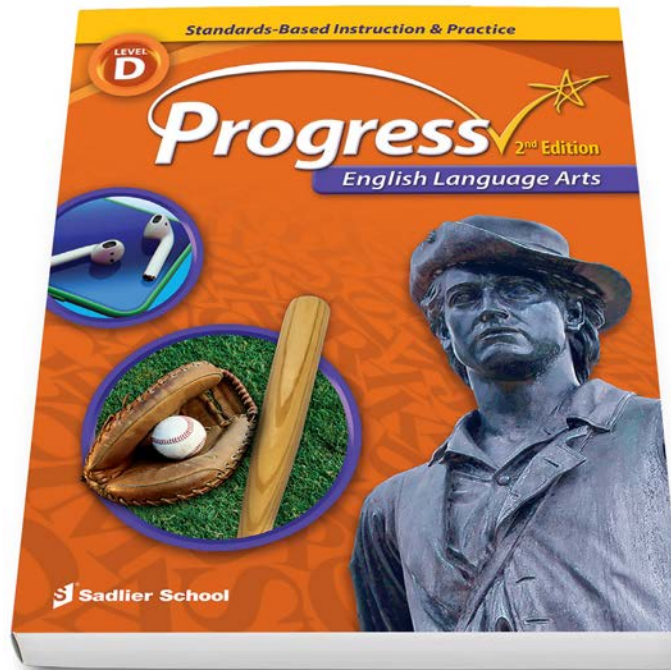


Progress

English Language Arts 2nd Edition

Correlation to the 2021 Alabama Course of Study:
English Language Arts

Grade 4



Recurring Standards

Recurring Standards for Grades 4–5..... 2

Grade 4 Content Standards

Literacy Standards

Phonics..... 6
 Fluency..... 7
 Vocabulary..... 11
 Comprehension..... 15
 Writing..... 30

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Grades 4–5 Recurring Standards

RECURRING STANDARDS

GRADES 4-5 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

Students will:

R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

STUDENT EDITION/TEACHER'S EDITION

Connect Across Texts

- Compare and Contrast Texts (class discussion)—Chapter 1, p. 30; Chapter 2, p. 56; Chapter 3, p. 82; Chapter 4, p. 108; Chapter 5, p. 128; Chapter 6, p. 154
- 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

Speaking and Listening

- 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
- Good Speaker/Good Listener Checklist – Did I:
 - Follow agreed-upon rules for discussion?/Avoid interrupting others?—p. 170

TEACHER'S EDITION

Peer Collaboration

- 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

Listening and Viewing Skills

- Chapter 1, p. 19; Chapter 2, p. 45; Chapter 3, p. 77; Chapter 4, p. 91; Chapter 5, p. 117; Chapter 6, p. 137

Discussion Skills

- 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

Turn and Talk

- Chapter 3, p. 79; Chapter 4, p. 99; Chapter 6, p. 151; Chapter 8, p. 181; Chapter 10, p. 210; Chapter 11, p. 223

DIGITAL RESOURCE

Writing Handbook

- Instruction & Practice Lesson Plans
 - Step 5: Producing, Publishing, and Presenting
 - Speaking and Listening Presentation (review rules for listening and giving feedback)—pp. 8 and 9
 - Listen actively to others with care and respect.
 - Ask questions and give feedback to show interest after—not during—a presentation.
 - Give feedback politely and with respect. Focus on the content of the presentation.
 - Speak one at a time. No yelling or interrupting.
 - Be aware of word choice, tone, and gestures that could make the presenter feel criticized.

RECURRING STANDARDS

GRADES 4-5 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
<p>R2. Use context clues to determine meanings of unfamiliar spoken or written words.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Language</p> <ul style="list-style-type: none"> Context Clues—p. 32 <p>Guided Instruction</p> <ul style="list-style-type: none"> Cite Evidence (context clues)—pp. 65, 91 Objective: Use context clues—p. 90 <p><u>TEACHER’S EDITION</u></p> <p>Words to Know</p> <ul style="list-style-type: none"> Working with Word Meaning (context clues)—TE pp. 12, 54, 64 <p>Guided Instruction</p> <ul style="list-style-type: none"> Cite Evidence (context clues)—TE p. 65 <p>Independent Practice</p> <ul style="list-style-type: none"> Use context clues—TE p. 68 <p>Support English Language Learners</p> <ul style="list-style-type: none"> Using context clues—TE p. 91 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Context Clues
<p>R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.</p>	<p><u>TEACHER’S EDITION</u></p> <p>Digital Connection</p> <ul style="list-style-type: none"> Chapter 1 Using Online Resources—TE p. 19 Chapter 2 Using Online Resources—TE p. 47 Chapter 3 Reliable Online Sources—TE p. 71 Chapter 4 The Library of Congress—TE p. 97 Chapter 5 Present and Analyze Visuals—TE p. 128 Chapter 6 Connect Visuals to the Text—TE p. 154 Chapter 7 Online Publishing—TE p. 172 Chapter 8 Create an Online Magazine—TE p. 186 Chapter 9 Online Publishing—TE p. 200 Chapter 10 Editorial Web Page—TE p. 214 Chapter 11 Social Media (digital presentation)—TE p. 228 <p>Apply to Reading</p> <ul style="list-style-type: none"> Look the word up in an online dictionary—TE p. 156 <p>Glossary</p> <ul style="list-style-type: none"> How to Use the Glossary (use print or digital dictionaries)—TE p. 229 <p><u>DIGITAL RESOURCES</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practic <ul style="list-style-type: none"> Step 1: Planning <ul style="list-style-type: none"> Research Tips (websites) Step 2: Drafting <ul style="list-style-type: none"> Use a computer (copy, cut, and paste text)—p. 5 <p style="text-align: right;"><i>continued</i></p>

RECURRING STANDARDS

GRADES 4-5 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
	<ul style="list-style-type: none"> ○ Step 3: Revising <ul style="list-style-type: none"> ○ Using a computer (print out a copy)—p. 6 ○ Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ○ Digital Connection—p. 9 ● Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ○ Step 1: Planning <ul style="list-style-type: none"> ○ Digital Integration: Research Tip—pp. 2 and 3 ○ Step 2: Drafting <ul style="list-style-type: none"> ○ Digital Integration (use a word processing program)—pp. 4 and 5 ○ Step 4: Editing <ul style="list-style-type: none"> ○ Digital Integration (use a spellchecker when working on a computer)—pp. 6 and 7 ○ Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ○ Assignment: Digital Presentation (digital slide show, videoconference, post to website)—pp. 8 and 9
<p>R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.</p>	<p>TEACHER'S EDITION Writing Handbook</p> <ul style="list-style-type: none"> ● 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 <p>Create: Organizational Structure Brainstorming, Planning, Drafting</p> <ul style="list-style-type: none"> ● 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 <p>Introduce the Writing Process</p> <ul style="list-style-type: none"> ● 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 <p>Writing Process Summary Planning, Drafting, Rubrics</p> <ul style="list-style-type: none"> ● 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 <p>DIGITAL RESOURCE Writing Handbook</p> <ul style="list-style-type: none"> ● Instruction & Practice/Lesson Plans <ul style="list-style-type: none"> ○ Step 1: Planning ○ Step 2: Drafting ○ Step 3: Revising ○ Step 4: Editing ○ Step 5: Producing, Publishing, and Presenting
<p>R5. Identify and explain literary devices in prose and poetry.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> ● Determining Word Meanings: "Paul Revere's Real Ride" (Realistic Fiction)—pp. 64-69 <p>Guided Instruction</p> <ul style="list-style-type: none"> ● Cite Evidence (poetry/drama)—p. 70 ● Cite Evidence (poetry and prose/drama and dialogue)—p. 71 <p style="text-align: right;"><i>continued</i></p>

RECURRING STANDARDS

GRADES 4-5 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
	<p>Language</p> <ul style="list-style-type: none"> • Figurative Language (simile and metaphor)—p. 84 • Idioms, Adages, and Proverbs—p. 130 <p><u>TEACHER'S EDITION</u></p> <p>Support English Language Learners</p> <ul style="list-style-type: none"> • Figurative Language—TE p. 130 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Figurative Language (simile and metaphor) <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Idioms, Adages, and Proverbs
<p>R6. Assess the formality of occasions in order to speak or write using appropriate language and tone.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Language</p> <ul style="list-style-type: none"> • Formal and Informal English—p. 208 <p><u>TEACHER'S EDITIONS</u></p> <p>Extend Thinking: Create</p> <ul style="list-style-type: none"> • Use formal English—TE p. 43 <p>Chapter 10 Review</p> <ul style="list-style-type: none"> • Language Skills Summary: Formal and Informal English—TE p. 213 <p>Digital Connection: Present and Analyze Visuals</p> <ul style="list-style-type: none"> • Use formal English—TE p. 128 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Formal and Informal English • Additional Practice <ul style="list-style-type: none"> ◦ Formal and Informal English • Instructional Videos <ul style="list-style-type: none"> ◦ Formal and Informal English

