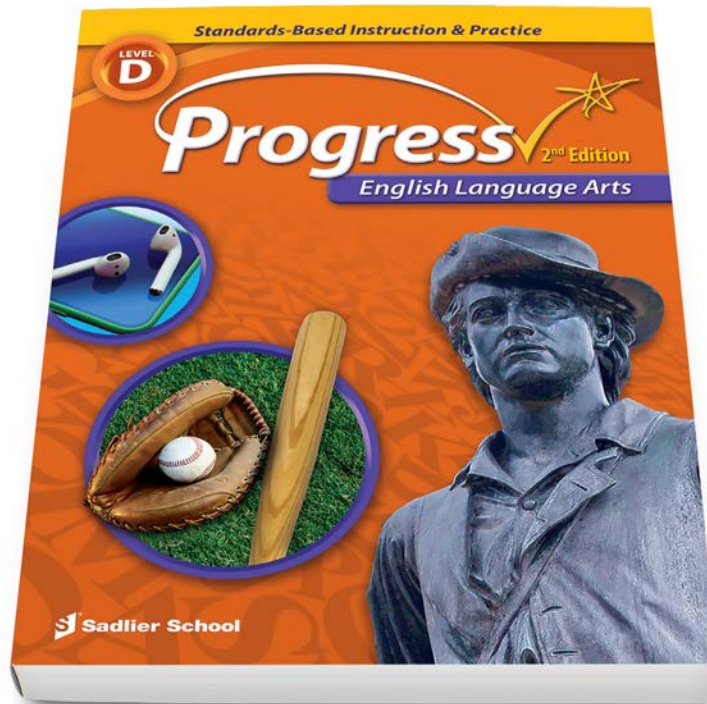


# Progress

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

Correlation to the New York State Next Generation  
English Language Arts Learning Standards

Grade 4



### Contents

4 <sup>th</sup> Grade Reading Standards (Literary and Informational Text) . . . . .	2
4 <sup>th</sup> Grade Reading Standards: Foundational Skills . . . . .	13
4 <sup>th</sup> Grade Writing Standards . . . . .	17
4 <sup>th</sup> Grade Speaking and Listening Standards . . . . .	27
4 <sup>th</sup> Grade Language Standards . . . . .	34

## 4<sup>TH</sup> Grade Reading Standards (Literary and Informational Text) | 4R

4<sup>TH</sup> GRADE ELA STANDARDS

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

### Key Ideas and Details

**4RI:** Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)

#### **READING LITERARY TEXTS**

##### **STUDENT EDITION/TEACHER'S EDITION**

##### **Chapter 1 Key Ideas and Details: Literary Texts**

- Drawing Inferences: “Lost and Found” (Adventure Story)—pp. 12–17
- Chapter 1 Review: “Race to the Treasure” (Adventure Story)—pp. 33–34

##### **DIGITAL RESOURCES**

##### **Chapter 1 Key Ideas and Details: Literary Texts**

- Instruction & Practice
  - Chapter 1 Asking and Answering Questions
- Additional Practice
  - Chapter 1 Drawing Inferences: “King of the River” (Ballad)
- Assessments
  - Comprehension Check
    - Chapter 1 Drawing Inferences: “If at First You Don’t Succeed” (Realistic Fiction)
- Instructional Videos
  - Drawing Inferences
- Close Reading Practice
  - Chapter 1 “Moving to a New World” (Realistic Fiction)
  - Chapter 1 Close Reading Lesson Plan
- Parent Resources
  - Chapter 1 Home Connect
  - Chapter 1 Home Connect On the Go: I See–I Know–My Inference (graphic organizer)

#### **READING INFORMATIONAL TEXTS**

##### **STUDENT EDITION/TEACHER'S EDITION**

##### **Chapter 2 Key Ideas and Details: Informational Texts**

- 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

##### **DIGITAL RESOURCES**

##### **Chapter 2 Key Ideas and Details: Informational Texts**

- Instruction & Practice
  - Chapter 2 Drawing Inferences
- Additional Practice
  - Chapter 2 Drawing Inferences: “Science Canyon Ranch” (Brochure)
- Assessments
  - Comprehension Check
    - Chapter 2 Drawing Inferences: “How Inertia Affects Flight” (Expository Nonfiction)
- Close Reading Practice
  - Chapter 2 “Volcanoes: Nature’s Fire” (Science Magazine Article)

*continued*

## 4<sup>TH</sup> Grade Reading Standards (Literary and Informational Text) | 4R

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>○ Chapter 2 Close Reading Lesson Plan</li> <li>● Parent Resources                             <ul style="list-style-type: none"> <li>○ Chapter 2 Home Connect</li> <li>○ Chapter 2 Home Connect Activity: Play a Game, Follow the Rules (relevant evidence) (graphic organizer)</li> </ul> </li> </ul>
<p><b>4R2:</b> Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&amp;RL)</p>	<p style="text-align: center;"><b>READING LITERARY TEXTS</b></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>● Determining Theme and Summarizing: "A New Home" (Historical Fiction)—pp. 18–23</li> <li>● Chapter 1 Review: "Race to the Treasure" (Adventure Story)—pp. 33–34</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>● Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Chapter 1 Determining Theme and Summarizing</li> </ul> </li> <li>● Additional Practice                             <ul style="list-style-type: none"> <li>○ Chapter 1 Determining Theme and Summarizing: "Journey to the Bottom of the World" (Fictional Journal)</li> </ul> </li> <li>● Assessments                             <ul style="list-style-type: none"> <li>○ Comprehension Check                                     <ul style="list-style-type: none"> <li>○ Chapter 1 Determining Theme and Summarizing: "Tornado!" (Realistic Fiction)</li> </ul> </li> </ul> </li> <li>● Close Reading Practice                             <ul style="list-style-type: none"> <li>○ Chapter 1 "Moving to a New World" (Realistic Fiction)</li> <li>○ Chapter 1 Close Reading Lesson Plan</li> </ul> </li> <li>● Parent Resources                             <ul style="list-style-type: none"> <li>○ Chapter 1 Home Connect</li> <li>○ Chapter 1 Home Connect Activity: Story, Key Events, and Summary (graphic organizer)</li> </ul> </li> </ul> <p style="text-align: center;"><b>READING INFORMATIONAL TEXTS</b></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>● Determining the Main Idea and Summarizing: "Earth's Layers and Plates" (Scientific Journal Article)—pp. 44–49</li> <li>● Chapter 2 Review: "Recording an Earthquake" (Scientific Journal Article)—pp. 59–60</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>● Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Chapter 2 Determining the Main Idea and Summarizing</li> </ul> </li> <li>● Additional Practice                             <ul style="list-style-type: none"> <li>○ Chapter 2 Determining the Main Idea and Summarizing: "Could Mount Nyiragongo Erupt Again?" (Newspaper Article)</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## 4<sup>TH</sup> Grade Reading Standards (Literary and Informational Text) | 4R

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 2 Determining the Main Idea and Summarizing: “Magic or Science?” (Expository Nonfiction)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 2 “Volcanoes: Nature’s Fire” (Science Magazine Article)</li> <li>◦ Chapter 2 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 2 Home Connect</li> <li>◦ Chapter 2 Home Connect Conversation Starter: Main Ideas and Summary (graphic organizer)</li> </ul> </li> </ul>
<p><b>4R3:</b> In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL)</p> <p>In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)</p>	<p style="text-align: center;"><b>READING LITERARY TEXTS</b></p> <p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Describing Characters, Settings, and Events: “Escape from Giza” (Fantasy)—pp. 24–29</li> <li>• Chapter 1 Review: “Race to the Treasure” (Adventure Story)—pp. 33–34</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 1 Describing Characters, Settings, and Events</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 1 Describing Characters, Settings, and Events: “Leona Lost” (Fantasy graphic novel)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 1 Comparing and Contrasting Story Elements: “The Knights’ Challenge” (Realistic Fiction)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 1 “Moving to a New World” (Realistic Fiction)</li> <li>◦ Chapter 1 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 1 Home Connect</li> <li>◦ Chapter 1 Home Connect Conversation Starter: Characters, Setting, Events (graphic organizer)</li> </ul> </li> </ul> <p style="text-align: center;"><b>READING INFORMATIONAL TEXTS</b></p> <p><b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Explaining Events and Ideas: “The Power of Tsunamis” (Scientific Text)—pp. 50–55</li> <li>• Chapter 2 Review: “Recording an Earthquake” (Scientific Journal Article)—pp. 59–60</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 2 Explaining Events and Ideas</li> </ul> </li> </ul> <p style="text-align: center;"><i>continued</i></p>

## 4<sup>TH</sup> Grade Reading Standards (Literary and Informational Text) | 4R

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 2 Explaining Events and Ideas: “The Rock Cycle” (Textbook)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 2 Explaining Relationships Between Ideas: “On the Shoulders of Giants” (Expository Nonfiction)</li> </ul> </li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Explaining Events and Ideas</li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 2 “Volcanoes: Nature’s Fire” (Science Magazine Article)</li> <li>◦ Chapter 2 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 2 Home Connect</li> <li>◦ Chapter 2 Home Connect On the Go: Weather Causes and Events (graphic organizer)</li> </ul> </li> </ul>

