul> <p>Additional online instructional support for Chapter 11—</p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice</li> <li>Additional Practice</li> <li>Instructional Videos</li> </ul>
<p><b>W.4.2.A.</b> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Read/Analyze the Student Model</b></p> <ul style="list-style-type: none"> <li>Creating an Organizational Structure—pp. 176, 179, 190, 193, 218, 222</li> <li>Introduction—pp. 176, 179, 190, 193, 218, 222</li> <li>Headings—p. 177</li> </ul> <p><b>GRADE 4 TEACHER’S EDITION</b></p> <p><b>Digital Connection</b></p> <ul style="list-style-type: none"> <li>Online Publishing (add illustrations or photos)—TE pp. 172, 200</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Step 3 Revising: Revising Checklist—p. 5                                     <ul style="list-style-type: none"> <li>Organization and Coherence   <ul style="list-style-type: none"> <li>Does my introduction state my topic clearly?</li> <li>Have I grouped related ideas to support my purpose?</li> </ul> </li> </ul> </li> <li>Step 5 Producing, Publishing, and Presenting—p. 9                                     <ul style="list-style-type: none"> <li>Use images to add interest</li> <li>Use text features to make ideas easier to understand</li> </ul> </li> </ul> </li> </ul>
<p><b>W.4.2.B.</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Read/Analyze the Student Model</b></p> <ul style="list-style-type: none"> <li>Subtopic 1, Subtopic 2, Subtopic 3 (develop subtopics with facts, definitions, and details)—pp. 177, 179, 219, 222</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Writing

### Text Types and Purposes

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>Describe Characters/Events (support analysis with descriptions from the original text)—pp. 191, 193</li> <li>Use Text Evidence (quotations)—pp. 191, 193</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Step 3 Revising: Revising Checklist—p. 5                                     <ul style="list-style-type: none"> <li>Ideas and Voice   <ul style="list-style-type: none"> <li>Have I developed my ideas by including enough facts and examples?</li> </ul> </li> </ul> </li> </ul> </li> </ul>
<p><b>W.4.2.C.</b> Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b> <b>Read/Analyze the Student Model</b></p> <ul style="list-style-type: none"> <li>Subtopic 1 (choose words and phrases to link information in each subtopic)—pp. 177, 179</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Step 3 Revising: Revising Checklist—p. 5                                     <ul style="list-style-type: none"> <li>Ideas and Voice   <ul style="list-style-type: none"> <li>Have I used linking words such as <i>in addition</i> and <i>for example</i> to connect my reasons to my opinion?</li> </ul> </li> </ul> </li> </ul> </li> </ul> <p><i>Other grade</i></p> <p><b>GRADE 5 DIGITAL RESOURCES**</b></p> <p><b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Language: Transitional Words and Phrases</li> </ul> </li> <li>Additional Practice                             <ul style="list-style-type: none"> <li>Transitional Words and Phrases</li> </ul> </li> <li>Instructional Videos                             <ul style="list-style-type: none"> <li>Transitional Words and Phrases</li> </ul> </li> </ul>
<p><b>W.4.2.D.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b> <b>Read/Analyze the Student Model</b></p> <ul style="list-style-type: none"> <li>Headings (use precise language to make the information clear)—pp. 177, 179</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Precise Words and Phrases—p. 182</li> </ul> <p><b>GRADE 4 TEACHER'S EDITION</b></p> <p><b>Words to Know</b></p> <ul style="list-style-type: none"> <li>General Academic Vocabulary/Working with Word Meaning—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Writing

### Text Types and Purposes

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>• Domain-Specific Vocabulary—TE pp. 12, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 76, 78, 80, 90, 92, 96, 98, 102, 104, 106, 116, 118, 120, 122, 126, 136, 142, 148, 150, 152</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b> <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Word Choice                                     <ul style="list-style-type: none"> <li>• Step 3 Revising: Revising Checklist—p. 5   <ul style="list-style-type: none"> <li>• Have I used precise words?</li> </ul> </li> </ul> </li> </ul> </li> </ul>
<p><b>W.4.2.E.</b> Provide a conclusion related to the information of explanation presented.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b> <b>Read/Analyze the Student Model</b></p> <ul style="list-style-type: none"> <li>• Conclusion—pp. 178, 179, 192, 193</li> <li>• Concluding Statement—pp. 220, 222</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b> <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice/Lesson Plans                             <ul style="list-style-type: none"> <li>◦ Step 3 Revising: Revising Checklist—p. 5                                     <ul style="list-style-type: none"> <li>◦ Organization and Coherence   <ul style="list-style-type: none"> <li>• Do I have a strong concluding section that relates to my opinion?</li> </ul> </li> <li>◦ Peer Collaboration—pp. 6 and 7   <ul style="list-style-type: none"> <li>• Can the conclusion provide a better sense of closure?</li> </ul> </li> </ul> </li> </ul> </li> </ul>
<p><b>W.4.3.</b> Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b> <b>Chapter 7 Text Types and Purposes: Write Fictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 159–161                             <ul style="list-style-type: none"> <li>◦ Learn to write a story with imaginary characters and events using dialogue, descriptive details, and a clear sequence of events.</li> </ul> </li> <li>• Analyze a student model then outline and write a first draft—pp. 162–165</li> <li>• Assignment: Write the final draft—p. 172</li> </ul> <p><b>GRADE 4 TEACHER'S EDITION</b></p> <ul style="list-style-type: none"> <li>• Learning Progressions—TE p. 161A</li> <li>• Genre: Nonfictional Narrative—TE p. 162</li> <li>• Analyze a Student Model—TE pp. 162–164</li> <li>• Evaluate a Writer's Work—TE p. 164</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b> <b>Chapter 7 Text Types and Purposes: Write Fictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 7 Home Connect Conversation Starter: Create a New Ending to a Movie (graphic organizer)</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Writing

### Text Types and Purposes

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p>Additional online instructional support for Chapter 7—</p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice</li> <li>• Additional Practice</li> <li>• Instructional Videos</li> </ul>
<p><b>W.4.3.A.</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b>  <b>Read/Analyze the Student Model</b></p> <ul style="list-style-type: none"> <li>• Creating an Organizational Structure—pp. 162, 165</li> <li>• Introduction (establishes the story situation and the main character)—pp. 162, 165</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b>  <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice/Lesson Plans <ul style="list-style-type: none"> <li>◦ Step 1: Planning—p. 3 <ul style="list-style-type: none"> <li>◦ Add characters, setting, and plot events to the basic idea for a story.</li> </ul> </li> <li>◦ Step 3 Revising: Revising Checklist—p. 5 <ul style="list-style-type: none"> <li>◦ Peer Collaboration—pp. 6 and 7 <ul style="list-style-type: none"> <li>• What is another way to draw in the reader at the beginning?</li> </ul> </li> </ul> </li> </ul> </li> </ul>
<p><b>W.4.3.B.</b> Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b>  <b>Read/Analyze the Student Model</b></p> <ul style="list-style-type: none"> <li>• Dialogue (use dialogue to tell how characters think and feel)—pp. 163, 165</li> <li>• Description (use descriptive words to develop story events and characters)—pp. 163, 165</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b>  <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice/Lesson Plans <ul style="list-style-type: none"> <li>◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> <li>◦ Word Choice—p. 5 <ul style="list-style-type: none"> <li>• Do my words bring my ideas to life?</li> </ul> </li> </ul> </li> <li>◦ Peer Collaboration—pp. 6 and 7 <ul style="list-style-type: none"> <li>• Is there another way you could say that?</li> </ul> </li> </ul> </li> </ul>
<p><b>W.4.3.C.</b> Use a variety of transitional words and phrases to manage the sequence of events.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b>  <b>Read/Analyze the Student Model</b></p> <ul style="list-style-type: none"> <li>• Transitional Words and Phrases—pp. 163, 165</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b>  <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice <ul style="list-style-type: none"> <li>◦ Step 3 Revising: Revising Checklist—p. 5 <ul style="list-style-type: none"> <li>◦ Organization and Coherence <ul style="list-style-type: none"> <li>• Have I used linking words such as <i>in addition</i> and <i>for example</i> to connect my reasons to my opinion?</li> </ul> </li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Writing