LITERACY FOUNDATIONS

Phonics

GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
<p>1. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, syllable types, and morphological structure to read unfamiliar multisyllabic words accurately, both in context and in isolation.</p>	
<p>RECEPTION READING</p> <p>2. Determine and use the correct syllable type(s) to decode unfamiliar multisyllabic words, including open, closed, vowel-consonant-e, r-controlled, vowel team (including diphthongs), consonant-le, and “leftovers” including odd and schwa syllables. <i>Examples: dam-age, ac-tive, na-tion</i></p>	<p>DIGITAL RESOURCES</p> <p>Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Open and Closed Syllables ○ Syllables with Vowel Teams ○ Syllables with r-Controlled Vowels ○ Words with Silent Consonants • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ○ Open and Closed Syllables ○ Syllables with Vowel Teams ○ Syllables with r-Controlled Vowels ○ Words with Silent Consonants • Additional Practice <ul style="list-style-type: none"> ○ Open and Closed Syllables ○ Syllables with Vowel Teams ○ Syllables with r-Controlled Vowels ○ Words with Silent Consonants • Teacher Resources <ul style="list-style-type: none"> ○ How to Use the Handbook
<p>RECEPTION READING</p> <p>3. Apply knowledge of roots, prefixes, and suffixes to decode unfamiliar multisyllabic words.</p> <p>EXPRESSION WRITING</p> <p>4. Apply knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Language</p> <ul style="list-style-type: none"> • Affixes—p. 58 • Roots—p. 156 <p>DIGITAL RESOURCES</p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Affixes <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Roots <p>Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Base Words ○ Prefixes ○ Suffixes ○ Latin and Greek Roots <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Phonics

GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ○ Base Words ○ Prefixes ○ Suffixes ○ Latin and Greek Roots • Additional Practice <ul style="list-style-type: none"> ○ Base Words ○ Prefixes ○ Suffixes ○ Latin and Greek Roots • Teacher Resources <ul style="list-style-type: none"> ○ How to Use the Handbook

Fluency

GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
<p>5. Demonstrate fluency when reading grade-level text and when responding through writing or speaking.</p>	
<p>RECEPTION READING</p> <p>6. Read grade-level text orally with appropriate pauses, phrasing, stress, intonation, rate, and integration to support comprehension.</p>	<p>DIGITAL RESOURCES</p> <p>Each Chapter (Chapters 1–6)</p> <ul style="list-style-type: none"> • Fluency Practice <ul style="list-style-type: none"> ○ Chapter Fluency Practice <ul style="list-style-type: none"> ○ Chapter 1 “Into the Grand Canyon” (Adventure Story) ○ Chapter 2 “Erosion and Earth’s Changing Landscape” (Explanatory Text/Procedural) ○ Chapter 3 “Paul Revere’s Real Ride” (Realistic Fiction) ○ Chapter 4 “The People of the Longhouse” (Historical Text) ○ Chapter 5 “Gilgamesh’s Quest for Immortality” (Sumerian Epic) ○ Chapter 6 “Satellites Around Earth” (Technical Text) ○ Fluency Practice Teaching Suggestions <ul style="list-style-type: none"> • Teacher’s Guide to Fluency: What is Fluency? <ul style="list-style-type: none"> • Phrasing • Expression and Intonation • Punctuation • Rate • Accuracy <p>Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Practicing Fluency <ul style="list-style-type: none"> ○ “The Envious Stonecutter” (Japanese Folk Tale) <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Fluency

GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ○ Practicing Fluency • Additional Practice <ul style="list-style-type: none"> ○ Practicing Fluency <ul style="list-style-type: none"> ○ "Traditional Hopi Song" (Poem) • Teacher Resources <ul style="list-style-type: none"> ○ How to Use the Handbook <p><i>See additional oral reading opportunities using grade-level text across a range of genres—</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Each Chapter (Chapters 1–6)</p> <ul style="list-style-type: none"> • Chapter Reading Selections <ul style="list-style-type: none"> ○ 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 ○ 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 ○ 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 ○ 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 ○ 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 ○ 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 ○ <p><u>DIGITAL RESOURCES</u> Each Chapter (Chapters 1–6)</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Chapter 1 "King of the River" (Ballad); "Journey to the Bottom of the World" (Fictional Journal); "Leona Lost" (Fantasy Graphic Novel) ○ Chapter 2 "Science Canyon Ranch" (Brochure); "Could Mount Nyiragongo Erupt Again?" (Newspaper Article); "The Rock Cycle" (Textbook) <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Fluency

GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> ○ 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) ○ 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) ○ 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) ○ Chapter 6 "The Future of Meat" (Blog); "Step Up to End Hunger" (Announcement); "Irritation Becomes Innovation" (Book Excerpt)/"Bug Bots!" (Magazine Article) ● Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ○ Chapter 1 "It Rhymes with Try" (Short Story); "The Best Defense" (Science Fiction); "My First Flight" (Historical Fiction) ○ Chapter 2 "Working at a Volcano" (Expository Text); "A Volcano for a Neighbor" (Expository Text); "The Ring of Fire" (Expository Text) ○ 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) ○ Chapter 4 "Anne and Helen" (Biography); "Helen Keller, Activist" (Article); "Excerpt from The Story of My Life" - by Helen Keller (Autobiography) ○ 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) ○ 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) ● Close Reading Practice <ul style="list-style-type: none"> ○ Close Reading <ul style="list-style-type: none"> ○ Chapter 1 "Moving to a New World" (Realistic Fiction) ○ Chapter 2 "Volcanoes: Nature's Fire" (Science Magazine Article) ○ Chapter 3 "James Armistead: Spy for the Revolution" (Journal Entries) ○ Chapter 4 "Helping the Union" (Cause/Effect Essay) ○ Chapter 5 "Pecos Bill and Slue-Foot Sue" (Tall Tale/Legend) ○ Chapter 6 "The Robot Cheetah" (Scientific Journal Entry)/"Robot Cheetah on the Move" (Newspaper Article)

LITERACY FOUNDATIONS

Fluency

GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
<p>RECEPTION READING</p> <p>7. Read words with irregular and regular spelling patterns accurately and automatically.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Words to Know</p> <ul style="list-style-type: none"> 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 <p>Language</p> <ul style="list-style-type: none"> Spelling—p. 225 <p>Glossary</p> <ul style="list-style-type: none"> Cumulative list of boldfaced Words to Know (from reading selections)—pp. 229–235 <p>DIGITAL RESOURCES</p> <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Spelling Additional Practice <ul style="list-style-type: none"> Spelling
<p>EXPRESSION WRITING</p> <p>8. Write routinely and independently in response to text.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Writing Lessons</p> <ul style="list-style-type: none"> Chapter 7 Text Types and Purposes: Write a Fictional Narrative—pp. 162–165 Chapter 8 Text Types and Purposes: Write an Informative/Explanatory Text—pp. 176–179 Chapter 9 Research to Build and Present Knowledge: Write an Evidence-Based Essay—pp. 190–193 Chapter 10 Text Types and Purposes: Write an Opinion Piece—pp. 204–207 Chapter 11 Research to Build and Present Knowledge: Write a Research Report—pp. 218–222 <p>Writing Activities</p> <ul style="list-style-type: none"> Write About It—Chapter 1, p. 34; Chapter 2, p. 60; Chapter 3, p. 86; Chapter 4, p. 112; Chapter 5, p. 132; Chapter 6, p. 158 <p>TEACHER'S EDITION</p> <p>Chapter Review</p> <ul style="list-style-type: none"> Write About It Rubric—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 <p>Extend Thinking</p> <ul style="list-style-type: none"> Chapter 5 Creating a New Myth (write a myth)—TE p. 128 Chapter 6 Synthesize (write a brief report)—TE p. 154