### Craft and Structure

<p><b>4R4:</b> Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&amp;RL)</p>	<p style="text-align: center;"><b>READING LITERARY TEXTS</b></p> <p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Determining Word Meanings: “Paul Revere’s Real Ride” (Realistic Fiction)—pp. 64–69</li> <li>• Chapter 3 Review: “American Revolution: Character Clues”</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 3 Determining Word Meanings</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 3 Determining Word Meanings: “I Cannot Tell a Lie” (Poem)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 3 Understanding Figurative Language: “Escape from Chateau d’If” – Adapted excerpt from The Count of Monte Cristo by Alexandre Dumas (Historical Fiction)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 3 “James Armistead: Spy for the Revolution” (Journal Entries)</li> <li>◦ Chapter 3 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 3 Home Connect</li> <li>◦ Chapter 3 Home Connect Activity: Mythological Characters and Related Words (graphic organizer)</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>
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## 4<sup>TH</sup> Grade Reading Standards (Literary and Informational Text) | 4R

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p style="text-align: center;"><b>READING INFORMATIONAL TEXTS</b></p> <p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Determining Word Meanings: “A Gallery of Young Inventors” (Informational Text)—pp. 90–95</li> <li>• Chapter 4 Review: “How Smallpox Was Defeated” (Explanatory Text)—pp. 111–112</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 4 Determining Word Meanings</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 4 Determining Word Meanings: “Cooking over Fire” (Informational Text)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 4 Determining Word Meanings: “Education Is Key” (Expository Nonfiction)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 4 “Helping the Union” (Cause/Effect Essay)</li> <li>◦ Chapter 4 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 4 Home Connect</li> <li>◦ Chapter 4 Home Connect Activity: Unfamiliar Words (graphic organizer)</li> </ul> </li> </ul>
<p><b>4R5:</b> In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL)</p>	<p style="text-align: center;"><b>READING LITERARY TEXTS</b></p> <p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Explaining Structural Elements: “The Hero of Saratoga” (Historical Drama)—pp. 70–75</li> <li>• Chapter 3 Review: “American Revolution: Character Clues”</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 3 Explaining Structural Elements</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 3 Explaining Structural Elements: “The Apollo 11 Moon Landing” (Readers Theater Script)/“Dear Mr. Armstrong” (Poem)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 3 Explaining Poetic Structure: “The Spider and the Fly” – by Mary Howitt (Narrative Poetry)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 3 “James Armistead: Spy for the Revolution” (Journal Entries)</li> <li>◦ Chapter 3 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 3 Home Connect</li> <li>◦ Chapter 3 Home Connect On the Go: Compare Versions: Play, Poem, Story (graphic organizer)</li> </ul> </li> </ul>

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## 4<sup>TH</sup> Grade Reading Standards (Literary and Informational Text) | 4R

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p>In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)</p>	<p style="text-align: center;"><b>READING INFORMATIONAL TEXTS</b></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Describing Text Structures: “Mary G. Ross: Trailblazer” (Biography)—pp. 96–101</li> <li>• Chapter 4 Review: “How Smallpox Was Defeated” (Explanatory Text)—pp. 111–112</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>○ Chapter 4 Describing Text Structures</li> </ul> </li> <li>• Additional Practice             <ul style="list-style-type: none"> <li>○ Chapter 4 Describing Text Structures: “What’s for Lunch?” (Magazine Article)</li> </ul> </li> <li>• Assessments             <ul style="list-style-type: none"> <li>○ Comprehension Check                     <ul style="list-style-type: none"> <li>◦ Chapter 4 Comparing and Contrasting Text Structures: “Education Is Key” (Expository Nonfiction)/“Save the Orangutan!” (Expository Nonfiction)</li> </ul> </li> </ul> </li> <li>• Instructional Videos             <ul style="list-style-type: none"> <li>○ Describing Text Structures</li> </ul> </li> <li>• Close Reading Practice             <ul style="list-style-type: none"> <li>○ Chapter 4 “Helping the Union” (Cause/Effect Essay)</li> <li>○ Chapter 4 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources             <ul style="list-style-type: none"> <li>○ Chapter 4 Home Connect</li> <li>○ Chapter 4 Home Connect On the Go: Problem/Solution Structure (graphic organizer)</li> </ul> </li> </ul>
<p><b>4R6:</b> In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL)</p>	<p style="text-align: center;"><b>READING LITERARY TEXTS</b></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Comparing and Contrasting Points of View: “Bringing Hope to the Valley” (Historical Fiction)—pp. 76–81</li> <li>• Chapter 3 Review: “American Revolution: Character Clues”</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>○ Chapter 3 Comparing and Contrasting Points of View</li> </ul> </li> <li>• Additional Practice             <ul style="list-style-type: none"> <li>○ Chapter 3 Comparing and Contrasting Points of View: “The Widow Nuisance—An Excerpt” (Historical Fiction)/“One Widow’s War” (Drama)</li> </ul> </li> <li>• Assessments             <ul style="list-style-type: none"> <li>○ Comprehension Check                     <ul style="list-style-type: none"> <li>◦ Chapter 3 Analyzing Point of View: “What I Heard in the Apple Barrel” – adapted excerpt from <i>Treasure Island</i> by Robert Louis Stevenson (Adventure Story)</li> </ul> </li> </ul> </li> <li>• Instructional Videos             <ul style="list-style-type: none"> <li>○ Comparing and Contrasting Points of View</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>



## 4<sup>TH</sup> Grade Reading Standards (Literary and Informational Text) | 4R

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p>In informational texts, compare and contrast a primary and secondary source on the same event or topic. (RI)</p>	<ul style="list-style-type: none"> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>○ Chapter 3 “James Armistead: Spy for the Revolution” (Journal Entries)</li> <li>○ Chapter 3 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>○ Chapter 3 Home Connect</li> <li>○ Chapter 3 Home Connect Conversation Starter: Write a Poem in First Person, Rewrite to Third Person Point of View (graphic organizer)</li> </ul> </li> </ul> <p style="text-align: center;"><b>READING INFORMATIONAL TEXTS</b></p> <p><b>STUDENT EDITION/TEACHER’S EDITION</b>  <b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Comparing and Contrasting Events and Topics: “Alexander Graham Bell: From Talking Dog to Telephone” (Biography/Memoir)—pp. 102–107</li> <li>• Chapter 4 Review: “How Smallpox Was Defeated” (Explanatory Text)—pp. 111–112</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Chapter 4 Comparing and Contrasting Events and Topics</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Chapter 4 Comparing and Contrasting Events and Topics: “The Centennial Society Program” (Brochure)/“A Camp for Wounded Men” (adapted Memoir)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>○ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 4 Analyzing Multiple Accounts: “Save the Orangutan!” (Expository Nonfiction)/“Responsible Farming” (Expository Nonfiction)</li> </ul> </li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Determining Author’s Point of View and Purpose</li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>○ Chapter 4 “Helping the Union” (Cause/Effect Essay)</li> <li>○ Chapter 4 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>○ Chapter 4 Home Connect</li> <li>○ Chapter 4 Home Connect Conversation Starter: Firsthand Account/Secondhand Account (graphic organizer)</li> </ul> </li> </ul>



## 4<sup>TH</sup> Grade Reading Standards (Literary and Informational Text) | 4R

4<sup>TH</sup> GRADE ELA STANDARDS

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

### Integration of Knowledge and Ideas

**4R7:** Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL)

#### **READING LITERARY TEXTS**

##### **STUDENT EDITION/TEACHER'S EDITION**

##### **Chapter 5 Integration of Knowledge and Ideas: Literary Texts**

- Making Connections Between Texts: "Mulan: Woman Warrior of Ancient China" (Text/Graphic Novel)(Legend)—pp. 116–121
- Chapter 5 Review: "The Mother and the Wolf"/The Hawk and the Squirrel"—pp. 131–132

##### **DIGITAL RESOURCES**

##### **Chapter 5 Integration of Knowledge and Ideas: Literary Texts**

- Instruction & Practice
  - Chapter 5 Making Connections Between Texts
- Additional Practice
  - Chapter 5 Making Connections Between Texts: "The 10th Labor of Hercules" (Myth)/"Hercules Steals the Red Cattle of Geryon" (Graphic Novel)
- Assessments
  - Comprehension Check
    - Chapter 5 Analyzing the Effects of Visuals: "A Little Princess" – Adapted excerpt from the novel by Frances Hodgson Burnett (Novel)
- Instructional Videos
- Making Connections Between Texts
- Close Reading Practice
  - Chapter 5 "Pecos Bill and Slue-Foot Sue" (Tall Tale/Legend)
  - Chapter 5 Close Reading Lesson Plan
- Parent Resources
  - Chapter 5 Home Connect
  - Chapter 5 Home Connect Activity: Make Up Words to Match the Action/Compare with Original Words in a Comic Strip (graphic organizer)

#### **READING INFORMATIONAL TEXTS**

##### **STUDENT EDITION/TEACHER'S EDITION**

##### **Chapter 6 Integration of Knowledge and Ideas: Informational Texts**

- Interpreting Visual Information: "Satellites Around Earth" (Technical Text)—pp. 136–141

##### **DIGITAL RESOURCES**

##### **Chapter 6 Integration of Knowledge and Ideas: Informational Texts**

- Instruction & Practice
  - Chapter 6 Interpreting Visual Information
- Additional Practice
  - Chapter 6 Interpreting Visual Information: "The Future of Meat" (Blog)