### Text Types and Purposes

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p><i>Other grade</i></p> <p><b>GRADE 5 DIGITAL RESOURCES**</b> <b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Transitional Words and Phrases</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Transitional Words and Phrases</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Transitional Words and Phrases</li> </ul> </li> </ul>
<p><b>W.4.3.D.</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b> <b>Read/Analyze the Student Model</b></p> <ul style="list-style-type: none"> <li>• Description (use sensory details to help readers see, hear, feel, taste, and smell the same things the characters do)—pp. 163, 165</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b> <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Word Choice                                     <ul style="list-style-type: none"> <li>• Step 3 Revising: Revising Checklist—p. 5   <ul style="list-style-type: none"> <li>• Do my words bring my ideas to life?</li> </ul> </li> </ul> </li> </ul> </li> </ul>
<p><b>W.4.3.E.</b> Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b> <b>Read/Analyze the Student Model</b></p> <ul style="list-style-type: none"> <li>• Conclusion (brings story events to an end)—pp. 164, 165</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b> <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice Lesson Plan                             <ul style="list-style-type: none"> <li>◦ Peer Collaboration—pp. 6 and 7                                     <ul style="list-style-type: none"> <li>• How can the conclusion provide a better sense of closure?</li> </ul> </li> </ul> </li> </ul>

### Production and Distribution of Writing

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>W.4.4.</b> 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.)</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b> <b>Chapter 7 Text Types and Purposes: Write Fictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 159–161</li> <li>• Analyze a student model then outline and write a first draft—pp. 162–165</li> <li>• Assignment: Write the final draft—p. 172</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Writing

### Production and Distribution of Writing

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p><b>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 173–175</li> <li>Analyze a student model then outline and write a first draft—pp. 176–179</li> <li>Assignment: Write the final draft—p. 186</li> </ul> <p><b>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 187–189</li> <li>Analyze a student model then outline and write a first draft—pp. 190–193</li> <li>Assignment: Write the final draft—p. 200</li> </ul> <p><b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 201–203</li> <li>Analyze a student model then outline and write a first draft—pp. 204–207</li> <li>Assignment: Write the final draft—p. 214</li> </ul> <p><b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 215–217</li> <li>Analyze a student model, conduct research/take notes, then outline and write a first draft—pp. 218–222</li> <li>Assignment: Write the final draft—p. 228</li> </ul>
<p><b>W.4.5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p><b>GRADE 4 TEACHER’S EDITION</b></p> <p><b>Writing Handbook</b> Direct students to the online <i>Writing Handbook</i> for detailed instruction on planning, drafting, revising, editing, and producing, publishing, and presenting their writing.</p> <ul style="list-style-type: none"> <li>Chapter 7, TE p. 161; Chapter 8, TE p. 175; Chapter 9, TE p. 189; Chapter 10, TE p. 203; Chapter 11, TE p. 217</li> </ul> <p><b>Evaluate a Writer’s Work</b> Students work in pairs/group discussions.</p> <ul style="list-style-type: none"> <li>Chapter 7, TE p. 164; Chapter 8, TE p. 178; Chapter 9, TE p. 192; Chapter 10, TE p. 206; Chapter 11, TE p. 220</li> </ul> <p><b>Create: Organizational Structure</b> Brainstorming, Planning, Drafting.</p> <ul style="list-style-type: none"> <li>Chapter 7, TE p. 165; Chapter 8, TE p. 179; Chapter 9, TE p. 193; Chapter 10, TE p. 207; Chapter 11, TE p. 222</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Progress Indicators for Writing

### Production and Distribution of Writing

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p><b>Introduce the Writing Process</b> Steps of the writing process.</p> <ul style="list-style-type: none"> <li>Chapter 7, TE p. 165; Chapter 8, TE p. 179; Chapter 9, TE p. 193; Chapter 10, TE p. 207; Chapter 11, TE p. 222</li> </ul> <p><b>Writing Process Summary</b> Planning, Drafting, Rubrics.</p> <ul style="list-style-type: none"> <li>Chapter 7, TE p. 172; Chapter 8, TE p. 186; Chapter 9, TE p. 200; Chapter 10, TE p. 214; Chapter 11, TE p. 228</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice/Lesson Plans                             <ul style="list-style-type: none"> <li>Step 1: Planning</li> <li>Step 2: Drafting</li> <li>Step 3: Revising</li> <li>Step 4: Editing</li> <li>Step 5: Producing, Publishing, and Presenting</li> </ul> </li> </ul>
<p><b>W.4.6.</b> 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.</p>	<p><b>GRADE 4 TEACHER'S EDITION</b></p> <p><b>Digital Connection</b></p> <ul style="list-style-type: none"> <li>Using Online Resources—TE pp. 19, 47</li> <li>Reliable Online Sources—TE p. 71</li> <li>The Library of Congress—TE p. 97</li> <li>Present and Analyze Visuals—TE p. 128</li> <li>Connect Visuals to the Text—TE p. 154</li> <li>Online Publishing—TE pp. 172, 200</li> <li>Create an Online Magazine—TE p. 186</li> <li>Editorial Web Page—TE p. 214</li> <li>Social Media—TE p. 228</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice/Lesson Plans                             <ul style="list-style-type: none"> <li>Step 1: Planning                                     <ul style="list-style-type: none"> <li>Research Tip—p. 3   <ul style="list-style-type: none"> <li>Use online resources</li> </ul> </li> <li>Digital Integration—pp. 2 and 3   <ul style="list-style-type: none"> <li>Use precise search words or phrases with a child-friendly search engine.</li> </ul> </li> </ul> </li> <li>Step 2: Drafting                                     <ul style="list-style-type: none"> <li>Digital Integration pp. 4 and 5   <ul style="list-style-type: none"> <li>Use a word processing program to easily add, move, and delete content.</li> </ul> </li> </ul> </li> <li>Step 3: Revising—p. 5                                     <ul style="list-style-type: none"> <li>Make changes on your computer.</li> </ul> </li> <li>Step 4: Editing—pp. 6 and 7                                     <ul style="list-style-type: none"> <li>Digital Integration   <ul style="list-style-type: none"> <li>Students using a computer should understand that a spellchecker will not catch every mistake.</li> </ul> </li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Writing