LITERACY FOUNDATIONS

Vocabulary

GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
<p>9. Accurately interpret general academic and domain-specific words and phrases.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Words to Know</p> <ul style="list-style-type: none"> 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 <p>TEACHER’S EDITION</p> <p>Vocabulary Overview</p> <ul style="list-style-type: none"> 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 <p>Words to Know</p> <ul style="list-style-type: none"> 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 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 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
<p>RECEPTION READING</p> <p>10. Interpret words and phrases, including figurative language, as they are used in a text.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> Determining Word Meanings: “Paul Revere’s Real Ride” (Realistic Fiction)—pp. 64–69 <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> Determining Word Meanings: “A Gallery of Young Inventors” (Informational Text)—pp. 90–95 <p>Language</p> <ul style="list-style-type: none"> Figurative Language—p. 84 Idioms, Adages, and Proverbs—p. 130 <p>DIGITAL RESOURCES</p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Chapter 3 Determining Word Meanings Additional Practice <ul style="list-style-type: none"> Chapter 3 Determining Word Meanings: “I Cannot Tell a Lie” (Poem) <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Vocabulary

GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Understanding Figurative Language: “Escape from Chateau d’If” – Adapted excerpt from The Count of Monte Cristo by Alexandre Dumas (Historical Fiction) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 3 “James Armistead: Spy for the Revolution” (Journal Entries) ◦ Chapter 3 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 3 Home Connect ◦ Chapter 3 Home Connect Activity: Mythological Characters and Related Words (graphic organizer) <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 4 Determining Word Meanings • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 4 Determining Word Meanings: “Cooking over Fire” (Informational Text) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 4 Determining Word Meanings: “Education Is Key” (Expository Nonfiction) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 4 “Helping the Union” (Cause/Effect Essay) ◦ Chapter 4 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 4 Home Connect ◦ Chapter 4 Home Connect Activity: Unfamiliar Words (graphic organizer)
<p>a. Explain how specific word choices shape meaning or tone.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> • Punctuation for Effect—p. 197 <p><u>TEACHER’S EDITION</u> Words to Know</p> <ul style="list-style-type: none"> • 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 <p>Foundational Skill</p> <ul style="list-style-type: none"> • Fluency (reflect mood the author has set by word choice)—TE p. 15 <p>Support English Language Learners</p> <ul style="list-style-type: none"> • Emphasize tone of the text—TE p. 197 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Vocabulary

GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
	<p>DIGITAL RESOURCES Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Fluency <ul style="list-style-type: none"> ◦ Reading Checklist <ul style="list-style-type: none"> ◦ How should a character’s thoughts or words affect how I read? ◦ How does the tone or mood of the story—suspenseful, scary, sad, happy—change the way I read? (Remember, the tone or mood can change more than once in a story.)
<p>b. Explain how figurative language contributes to the meaning of text, including simile, metaphor, alliteration, personification, hyperbole, and idioms.</p>	<p>STUDENT EDITION/TEACHER’S EDITION Language</p> <ul style="list-style-type: none"> • Figurative Language (similes, metaphors)—p. 84 <p>Write Fictional Narratives</p> <ul style="list-style-type: none"> • Description (adding descriptive details to narratives makes them more compelling to read)—p. 163 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question (examples of descriptive language)—p. 170 <p>TEACHER’S EDITION Support English Language Learners</p> <ul style="list-style-type: none"> • Figurative language—TE p. 130 <p>DIGITAL RESOURCES Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Figurative Language (similes, metaphors)
<p>c. Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.</p>	<p>STUDENT EDITION/TEACHER’S EDITION Language</p> <ul style="list-style-type: none"> • Synonyms and Antonyms—p. 110 <p>Guided Instruction</p> <ul style="list-style-type: none"> • Cite Evidence (using synonyms to clarify the meaning of unknown words)—pp. 64, 90 <p>Independent Practice</p> <ul style="list-style-type: none"> • Cite Evidence (synonyms/antonyms)—pp. 68, 94 <p>TEACHER’S EDITION Words to Know</p> <ul style="list-style-type: none"> • Working with Word Meaning (find synonyms)—TE pp. 20, 42 <p>Guided Practice</p> <ul style="list-style-type: none"> • Cite Evidence (using synonyms)—TE p. 93 <p>Support English Language Learners</p> <ul style="list-style-type: none"> • Use a thesaurus to identify synonyms and antonyms—TE p. 110 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Vocabulary

GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
	<p>Glossary</p> <ul style="list-style-type: none"> How to Use the Glossary (find synonyms)—TE pp. 229, 230 <p>DIGITAL RESOURCES</p> <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Synonyms and Antonyms
<p>EXPRESSION WRITING</p> <p>11. Use commonly misused words correctly in writing.</p> <p><i>Examples: accept/except; effect/affect; racket/racquet; its/it's; your/you're; our/are; quiet/quit/quite</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Language</p> <ul style="list-style-type: none"> Frequently Confused Words—p. 209 <p>DIGITAL RESOURCES</p> <p>Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Frequently Confused Words Additional Practice <ul style="list-style-type: none"> Frequently Confused Words Instructional Videos <ul style="list-style-type: none"> Frequently Confused Words
<p>EXPRESSION SPEAKING</p> <p>12. Consult reference materials to find the pronunciation of unknown words and phrases.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> Determining Word Meanings <ul style="list-style-type: none"> Objective: Use context clues and a dictionary—p. 90 <p>Guided Instruction</p> <ul style="list-style-type: none"> Cite Evidence (check the definition in a dictionary)—p. 92 <p>Guided Practice</p> <ul style="list-style-type: none"> Use a print or online dictionary—p. 93 <p>Language</p> <ul style="list-style-type: none"> Spelling (use a dictionary)—p. 225 <p>End-of-Book Resource</p> <ul style="list-style-type: none"> Glossary—pp. 229–232 <p>TEACHER'S EDITION</p> <p>Support English Language Learners</p> <ul style="list-style-type: none"> Consult a dictionary—TE pp. 91, 103, 110, 205 <p>Glossary</p> <ul style="list-style-type: none"> How to Use the Glossary (consult a print or online dictionary)—TE pp. 229, 230 <p>DIGITAL RESOURCES</p> <p>Student Resources (each chapter)</p> <ul style="list-style-type: none"> Glossary <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Vocabulary

GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
	<p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Spelling (use a dictionary) • Additional Practice <ul style="list-style-type: none"> ○ Spelling (use a dictionary)
<p>EXPRESSION SPEAKING</p> <p>13. Use grade-appropriate general academic and domain-specific words and phrases in presentations and discussions.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Words to Know</p> <ul style="list-style-type: none"> • 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 <p>TEACHER'S EDITION</p> <p>Vocabulary Overview</p> <ul style="list-style-type: none"> • 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 <p>Words to Know</p> <ul style="list-style-type: none"> • 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 • 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 • 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

Comprehension

GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
<p>14. Demonstrate comprehension of literary and informational text by utilizing its content when discussing or writing in response to the text.</p>	<p style="text-align: center;">LITERARY TEXTS</p> <p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Guided Instruction</p> <ul style="list-style-type: none"> • Cite Evidence—pp. 12-13, 18-19, 24-25, 64-65, 70-71, 76-77, 116-117, 122-123 • Comprehension Check—pp. 13, 19, 25, 65, 71, 77, 117, 123 <p style="text-align: center;"><i>continued</i></p>

LITERACY FOUNDATIONS

Comprehension

GRADE 4 CONTENT STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL D / GRADE 4

Guided Practice

- Cite Evidence—pp. 14, 20, 26, 66, 72, 78, 118, 124
- Comprehension Check—pp. 15, 21, 27, 67, 73, 79, 119, 125

Independent Practice

- Cite Evidence—pp. 16, 22, 28, 68, 74, 80, 120, 126
- Comprehension Check—pp. 17, 23, 29, 69, 75, 81, 121, 127

Connect Across Texts

- Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 31, 83, 129

Writing About It

Respond in writing to literary texts.