*continued*

## 4<sup>TH</sup> Grade Reading Standards (Literary and Informational Text) | 4R

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 6 Interpreting Visual Information: “The Future of Meat” (Blog)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 6 “The Robot Cheetah” (Scientific Journal Entry)/”Robot Cheetah on the Move” (Newspaper Article)</li> <li>◦ Chapter 6 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 6 Home Connect</li> <li>◦ Chapter 6 Home Connect Activity: List and Illustrate Steps in an Instruction Booklet (graphic organizer)</li> </ul> </li> </ul>
<p><b>4R8:</b> Explain how claims in a text are supported by relevant reasons and evidence. (RI&amp;RL)</p>	<p style="text-align: center;"><b>READING INFORMATIONAL TEXTS</b></p> <p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Analyzing Reasons and Evidence: “Becoming Invisible: Fantasy or Fact?” (Technical Text)—pp. 142-147</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Analyzing Reasons and Evidence</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Analyzing Reasons and Evidence: “Step Up to End Hunger” (Announcement)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 6 Analyzing Reasons and Evidence: “Gold Mountain” (Expository Nonfiction)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 6 “The Robot Cheetah” (Scientific Journal Entry)/”Robot Cheetah on the Move” (Newspaper Article)</li> <li>◦ Chapter 6 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 6 Home Connect</li> <li>◦ Chapter 6 Home Connect On the Go: Opinion/Argument and Reasons/Evidence (graphic organizer)</li> </ul> </li> </ul> <p><i>See the following instructional and practice opportunities for students to cite evidence from complex texts in response to text-dependent questions—</i></p> <p style="text-align: center;"><b>READING LITERARY TEXTS</b></p> <p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence—pp. 12-13, 18-19, 24-25, 64-65, 70-71, 76-77, 116-117, 122-123</li> <li>• Comprehension Check—pp. 13, 19, 25, 65, 71, 77, 117, 123</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## 4<sup>TH</sup> Grade Reading Standards (Literary and Informational Text) | 4R

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence—pp. 14, 20, 26, 66, 72, 78, 118, 124</li> <li>• Comprehension Check—pp. 15, 21, 27, 67, 73, 79, 119, 125</li> </ul> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence—pp. 16, 22, 28, 68, 74, 80, 120, 126</li> <li>• Comprehension Check—pp. 17, 23, 29, 69, 75, 81, 121, 127</li> </ul> <p><b>Connect Across Text</b></p> <ul style="list-style-type: none"> <li>• Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 31, 83, 129</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Critical Comprehension (support answers with evidence from the text)—TE pp. 17, 23, 29, 69, 75, 81, 121, 127</li> </ul> <p style="text-align: center;"><b>READING INFORMATIONAL TEXTS</b></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence—pp. 38–39, 44–45, 50–51, 90–91, 96–97, 102–103, 136–137, 142–143, 148–149</li> <li>• Comprehension Check—pp. 39, 45, 51, 91, 97, 103, 137, 143, 149</li> </ul> <p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence—pp. 40, 46, 52, 92, 98, 104, 138, 144, 150</li> <li>• Comprehension Check—pp. 41, 47, 53, 93, 99, 105, 139, 145, 151</li> </ul> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence—pp. 42, 48, 54, 94, 100, 106, 140, 146, 152</li> <li>• Comprehension Check—pp. 43, 49, 55, 95, 101, 107, 141, 147, 153</li> </ul> <p><b>Connect Across Text</b></p> <ul style="list-style-type: none"> <li>• Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 57, 109, 155</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Critical Comprehension (support answers with evidence from the text)—TE pp. 43, 49, 55, 95, 101, 107, 141, 147, 153</li> </ul>
<p><b>4R9:</b> Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&amp;RL)</p>	<p>See Foundational Skills 4RF4a for a listing of multiple genres of reading selections included in the program.</p> <p style="text-align: center;"><b>READING LITERARY TEXTS</b></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Comparing and Contrasting Themes and Topics: “The Hare and the Lion” (Retelling of an African Folk Tale)/”The Monkey and the Crocodile” (Retelling of an Indian Folk Tale)—pp. 122–127</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## 4<sup>TH</sup> Grade Reading Standards (Literary and Informational Text) | 4R

4<sup>TH</sup> GRADE ELA STANDARDS

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

- Chapter 5 Review: “The Mother and the Wolf”/“The Hawk and the Squirrel”—pp. 131–132

### **DIGITAL RESOURCES**

#### **Chapter 5 Integration of Knowledge and Ideas: Literary Texts**

- Instruction & Practice
  - Chapter 5 Comparing and Contrasting Theme
- Additional Practice
  - Chapter 5 Comparing/Contrasting Themes and Topics: “The Three Wishes” (Fairy Tale)/“King Midas” (Myth)
- Assessments
  - Comprehension Check
    - 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
  - Chapter 5 “Pecos Bill and Slue-Foot Sue” (Tall Tale/Legend)
  - Chapter 5 Close Reading Lesson Plan
- Parent Resources
  - Chapter 5 Home Connect
  - Chapter 5 Home Connect On the Go: Compare Characters in Folklore and Movie Versions (graphic organizer)

See also

#### **Connect Across Tests**

- Compare and Contrast Texts—pp. 30, 82, 128

### ***READING INFORMATIONAL TEXTS***

### **STUDENT EDITION/TEACHER’S EDITION**

#### **Chapter 6 Integration of Knowledge and Ideas: Informational Texts**

- Integrating Information from Texts: “Let’s Go Green!” (Blog)/“LED Lights” (Internet Advertisement)—pp. 148–153
- Chapter 6 Review: “Wind Energy for Today and Tomorrow” (Explanatory Text)—pp. 157–158

### **DIGITAL RESOURCES**

#### **Chapter 6 Integration of Knowledge and Ideas: Informational Texts**

- Instruction & Practice
  - Chapter 6 Integrating Information from Texts
- Additional Practice
  - Chapter 6 Integrating Information from Texts: “Irritation Becomes Innovation” (Book Excerpt)/“Bug Bots!” (Magazine Article)
- Assessments
  - Comprehension Check
    - Chapter 6 Integrating Information from Texts: “Gold Mountain” (Expository Nonfiction)/“San Francisco’s Chinatown” (Expository Nonfiction)

*continued*

## 4<sup>TH</sup> Grade Reading Standards (Literary and Informational Text) | 4R

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>○ Chapter 6 “The Robot Cheetah” (Scientific Journal Entry)/“Robot Cheetah on the Move” (Newspaper Article)</li> <li>○ Chapter 6 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>○ Chapter 6 Home Connect</li> <li>○ Chapter 6 Home Connect Activity: Compare and Contrast Information (graphic organizer)</li> </ul> </li> </ul> <p><i>See also</i></p> <p><b>Connect Across Tests</b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast Texts—pp. 56, 108, 154</li> </ul>

## 4<sup>TH</sup> Grade Reading Standards: Foundational Skills | 4RF

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>Print Concepts</b></p>	
<p><b>RF1:</b> <i>There is not a grade 4 standard for this concept. Please see preceding grades for more information.</i></p>	
<p><b>Phonological Awareness</b></p>	
<p><b>RF2:</b> <i>There is not a grade 4 standard for this concept. Please see preceding grades for more information.</i></p>	
<p><b>Phonics and Word Recognition</b></p>	
<p><b>4RF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p><b>4RF3a:</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Affixes—p. 58</li> <li>• Roots—p. 156</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Affixes</li> </ul> </li> </ul> <p><b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Roots</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## 4<sup>TH</sup> Grade Reading Standards: Foundational Skills | 4RF

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p><b>Foundational Skills Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Base Words</li> <li>○ Prefixes</li> <li>○ Suffixes</li> <li>○ Latin and Greek Roots</li> <li>○ Open and Closed Syllables</li> <li>○ Syllables with Vowel Teams</li> <li>○ Syllables with r-Controlled Vowels</li> <li>○ Words with Silent Consonants</li> </ul> </li> <li>• Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>○ Base Words</li> <li>○ Prefixes</li> <li>○ Suffixes</li> <li>○ Latin and Greek Roots</li> <li>○ Open and Closed Syllables</li> <li>○ Syllables with Vowel Teams</li> <li>○ Syllables with r-Controlled Vowels</li> <li>○ Words with Silent Consonants</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Base Words</li> <li>○ Prefixes</li> <li>○ Suffixes</li> <li>○ Latin and Greek Roots</li> <li>○ Open and Closed Syllables</li> <li>○ Syllables with Vowel Teams</li> <li>○ Syllables with r-Controlled Vowels</li> <li>○ Words with Silent Consonants</li> </ul> </li> <li>• Teacher Resources                             <ul style="list-style-type: none"> <li>○ How to Use the Handbook</li> </ul> </li> </ul>
<p><b>Fluency</b></p>	
<p><b>4RF4:</b> Read grade-level text with sufficient accuracy and fluency to support comprehension.</p>	
<p><b>4RF4a:</b> Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><b>DIGITAL RESOURCES</b></p> <p><b>Each Chapter</b> (Chapters 1–6)</p> <ul style="list-style-type: none"> <li>• Fluency Practice                             <ul style="list-style-type: none"> <li>○ Chapter Fluency Practice                                     <ul style="list-style-type: none"> <li>○ Chapter 1 “The Dove and the Ant: A Retelling of an Aesop Fable” (Fable)</li> <li>○ Chapter 2 “The 40,000-Year-Old Baby” (Magazine Article)</li> <li>○ Chapter 3 “The Best Friend Possible” (Realistic Fiction)</li> <li>○ Chapter 4 “Water Everywhere” (Explanatory Text)</li> <li>○ Chapter 5 “The Case of the Missing Fruit” (Mystery)</li> <li>○ Chapter 6 “How to Make a Telescope” (Technical Text)</li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## 4<sup>TH</sup> Grade Reading Standards: Foundational Skills | 4RF