### Production and Distribution of Writing

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>○ Step 5: Producing, Publishing, and Presenting—pp. 8 and 9                             <ul style="list-style-type: none"> <li>○ Digital Connection                                     <ul style="list-style-type: none"> <li>• Use technology to present writing to a bigger audience.</li> </ul> </li> <li>○ Digital Integration                                     <ul style="list-style-type: none"> <li>• Use social media for giving polite, constructive feedback.</li> </ul> </li> <li>○ Assignment: Digital Presentation                                     <ul style="list-style-type: none"> <li>• Encourage students to use digital technology to present and publish their work. Read their work aloud in a video conference to another class or make digital recordings of their readings. Tablet users can use apps to create eBooks.</li> </ul> </li> </ul> </li> </ul>

### Research to Build and Present Knowledge

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>W.4.7.</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b>  <b>Chapter 11 Text Types and Purposes: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Progress Check—p. 222                             <ul style="list-style-type: none"> <li>○ Conduct a research project.</li> </ul> </li> <li>• Graphic organizer and outline                             <ul style="list-style-type: none"> <li>○ Plan and organize a research project—p. 222</li> </ul> </li> </ul> <p><b>GRADE 4 TEACHER'S EDITION</b>  <b>Extend Thinking</b></p> <ul style="list-style-type: none"> <li>• Create (research what types of animals live in the jungles of central India)—TE p. 17</li> <li>• Create (research one area of erosion)—TE p. 43</li> <li>• Draw Conclusions (research/reexamine character of historical figure Benedict Arnold)—TE p. 75</li> <li>• Investigate (research historical figures discussed in the chapter)—TE p. 82</li> <li>• Investigate (research Ben Franklin)—TE p. 95</li> <li>• Critical Response (research life of Alexander Graham Bell)—TE p. 108</li> <li>• Synthesize Information (conduct online research)—TE p. 147</li> </ul> <p><b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>• Research renewable energy—TE p. 153</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b>  <b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>○ Chapter 11 Home Connect On the Go: Be a Reporter (who, what, when, where, why, and how) (graphic organizer)</li> </ul> </li> </ul>

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## Progress Indicators for Writing

### Research to Build and Present Knowledge

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>W.4.8.</b> 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.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Discuss the Essential Question                             <ul style="list-style-type: none"> <li>◦ Use a graphic organizer to record and sort information—pp. 184, 198, 212, 226</li> </ul> </li> </ul> <p><b>Chapter 11 Text Types and Purposes: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Chapter Opener                             <ul style="list-style-type: none"> <li>◦ Progress Check—p. 215                                     <ul style="list-style-type: none"> <li>◦ Gather relevant evidence from print and digital sources.</li> <li>◦ Take notes and organize the information logically.</li> <li>◦ Present the information in a way that builds knowledge.</li> <li>◦ Provide a list of sources.</li> </ul> </li> </ul> </li> <li>• Read a Student Model                             <ul style="list-style-type: none"> <li>◦ List of Sources—p. 220                                     <ul style="list-style-type: none"> <li>◦ Provide a list of the digital sources used for research.</li> </ul> </li> </ul> </li> </ul> <p><b>Taking Notes</b></p> <ul style="list-style-type: none"> <li>• Use index cards/record source/summarize or paraphrase information—p. 221</li> </ul> <p><b>GRADE 4 TEACHER'S EDITION</b></p> <p><b>Digital Connection</b></p> <ul style="list-style-type: none"> <li>• Using Online Resources—TE pp. 19, 47</li> <li>• Reliable Online Sources—TE p. 71</li> <li>• The Library of Congress—TE p. 97</li> </ul> <p><b>Learning Progressions</b></p> <ul style="list-style-type: none"> <li>• Gathering Information (categorizing information they research and providing a list of sources)—TE p. 217A</li> </ul> <p><b>Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Conduct Research—TE p. 221                             <ul style="list-style-type: none"> <li>◦ Finding Sources</li> <li>◦ Taking Notes</li> </ul> </li> <li>• Citing Sources—TE p. 221</li> </ul> <p><b>Differentiate Instruction</b></p> <ul style="list-style-type: none"> <li>• Work individually with students who are not yet ready to conduct research—TE p. 221</li> <li>• Use color-coded index cards—TE p. 222</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 1: Planning                                     <ul style="list-style-type: none"> <li>◦ Research Tip—p. 3   <ul style="list-style-type: none"> <li>• Use print and digital sources</li> </ul> </li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Writing

### Research to Build and Present Knowledge

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>• Take notes</li> <li>• Sort information</li> <li>• Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>◦ Step 1: Planning                                     <ul style="list-style-type: none"> <li>◦ Digital Integration: Research Tip (conducting research online using a search engine)—pp. 2 and 3</li> </ul> </li> </ul> </li> </ul>
<p><b>W.4.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p><b>W.4.9.A.</b> Apply <i>grade 4 Reading standards to literature</i> (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].”).</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Literary Texts: Chapters 1, 3, 5</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence (examining evidence to answer text-dependent questions)—pp. 12–13, 14, 16, 18–19, 20, 22, 24–25, 26, 28, 64–65, 66, 68, 70–71, 72, 74, 76–77, 78, 80, 116–117, 118, 120, 122–123, 124, 126</li> <li>• Check Comprehension (comprehension questions for discussion of inferences and conclusions based on evidence from the text)—pp. 13, 19, 25, 65, 71, 77, 117, 123</li> <li>• Check Comprehension (multiple-choice and short essay questions)—pp. 15, 17, 21, 23, 27, 29, 67, 69, 73, 75, 79, 81, 119, 121, 125, 127</li> </ul> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast Texts/Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—Chapter 1, pp. 30–31; Chapter 3, pp. 82–83; Chapter 5, pp. 128–129</li> </ul> <p><b>GRADE 4 TEACHER’S EDITION</b></p> <p><b>Literary Texts: Chapters 1, 3, 5</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence (strategies for discovery)—TE pp. 12–13, 14, 16, 18–19, 20, 22, 24–25, 26, 28, 64–65, 66, 68, 70–71, 72, 74, 76–77, 78, 80, 116–117, 118, 120, 122–123, 124, 126</li> <li>• Check Comprehension: Sample Answer/Answer Explanation—TE pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 65, 67, 69, 71, 73, 75, 77, 79, 81, 117, 119, 121, 123, 125, 127</li> <li>• Critical Comprehension (question(s) that require students to reflect/think deeply about the text and support answers with evidence from the text)—TE pp. 17, 23, 29, 69, 75, 81, 121, 127</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Describing Characters, Settings, and Events—TE p. 164</li> </ul>
<p><b>W.4.9.B.</b> Apply <i>grade 4 Reading standards to informational texts</i> (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Informational Texts: Chapters 2, 4, 6</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence (examining evidence to answer text-dependent questions)—pp. 38–39, 40, 42, 44–45, 46, 48, 50–51, 52, 54, 90–91, 92, 94, 96–97, 98, 100, 102–103, 104, 106, 136–137, 138, 140, 142–143, 144, 146, 148–149, 150, 152</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Writing