- Chapter 1, p. 34; Chapter 3, p. 86; Chapter 5, p. 132

TEACHER'S EDITION

Independent Practice

- Critical Comprehension (support answers with evidence from the text)—TE pp. 17, 23, 29, 69, 75, 81, 121, 127

DIGITAL RESOURCES

Chapters 1, 3, 5

- Additional Practice
- Assessments
 - Comprehension Check

INFORMATIONAL TEXTS

STUDENT EDITION/TEACHER'S EDITION

Guided Instruction

- Cite Evidence—pp. 38–39, 44–45, 50–51, 90–91, 96–97, 102–103, 136–137, 142–143, 148–149
- Comprehension Check—pp. 39, 45, 51, 91, 97, 103, 137, 143, 149

Guided Practice

- Cite Evidence—pp. 40, 46, 52, 92, 98, 104, 138, 144, 150
- Comprehension Check—pp. 41, 47, 53, 93, 99, 105, 139, 145, 151

Independent Practice

- Cite Evidence—pp. 42, 48, 54, 94, 100, 106, 140, 146, 152
- Comprehension Check—pp. 43, 49, 55, 95, 101, 107, 141, 147, 153

Connect Across Texts

- Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 57, 109, 155

Writing About It

Respond in writing to informational texts.

- Chapter 2, p. 60; Chapter 4, p. 112; Chapter 6, p. 158

continued

LITERACY FOUNDATIONS

Comprehension

GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
	<p>TEACHER'S EDITION Independent Practice</p> <ul style="list-style-type: none"> • Critical Comprehension (support answers with evidence from the text)—TE pp. 43, 49, 55, 95, 101, 107, 141, 147, 153 <p>DIGITAL RESOURCES Chapters 2, 4, 6</p> <ul style="list-style-type: none"> • Additional Practice • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check
<p>RECEPTION READING</p> <p>15. Analyze in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p> <ol style="list-style-type: none"> Identify and explain attitudes and influences of multiple characters within a text. Explain how the main character changes throughout the story, using explicit evidence from the text. 	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Describing Characters, Settings, and Events: "Escape from Giza" (Fantasy)—pp. 24–29 • Chapter 1 Review: "Race to the Treasure" (Adventure Story)—pp. 33–34 <p>DIGITAL RESOURCES Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 1 Describing Characters, Settings, and Events • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 1 Describing Characters, Settings, and Events: "Leona Lost" (Fantasy graphic novel) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Comparing and Contrasting Story Elements: "The Knights' Challenge" (Realistic Fiction) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 1 "Moving to a New World" (Realistic Fiction) ◦ Chapter 1 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 1 Home Connect ◦ Chapter 1 Home Connect Conversation Starter: Characters, Setting, Events (graphic organizer)
<ol style="list-style-type: none"> Make an inference about a character's behavior, the setting, and/or specific events, using explicit details from the story. 	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Drawing Inferences: "Lost and Found" (Adventure Story)—pp. 12–17 • Chapter 1 Review: "Race to the Treasure" (Adventure Story)—pp. 33–34 <p>DIGITAL RESOURCES Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 1 Asking and Answering Questions • Additional Practice <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Comprehension

GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> ○ Chapter 1 Drawing Inferences: “King of the River” (Ballad) ● Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ○ Chapter 1 Drawing Inferences: “If at First You Don’t Succeed” (Realistic Fiction) ● Instructional Videos <ul style="list-style-type: none"> ○ Drawing Inferences ● Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 1 “Moving to a New World” (Realistic Fiction) ○ Chapter 1 Close Reading Lesson Plan ● Parent Resources <ul style="list-style-type: none"> ○ Chapter 1 Home Connect ○ Chapter 1 Home Connect On the Go: I See–I Know–My Inference (graphic organizer)
<p>RECEPTION READING</p> <p>16. Describe how authors use literary devices and text features to convey meaning in prose, poetry, and drama.</p> <ol style="list-style-type: none"> a. Identify clues in the text to recognize implicit meanings. b. Apply prior knowledge to textual clues to draw conclusions about the author’s meaning. c. Make an inference about the meaning of a text and support it with textual evidence. 	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Guided Instruction</p> <ul style="list-style-type: none"> ● Cite Evidence (inference)—p. 12 ● Cite Evidence (use context clues)—pp. 65, 91 <p>Language</p> <ul style="list-style-type: none"> ● Context Clues (use context clues to determine word meanings)—p. 32 ● Figurative Language—p. 84 ● Idioms, Adages, and Proverbs—p. 130 <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> ● Determining Word Meanings: “Paul Revere’s Real Ride” (Realistic Fiction)—pp. 64–69 ● Explaining Structural Elements: “The Hero of Saratoga” (Historical Drama)—pp. 70–75 ● Chapter 3 Review: “American Revolution: Character Clues” <p>Connect Across Texts</p> <ul style="list-style-type: none"> ● Connect to the Essential Question (features of prose, drama, and poetry)—p. 83 <p>TEACHER’S EDITION</p> <p>Words to Know</p> <ul style="list-style-type: none"> ● Working with Word Meaning (context clues)—TE pp. 12, 54, 64 <p>Support English Language Learners</p> <ul style="list-style-type: none"> ● Making inferences to connect to prior knowledge—TE p. 13 ● Activating prior knowledge when encountering unfamiliar words—TE p. 21 ● Using context clues—TE p. 91 <p>Guided Instruction</p> <ul style="list-style-type: none"> ● Cite Evidence (context clues)—TE p. 65 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Comprehension

GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
	<p>Independent Practice</p> <ul style="list-style-type: none"> • Use context clues—TE p. 68 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 3 Determining Word Meanings ◦ Chapter 3 Explaining Structural Elements • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 3 Determining Word Meanings: “I Cannot Tell a Lie” (Poem) ◦ Chapter 3 Explaining Structural Elements: “The Apollo 11 Moon Landing” (Readers Theater Script)/“Dear Mr. Armstrong” (Poem) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Understanding Figurative Language: “Escape from Chateau d’If” – Adapted excerpt from The Count of Monte Cristo by Alexandre Dumas (Historical Fiction) ◦ Chapter 3 Explaining Poetic Structure: “The Spider and the Fly” – by Mary Howitt (Narrative Poetry) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 3 “James Armistead: Spy for the Revolution” (Journal Entries) ◦ Chapter 3 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 3 Home Connect ◦ Chapter 3 Home Connect Activity: Mythological Characters and Related Words (graphic organizer) ◦ Chapter 3 Home Connect On the Go: Compare Versions: Play, Poem, Story (graphic organizer)
<p>RECEPTION READING</p> <p>17. Identify the narrator’s point of view in a literary text and explain how it differs from a character’s perspective.</p> <p>a. Explain the difference between first person and third person narration, including omniscient and third person limited.</p> <p>b. State an opinion of the author’s use of narration, supporting reasoning with examples from the text.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Comparing and Contrasting Points of View: “Bringing Hope to the Valley” (Historical Fiction)—pp. 76–81 • Chapter 3 Review: “American Revolution: Character Clues” <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 3 Comparing and Contrasting Points of View • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 3 Comparing and Contrasting Points of View: “The Widow Nuisance—An Excerpt” (Historical Fiction)/“One Widow’s War” (Drama) <p style="text-align: right;"><i>continued</i></p>

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LITERACY FOUNDATIONS

Comprehension

GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ 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) • Instructional Videos <ul style="list-style-type: none"> ◦ Comparing and Contrasting Points of View • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 3 “James Armistead: Spy for the Revolution” (Journal Entries) ◦ Chapter 3 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 3 Home Connect ◦ Chapter 3 Home Connect Conversation Starter: Write a Poem in First Person, Rewrite to Third Person Point of View (graphic organizer)
<p>RECEPTION READING</p> <p>18. Identify the point of view in a narrative and describe how the narrative would be different if told from the perspective of a different character or narrator.</p> <ol style="list-style-type: none"> a. Compare and contrast firsthand and secondhand accounts of the same event or topic, describing the differences in focus and the information provided. b. Compare the perspectives of different characters within a text. 	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Comparing and Contrasting Points of View: “Bringing Hope to the Valley” (Historical Fiction)—pp. 76–81 • Chapter 3 Review: “American Revolution: Character Clues” <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 3 Comparing and Contrasting Points of View • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 3 Comparing and Contrasting Points of View: “The Widow Nuisance—An Excerpt” (Historical Fiction)/“One Widow’s War” (Drama) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ 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) • Instructional Videos <ul style="list-style-type: none"> ◦ Comparing and Contrasting Points of View • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 3 “James Armistead: Spy for the Revolution” (Journal Entries) ◦ Chapter 3 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 3 Home Connect ◦ Chapter 3 Home Connect Conversation Starter: Write a Poem in First Person, Rewrite to Third Person Point of View (graphic organizer)