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>○ Fluency Practice Teaching Suggestions                             <ul style="list-style-type: none"> <li>○ Teacher’s Guide to Fluency</li> </ul> </li> </ul> <p><b>Foundational Skills Handbook</b></p> <ul style="list-style-type: none"> <li>● Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Practicing Fluency                                     <ul style="list-style-type: none"> <li>○ “The Envious Stonecutter” (Japanese Folk Tale)</li> </ul> </li> </ul> </li> <li>● Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>○ Practicing Fluency</li> </ul> </li> <li>● Additional Practice                             <ul style="list-style-type: none"> <li>○ Practicing Fluency                                     <ul style="list-style-type: none"> <li>○ “Traditional Hopi Song” (Poem)</li> </ul> </li> </ul> </li> <li>● Teacher Resources                             <ul style="list-style-type: none"> <li>○ How to Use the Handbook</li> </ul> </li> </ul> <p><i>See additional multi-genre, oral reading opportunities—</i></p> <p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b></p> <p><b>Each Chapter</b> (Chapters 1–6)</p> <ul style="list-style-type: none"> <li>● Chapter Reading Selections                             <ul style="list-style-type: none"> <li>○ Chapter 1 “Lost and Found” (Adventure Story), pp. 12–17, “A New Home” (Historical Fiction), pp. 18–23, “Escape from Giza” (Fantasy), pp. 24–29</li> <li>○ Chapter 2 “Erosion and Earth’s Changing Landscapes” (Explanatory Text/Procedural), pp. 38–43, “Earth’s Layers and Plates” (Scientific Journal Article), pp. 44–49, “The Power of Tsunamis” (Scientific Text), pp. 50–55</li> <li>○ Chapter 3 “Paul Revere’s Real Ride” (Realistic Fiction), pp. 64–69, “The Hero of Saratoga” (Historical Drama), pp. 70–75, “Bringing Hope to the Valley” (Historical Fiction), pp. 76–81</li> <li>○ Chapter 4 “A Gallery of Young Inventors” (Informational Text), pp. 90–95, “Mary G. Ross: Trailblazer” (Biography), pp. 96–101, “Alexander Graham Bell: From Talking Dog to Telephone” (Biography/Memoir), pp. 102–107</li> <li>○ Chapter 5 “Mulan: Woman Warrior of Ancient China” (Mystery), pp. 116–121, “The Hare and the Lion and The Monkey and the Crocodile” (Adventure Story), pp. 122–127</li> <li>○ Chapter 6 “Satellites Around Earth” (Technical Text), pp. 136–141, “Becoming Invisible: Fantasy or Fact?” (Technical Text), pp. 142–147, “Let’s Go Green!” (Blog)/“LED Lights” (Internet Advertisement), pp. 148–153</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Each Chapter</b> (Chapters 1–6)</p> <ul style="list-style-type: none"> <li>● Additional Practice                             <ul style="list-style-type: none"> <li>○ Chapter 1—“King of the River” (Ballad); “Journey to the Bottom of the World” (Fictional Journal); “Leona Lost” (Fantasy Graphic Novel)</li> <li>○ Chapter 2—“Science Canyon Ranch” (Brochure); “Could Mount Nyiragongo Erupt Again?” (Newspaper Article); “The Rock Cycle” (Textbook)</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p> </li></ul>



## 4<sup>TH</sup> Grade Reading Standards: Foundational Skills | 4RF

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>○ Chapter 3—"I Cannot Tell a Lie" (Poem); "The Apollo 11 Moon Landing" (Readers Theater Script)/"Dear Mr. Armstrong" (Poem); "The Widow Nuisance—An Excerpt" (Historical Fiction)/"One Widow's War" (Drama)</li> <li>○ Chapter 4—"Cooking over Fire" (Informational Text); "What's for Lunch?" (Magazine Article); "The Centennial Society Program" (Brochure)/"A Camp for Wounded Men" (adapted Memoir)</li> <li>○ Chapter 5—"The 10th Labor of Hercules" (Myth)/"Hercules Steals the Red Cattle of Geryon" (Graphic Novel); "The Three Wishes" (Fairy Tale)/"King Midas" (Myth)</li> <li>○ Chapter 6—"The Future of Meat" (Blog); "Step Up to End Hunger" (Announcement); "Irritation Becomes Innovation" (Book Excerpt)/"Bug Bots!" (Magazine Article)</li> <li>● Assessments             <ul style="list-style-type: none"> <li>○ Comprehension Check                 <ul style="list-style-type: none"> <li>○ Chapter 1—"It Rhymes with Try" (Short Story); "The Best Defense" (Science Fiction); "My First Flight" (Historical Fiction)</li> <li>○ Chapter 2—"Working at a Volcano" (Expository Text); "A Volcano for a Neighbor" (Expository Text); "The Ring of Fire" (Expository Text)</li> <li>○ Chapter 3—"William Tell" (Short Story); "The Ring of Fire" (Expository Text); "Legend and Marksman" (Short Story)/"Excerpt from "William Tell" - by Reverend J.H. Gurney (Poem, adapted excerpt)</li> <li>○ Chapter 4—"Anne and Helen" (Biography); "Helen Keller, Activist" (Article); "Excerpt from The Story of My Life" - by Helen Keller (Autobiography)</li> <li>○ Chapter 5—"The Sword in the Stone" (Legend)/"Arthur Pulls the Sword from the Stone" (Graphic Novel); "The Camel and the Tortoise" (Fable)/"The Three Brothers" (Fairy Tale)</li> <li>○ Chapter 6—"Biomimicry: Inventions from Nature" (Expository Text); "How Prosthetics Work" (Expository Text); "How Prosthetics Work" (Expository Text)/"The Wonders of Self-Healing Plastic" (Expository Text)</li> </ul> </li> <li>○ Close Reading Practice                 <ul style="list-style-type: none"> <li>○ Close Reading                     <ul style="list-style-type: none"> <li>○ Chapter 1—"Moving to a New World" (Realistic Fiction)</li> <li>○ Chapter 2—"Volcanoes: Nature's Fire" (Science Magazine Article)</li> <li>○ Chapter 3—"James Armistead: Spy for the Revolution" (Journal Entries)</li> <li>○ Chapter 4—"Helping the Union" (Cause/Effect Essay)</li> <li>○ Chapter 5—"Pecos Bill and Slue-Foot Sue" (Tall Tale/Legend)</li> <li>○ Chapter 6—"The Robot Cheetah" (Scientific Journal Entry)/"Robot Cheetah on the Move" (Newspaper Article)</li> </ul> </li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## 4<sup>TH</sup> Grade Reading Standards: Foundational Skills | 4RF

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>• Fluency Practice                             <ul style="list-style-type: none"> <li>◦ Chapter Fluency Practice                                     <ul style="list-style-type: none"> <li>◦ Chapter 1 “Into the Grand Canyon” (Adventure Story)</li> <li>◦ Chapter 2 “Erosion and Earth’s Changing Landscape” (Explanatory Text/Procedural)</li> <li>◦ Chapter 3 “Paul Revere’s Real Ride” (Realistic Fiction)</li> <li>◦ Chapter 4 “The People of the Longhouse” (Historical Text)</li> <li>◦ Chapter 5 “Gilgamesh’s Quest for Immortality” (Sumerian Epic)</li> <li>◦ Chapter 6 “Satellites Around Earth” (Technical Text)</li> </ul> </li> <li>◦ Fluency Practice Teaching Suggestions                                     <ul style="list-style-type: none"> <li>◦ Teacher’s Guide to Fluency</li> </ul> </li> </ul> </li> </ul>
<p><b>4RF4b:</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Context Clues—p. 32</li> </ul> <p><b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence (context clues)—pp. 65, 91</li> <li>• Objective: Use context clues—p. 90</li> </ul> <p><b><u>TEACHER’S EDITION</u></b> <b>Words to Know</b></p> <ul style="list-style-type: none"> <li>• Working with Word Meaning (context clues)—TE pp. 12, 54, 64</li> </ul> <p><b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence (context clues)—TE p. 65</li> </ul> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Use context clues—TE p. 68</li> </ul> <p><b>Support English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Using context clues—TE p. 91</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b> <b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Context Clues</li> </ul> </li> </ul>

## 4<sup>TH</sup> Grade Writing Standards | 4W

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>Text Types and Purposes</b></p>	
<p><b>4W1:</b> Write an argument to support claim(s), using clear reasons and relevant evidence.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b> <b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 201–203</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## 4<sup>TH</sup> Grade Writing Standards | 4W