### Research to Build and Present Knowledge

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>• Check Comprehension (comprehension questions for discussion of inferences and conclusions based on evidence from the text)—pp. 39, 45, 51, 91, 97, 103, 137, 143, 149</li> <li>• Check Comprehension (multiple-choice and short essay questions)—pp. 41, 43, 47, 49, 53, 55, 93, 95, 99, 101, 105, 107, 139, 141, 145, 147, 151, 153</li> </ul> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast Texts/Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—Chapter 2, pp. 56–57; Chapter 4, pp. 108–109; Chapter 6, pp. 154–155</li> </ul> <p><b>GRADE 4 TEACHER’S EDITION</b></p> <p><b>Informational Texts: Chapters 2, 4, 6</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence (strategies for discovery)—TE pp. 38–39, 40, 42, 44–45, 46, 48, 50–51, 52, 54, 90–91, 92, 94, 96–97, 98, 100, 102–103, 104, 106, 136–137, 138, 140, 142–143, 144, 146, 148–149, 150, 152</li> <li>• Check Comprehension: Sample Answer/Answer Explanation—TE pp. 39, 41, 43, 45, 47, 49, 51, 53, 55, 91, 93, 95, 97, 99, 101, 103, 105, 107, 137, 139, 141, 143, 145, 147, 149, 151, 153</li> <li>• Critical Comprehension (question(s) that require students to reflect/think deeply about the text and support answers with evidence from the text)—TE pp. 43, 49, 55, 95, 101, 107, 141, 147, 153</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Analyzing Reasons and Evidence—TE p. 149</li> </ul>

### Range of Writing

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>W.4.10.</b> Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Chapters 1–6</b></p> <ul style="list-style-type: none"> <li>• Comprehension Check In addition to multi-choice questions, Comprehension Check activities include a comprehension question requiring a thoughtful, written answer. <ul style="list-style-type: none"> <li>○ Chapter 1, pp. 13, 15, 17, 19, 21, 23, 25, 27, 29; Chapter 2, pp. 39, 41, 43, 45, 47, 49, 51, 53, 55; Chapter 3, pp. 65, 67, 69, 71, 73, 75, 77, 79, 81; Chapter 4, pp. 91, 93, 95, 97, 99, 101, 103, 105, 107; Chapter 5, pp. 117, 119, 121, 123, 125, 127; Chapter 6, pp., 137, 139, 141, 143, 145, 147, 149, 151, 153</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Progress Indicators for Writing

### Range of Writing

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>Connect to the Essential Question/Connect to the Theme (answer short essay questions, drawing evidence from chapter texts)—Chapter 1, TE p. 31; Chapter 2, TE p. 57; Chapter 3, TE p. 83; Chapter 4, TE p. 109; Chapter 5, TE p. 129; Chapter 6, TE p. 155</li> </ul> <p><b>Write About It</b></p> <ul style="list-style-type: none"> <li>Write a short response to the Chapter Review reading selection(s)—Chapter 1, p. 34; Chapter 2, p. 60; Chapter 3, p. 86; Chapter 4, p. 112; Chapter 5, p. 132; Chapter 6, p. 158</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Discuss the Essential Question (answer short essay questions)—Chapter 7, p. 170; Chapter 8, p. 184; Chapter 9, p. 198; Chapter 10, p. 212; Chapter 11, p. 226</li> </ul> <p><b>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>Analyze a student model then outline and write a first draft—pp. 162-165</li> <li>Assignment: Write the final draft—p. 172</li> </ul> <p><b>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>Analyze a student model then outline and write a first draft—pp. 176-179</li> <li>Assignment: Write the final draft—p. 186</li> </ul> <p><b>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>Analyze a student model then outline and write a first draft—pp. 190-193</li> <li>Assignment: Write the final draft—p. 200</li> </ul> <p><b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>Analyze a student model then outline and write a first draft—pp. 204-207</li> <li>Assignment: Write the final draft—p. 214</li> </ul> <p><b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>Analyze a student model, conduct research/take notes, then outline and write a first draft—pp. 218-222</li> <li>Assignment: Write the final draft—p. 228</li> </ul> <p><b>GRADE 4 TEACHER'S EDITION</b></p> <p><b>Writearound</b></p> <ul style="list-style-type: none"> <li>Students in a group of four complete sentence starters to produce summaries of the text—TE p. 27, 53</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Writing

### Range of Writing

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p><b>Write About It Rubric</b></p> <ul style="list-style-type: none"> <li>Chapter 1, TE p. 34; Chapter 2, TE p. 60; Chapter 3, TE p. 86; Chapter 4, TE p. 112; Chapter 5, TE p. 132; Chapter 6, TE p. 158</li> </ul>

## Progress Indicators for Speaking and Listening

### Comprehension and Collaboration

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>SL.4.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p><b>GRADE 4 TEACHER'S EDITION</b></p> <p><b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>Chapter 1, TE p. 27; Chapter 2, TE p. 53; Chapter 3, TE p. 79; Chapter 4, TE p. 105; Chapter 5, TE p. 125; Chapter 6, TE p. 151; Chapter 7, TE p. 169; Chapter 8, TE p. 184; Chapter 9, TE p. 198; Chapter 10, TE p. 212; Chapter 11, TE p. 226</li> </ul> <p><b>Theme Wrap-Up</b></p> <ul style="list-style-type: none"> <li>Lead students in a group discussion on the chapter theme—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155</li> </ul> <p><b>Peer Collaboration</b></p> <ul style="list-style-type: none"> <li>Chapter 1, p. 15; Chapter 2, p. 41; Chapter 3, p. 67; Chapter 4, p. 96; Chapter 5, p. 119; Chapter 6, p. 139</li> </ul> <p><b>Turn and Talk</b></p> <ul style="list-style-type: none"> <li>Chapter 3, p. 79; Chapter 4, p. 99; Chapter 6, p. 151; Chapter 8, p. 181; Chapter 10, p. 210; Chapter 11, p. 223</li> </ul>
<p><b>SL.4.1.A.</b> Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>Compare and Contrast Texts (be prepared to discuss your ideas)—Chapter 1, p. 30; Chapter 2, p. 56; Chapter 3, p. 82; Chapter 4, p. 108; Chapter 5, p. 128; Chapter 6, p. 154</li> <li>Connect to the Essential Question (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226</li> <li>Good Speaker/Good Listener Checklist                             <ul style="list-style-type: none"> <li>Did I? Come to the discussion prepared?—p. 170</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Progress Indicators for Speaking and Listening

### Comprehension and Collaboration

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p><b>GRADE 4 DIGITAL RESOURCES*</b> <b>Chapters 7–11</b></p> <ul style="list-style-type: none"> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Speaking and Listening: Presentation of Knowledge and Ideas (come prepared/read in advance text to be discussed/prepare questions)</li> </ul> </li> </ul>
<p><b>SL.4.1.B.</b> Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b> <b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>• Connect to the Essential Question (small group or class discussion/follow agreed-upon rules)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Discuss the Essential Question (small group/class discussion/follow agreed-upon rules for discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226</li> <li>• Good Speaker/Good Listener Checklist—p. 170                             <ul style="list-style-type: none"> <li>◦ Did I: Follow agreed-upon rules for discussion?</li> </ul> </li> </ul> <p><b>GRADE 4 TEACHER'S EDITION</b> <b>Reciprocal Teaching</b></p> <ul style="list-style-type: none"> <li>• Form groups of four students and assign one of the following roles to each group member: Summarizer, Questioner, Clarifier, and Predictor.                             <ul style="list-style-type: none"> <li>◦ Chapter 1, TE p. 21; Chapter 2, TE p. 47; Chapter 3, TE p. 73; Chapter 5, TE p. 125; Chapter 6, TE p. 145</li> </ul> </li> </ul> <p><b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>• Follow rules/speak one at a time/listen respectfully/avoid over-talking or monopolizing—TE p. 27</li> <li>• Be respectful/avoid interrupting—TE p. 53</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b> <b>Chapters 7–11</b></p> <ul style="list-style-type: none"> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Speaking and Listening: Presentation of Knowledge and Ideas (follow agreed-upon rules for discussion/choose discussion leader)</li> </ul> </li> </ul>
<p><b>SL.4.1.C.</b> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b> <b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>• Connect to the Essential Question/Connect to the Theme (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Speaking and Listening