LITERACY FOUNDATIONS

Comprehension

GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
<p>RECEPTION READING</p> <p>19. Compare and contrast the treatment of similar themes in stories, myths, and traditional literature from different cultures.</p> <ol style="list-style-type: none"> Determine and state an implied theme, explicit theme, or life lesson from a myth, story, or other traditional literature. Analyze a common or shared theme and its development in stories, myths, and/or other traditional literature. 	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> 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 Chapter 5 Review: "The Mother and the Wolf"/"The Hawk and the Squirrel"—pp. 131–132 <p>DIGITAL RESOURCES Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Chapter 5 Comparing and Contrasting Theme Additional Practice <ul style="list-style-type: none"> Chapter 5 Comparing/Contrasting Themes and Topics: "The Three Wishes" (Fairy Tale)/"King Midas" (Myth) Assessments <ul style="list-style-type: none"> Comprehension Check <ul style="list-style-type: none"> 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) Close Reading Practice <ul style="list-style-type: none"> Chapter 5 "Pecos Bill and Slue-Foot Sue" (Tall Tale/Legend) Chapter 5 Close Reading Lesson Plan Parent Resources <ul style="list-style-type: none"> Chapter 5 Home Connect Chapter 5 Home Connect On the Go: Compare Characters in Folklore and Movie Versions (graphic organizer)
<p>RECEPTION READING</p> <p>20. Use details and examples from a text to indicate what the text explicitly states.</p> <ol style="list-style-type: none"> Interpret facts from an informational article, using details and examples from the text to explain the interpretation. List the main questions answered by an informational article. 	<p>INFORMATIONAL TEXTS STUDENT EDITION/TEACHER'S EDITION Guided Instruction</p> <ul style="list-style-type: none"> Cite Evidence—pp. 38–39, 44–45, 50–51, 90–91, 96–97, 102–103, 136–137, 142–143, 148–148 Comprehension Check—pp. 39, 45, 51, 91, 97, 103, 137, 143, 149 <p>Guided Practice</p> <ul style="list-style-type: none"> Cite Evidence—pp. 40, 46, 52, 92, 98, 104, 138, 144, 150 Comprehension Check—pp. 41, 47, 53, 93, 99, 105, 139, 145, 151 <p>Independent Practice</p> <ul style="list-style-type: none"> Cite Evidence—pp. 42, 48, 54, 94, 100, 106, 140, 146, 152 Comprehension Check—pp. 43, 49, 55, 95, 101, 107, 141, 147, 153 <p>Connect Across Texts</p> <ul style="list-style-type: none"> Compare and Contrast Texts—pp. 56, 108, 154 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Comprehension

GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 57, 109, 155 <p>TEACHER'S EDITION Independent Practice</p> <ul style="list-style-type: none"> Critical Comprehension (support answers with evidence from the text)—TE pp. 43, 49, 55, 95, 101, 107, 141, 147, 153 <p>DIGITAL RESOURCES Chapters 1, 3, 5</p> <ul style="list-style-type: none"> Additional Practice Assessments <ul style="list-style-type: none"> Comprehension Check
<p>c. Categorize statements in an article or other informational text as fact or opinion and give reasons for each choice.</p>	<p>TEACHER'S EDITION Genre</p> <ul style="list-style-type: none"> Opinion Piece (whether a reader agrees with the writer depends on the strength of the reasons and evidence that support the opinion)—TE p. 204 <p>Discuss the Essential Questioni</p> <ul style="list-style-type: none"> Leading the Class Discussion <ul style="list-style-type: none"> Find facts that support Sany's opinion—TE p. 212
<p>d. Explain the differences between primary and secondary sources, giving examples from texts.</p>	<p>DIGITAL RESOURCES Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> Parent Resources <ul style="list-style-type: none"> Chapter 4 Home Connect Chapter 4 Home Connect Conversation Starter: Firsthand Account/Secondhand Account (graphic organizer)
<p>RECEPTION READING</p> <p>21. Explain how relevant details support the implied or explicit main idea of a text.</p> <ol style="list-style-type: none"> Determine the central idea or theme of a text. Explain the difference between implied and explicit details. Summarize the key supporting details by citing evidence from a text. 	<p>LITERARY TEXTS</p> <p>STUDENT EDITION/TEACHER'S EDITION Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> Determining Theme and Summarizing: "A New Home" (Historical Fiction)—pp. 18–23 Chapter 1 Review: "Race to the Treasure" (Adventure Story)—pp. 33–34 <p>DIGITAL RESOURCES Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Chapter 1 Determining Theme and Summarizing Additional Practice <ul style="list-style-type: none"> Chapter 1 Determining Theme and Summarizing: "Journey to the Bottom of the World" (Fictional Journal) <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Comprehension

GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Determining Theme and Summarizing: “Tornado!” (Realistic Fiction) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 1 “Moving to a New World” (Realistic Fiction) ◦ Chapter 1 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 1 Home Connect ◦ Chapter 1 Home Connect Activity: Story, Key Events, and Summary (graphic organizer) <p style="text-align: center;">INFORMATIONAL TEXTS</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Determining the Main Idea and Summarizing: “Earth’s Layers and Plates” (Scientific Journal Article)—pp. 44–49 • Chapter 2 Review: “Recording an Earthquake” (Scientific Journal Article)—pp. 59–60 <p>DIGITAL RESOURCES</p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 2 Determining the Main Idea and Summarizing • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 2 Determining the Main Idea and Summarizing: “Could Mount Nyiragongo Erupt Again?” (Newspaper Article) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 2 Determining the Main Idea and Summarizing: “Magic or Science?” (Expository Nonfiction) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 2 “Volcanoes: Nature’s Fire” (Science Magazine Article) ◦ Chapter 2 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 2 Home Connect ◦ Chapter 2 Home Connect Conversation Starter: Main Ideas and Summary (graphic organizer)
<p>RECEPTION READING</p> <p>22. Analyze events, procedures, ideas, or concepts in informational texts, including what happened and why, based on specific information in the text.</p> <p>a. Cite evidence to explain the author’s perspective toward a topic in an informational text.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <p>Procedural/“how-to” text: Identify a procedure given in a text by looking for a detailed list of information, with steps indicated by bullet points. If necessary, model finding text that indicates which sections of the article contain “how-to” directions.</p> <ul style="list-style-type: none"> • Drawing Inferences: “Erosion and Earth’s Changing Landscapes” (Explanatory Text/Procedural)—pp. 38–43 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Comprehension

GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> • Chapter 2 Review: “Recording an Earthquake” (Scientific Journal Article)—pp. 59–60 <p>TEACHER’S EDITIO</p> <p>Guided Practice</p> <ul style="list-style-type: none"> • Peer Collaboration <ul style="list-style-type: none"> ◦ Work with a partner: Follow procedure—TE pp. 67, 93 <p>DIGITAL RESOURCES</p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences: “Science Canyon Ranch” (Brochure) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences: “How Inertia Affects Flight” (Expository Nonfiction) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 2 “Volcanoes: Nature’s Fire” (Science Magazine Article) ◦ Chapter 2 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 2 Home Connect ◦ Chapter 2 Home Connect Activity: Play a Game, Follow the Rules (relevant evidence) (graphic organizer)
<p>RECEPTION READING</p> <p>23. Evaluate how text features and structures contribute to the meaning of an informational text.</p> <p>a. Identify and describe the structures within a text, including description, comparison and contrast, sequence, problem and solution, and cause and effect.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Describing Text Structures: “Mary G. Ross: Trailblazer” (Biography)—pp. 96–101 • Connect Across Texts <ul style="list-style-type: none"> ◦ Compare and Contrast Texts—Chapter 4, p. 108 • Chapter 4 Review: “How Smallpox Was Defeated” (Explanatory Text)—pp. 111–112 <p>DIGITAL RESOURCES</p> <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 4 Describing Text Structures • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 4 Describing Text Structures: “What’s for Lunch?” (Magazine Article) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 4 Comparing and Contrasting Text Structures: “Education Is Key” (Expository Nonfiction)/“Save the Orangutan!” (Expository Nonfiction) <p style="text-align: right;"><i>continued</i></p>