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>Analyze a student model/ then outline and write an opinion piece—pp. 204–207</li> <li>Assignment: Final draft—p. 214</li> </ul> <p><b>TEACHER'S EDITION</b></p> <ul style="list-style-type: none"> <li>Learning Progressions—TE p. 203A</li> <li>Genre: Opinion Piece (construct a strong argument)—TE p. 204</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Write Opinion Pieces</li> </ul> </li> <li>Additional Practice                             <ul style="list-style-type: none"> <li>Writing Opinion Pieces</li> </ul> </li> <li>Instructional Videos                             <ul style="list-style-type: none"> <li>Writing Opinion Pieces</li> </ul> </li> <li>Parent Resources                             <ul style="list-style-type: none"> <li>Chapter 10 Home Connect</li> <li>Chapter 10 Home Connect On the Go: Fact or Opinion? (graphic organizer)</li> </ul> </li> </ul> <p><i>See also</i></p> <p><b>TEACHER'S EDITION</b></p> <p><b>Differentiate Instruction</b></p> <ul style="list-style-type: none"> <li>Construct an argument by creating a graphic organizer—TE p. 207</li> </ul>
<p><b>4W1a:</b> Introduce a precise claim, supported by well-organized facts and details, and organize the reasons and evidence logically.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <ul style="list-style-type: none"> <li>Creating an Organizational Structure—pp. 204, 207</li> <li>Introducing a Topic—pp. 204, 207</li> <li>Stating an Opinion—pp. 204, 207</li> </ul>
<p><b>4W1b:</b> Use precise language and content-specific vocabulary.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Precise Words and Phrases—p. 182</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Words to Know</b></p> <ul style="list-style-type: none"> <li>Domain/Content-Specific Vocabulary—TE pp. 14, 16, 18, 22, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 90, 92, 94, 96, 98, 100, 102, 104, 116, 118, 120, 122, 136, 138, 140, 142, 144, 146, 148, 150, 152</li> </ul>
<p><b>4W1c:</b> Use transitional words and phrases to connect ideas within categories of information.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <ul style="list-style-type: none"> <li>Using Linking Words and Phrases (to link the opinion to the reasons that support it)—pp. 205, 207</li> </ul>
<p><b>4W1d:</b> Provide a concluding statement or section related to the argument presented.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <ul style="list-style-type: none"> <li>Providing a Concluding Statement—pp. 206, 207</li> </ul>

## 4<sup>TH</sup> Grade Writing Standards | 4W

4<sup>TH</sup> GRADE ELA STANDARDS

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

**4W2:** Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

### ***INFORMATIVE/EXPLANATORY TEXTS***

#### **STUDENT EDITION/TEACHER'S EDITION**

#### **Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts**

- 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

#### **TEACHER'S EDITION**

- Learning Progressions—TE p. 175A
- Genre: Informative/Explanatory Text—TE p. 176

#### **DIGITAL RESOURCES**

#### **Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts**

- Instruction & Practice
  - Write Informative/Explanatory Text
- Additional Practice
  - Write Informative/Explanatory Text
- Instructional Videos
  - Writing Informative/Explanatory Text
- Parent Resources
  - Chapter 8 Home Connect
  - Chapter 8 Home Connect Activity: Main Idea and Details (graphic organizer)

### ***EVIDENCE-BASED ESSAYS***

#### **Chapter 9 Text Types and Purposes: Write Evidence-Based Essays**

- Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 187–189
- Analyze a student model/outline and write an evidence-based essay—pp. 190–193
- Assignment: Final draft—p. 200

#### **TEACHER'S EDITION**

- Learning Progressions—TE p. 189A
- Genre: Evidence-Based Essays—TE p. 190

#### **DIGITAL RESOURCES**

#### **Chapter 9 Text Types and Purposes: Write Evidence-Based Essays**

- Instruction & Practice
  - Write Evidence-Based Essays
- Additional Practice
  - Write Evidence-Based Essays
- Parent Resources
  - Chapter 9 Home Connect
  - Chapter 9 Home Connect Activity: Sources for an Imaginary Documentary (graphic organizer)

*continued*

## 4<sup>TH</sup> Grade Writing Standards | 4W

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p style="text-align: center;"><b>RESEARCH REPORTS</b></p> <p><b>Chapter 11 Text Types and Purposes: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 215–217</li> <li>• Analyze a student model then outline and write a first draft of a research report—pp. 218–222</li> <li>• Assignment: Final draft—p. 228</li> </ul> <p><b>TEACHER’S EDITION</b></p> <ul style="list-style-type: none"> <li>• Learning Progressions—TE p. 217A</li> <li>• Genre: Informative/Explanatory Text—TE p. 218</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 11 Text Types and Purposes: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Writing Research Reports</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Writing Research Reports</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Writing Research Reports</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Home Connect</li> <li>◦ Chapter 11 Home Connect On the Go: Be a Reporter (who, what, when, where, why, and how) (graphic organizer)</li> </ul> </li> </ul>
<p><b>4W2a:</b> Introduce a topic clearly and organize related information in paragraphs and sections.</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <ul style="list-style-type: none"> <li>• Creating an Organizational Structure—pp. 176, 179, 190, 193, 218, 222</li> <li>• Introducing the Main Topic/Stating a Claim—pp. 176, 179, 190, 193, 218, 222</li> <li>• Grouping Related Information into Separate Sections—pp. 177, 179, 219, 222</li> </ul> <p><i>See also</i></p> <p><b>DIGITAL RESOURCE</b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 3 Revising: Revising Checklist                                     <ul style="list-style-type: none"> <li>◦ Does my introduction state my topic clearly?—p. 5</li> <li>◦ Have I grouped related ideas to support my purpose?—p. 5</li> </ul> </li> </ul> </li> </ul>
<p><b>4W2b:</b> Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <ul style="list-style-type: none"> <li>• Developing the Subtopics with Facts, Definitions, and Details—pp. 177, 179, 219, 222</li> <li>• Including Specific Details—pp. 190, 193</li> <li>• Drawing on Evidence to Support Analysis—pp. 191, 193</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## 4<sup>TH</sup> Grade Writing Standards | 4W

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p><i>See also</i></p> <p><b><u>DIGITAL RESOURCE</u></b> <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 3 Revising: Revising Checklist                                     <ul style="list-style-type: none"> <li>◦ Have I developed my ideas by including enough facts and examples?—p. 5</li> </ul> </li> </ul> </li> </ul>
<p><b>4W2c:</b> Use precise language and content-specific vocabulary.</p>	<p><b><u>TEACHER'S EDITION</u></b></p> <ul style="list-style-type: none"> <li>• Words to Know                             <ul style="list-style-type: none"> <li>◦ Domain/Content-Specific Vocabulary—TE pp. 12, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 76, 78, 80, 90, 92, 96, 98, 102, 104, 106, 116, 118, 120, 122, 126, 136, 142, 148, 150, 152</li> </ul> </li> </ul> <p><i>See also</i></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Precise Words and Phrases—p. 182</li> </ul> <p><b><u>DIGITAL RESOURCE</u></b> <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 3 Revising: Revising Checklist                                     <ul style="list-style-type: none"> <li>◦ Have I used precise words?—p. 5</li> </ul> </li> </ul> </li> </ul>
<p><b>4W2d:</b> Use transitional words and phrases to connect ideas within categories of information.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <ul style="list-style-type: none"> <li>• Using Linking Words and Phrases to Link Information—pp. 177, 179</li> </ul> <p><i>See also</i></p> <p><b><u>DIGITAL RESOURCE</u></b> <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 3 Revising: Revising Checklist                                     <ul style="list-style-type: none"> <li>◦ Have I used linking words such as in addition and for example to connect my reasons to my opinion?—p. 5</li> </ul> </li> </ul> </li> </ul>
<p><b>4W2e:</b> Provide a concluding statement or section related to the information or explanation presented.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <ul style="list-style-type: none"> <li>• Providing a Concluding Statement —pp. 178, 179, 192, 193, 220, 222</li> </ul> <p><i>See also</i></p> <p><b><u>DIGITAL RESOURCE</u></b> <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 3 Revising: Revising Checklist                                     <ul style="list-style-type: none"> <li>◦ Do I have a strong concluding section that relates to my opinion?—p. 5</li> </ul> </li> </ul> </li> </ul>

## 4<sup>TH</sup> Grade Writing Standards | 4W

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>4W3:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Chapter 7 Text Types and Purposes: Write Fictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 159–161</li> <li>• Analyze a student model/outline then write a fictional narrative—pp. 162–165</li> <li>• Assignment: Final draft—p. 172</li> </ul> <p><b><u>TEACHER'S EDITION</u></b></p> <ul style="list-style-type: none"> <li>• Learning Progressions—TE p. 161A</li> <li>• Genre: Fictional Narrative—TE p. 162</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 7 Text Types and Purposes: Write Fictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>◦ Write Fictional Narratives</li> </ul> </li> <li>• Additional Practice             <ul style="list-style-type: none"> <li>◦ Write Fictional Narratives</li> </ul> </li> <li>• Instructional Videos             <ul style="list-style-type: none"> <li>◦ Writing Narratives</li> </ul> </li> <li>• Parent Resources             <ul style="list-style-type: none"> <li>◦ Chapter 7 Home Connect</li> <li>◦ Chapter 7 Home Connect Conversation Starter: Create a New Ending to a Movie (graphic organizer)</li> </ul> </li> </ul>
<p><b>4W3a:</b> Establish a situation and introduce a narrator and/or characters.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <ul style="list-style-type: none"> <li>• Establishing a Story Situation—pp. 162, 165</li> <li>• Introducing a Narrator or Characters—pp. 162, 165</li> </ul>
<p><b>4W3b:</b> Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <ul style="list-style-type: none"> <li>• Using Dialogue to Tell How Characters Think and Feel—pp. 163, 165</li> </ul>
<p><b>4W3c:</b> Use transitional words and phrases to manage the sequence of events.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <ul style="list-style-type: none"> <li>• Using Transitional Words and Phrases to Make the Sequence of Events Clear—pp. 163, 165</li> </ul>
<p><b>4W3d:</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <ul style="list-style-type: none"> <li>• Using Descriptive Words and Sensory Details to Develop Story Events and Characters—pp. 163, 165</li> </ul> <p><i>See also</i></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Precise Words and Phrases—p. 182</li> </ul> <p><b><u>DIGITAL RESOURCE</u></b>  <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>◦ Step 3 Revising: Revising Checklist                 <ul style="list-style-type: none"> <li>◦ Do my words bring my ideas to life?—p. 5</li> </ul> </li> </ul> </li> </ul>