### Comprehension and Collaboration

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226                             <ul style="list-style-type: none"> <li>◦ Good Speaker/Good Listener Checklist—p. 170                                     <ul style="list-style-type: none"> <li>◦ Did I?   <ul style="list-style-type: none"> <li>• Revise my own views when presented with new evidence or information?</li> <li>• Stay on topic?</li> </ul> </li> </ul> </li> <li>◦ Graphic Organizer (complete the organizer using notes of what is discussed)—Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226                                     <ul style="list-style-type: none"> <li>◦ Ideas I Agree or Disagree With</li> <li>◦ New Ideas I Had During Discussion</li> <li>◦ Questions I Asked</li> <li>◦ Questions I Answered</li> </ul> </li> </ul> </li> </ul> <p><b>GRADE 4 TEACHER’S EDITION</b></p> <p><b>Peer Collaboration</b></p> <ul style="list-style-type: none"> <li>• Chapter 1, TE p. 15; Chapter 2, TE p. 41; Chapter 3, TE p. 67; Chapter 4, TE p. 93; Chapter 5, TE p. 119; Chapter 6, TE p. 139</li> </ul> <p><b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>• Listen carefully/ask clarifying questions/build on each other’s reasoning—TE pp. 27, 53, 105, 125, 151, 169, 184, 198, 212, 226</li> </ul> <p><b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>• Listeners should listen attentively and ask questions to better understand the information—Chapter 1, TE p. 29; Chapter 3, TE p. 81; Chapter 4, TE p. 107; Chapter 6, TE p. 153</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b></p> <p><b>Chapters 7–10</b></p> <ul style="list-style-type: none"> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Speaking and Listening: Presentation of Knowledge and Ideas (ask questions to check understanding)</li> </ul> </li> </ul>
<p><b>SL.4.1.D.</b> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>• Connect to the Essential Question (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Speaking and Listening

### Comprehension and Collaboration

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p><b>GRADE 4 TEACHER'S EDITION</b></p> <p><b>Peer Collaboration</b> Ask students to think independently about each Comprehension Check question and form their own ideas for answering them. Then have students discuss their responses to the questions with a partner, adjusting their ideas when warranted.</p> <ul style="list-style-type: none"> <li>Chapter 1, TE p. 15; Chapter 2, TE p. 41; Chapter 3, TE p. 67; Chapter 4, TE p. 93; Chapter 5, TE p. 119; Chapter 6, TE p. 139</li> </ul> <p><b>Turn and Talk</b></p> <ul style="list-style-type: none"> <li>Discuss and revise answers to comprehension questions in pairs/share conclusions with the class—Chapter 1, TE p. 27; Chapter 2, TE p. 53; Chapter 3, TE p. 79; Chapter 4, TE p. 105; Chapter 5, TE p. 145; Chapter 6, TE p. 151</li> </ul> <p><b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>Elicit responses from students of different cultural backgrounds—TE p. 153</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b></p> <p><b>Chapters 7–11</b></p> <ul style="list-style-type: none"> <li>Instructional Videos                             <ul style="list-style-type: none"> <li>Speaking and Listening: Presentation of Knowledge and Ideas (acknowledge new information/changing viewpoints)</li> </ul> </li> </ul>
<p><b>SL.4.2.</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally).</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Discuss the Essential Question                             <ul style="list-style-type: none"> <li>Summarize or paraphrase and record information using a graphic organizer—pp. 170, 184, 198, 212, 226</li> </ul> </li> </ul> <p><b>Taking Notes</b></p> <ul style="list-style-type: none"> <li>Summarize or paraphrase information—p. 221</li> </ul> <p><b>GRADE 4 TEACHER'S EDITION</b></p> <p><b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>Students place the other person's statement in their own words—TE pp. 105, 125</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b></p> <p><b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Parent Resources                             <ul style="list-style-type: none"> <li>Chapter 2 Home Connect Conversation Starter: Main Ideas and Summary (graphic organizer)</li> </ul> </li> </ul>
<p><b>SL.4.3.</b> Identify the reasons and evidence a speaker provides to support particular points.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>Connect to the Essential Question (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Speaking and Listening

### Comprehension and Collaboration

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 170; Chapter 8, p. 184; Chapter 9, p. 198; Chapter 10, p. 212; Chapter 11, p. 226</li> <li>• Good Speaker/Good Listener Checklist—p. 170                             <ul style="list-style-type: none"> <li>◦ Did I? Identify reasons and evidence that a speaker provides?</li> </ul> </li> </ul> <p><b>GRADE 4 TEACHER'S EDITION</b></p> <p><b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>• Listeners should listen attentively and ask questions to better understand the information—Chapter 1, TE p. 29; Chapter 3, TE p. 81; Chapter 4, TE p. 107; Chapter 6, TE p. 153</li> </ul>

### Presentation of Knowledge and Ideas

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>SL.4.4.</b> 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.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Speaking and Listening</b></p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Discuss the Essential Question (small group/class discussion) (when you speak, be sure to explain your ideas fully)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226</li> <li>• Good Speaker/Good Listener Checklist—p. 170</li> <li>• Did I?                             <ul style="list-style-type: none"> <li>◦ Stay on topic?</li> <li>◦ Speak in complete sentences?</li> </ul> </li> </ul> <p><b>GRADE 4 TEACHER'S EDITION</b></p> <p><b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>• Prepare and make a formal presentation (state topic clearly/ present appropriate facts/use formal language/speak clearly, in complete sentences, and at a reasonable rate)—Chapter 1, TE p. 29; Chapter 2, TE p. 55; Chapter 3, TE p. 81; Chapter 4, TE p. 107; Chapter 6, TE p. 127; Chapter 6, TE p. 153</li> </ul> <p><b>Extend Thinking</b></p> <ul style="list-style-type: none"> <li>• Create (a visual/present to class)—TE p. 17</li> <li>• Create (research/prepare a visual/present to class)—TE p. 43</li> <li>• Compare and Contrast (Venn diagram/present ideas)—TE p. 56</li> <li>• Draw Conclusions (reexamine character of historical figure/ share conclusions with class)—TE p. 75</li> <li>• Investigate (research historical figures/create a visual/share with class)—TE p. 82</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Speaking and Listening