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LITERACY FOUNDATIONS

Comprehension

GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Describing Text Structures • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 4 “Helping the Union” (Cause/Effect Essay) ◦ Chapter 4 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 4 Home Connect ◦ Chapter 4 Home Connect On the Go: Problem/Solution Structure (graphic organizer)
<p>b. Interpret information from text features in both print and digital formats.</p>	<p>STUDENT EDITION/TEACHER’S EDITION Writing Informative/Explanatory Texts</p> <ul style="list-style-type: none"> • Developing the Subtopics with Facts, Definitions, and Details—pp. 177, 179, 219, 222 <p>Write Research Reports</p> <ul style="list-style-type: none"> • Subtopics (use subheadings to identify each section of the report)—p. 219 <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts Text features, such as diagrams and time lines, clarify details.</p> <ul style="list-style-type: none"> • Interpreting Visual Information: “Satellites Around Earth” (Technical Text)—pp. 136–141 <p>TEACHER’S EDITION Listening and Viewing Skills Text features: bullet points, charts, illustrations, and photos.</p> <ul style="list-style-type: none"> • Chapter 1, p. 19; Chapter 2, p. 45; Chapter 3, p. 77; Chapter 4, p. 91; Chapter 5, p. 117; Chapter 6, p. 137 <p>See also</p> <p>DIGITAL RESOURCE Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ◦ Include text features <ul style="list-style-type: none"> • headings/subheadings, diagrams, graphs, charts, maps
<p>RECEPTION READING</p> <p>24. Explain how an author uses reasons and evidence to support particular points and claims in an informational text or argument.</p> <p>a. Make text-based inferences to determine possible reasons for an author’s stance.</p>	<p>STUDENT EDITION/TEACHER’S EDITION Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Analyzing Reasons and Evidence: “Becoming Invisible: Fantasy or Fact?” (Technical Text)—pp. 142–147 • Chapter 6 Review: “Wind Energy for Today and Tomorrow” (Explanatory Text)—pp. 157–158 <p style="text-align: right;"><i>continued</i></p>

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GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
	<p>DIGITAL RESOURCES Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Analyzing Reasons and Evidence • Additional Practice <ul style="list-style-type: none"> ◦ Analyzing Reasons and Evidence: “Step Up to End Hunger” (Announcement) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 6 Analyzing Reasons and Evidence: “Gold Mountain” (Expository Nonfiction) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 6 “The Robot Cheetah” (Scientific Journal Entry)/“Robot Cheetah on the Move” (Newspaper Article) ◦ Chapter 6 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 6 Home Connect ◦ Chapter 6 Home Connect On the Go: Opinion/Argument and Reasons/Evidence (graphic organizer)
<p>RECEPTION READING 25. Explain how the form of a poem contributes to its meaning.</p>	<p>STUDENT EDITION/TEACHER’S EDITION Chapter 3 Craft and Structure: Literary Texts Understand the differences between poems, drama, and prose, and recognize their structural elements.</p> <ul style="list-style-type: none"> • Explaining Structural Elements: “The Hero of Saratoga” (Historical Drama)—pp. 70–75 <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Connect to the Essential Question (features of prose, drama, and poetry)—p. 83
<p>RECEPTION READING 26. Analyze how rhythm and rhyme in poetry contribute to meaning.</p>	<p>STUDENT EDITION/TEACHER’S EDITION Guided Instruction</p> <ul style="list-style-type: none"> • Cite Evidence (the language of poetry creates meter, rhythm, and rhyme)—p. 70 <p>TEACHER’S EDITION Foundational Skills</p> <ul style="list-style-type: none"> • Fluency (read poems in the right rhythm)—TE p. 67
<p>RECEPTION LISTENING 27. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>STUDENT EDITION/TEACHER’S EDITION Connect Across Texts</p> <ul style="list-style-type: none"> • 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 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Comprehension

GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • 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 • Good Speaker/Good Listener Checklist – Did I: <ul style="list-style-type: none"> ◦ Identify reasons and evidence that a speaker provides?—p. 170 <p>DIGITAL RESOURCES</p> <p>Chapters 7–11</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Speaking and Listening: Presentation of Knowledge and Ideas (ask and answer questions about information from a speaker) <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 6 Home Connect On the Go: Opinion/Argument and Reasons/Evidence (graphic organizer) <p>Chapter 8 Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 8 Home Connect Activity: Main Idea and Details (graphic organizer)
<p>EXPRESSION WRITING</p> <p>28. Write clear and coherent responses to texts, using explicit or implicit evidence that supports a particular point.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Writing About It Respond in writing to literature and informational texts.</p> <ul style="list-style-type: none"> • Chapter 1, p. 34; Chapter 2, p. 60; Chapter 3, p. 86; Chapter 4, p. 112; Chapter 5, p. 132; Chapter 6, p. 158 • Chapter 10 Text Types and Purposes: Write an Opinion Piece <ul style="list-style-type: none"> ◦ Analyze a student model then write an opinion piece—pp. 204–207 • Chapter 11 Research to Build and Present Knowledge: Write a Research Report <ul style="list-style-type: none"> ◦ Analyze a student model then write a research report—pp. 218–222 <p>TEACHER’S EDITION</p> <p>Chapter Review</p> <ul style="list-style-type: none"> • Write About It Rubric—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 <p>Extend Thinking</p> <ul style="list-style-type: none"> • Extend Thinking: Create Art in Response to Literature, TE p. 199

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GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
<p>EXPRESSION SPEAKING</p> <p>29. Add audio recordings to presentations, when appropriate, to enhance the development of main ideas or themes.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Words to Know</p> <ul style="list-style-type: none"> • General Academic Voca <p>TEACHER'S EDITION</p> <p>Digital Connection</p> <ul style="list-style-type: none"> • Chapter 4 The Library of Congress (audio files)—TE p. 97 <p>Foundational Skills</p> <ul style="list-style-type: none"> • Fluency Practice (record readings)—TE p. 119 • Fluency Practice (show video clips)—TE p. 145 • Chapter 11 Social Media (video and audio)—TE p. 228 <p>Extend Thinking</p> <ul style="list-style-type: none"> • Chapter 5 Creating a New Myth (present myths to class/ include a multimedia component)—TE p. 128
<p>EXPRESSION SPEAKING</p> <p>30. Synthesize information on a topic in order to write or speak knowledgeably about the subject.</p>	
<p>a. Make complex inferences within and across texts to determine the importance of information.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Drawing Inferences: “Lost and Found” (Adventure Story)—pp. 12–17 • Chapter 1 Review: “Race to the Treasure” (Adventure Story)—pp. 33–34 <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Drawing Inferences: “Erosion and Earth’s Changing Landscapes” (Explanatory Text/Procedural)—pp. 38–43 • Chapter 2 Review: “Recording an Earthquake” (Scientific Journal Article)—pp. 59–60 <p>DIGITAL RESOURCES</p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 1 Asking and Answering Questions • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 1 Drawing Inferences: “King of the River” (Ballad) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Drawing Inferences: “If at First You Don’t Succeed” (Realistic Fiction) • Instructional Videos <ul style="list-style-type: none"> ◦ Drawing Inferences • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 1 “Moving to a New World” (Realistic Fiction) ◦ Chapter 1 Close Reading Lesson Plan <p style="text-align: right;"><i>continued</i></p>

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GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ○ Chapter 1 Home Connect ○ Chapter 1 Home Connect On the Go: I See-I Know-My Inference (graphic organizer) Chapter 2 Key Ideas and Details: Informational Texts • Instruction & Practice <ul style="list-style-type: none"> ○ Chapter 2 Drawing Inferences • Additional Practice <ul style="list-style-type: none"> ○ Chapter 2 Drawing Inferences: “Science Canyon Ranch” (Brochure) • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ○ Chapter 2 Drawing Inferences: “How Inertia Affects Flight” (Expository Nonfiction) • Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 2 “Volcanoes: Nature’s Fire” (Science Magazine Article) ○ Chapter 2 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ○ Chapter 2 Home Connect ○ Chapter 2 Home Connect Activity: Play a Game, Follow the Rules (relevant evidence) (graphic organizer)
<p>b. Use evidence to explain information across texts including different perspectives and/or points of view.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Compare and Contrast Texts (support ideas with details from the texts)—Chapter 1, p. 30; Chapter 2, p. 56; Chapter 3, p. 82; Chapter 4, p. 108; Chapter 5, p. 128; Chapter 6, p. 154 • Connect to the Essential Question (small group/class discussion/look at the evidence and reasoning that an author provides)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question (support ideas with details from the texts/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
<p>EXPRESSION SPEAKING</p> <p>31. Orally paraphrase portions of a text or information presented in diverse media when collaborating and/or presenting.</p>	<p><u>TEACHER’S EDITION</u></p> <p>Extend Thinking</p> <ul style="list-style-type: none"> • Chapter 1 Create (storyboards for an adventure movie/present to class)—TE p. 23 • Chapter 1 Compare (create a presentation/make a word web)—TE p. 30 • Chapter 1 Investigate (create a visual/present to class)—TE p. 43