## 4<sup>TH</sup> Grade Writing Standards | 4W

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>4W3e:</b> Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <ul style="list-style-type: none"> <li>• Providing a Conclusion That Brings Story Events to an End—pp. 164, 165</li> </ul>
<p><b>4W4:</b> Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <p><b>Chapter Review</b></p> <ul style="list-style-type: none"> <li>• Write About It (create a response to the text)—pp. 34, 60, 86, 112, 132, 158</li> </ul> <p><b>Chapter 7 Text Types and Purposes: Write Fictional Narratives</b></p> <ul style="list-style-type: none"> <li>• After studying a model student story, write a story with imaginary characters and events based on personal experience—pp. 159–165</li> <li>• Assignment: Final draft—p. 172</li> </ul> <p><b><u>TEACHER'S EDITION</u></b></p> <p><b>Extend Thinking</b></p> <ul style="list-style-type: none"> <li>• Chapter 1 Create (a visual/present to class)—TE p. 17</li> <li>• Chapter 2 Create (a visual/present to class)—TE p. 43</li> <li>• Chapter 2 Compare and Contrast (Venn diagram)—TE p. 56</li> <li>• Chapter 3 Investigate (research historical figures/create a visual/share with class)—TE p. 82</li> <li>• Chapter 4 Investigate (research Ben Franklin/prepare a visual/present to class)—TE p. 95</li> <li>• Chapter 6 Construct Visuals (construct diagrams/present to class)—TE p. 100</li> <li>• Chapter 6 Synthesize Information (draw a diagram/explain steps)—TE p. 115</li> </ul> <p><b>Digital Connection</b></p> <ul style="list-style-type: none"> <li>• Chapter 5 Present and Analyze Visuals—TE p. 128</li> <li>• Chapter 6 Connect Visuals to the Text—TE p. 154</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Parent Resources             <ul style="list-style-type: none"> <li>○ Chapter 3 Home Connect Conversation Starter: Write a Poem in First Person, Rewrite to Third Person Point of View (graphic organizer)</li> </ul> </li> </ul> <p><b>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Parent Resources             <ul style="list-style-type: none"> <li>○ Chapter 5 Home Connect Conversation Starter: Common Proverbs (drawing pictures) (graphic organizer)</li> </ul> </li> </ul> <p><b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Parent Resources             <ul style="list-style-type: none"> <li>○ Chapter 6 Home Connect Activity: List and Illustrate Steps in an Instruction Booklet (graphic organizer)</li> </ul> </li> </ul>

## 4<sup>TH</sup> Grade Writing Standards | 4W

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>4W5:</b> Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.</p>	<p style="text-align: center;"><b>READING LITERARY TEXTS</b></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence—pp. 12-13, 18-19, 24-25, 64-65, 70-71, 76-77, 116-117, 122-123</li> <li>• Comprehension Check—pp. 13, 19, 25, 65, 71, 77, 117, 123</li> </ul> <p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence—pp. 14, 20, 26, 66, 72, 78, 118, 124</li> <li>• Comprehension Check—pp. 15, 21, 27, 67, 73, 79, 119, 125</li> </ul> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence—pp. 16, 22, 28, 68, 74, 80, 120, 126</li> <li>• Comprehension Check—pp. 17, 23, 29, 69, 75, 81, 121, 127</li> </ul> <p><b>Connect Across Text</b></p> <ul style="list-style-type: none"> <li>• Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 31, 83, 129</li> </ul> <p><b><u>TEACHER'S EDITION</u></b>  <b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Critical Comprehension (support answers with evidence from the text)—TE pp. 17, 23, 29, 69, 75, 81, 121, 127</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Parent Resources             <ul style="list-style-type: none"> <li>◦ Chapter 1 Home Connect On the Go: I See, I Know, My Inference (graphic organizer)</li> </ul> </li> </ul> <p style="text-align: center;"><b>READING INFORMATIONAL TEXTS</b></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence—pp. 38-39, 44-45, 50-51, 90-91, 96-97, 102-103, 136-137, 142-143, 148-149</li> <li>• Comprehension Check—pp. 39, 45, 51, 91, 97, 103, 137, 143, 149</li> </ul> <p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence—pp. 40, 46, 52, 92, 98, 104, 138, 144, 150</li> <li>• Comprehension Check—pp. 41, 47, 53, 93, 99, 105, 139, 145, 151</li> </ul> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence—pp. 42, 48, 54, 94, 100, 106, 140, 146, 152</li> <li>• Comprehension Check—pp. 43, 49, 55, 95, 101, 107, 141, 147, 153</li> </ul> <p><b>Connect Across Text</b></p> <ul style="list-style-type: none"> <li>• Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 57, 109, 155</li> </ul> <p><b><u>TEACHER'S EDITION</u></b>  <b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Critical Comprehension (support answers with evidence from the text)—TE pp. 43, 49, 55, 95, 101, 107, 141, 147, 153</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## 4<sup>TH</sup> Grade Writing Standards | 4W

4<sup>TH</sup> GRADE ELA STANDARDS

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

### **DIGITAL RESOURCES**

#### **Chapter 2 Key Ideas and Details: Informational Texts**

- Parent Resources
  - Chapter 2 Home Connect Conversation Starter: Main Ideas and Summary (graphic organizer)
  - Chapter 2 Home Connect On the Go: Weather Causes and Events (graphic organizer)

#### **Chapter 6 Integration of Knowledge and Ideas: Informational Texts**

- Parent Resources
  - Chapter 6 Home Connect On the Go: Opinion/Argument and Reasons/Evidence (graphic organizer)

#### **Chapter 8 Types and Purposes: Write Informative/Explanatory Texts**

- Parent Resources
  - Chapter 8 Home Connect Activity: Main Idea and Details (graphic organizer)

## Research to Build and Present Knowledge

**4W6:** Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic.

### **STUDENT EDITION/TEACHER'S EDITION**

#### **Chapter 11 Text Types and Purposes: Write Research Reports**

- Progress Check—p. 215
  - Conduct a research project.
- Home Connect (searching for answers/researching on the Internet/finding good sources of Internet information)—p. 216

### **TEACHER'S EDITION**

#### **Extend Thinking**

- Chapter 1 Create (research/a visual/present to class)—TE p. 17
- Chapter 2 Create (research/prepare a visual/present to class)—TE p. 43
- Chapter 3 Investigate (research historical figures)—TE p. 82
- Chapter 4 Investigate (research life of Benjamin Franklin/prepare a visual/present to class)—TE p. 95
- Chapter 4 Critical Response (research life of Alexander Graham Bell)—TE p. 108

#### **Digital Connection**

- 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

#### **Speaking and Listening: Presentation**

- Chapter 6: Research renewable energy—TE p. 153

#### **Learning Progressions**

- Conducting Research—TE p. 217A

*continued*

## 4<sup>TH</sup> Grade Writing Standards | 4W

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p><b>Genre</b></p> <ul style="list-style-type: none"> <li>• Research Report (researching a topic before writing about it)—TE p. 218</li> </ul> <p><b>Conduct Research</b></p> <ul style="list-style-type: none"> <li>• Finding Sources—TE p. 221</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Parent Resources             <ul style="list-style-type: none"> <li>◦ Chapter 11 Home Connect On the Go: Be a Reporter (who, what, when, where, why, and how) (graphic organizer)</li> </ul> </li> </ul> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Planning: What is my purpose? (answer questions that came up during planning and research)—p. 2</li> <li>• Planning and Research: Choose a topic that interests you—p. 2</li> <li>• Researching Your Topic: Where to Look/How to Search/ Research Tips—p. 4</li> </ul>
<p><b>4W7:</b> Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Discuss the Essential Question             <ul style="list-style-type: none"> <li>◦ Use a graphic organizer to record and sort information—pp. 170, 184, 198, 212, 226</li> </ul> </li> </ul> <p><b>Chapter 11 Text Types and Purposes: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Progress Check—p. 215             <ul style="list-style-type: none"> <li>◦ Take notes and organize the information logically.</li> </ul> </li> </ul> <p><b>Taking Notes</b></p> <ul style="list-style-type: none"> <li>• Use index cards/record source/summarize or paraphrase information—p. 221</li> </ul> <p><b><u>TEACHER'S EDITION</u></b></p> <p><b>Conduct Research</b></p> <ul style="list-style-type: none"> <li>• Conduct Research             <ul style="list-style-type: none"> <li>◦ Taking Notes—TE p. 221</li> </ul> </li> <li>• Citing Sources—TE p. 221</li> </ul> <p><b>Differentiate Instruction</b></p> <ul style="list-style-type: none"> <li>• Finding sources—TE p. 221</li> <li>• Using color-coded index cards—TE p. 222</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>◦ Step 1: Planning                     <ul style="list-style-type: none"> <li>◦ Research Tip (take notes/sort information)—p. 3</li> </ul> </li> </ul> </li> <li>• Instruction &amp; Practice Lesson Plans             <ul style="list-style-type: none"> <li>◦ Step 1: Planning                     <ul style="list-style-type: none"> <li>◦ Digital Integration: Research Tip—pp. 2 and 3</li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## 4<sup>TH</sup> Grade Writing Standards | 4W