### Presentation of Knowledge and Ideas

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>• Investigate (research Ben Franklin/prepare a visual/present to class)—TE p. 95</li> <li>• Critical Response (examine life of Alexander Graham Bell/ share ideas with a partner)—TE p. 108</li> <li>• Construct Visuals (construct diagrams/present to class)—TE p. 100</li> <li>• Synthesize Information (draw a diagram/explain steps to class)—TE p. 115</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b></p> <p><b>Chapters 1–6</b></p> <ul style="list-style-type: none"> <li>• Fluency Practice (Chapters 1–6)               <ul style="list-style-type: none"> <li>◦ Fluency Practice: Teaching Suggestions                   <ul style="list-style-type: none"> <li>• Phrasing</li> <li>• Expression and Intonation</li> <li>• Punctuation</li> <li>• Rate</li> <li>• Accuracy</li> </ul> </li> </ul> </li> </ul> <p><b>Chapters 7–11</b></p> <ul style="list-style-type: none"> <li>• Instructional Videos               <ul style="list-style-type: none"> <li>◦ Speaking and Listening: Presentation of Knowledge and Ideas (present claims and findings in a clear and focused manner)</li> </ul> </li> </ul> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Speaking Tips (giving an oral presentation)—p. 9               <ul style="list-style-type: none"> <li>◦ Determine how formal or informal you need to be. Use language that fits your audience and the occasion.</li> <li>◦ Use visuals as needed to support what you say.</li> <li>◦ Speak clearly and loudly enough for everyone to hear.</li> <li>◦ Speak slowly enough so that everyone can understand you.</li> <li>◦ Change the pitch, rate, and loudness of your voice to express your</li> <li>◦ ideas, show emphasis, and create an emotional effect.</li> <li>◦ Make your gestures and facial expressions match your words.</li> <li>◦ Ask your audience if they have any questions. Listen carefully and answer politely. Take time to think before you respond.</li> </ul> </li> </ul>
<p><b>SL.4.5.</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><b>GRADE 4 TEACHER'S EDITION</b></p> <p><b>Extend Thinking</b></p> <ul style="list-style-type: none"> <li>• Create (a visual/present to class)—TE p. 17</li> <li>• Compare (compare and contrast family traditions/create a word web)—TE p. 30</li> <li>• Create (research/prepare a visual/present to class)—TE p. 43</li> <li>• Compare and Contrast (Venn diagram)—TE p. 56</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Speaking and Listening

### Presentation of Knowledge and Ideas

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>• Investigate (research historical figures/create a visual)—TE p. 82</li> <li>• Investigate (research Ben Franklin/prepare a visual/present to class)—TE p. 95</li> <li>• Construct Visuals (construct diagrams/present to class)—TE p. 100</li> <li>• Synthesize Information (draw a diagram/explain steps)—TE p. 115</li> </ul> <p><b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>• Use engaging visuals to enhance presentations—Chapter 1, TE p. 29; Chapter 2, TE p. 55; Chapter 3, TE p. 81; Chapter 4, TE p. 107; Chapter 5, TE p. 127; Chapter 6, TE p. 153</li> </ul> <p><b>Foundational Skills</b> Use expression when reading dialogue. Students record then listen to themselves. Read with proper phrasing. Pay attention to punctuation marks.</p> <ul style="list-style-type: none"> <li>• Fluency Practice—TE pp. 41, 93, 119, 145</li> </ul> <p><b>Digital Connection</b></p> <ul style="list-style-type: none"> <li>• Chapter 5 Present and Analyze Visuals—TE p. 128</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b></p> <p><b>Foundational Skills Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>◦ Practicing Fluency—p. 10                     <ul style="list-style-type: none"> <li>◦ "The Envious Stonecutter" (from a Japanese Folk Tale)</li> </ul> </li> </ul> </li> <li>• Instruction &amp; Practice Lesson Plans             <ul style="list-style-type: none"> <li>◦ Practicing Fluency—p. 10                     <ul style="list-style-type: none"> <li>◦ Reading "Aloud" to Yourself</li> <li>◦ Fluency Skills                             <ul style="list-style-type: none"> <li>• Attend to punctuation</li> <li>• Read in phrases</li> <li>• Read with emotion</li> <li>• Reflect change in characters while reading dialogue</li> <li>• Use context to self-correct or reread as necessary</li> </ul> </li> </ul> </li> <li>◦ Speaking and Listening                             <ul style="list-style-type: none"> <li>• Audio recordings (have student partners work together to make audio recordings that demonstrate their ability to read fluidly with appropriate expression)</li> <li>• Partner Practice (take turns reading the story aloud to each other)</li> </ul> </li> </ul> </li> </ul> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>◦ Step 5: Producing, Publishing, and Presenting                     <ul style="list-style-type: none"> <li>◦ Use visuals as needed to support what you say—p. 9</li> </ul> </li> </ul> </li> <li>• Instruction &amp; Practice Lesson Plans             <ul style="list-style-type: none"> <li>◦ Assignment: Digital Presentation—pp. 8 and 9</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Speaking and Listening

### Presentation of Knowledge and Ideas

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p><i>Related content</i></p> <p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b> <b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Interpreting Visual Information: "Satellites Around Earth" (Technical Text)—pp. 136–141</li> </ul> <p><b>GRADE 4 TEACHER'S EDITION</b> <b>Digital Connection: Online Publishing</b></p> <ul style="list-style-type: none"> <li>Chapter 7 (draw pictures for the story)—TE p. 172</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b> <b>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</b></p> <ul style="list-style-type: none"> <li>Parent Resources                             <ul style="list-style-type: none"> <li>Chapter 5 Home Connect Conversation Starter: Common Proverbs (drawing pictures) (graphic organizer)</li> </ul> </li> </ul>
<p><b>SL.4.6.</b> 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.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b> <b>Language</b></p> <ul style="list-style-type: none"> <li>Complete Sentences—p. 166</li> <li>Formal and Informal English—p. 208</li> </ul> <p><b>Chapter 10 Review</b></p> <ul style="list-style-type: none"> <li>Rewrite text in informal English to formal English—p. 213</li> </ul> <p><b>GRADE 4 TEACHER'S EDITION</b> <b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>Use formal language suitable for an academic presentation—Chapter 1, TE p. 29; Chapter 2, TE p. 55; Chapter 3, TE p. 81; Chapter 4, TE p. 107; Chapter 6, TE p. 153</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b> <b>Chapter 7 Text Types and Purposes: Write Fictional Narratives</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Language: Complete Sentences</li> </ul> </li> <li>Additional Practice                             <ul style="list-style-type: none"> <li>Complete Sentences</li> </ul> </li> <li>Instructional Videos                             <ul style="list-style-type: none"> <li>Complete Sentences</li> </ul> </li> </ul> <p><b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Language: Formal and Informal English</li> </ul> </li> <li>Additional Practice                             <ul style="list-style-type: none"> <li>Formal and Informal English</li> </ul> </li> <li>Instructional Videos                             <ul style="list-style-type: none"> <li>Formal and Informal English</li> </ul> </li> </ul>

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## Progress Indicators for Language