LITERACY FOUNDATIONS

Writing

GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
<p>32. Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, both independently and with support, demonstrating grade-level proficiency.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Writing About It Respond in writing to literature and informational texts. • Chapter 1, p. 34; Chapter 2, p. 60; Chapter 3, p. 86; Chapter 4, p. 112; Chapter 5, p. 132; Chapter 6, p. 158</p> <p>Writing Chapters</p> <ul style="list-style-type: none"> • Chapter 7 Text Types and Purposes: Write Fictional Narratives <ul style="list-style-type: none"> ○ Analyze a student model then write a fictional narrative—pp. 162–165 • Chapter 8 Text Types and Purposes: Write an Informative/Explanatory Text <ul style="list-style-type: none"> ○ Analyze a student model then write an informative/explanatory text—pp. 176–179 • Chapter 9 Research to Build and Present Knowledge: Write an Evidence-Based Essay—pp. 190–193 <ul style="list-style-type: none"> ○ Analyze a student model then write an evidence-based essay—pp. 190–193 • Chapter 10 Text Types and Purposes: Write an Opinion Piece <ul style="list-style-type: none"> ○ Analyze a student model then write an opinion piece—pp. 204–207 • Chapter 11 Research to Build and Present Knowledge: Write a Research Report <ul style="list-style-type: none"> ○ Analyze a student model then write a research report—pp. 218–222 <p><u>TEACHER’S EDITION</u> Chapter Review</p> <ul style="list-style-type: none"> • Write About It Rubric—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
<p>RECEPTION READING</p> <p>33. Use research to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <ol style="list-style-type: none"> a. Introduce a research topic clearly and group related ideas. b. Integrate and cite evidence to present research findings in written form. c. Paraphrase portions of texts or information presented in diverse media and formats. 	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 11 Text Types and Purposes: Write Research Reports</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 215–217 • Analyze a student model then outline and write a first draft of a research report—pp. 218–222 • Assignment: Final draft—p. 228 <p><u>TEACHER’S EDITION</u></p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 217A • Genre: Informative/Explanatory Text—TE p. 218 <p style="text-align: right;"><i>continued</i></p>

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Writing

GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
	<p>DIGITAL RESOURCES Chapter 11 Text Types and Purposes: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Writing Research Reports • Additional Practice <ul style="list-style-type: none"> ○ Writing Research Reports • Instructional Videos <ul style="list-style-type: none"> ○ Writing Research Reports • Parent Resources <ul style="list-style-type: none"> ○ Chapter 11 Home Connect On the Go: Be a Reporter (who, what, when, where, why, and how) (graphic organizer)
<p>EXPRESSION WRITING 34. Write fluently and legibly in cursive, using correctly formed letters with appropriate spacing.</p>	<p>N/A</p>
<p>EXPRESSION WRITING 35. Write personal or fictional narratives using a logical plot, transitional words and phrases, sensory details, and dialogue, and providing a sense of closure.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 159–161 • Analyze a student model/outline then write a fictional narrative—pp. 162–165 • Assignment: Final draft—p. 172 <p>TEACHER'S EDITION</p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 161A • Genre: Fictional Narrative—TE p. 162 <p>DIGITAL RESOURCES Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Write Fictional Narratives • Additional Practice <ul style="list-style-type: none"> ○ Write Fictional Narratives • Instructional Videos <ul style="list-style-type: none"> ○ Writing Narratives • Parent Resources <ul style="list-style-type: none"> ○ Chapter 7 Home Connect Conversation Starter: Create a New Ending to a Movie (graphic organizer)

LITERACY FOUNDATIONS

Writing

GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
<p>EXPRESSION WRITING</p> <p>36. Write informative or explanatory text about a topic using sources, incorporating academic vocabulary, and including an introduction, facts, details with elaboration, and a conclusion.</p>	<p style="text-align: center;"><i>INFORMATIVE/EXPLANATORY TEXTS</i></p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 173-175 • Analyze a student model then outline and write an informative/explanatory first draft—pp. 176-179 • Assignment: Final draft—p. 186 <p><u>TEACHER’S EDITION</u></p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 189A • Genre: Evidence-Based Essays—TE p. 190 <p><u>DIGITAL RESOURCES</u> Chapter 9 Text Types and Purposes: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Write Evidence-Based Essays • Additional Practice <ul style="list-style-type: none"> ◦ Write Evidence-Based Essays • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 9 Home Connect ◦ Chapter 9 Home Connect Activity: Sources for an Imaginary Documentary (graphic organizer)
<p>EXPRESSION WRITING</p> <p>37. Write an argument to persuade the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from relevant sources, and linking words to connect their argument to the evidence.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 201-203 • Analyze a student model/ then outline and write an opinion piece—pp. 204-207 • Assignment: Final draft—p. 214 <p><u>TEACHER’S EDITION</u></p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 203A • Genre: Opinion Piece (construct a strong argument)—TE p. 204 <p><u>DIGITAL RESOURCES</u> Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Write Opinion Pieces • Additional Practice <ul style="list-style-type: none"> ◦ Writing Opinion Pieces • Instructional Videos <ul style="list-style-type: none"> ◦ Writing Opinion Pieces <i>continued</i>

LITERACY FOUNDATIONS

Writing

GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ○ Chapter 10 Home Connect ○ Chapter 10 Home Connect On the Go: Fact or Opinion? (graphic organizer) See also TEACHER'S EDITION Differentiate Instruction <ul style="list-style-type: none"> • Construct an argument by creating a graphic organizer—TE p. 207
<p>EXPRESSION WRITING</p> <p>38. Compose complete sentences with correct subject-verb agreement, punctuation, and usage.</p>	
<p>a. Order adjectives within sentences according to conventional patterns.</p> <p><i>Example: a small red bag rather than a red small bag</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Order of Adjectives—p. 183 <p>DIGITAL RESOURCES Chapter 8 Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Order of Adjectives • Additional Practice <ul style="list-style-type: none"> ○ Order of Adjectives • Instructional Videos <ul style="list-style-type: none"> ○ Order of Adjectives
<p>b. Form and use prepositional phrases and conjunctions.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Prepositional Phrases—p. 180 <p>DIGITAL RESOURCES Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Prepositional Phrases • Additional Practice <ul style="list-style-type: none"> ○ Prepositional Phrases • Instructional Videos <ul style="list-style-type: none"> ○ Prepositional Phrases <p>See also <i>Level E / Grade 5</i></p> <p>STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Prepositions and Prepositional Phrases—p. 209 <p style="text-align: right;"><i>continued</i></p>

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GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
	<p><u>DIGITAL RESOURCES</u> Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Prepositions and Prepositional Phrases • Additional Practice <ul style="list-style-type: none"> ○ Prepositions and Prepositional Phrases • Instructional Videos <ul style="list-style-type: none"> ○ Prepositions and Prepositional Phrases
<p>c. Recognize and correct sentence fragments and run-on sentences.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Complete Sentences—p. 166 • Fragments—p. 167 • Run-on Sentences—p. 168 <p><u>DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Complete Sentences ○ Language: Fragments ○ Language: Run-on Sentences • Additional Practice <ul style="list-style-type: none"> ○ Complete Sentences ○ Fragments ○ Run-on Sentences • Instructional Videos <ul style="list-style-type: none"> ○ Complete Sentences ○ Fragments ○ Run-on Sentences
<p>d. Use commas, apostrophes, and quotation marks correctly.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Commas and Quotation Marks in Dialogue—p. 169 • Commas and Quotation Marks in Direct Quotations—p. 194 <p><u>DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Commas and Quotation Marks in Dialogue • Additional Practice <ul style="list-style-type: none"> ○ Commas and Quotation Marks in Dialogue • Instructional Videos <ul style="list-style-type: none"> ○ Commas and Quotation Marks in Dialogue <p style="text-align: right;"><i>continued</i></p>