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p><i>See additional modeling</i></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Chapter 6 Integration of Knowledge and Ideas:</b>  <b>Informational Texts</b></p> <ul style="list-style-type: none"> <li>Integrating Information from Texts: "Let's Go Green!" (Blog)/"LED Lights" (Internet Advertisement)—pp. 148-153</li> </ul>

## 4<sup>TH</sup> Grade Speaking and Listening Standards | 4SL

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>Comprehension and Collaboration</b></p>	
<p><b>4SL1:</b> Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.</p>	<p><b>TEACHER'S EDITION</b>  <b>Peer Collaboration</b></p> <ul style="list-style-type: none"> <li>Chapter 1, TE p. 15; Chapter 2, TE p. 41; Chapter 3, TE p. 67; Chapter 4, TE p. 93; Chapter 5, TE p. 119; Chapter 6, TE p. 139</li> </ul> <p><b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>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. 170; Chapter 8, TE p. 184; Chapter 9, TE p. 198; Chapter 10, TE p. 212; Chapter 11, TE p. 226</li> </ul> <p><b>Turn and Talk</b></p> <ul style="list-style-type: none"> <li>Chapter 1, TE p. 27; Chapter 2, TE p. 53; Chapter 3, TE p. 79; Chapter 4, TE p. 105; Chapter 5, TE p. 145; Chapter 6, TE p. 151</li> </ul>
<p><b>4SL1a:</b> Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>Compare and Contrast Texts (come prepared to discuss your ideas)—Chapter 1, p. 30; Chapter 2, p. 56; Chapter 3, p. 82; Chapter 4, p. 108; Chapter 5, p. 128; Chapter 6, p. 154</li> <li>Connect to the Essential Question (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226</li> <li>Good Speaker/Good Listener Checklist - Did I:             <ul style="list-style-type: none"> <li>Come to the discussion prepared?—p. 170</li> </ul> </li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Chapters 7-11</b></p> <ul style="list-style-type: none"> <li>Instructional Videos             <ul style="list-style-type: none"> <li>Speaking and Listening: Presentation of Knowledge and Ideas (come prepared/read in advance text to be discussed/prepare questions)</li> </ul> </li> </ul>

## 4<sup>TH</sup> Grade Speaking and Listening Standards | 4SL

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>4SL1b:</b> Follow agreed-upon norms for discussions and carry out assigned roles.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b></p> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>• Connect to the Essential Question (small group or class discussion/follow agreed-upon rules)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Discuss the Essential Question (small group/class discussion/follow agreed-upon rules for discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226</li> <li>• Good Speaker/Good Listener Checklist – Did I:             <ul style="list-style-type: none"> <li>◦ Follow agreed-upon rules for discussion?—p. 170</li> </ul> </li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapters 7–11</b></p> <ul style="list-style-type: none"> <li>• Instructional Videos             <ul style="list-style-type: none"> <li>◦ Speaking and Listening: Presentation of Knowledge and Ideas (follow agreed-upon rules for discussion/choose discussion leader)</li> </ul> </li> </ul>
<p><b>4SL1c:</b> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b></p> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>• Connect to the Essential Question (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226</li> <li>• Good Speaker/Good Listener Checklist – Did I:             <ul style="list-style-type: none"> <li>◦ Ask questions to check my understanding?—p. 170</li> </ul> </li> </ul> <p><b><u>TEACHER’S EDITION</u></b></p> <p><b>Peer Collaboration</b></p> <ul style="list-style-type: none"> <li>• Chapter 1, TE p. 15; Chapter 2, TE p. 41; Chapter 3, TE p. 67; Chapter 4, TE p. 93; Chapter 5, TE p. 119; Chapter 6, TE p. 139</li> </ul> <p><b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>• Listen carefully/ask clarifying questions/build on each other’s reasoning—TE pp. 27, 53, 105, 125, 151, 169, 184, 198, 212, 226</li> </ul> <p><b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>• Listen attentively/ask questions—TE pp. 29, 55, 81, 107, 127, 153</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapters 7–11</b></p> <ul style="list-style-type: none"> <li>• Instructional Videos             <ul style="list-style-type: none"> <li>◦ Speaking and Listening: Presentation of Knowledge and Ideas (ask questions and respond to other’s questions and comments)</li> </ul> </li> </ul>

## 4<sup>TH</sup> Grade Speaking and Listening Standards | 4SL

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>4SL1d:</b> Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>• Connect to the Essential Question (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226</li> </ul> <p><b><u>TEACHER'S EDITION</u></b></p> <p><b>Peer Collaboration</b></p> <ul style="list-style-type: none"> <li>• Discuss responses to questions/revise based on the outcome of discussion with a partner/pairs report answers to the whole class—Chapter 1, TE p. 15; Chapter 2, TE p. 41; Chapter 3, TE p. 67; Chapter 4, TE p. 93; Chapter 5, TE p. 119; Chapter 6, TE p. 139</li> </ul> <p><b>Turn and Talk</b></p> <ul style="list-style-type: none"> <li>• Discuss and revise answers to comprehension questions in pairs/share conclusions with the class—Chapter 1, TE p. 27; Chapter 2, TE p. 53; Chapter 3, TE p. 79; Chapter 4, TE p. 105; Chapter 5, TE p. 145; Chapter 6, TE p. 151</li> </ul> <p><b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>• Elicit responses from students of different cultural backgrounds—TE p. 153</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapters 7–11</b></p> <ul style="list-style-type: none"> <li>• Instructional Videos             <ul style="list-style-type: none"> <li>◦ Speaking and Listening: Presentation of Knowledge and Ideas (acknowledge new information/changing viewpoints)</li> </ul> </li> </ul>
<p><b>4SL2:</b> Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Discuss the Essential Question             <ul style="list-style-type: none"> <li>◦ Summarize or paraphrase and record information using a graphic organizer—pp. 170, 184, 198, 212, 226</li> </ul> </li> </ul> <p><b>Taking Notes</b></p> <ul style="list-style-type: none"> <li>• Summarize or paraphrase information—p. 221</li> </ul> <p><b><u>TEACHER'S EDITION</u></b></p> <p><b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>• Place the other person's statement in their own words—TE pp. 105, 125</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapters 7–11</b></p> <ul style="list-style-type: none"> <li>• Instructional Videos             <ul style="list-style-type: none"> <li>◦ Speaking and Listening: Presentation of Knowledge and Ideas (ask and answer questions about information from a speaker)</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>



## 4<sup>TH</sup> Grade Speaking and Listening Standards | 4SL

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p><b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>○ Chapter 2 Home Connect Conversation Starter: Main Ideas and Summary (graphic organizer)</li> </ul> </li> </ul>
<p><b>4SL3:</b> Identify and evaluate the reasons and evidence a speaker provides to support particular points.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b></p> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>• Connect to the Essential Question (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 170; Chapter 8, p. 184; Chapter 9, p. 198; Chapter 10, p. 212; Chapter 11, p. 226</li> <li>• Good Speaker/Good Listener Checklist – Did I:                             <ul style="list-style-type: none"> <li>○ Identify reasons and evidence that a speaker provides?—p. 170</li> </ul> </li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapters 7–11</b></p> <ul style="list-style-type: none"> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Speaking and Listening: Presentation of Knowledge and Ideas (ask and answer questions about information from a speaker)</li> </ul> </li> </ul> <p><b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>○ Chapter 6 Home Connect On the Go: Opinion/Argument and Reasons/Evidence (graphic organizer)</li> </ul> </li> </ul> <p><b>Chapter 8 Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>○ Chapter 8 Home Connect Activity: Main Idea and Details (graphic organizer)</li> </ul> </li> </ul>
<p><b>Presentation of Knowledge and Ideas</b></p>	
<p><b>4SL4:</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b></p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Discuss the Essential Question (small group/class discussion) (when you speak, be sure to explain your ideas fully)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226</li> <li>• Good Speaker/Good Listener Checklist – Did I:                             <ul style="list-style-type: none"> <li>○ Stay on topic?/Speak in complete sentences?—p. 170</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## 4<sup>TH</sup> Grade Speaking and Listening Standards | 4SL

4<sup>TH</sup> GRADE ELA STANDARDS

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

### **TEACHER'S EDITION**

#### **Speaking and Listening: Presentation**

- 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

#### **Extend Thinking**

- 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

### **DIGITAL RESOURCES**

#### **Writing Handbook**

- Speaking Tips (giving an oral presentation)—p. 9
  - 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.