### Conventions of Standard English

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>L.4.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
<p><b>L.4.1.A.</b> Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Relative Pronouns—p. 195</li> <li>• Relative Adverbs—p. 196</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b> <b>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Relative Pronouns</li> <li>○ Language: Relative Adverbs</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Relative Pronouns</li> <li>○ Relative Adverbs</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Relative Pronouns</li> <li>○ Relative Adverbs</li> </ul> </li> </ul>
<p><b>L.4.1.B.</b> Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Progressive Forms of Verbs—p. 181</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b> <b>Chapter 8 Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Progressive Forms of Verbs</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Progressive Forms of Verbs</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Progressive Forms of Verbs</li> </ul> </li> </ul>
<p><b>L.4.1.C.</b> Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Modal Auxiliaries—p. 210</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b> <b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Modal Auxiliaries</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Modal Auxiliaries</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Modal Auxiliaries</li> </ul> </li> </ul>

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## Progress Indicators for Language

### Conventions of Standard English

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<p><b>L.4.1.D.</b> Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>).</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Order of Adjectives—p. 183</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b> <b>Chapter 8 Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Order of Adjectives</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Order of Adjectives</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Order of Adjectives</li> </ul> </li> </ul>
<p><b>L.4.1.E.</b> Form and use prepositional phrases.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Prepositional Phrases—p. 180</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b> <b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Prepositional Phrases</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Prepositional Phrases</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Prepositional Phrases</li> </ul> </li> </ul>
<p><b>L.4.1.F.</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Complete Sentences—p. 166</li> <li>• Fragments—p. 167</li> <li>• Run-on Sentences—p. 168</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b> <b>Chapter 7 Text Types and Purposes: Write Fictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Complete Sentences</li> <li>○ Language: Fragments</li> <li>○ Language: Run-on Sentences</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Complete Sentences</li> <li>○ Fragments</li> <li>○ Run-on Sentences</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Complete Sentences</li> <li>○ Fragments</li> <li>○ Run-on Sentences</li> </ul> </li> </ul>

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## Progress Indicators for Language

### Conventions of Standard English

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>L.4.1.G.</b> Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Frequently Confused Words—p. 209</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b> <b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Frequently Confused Words</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Frequently Confused Words</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Frequently Confused Words</li> </ul> </li> </ul>
<p><b>L.4.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p><b>L.4.2.A.</b> Use correct capitalization.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Capitalization (first word in a sentence, titles, names, proper nouns)—p. 224</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b> <b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Capitalization</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Capitalization</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Capitalization</li> </ul> </li> </ul>
<p><b>L.4.2.B.</b> Use commas and quotation marks to mark direct speech and quotations from a text.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Commas and Quotation Marks in Dialogue—p. 169</li> <li>• Commas and Quotation Marks in Direct Quotations—p. 194</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b> <b>Chapter 7 Text Types and Purposes: Write Fictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Commas and Quotation Marks in Dialogue</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Commas and Quotation Marks in Dialogue</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Commas and Quotation Marks in Dialogue</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Language

### Conventions of Standard English

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p><b>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Commas and Quotation Marks in Direct Quotations</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Commas and Quotation Marks in Direct Quotations</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Commas and Quotation Marks in Direct Quotations</li> </ul> </li> </ul>
<p><b>L.4.2.C.</b> Use a comma before a coordinating conjunction in a compound sentence.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION Language</b></p> <ul style="list-style-type: none"> <li>• Commas in Compound Sentences—p. 223</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b></p> <p><b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Commas in Compound Sentences</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Commas in Compound Sentences</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Commas in Compound Sentences</li> </ul> </li> </ul>
<p><b>L.4.2.D.</b> Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION Words to Know</b></p> <ul style="list-style-type: none"> <li>• Words to Know (studied words)—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Spelling—p. 225</li> </ul> <p><b>End-of-Book Resource</b></p> <ul style="list-style-type: none"> <li>• Glossary—pp. 229–232</li> </ul> <p><b>GRADE 4 TEACHER'S EDITION Support English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Consult a dictionary—TE pp. 45, 91, 103, 110, 205</li> </ul> <p><b>Glossary</b></p> <ul style="list-style-type: none"> <li>• How to Use the Glossary (consult a print or online dictionary)—TE pp. 229–230</li> </ul> <p><b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Spelling (use a dictionary)</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Spelling (use a dictionary)</li> </ul> </li> </ul>

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## Progress Indicators for Language

### Knowledge of Language

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>L.4.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p><b>L.4.3.A.</b> Choose words and phrases to convey ideas precisely.</p>	<p><b><u>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Words to Know</b></p> <ul style="list-style-type: none"> <li>• General Academic Vocabulary/Domain-Specific Vocabulary—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152</li> </ul> <p><b>Chapter 8 Types and Purposes: Write Informative/Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Headings (use precise language to make the information clear)—pp. 177, 179</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Precise Words and Phrases—p. 182</li> </ul> <p><b><u>GRADE 4 TEACHER'S EDITION</u></b>  <b>Genre</b></p> <ul style="list-style-type: none"> <li>• Informative/Explanatory Texts (use precise language)—TE p. 176</li> </ul> <p><b><u>GRADE 4 DIGITAL RESOURCES*</u></b>  <b>Chapter 8 Types and Purposes: Write Informative/Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>◦ Language: Precise Words and Phrases</li> </ul> </li> <li>• Additional Practice             <ul style="list-style-type: none"> <li>◦ Precise Words and Phrases</li> </ul> </li> <li>• Instructional Videos             <ul style="list-style-type: none"> <li>◦ Precise Words and Phrases</li> </ul> </li> </ul> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>◦ Word Choice                     <ul style="list-style-type: none"> <li>◦ Step 3 Revising: Revising Checklist—p. 5                             <ul style="list-style-type: none"> <li>• Have I used precise words?</li> </ul> </li> </ul> </li> </ul> </li> </ul>
<p><b>L.4.3.B.</b> Choose punctuation for effect.</p>	<p><b><u>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Punctuation for Effect—p. 197</li> </ul> <p><b><u>GRADE 4 DIGITAL RESOURCES*</u></b>  <b>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>◦ Language: Punctuation for Effect</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Language

### Knowledge of Language

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Punctuation for Effect</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Punctuation for Effect</li> </ul> </li> </ul>
<p><b>L.4.3.C.</b> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p><b><u>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Formal and Informal English—p. 208</li> </ul> <p><b><u>GRADE 4 TEACHER'S EDITIONS</u></b> <b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>• Use formal language suitable for an academic presentation—Chapter 1, TE p. 29; Chapter 2, TE p. 55; Chapter 3, TE p. 81; Chapter 4, TE p. 107</li> </ul> <p><b>Extend Thinking</b></p> <ul style="list-style-type: none"> <li>• Create (use formal English)—TE p. 43</li> </ul> <p><b>Chapter 10 Review</b></p> <ul style="list-style-type: none"> <li>• Language Skills Summary: Formal and Informal English—TE p. 213</li> </ul> <p><b>Digital Connection: Present and Analyze Visuals</b></p> <ul style="list-style-type: none"> <li>• Use formal English—TE p. 128</li> </ul> <p><b><u>GRADE 4 DIGITAL RESOURCES*</u></b> <b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Formal and Informal English</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Formal and Informal English</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Formal and Informal English</li> </ul> </li> </ul> <p><b>Foundational Skills Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 5: Producing, Publishing, and Presenting: Oral Presentation—p. 9                                     <ul style="list-style-type: none"> <li>◦ Determine how formal or informal you need to be. Use language that fits your audience and the occasion.</li> </ul> </li> </ul> </li> </ul>

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## Progress Indicators for Language