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GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
	<p>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Commas and Quotation Marks in Direct Quotations • Additional Practice <ul style="list-style-type: none"> ○ Commas and Quotation Marks in Direct Quotations • Instructional Videos <ul style="list-style-type: none"> ○ Commas and Quotation Marks in Direct Quotations
<p>e. Use correct capitalization, including familial relations and proper adjectives.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Language</p> <ul style="list-style-type: none"> • Capitalization (first word in a sentence, titles, names, proper nouns)—p. 224 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Capitalization • Additional Practice <ul style="list-style-type: none"> ○ Capitalization • Instructional Videos <ul style="list-style-type: none"> ○ Capitalization
<p>f. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Determining Word Meanings <ul style="list-style-type: none"> ○ Objective: Use context clues and a dictionary—p. 90 <p>Guided Instruction</p> <ul style="list-style-type: none"> • Cite Evidence (check the definition in a dictionary)—p. 92 <p>Guided Practice</p> <ul style="list-style-type: none"> • Use a print or online dictionary—p. 93 <p>Language</p> <ul style="list-style-type: none"> • Spelling (use a dictionary)—p. 225 <p>End-of-Book Resource</p> <ul style="list-style-type: none"> • Glossary—pp. 229–232 <p><u>TEACHER'S EDITION</u></p> <p>Support English Language Learners</p> <ul style="list-style-type: none"> • Consult a dictionary—TE pp. 91, 103, 110, 205 <p>Glossary</p> <ul style="list-style-type: none"> • How to Use the Glossary (consult a print or online dictionary)—TE pp. 229, 230 <p style="text-align: right;"><i>continued</i></p>

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GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
	<p>DIGITAL RESOURCES Student Resources (each chapter)</p> <ul style="list-style-type: none"> • Glossary <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Spelling • Additional Practice <ul style="list-style-type: none"> ○ Spelling
<p>EXPRESSION WRITING</p> <p>39. Demonstrate command of the conventions of standard English grammar and usage.</p>	
<p>a. Use relative pronouns <i>who</i>, <i>whose</i>, <i>which</i>, and <i>that</i>, relative adverbs <i>where</i>, <i>when</i>, and <i>how</i>, and irregular possessive nouns.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Relative Pronouns—p. 195 • Relative Adverbs—p. 196 <p>DIGITAL RESOURCES Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Relative Pronouns ○ Language: Relative Adverbs • Additional Practice <ul style="list-style-type: none"> ○ Relative Pronouns ○ Relative Adverbs • Instructional Videos <ul style="list-style-type: none"> ○ Relative Pronouns ○ Relative Adverbs
<p>b. Form and use the progressive verb tenses. <i>Examples: I was walking, I am walking</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Progressive Forms of Verbs—p. 181 <p>DIGITAL RESOURCES Chapter 8 Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Progressive Forms of Verbs • Additional Practice <ul style="list-style-type: none"> ○ Progressive Forms of Verbs • Instructional Videos <ul style="list-style-type: none"> ○ Progressive Forms of Verbs

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<p>c. Use modal auxiliaries to convey various conditions. <i>Examples: can, may, must</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Modal Auxiliaries—p. 210 <p><u>DIGITAL RESOURCES</u> Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Modal Auxiliaries • Additional Practice <ul style="list-style-type: none"> ○ Modal Auxiliaries • Instructional Videos <ul style="list-style-type: none"> ○ Modal Auxiliaries
<p>d. Use subject-verb agreement correctly when composing and revising writing.</p>	<p><i>See Level C / Grade 3</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Subject-Verb Agreement—p. 196 <p><u>DIGITAL RESOURCES</u> Chapter 9 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Subject-Verb Agreement • Additional Practice <ul style="list-style-type: none"> ○ Subject-Verb Agreement • Instructional Videos <ul style="list-style-type: none"> ○ Subject-Verb Agreement
<p>EXPRESSION WRITING</p> <p>40. Compose friendly and formal letters using appropriate elements, including date, greeting, body, and a signature.</p> <p>a. Write return address and mailing address in the proper locations on an envelope.</p>	<p><i>See Level C / Grade 3</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Commas in Addresses—p. 183 <p>Chapter 9 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Home Connect <ul style="list-style-type: none"> ○ Write a letter to the editor of a local newspaper or contribute to a blog—p. 202 <p><u>DIGITAL RESOURCES</u> Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Commas in Addresses • Additional Practice <ul style="list-style-type: none"> ○ Commas in Addresses • Instructional Videos <ul style="list-style-type: none"> ○ Commas in Addresses

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GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
<p>EXPRESSION SPEAKING</p> <p>41. Present an opinion orally, sequencing ideas logically and using relevant facts.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Connect Across Texts</p> <ul style="list-style-type: none"> Connect to the Theme (present and defend a claim)—Chapter 4, p. 108 <p>Speaking and Listening</p> <ul style="list-style-type: none"> 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 <p><u>TEACHER’S EDITION</u> Speaking and Listening: Presentation</p> <ul style="list-style-type: none"> Prepare and make a formal presentation (state the topic and present appropriate facts and details)—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 <p><i>See related content</i></p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> State a claim—p. 190 <p>Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> Provide strong reasons to support the opinion/include relevant facts and details—p. 205
<p>a. Express appropriate and meaningful responses to questions posed by others.</p>	<p><u>DIGITAL RESOURCES</u> Writing Handbook</p> <ul style="list-style-type: none"> Speaking Tips (giving an oral presentation)—p. 9 <ul style="list-style-type: none"> Ask your audience if they have any questions. Listen carefully and answer politely. Take time to think before you respond.
<p>EXPRESSION SPEAKING</p> <p>42. 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, and speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>a. Articulate ideas, claims, and perspectives in a logical sequence, presenting information, findings, and credible evidence from multiple sources and modalities to enhance listeners’ understanding.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Speaking and Listening</p> <ul style="list-style-type: none"> 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 Good Speaker/Good Listener Checklist – Did I: <ul style="list-style-type: none"> Stay on topic?/Speak in complete sentences?—p. 170 <p><u>TEACHER’S EDITION</u> Speaking and Listening: Presentation</p> <ul style="list-style-type: none"> 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 <p style="text-align: right;"><i>continued</i></p>

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GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
	<p>Extend Thinking</p> <ul style="list-style-type: none"> • Chapter 1 Create (a visual/present to class)—TE p. 17 • Chapter 2 Create (research/prepare a visual/present to class)—TE p. 43 • Chapter 2 Compare and Contrast (Venn diagram/present ideas)—TE p. 56 • Chapter 3 Draw Conclusions (reexamine character of historical figure/share conclusions with class)—TE p. 75 • Chapter 3 Investigate (research historical figures/create a visual/share with class)—TE p. 82 • Chapter 4 Investigate (research Ben Franklin/prepare a visual/present to class)—TE p. 95 • Chapter 4 Critical Response (examine life of Alexander Graham Bell/share ideas with a partner)—TE p. 108 • Chapter 6 Construct Visuals (construct diagrams/present to class)—TE p. 100 • Chapter 6 Synthesize Information (draw a diagram/explain steps to class)—TE p. 115 <p>DIGITAL RESOURCES</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Speaking Tips (giving an oral presentation)—p. 9 <ul style="list-style-type: none"> ○ Determine how formal or informal you need to be. Use language that fits your audience and the occasion. ○ Use visuals as needed to support what you say. ○ Speak clearly and loudly enough for everyone to hear. ○ Speak slowly enough so that everyone can understand you. ○ Change the pitch, rate, and loudness of your voice to express your ideas, show emphasis, and create an emotional effect. ○ Make your gestures and facial expressions match your words. ○ Ask your audience if they have any questions. Listen carefully and answer politely. Take time to think before you respond. <p><i>See related content</i></p> <p>Fluency Practice (Chapters 1–6)</p> <ul style="list-style-type: none"> • Chapter Fluency Practice <ul style="list-style-type: none"> ○ Chapter 1 “Into the Grand Canyon” (Adventure Story) ○ Chapter 2 “Erosion and Earth’s Changing Landscape” (Explanatory Text/Procedural) ○ Chapter 3 “Paul Revere’s Real Ride” (Realistic Fiction) ○ Chapter 4 “The People of the Longhouse” (Historical Text) ○ Chapter 5 “Gilgamesh’s Quest for Immortality” (Sumerian Epic) ○ Chapter 6 “Satellites Around Earth” (Technical Text) <p style="text-align: right;"><i>continued</i></p>

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Writing

GRADE 4 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none">• Fluency Practice: Teaching Suggestions The Teacher's Guide to Fluency features suggestions for using the continuous Reading Passage for each Reading chapter to improve student reading and comprehension. Fluency skills assessed through oral presentation include phrasing, expression, intonation, rate, and accuracy.