### Vocabulary Acquisition and Use

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>L.4.4.</b> 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.</p>	
<p><b>L.4.4.A.</b> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<p><b><u>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Context Clues—p. 32</li> </ul> <p><b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Determining Word Meanings: “Paul Revere’s Real Ride” (Realistic Fiction)—pp. 64–69                             <ul style="list-style-type: none"> <li>◦ Cite Evidence (context clues)—p. 65</li> </ul> </li> </ul> <p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Determining Word Meanings: “A Gallery of Young Inventors” (Informational Text)—pp. 90–95                             <ul style="list-style-type: none"> <li>◦ Set the Purpose                                     <ul style="list-style-type: none"> <li>◦ To determine the meaning of an unfamiliar word, you can consult a dictionary or use context clues from the sentence or nearby sentences—p. 90</li> </ul> </li> <li>◦ Cite Evidence (context clues)—pp. 90, 91</li> <li>◦ Comprehension Check (context clues)—p. 95</li> </ul> </li> </ul> <p><b><u>GRADE 4 TEACHER'S EDITION</u></b> <b>Words to Know</b></p> <ul style="list-style-type: none"> <li>• Working with Word Meaning (context clues)—TE pp. 12, 54, 64</li> </ul> <p><b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Determining Word Meanings: “Paul Revere’s Real Ride” (Realistic Fiction)                             <ul style="list-style-type: none"> <li>◦ Cite Evidence (context clues)—TE pp. 65, 68</li> </ul> </li> </ul> <p><b>Support English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Using context clues—TE p. 91</li> </ul> <p><b><u>GRADE 4 DIGITAL RESOURCES*</u></b> <b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Context Clues</li> </ul> </li> </ul>
<p><b>L.4.4.B.</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p>	<p><b><u>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Affixes—p. 58</li> <li>• Roots—p. 156</li> </ul> <p><b><u>GRADE 4 DIGITAL RESOURCES*</u></b> <b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Affixes</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Language

### Vocabulary Acquisition and Use

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p><b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Roots</li> </ul> </li> </ul> <p><b>Foundational Skills Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice/Lesson Plans/Additional Practice                             <ul style="list-style-type: none"> <li>◦ Base Words</li> <li>◦ Prefixes</li> <li>◦ Suffixes</li> <li>◦ Latin and Greek Roots</li> </ul> </li> </ul>
<p><b>L.4.4.C.</b> 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.</p>	<p><b><u>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</u></b></p> <p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Chapter Opener                             <ul style="list-style-type: none"> <li>◦ Objective: Use context clues and a dictionary—p. 90</li> </ul> </li> <li>• Determining Word Meanings: “A Gallery of Young Inventors” (Informational Text)—pp. 90–95                             <ul style="list-style-type: none"> <li>◦ Cite Evidence (check the definition in a dictionary/use a print or online dictionary)—pp. 92, 93</li> </ul> </li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Spelling (use a dictionary)—p. 225</li> </ul> <p><b>End-of-Book Resource</b></p> <ul style="list-style-type: none"> <li>• Glossary—pp. 229–232</li> </ul> <p><b><u>GRADE 4 TEACHER'S EDITION</u></b></p> <p><b>Support English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Consult a dictionary—TE pp. 45, 91, 103, 110, 205</li> </ul> <p><b>Glossary</b></p> <ul style="list-style-type: none"> <li>• How to Use the Glossary (consult a print or online dictionary)—TE pp. 229–230</li> </ul> <p><b><u>GRADE 4 DIGITAL RESOURCES*</u></b></p> <p><b>Student Resources</b> (each chapter)</p> <ul style="list-style-type: none"> <li>• Glossary</li> </ul> <p><b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Spelling (use a dictionary)</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Spelling (use a dictionary)</li> </ul> </li> </ul> <p><i>Other grades</i></p> <p><b><u>GRADE 3 DIGITAL RESOURCES**</u></b></p> <p><b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Correct Spelling (use a dictionary)</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Language

### Vocabulary Acquisition and Use

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Correct Spelling (use a dictionary)</li> </ul> </li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b> <b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Reference Materials</li> </ul> </li> </ul>
<p><b>L.4.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p><b>L.4.5.A.</b> Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION Language</b></p> <ul style="list-style-type: none"> <li>• Figurative Language (similes, metaphors)—p. 84</li> </ul> <p><b>GRADE 4 TEACHER'S EDITION Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Figurative Language (similes, metaphors)</li> </ul> </li> </ul>
<p><b>L.4.5.B.</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION Language</b></p> <ul style="list-style-type: none"> <li>• Idioms, Adages, and Proverbs—p. 130</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b> <b>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Idioms, Adages, and Proverbs</li> </ul> </li> </ul>
<p><b>L.4.5.C.</b> Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Determining Word Meanings: “Paul Revere’s Real Ride” (Realistic Fiction)—pp. 64–69                             <ul style="list-style-type: none"> <li>◦ Cite Evidence (using synonyms to clarify the meaning of unknown words)—pp. 64, 68</li> </ul> </li> </ul> <p><b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Determining Word Meanings: “A Gallery of Young Inventors” (Informational Text)—pp. 90–95                             <ul style="list-style-type: none"> <li>◦ Cite Evidence (synonyms/antonyms)—pp. 90, 94</li> </ul> </li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Synonyms and Antonyms—p. 110</li> </ul> <p><b>GRADE 4 TEACHER'S EDITION Words to Know</b></p> <ul style="list-style-type: none"> <li>• Working with Word Meaning (find synonyms)—TE pp. 20, 42</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Progress Indicators for Language

### Vocabulary Acquisition and Use

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p><b>Support English Language Learners</b></p> <ul style="list-style-type: none"> <li>Use a thesaurus to identify synonyms and antonyms—TE p. 110</li> </ul> <p><b>Glossary</b></p> <ul style="list-style-type: none"> <li>How to Use the Glossary (find synonyms)—TE pp. 229, 230</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES*</b></p> <p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Language: Synonyms and Antonyms</li> </ul> </li> </ul>
<p><b>L.4.6.</b> 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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Words to Know</b></p> <ul style="list-style-type: none"> <li>General Academic Vocabulary/Domain-Specific Vocabulary—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Context Clues—p. 32</li> <li>Affixes—p. 58</li> <li>Figurative Language—p. 84</li> <li>Synonyms and Antonyms—p. 110</li> <li>Idioms, Adages, and Proverbs—p. 130</li> <li>Roots—p. 156</li> <li>Precise Words and Phrases—p. 182</li> </ul> <p><b>GRADE 4 TEACHER'S EDITION</b></p> <p><b>Vocabulary Overview</b></p> <ul style="list-style-type: none"> <li>General Academic Vocabulary/Domain-Specific Vocabulary—Chapter 1, p. 11; Chapter 2, p. 37; Chapter 3, p. 63; Chapter 4, p. 89; Chapter 5, p. 115; Chapter 6, p. 135</li> </ul> <p><b>Words to Know</b></p> <ul style="list-style-type: none"> <li>General Academic Vocabulary—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152</li> <li>Domain-Specific Vocabulary—TE pp. 12, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 76, 78, 80, 90, 92, 96, 98, 102, 104, 106, 116, 118, 120, 122, 126, 136, 142, 148, 150, 152</li> <li>Working with Word Meaning—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152</li> </ul>

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