*See related content*

#### **Fluency Practice (Chapters 1–6)**

- Chapter Fluency Practice
  - 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)

*continued*

## 4<sup>TH</sup> Grade Speaking and Listening Standards | 4SL

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>○ Chapter 4 “The People of the Longhouse” (Historical Text)</li> <li>○ Chapter 5 “Gilgamesh’s Quest for Immortality” (Sumerian Epic)</li> <li>○ Chapter 6 “Satellites Around Earth” (Technical Text)</li> <li>● Fluency Practice: Teaching Suggestions</li> </ul> <p>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.</p>
<p><b>4SL5:</b> Include digital media and/or visual displays in presentations to emphasize central ideas or themes.</p>	<p><b>TEACHER’S EDITION</b> <b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>● Use engaging visuals to enhance presentations—Chapter 1, TE p. 29; Chapter 2, TE p. 55; Chapter 3, TE p. 81; Chapter 4, TE p. 107; Chapter 5, TE p. 127; Chapter 6, TE p. 153</li> </ul> <p><b>Extend Thinking</b></p> <ul style="list-style-type: none"> <li>● Chapter 1 Create (a visual/present to class)—TE p. 17</li> <li>● Chapter 1 Compare (compare and contrast family traditions/ create a word web)—TE p. 30</li> <li>● Chapter 2 Create (research/prepare a visual/present to class)—TE p. 43</li> <li>● Chapter 2 Compare and Contrast (Venn diagram)—TE p. 56</li> <li>● Chapter 3 Investigate (research historical figures/create a visual)—TE p. 82</li> <li>● Chapter 4 Investigate (research Ben Franklin/prepare a visual/present to class)—TE p. 95</li> <li>● Chapter 6 Construct Visuals (construct diagrams/present to class)—TE p. 100</li> <li>● Chapter 6 Synthesize Information (draw a diagram/explain steps)—TE p. 115</li> </ul> <p><b>Digital Connection</b></p> <ul style="list-style-type: none"> <li>● Chapter 5 Present and Analyze Visuals—TE p. 128</li> <li>● Chapter 6 Connect Visuals to the Text—TE p. 154</li> </ul> <p><b>DIGITAL RESOURCES</b> <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>● Instruction &amp; Practice             <ul style="list-style-type: none"> <li>○ Step 5: Producing, Publishing, and Presenting                     <ul style="list-style-type: none"> <li>○ Use visuals as needed to support what you say—p. 9</li> </ul> </li> </ul> </li> <li>● Instruction &amp; Practice Lesson Plans             <ul style="list-style-type: none"> <li>○ Assignment: Digital Presentation—pp. 8 and 9</li> </ul> </li> </ul> <p><i>See related content</i></p> <p><b>STUDENT EDITION/TEACHER’S EDITION</b> <b>Chapter 6 Integration of Knowledge and Ideas:</b> <b>Informational Texts</b></p> <ul style="list-style-type: none"> <li>● Interpreting Visual Information: “Satellites Around Earth” (Technical Text)—pp. 136–141</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## 4<sup>TH</sup> Grade Speaking and Listening Standards | 4SL

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p><b><u>TEACHER'S EDITION</u></b>  <b>Digital Connection: Online Publishing</b>  <ul style="list-style-type: none"> <li>Chapter 7 (draw pictures for the story)—TE p. 172</li> </ul> <b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</b>  <ul style="list-style-type: none"> <li>Parent Resources                             <ul style="list-style-type: none"> <li>Chapter 5 Home Connect Conversation Starter: Common Proverbs (drawing pictures) (graphic organizer)</li> </ul> </li> </ul> </p>
<p><b>4SL6:</b> Distinguish between contexts that call for formal English versus/or informal discourse; use formal English when appropriate to task and situation.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b>  <ul style="list-style-type: none"> <li>Formal and Informal English—p. 208</li> </ul> <b>Chapter 10 Review</b>  <ul style="list-style-type: none"> <li>Rewrite text in informal English to formal English—p. 213</li> </ul> <b><u>TEACHER'S EDITION</u></b>  <b>Speaking and Listening Presentation</b>  <ul style="list-style-type: none"> <li>Use formal language suitable for an academic presentation—Chapter 1, TE p. 29; Chapter 2, TE p. 55; Chapter 3, TE p. 81; Chapter 4, TE p. 107; Chapter 6, TE p. 153</li> </ul> <b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b>  <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Language: Formal and Informal English</li> </ul> </li> <li>Additional Practice                             <ul style="list-style-type: none"> <li>Formal and Informal English</li> </ul> </li> <li>Instructional Videos                             <ul style="list-style-type: none"> <li>Formal and Informal English</li> </ul> </li> </ul> </p>

## 4<sup>TH</sup> Grade Language Standards | 4L

4<sup>TH</sup> GRADE ELA STANDARDS

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

### Conventions of Academic English/Language for Learning

**ANCHOR STANDARD L1:** Demonstrate command of the conventions of academic English grammar and usage when writing or speaking\*.

\*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.

#### Core Conventions Skills for Grades 3→5:

- Produce simple, compound, and complex sentences.

See Level C / Grade 3

#### STUDENT EDITION/TEACHER'S EDITION

##### Language

- Simple Sentences—p. 211
- Compound Sentences—p. 223
- Complex Sentences—p. 224

#### DIGITAL RESOURCES

##### Chapter 10 Text Types and Purposes: Write Opinion Pieces

- Instruction & Practice
  - Language: Simple Sentences
- Additional Practice
  - Simple Sentences
- Instructional Videos
  - Sentences: Compound, and Complex

##### Chapter 11 Research to Build and Present Knowledge: Write Research Reports

- Instruction & Practice
  - Language: Compound Sentences
  - Language: Complex Sentences
- Additional Practice
  - Compound Sentences
  - Complex Sentences

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.

See Level C / Grade 3

#### STUDENT EDITION/TEACHER'S EDITION

##### Language

- Nouns—p. 166
- Pronouns—p. 180
- Verbs and Verb Tenses—p. 194
- Adjectives—p. 208
- Adverbs—p. 209

#### DIGITAL RESOURCES

##### Chapter 7 Text Types and Purposes: Write Fictional Narratives

- Instruction & Practice
  - Language: Nouns

*continued*

## 4<sup>TH</sup> Grade Language Standards | 4L

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Nouns</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Nouns</li> </ul> </li> </ul> <p><b>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Pronouns</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Pronouns</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Pronouns</li> </ul> </li> </ul> <p><b>Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Verbs and Verb Tenses</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Verbs and Verb Tenses</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Verbs and Verb Tenses</li> </ul> </li> </ul> <p><b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Adjectives</li> <li>○ Language: Adverbs</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Adjectives</li> <li>○ Adverbs</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Adjectives</li> <li>○ Adverbs</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</li> </ul>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Relative Pronouns—p. 195</li> <li>• Relative Adverbs—p. 196</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Relative Pronouns</li> <li>○ Language: Relative Adverbs</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Relative Pronouns</li> <li>○ Relative Adverbs</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Relative Pronouns</li> <li>○ Relative Adverbs</li> </ul> </li> </ul>

## 4<sup>TH</sup> Grade Language Standards | 4L

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<ul style="list-style-type: none"> <li>Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.</li> </ul>	<p><i>See Level E / Grade 5</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Interjections—p. 169</li> <li>Conjunctions—p. 194</li> <li>Prepositions and Prepositional Phrases—p. 209</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Language: Interjections</li> </ul> </li> <li>Additional Practice                             <ul style="list-style-type: none"> <li>Interjections</li> </ul> </li> </ul> <p><b>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Language: Conjunctions</li> </ul> </li> <li>Additional Practice                             <ul style="list-style-type: none"> <li>Conjunctions</li> </ul> </li> <li>Instructional Videos                             <ul style="list-style-type: none"> <li>Conjunctions</li> </ul> </li> </ul> <p><b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Language: Prepositions and Prepositional Phrases</li> </ul> </li> <li>Additional Practice                             <ul style="list-style-type: none"> <li>Prepositions and Prepositional Phrases</li> </ul> </li> <li>Instructional Videos                             <ul style="list-style-type: none"> <li>Prepositions and Prepositional Phrases</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Form and use regular and irregular plural nouns.</li> </ul>	<p><i>See Level C / Grade 3</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Regular and Irregular Plural Nouns—p. 167</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapter 7 Text Types and Purposes: Write Fictional Narratives</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Language: Regular and Irregular Plural Nouns</li> </ul> </li> <li>Additional Practice                             <ul style="list-style-type: none"> <li>Regular and Irregular Plural Nouns</li> </ul> </li> <li>Instructional Videos                             <ul style="list-style-type: none"> <li>Regular and Irregular Plural Nouns</li> </ul> </li> </ul>



## 4<sup>TH</sup> Grade Language Standards | 4L

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<ul style="list-style-type: none"> <li>Use abstract nouns.</li> </ul>	<p><i>See Level C / Grade 3</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>Nouns (abstract nouns)—p. 166</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b> <b>Chapter 7 Text Types and Purposes: Write Fictional Narratives</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Language: Nouns (abstract nouns)</li> </ul> </li> <li>Additional Practice                             <ul style="list-style-type: none"> <li>Nouns (abstract nouns)</li> </ul> </li> <li>Instructional Videos                             <ul style="list-style-type: none"> <li>Nouns (abstract nouns)</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Form and use regular and irregular verbs.</li> </ul>	<p><i>See Level C / Grade 3</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>Regular and Irregular Verbs—p. 195</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b> <b>Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Language: Regular and Irregular Verbs</li> </ul> </li> <li>Additional Practice                             <ul style="list-style-type: none"> <li>Regular and Irregular Verbs</li> </ul> </li> <li>Instructional Videos                             <ul style="list-style-type: none"> <li>Regular and Irregular Verbs</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).</li> </ul>	<p><i>See Level C / Grade 3</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>Verbs and Verb Tenses—p. 194</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b> <b>Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Language: Verbs and Verb Tenses</li> </ul> </li> <li>Additional Practice                             <ul style="list-style-type: none"> <li>Verbs and Verb Tenses</li> </ul> </li> <li>Instructional Videos                             <ul style="list-style-type: none"> <li>Verbs and Verb Tenses</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).</li> </ul>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>Progressive Forms of Verbs—p. 181</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## 4<sup>TH</sup> Grade Language Standards | 4L

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 8 Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Progressive Forms of Verbs</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Progressive Forms of Verbs</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Progressive Forms of Verbs</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).</li> </ul>	<p><i>See Level E / Grade 5</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Perfect Verb Tenses—p. 180</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Perfect Verb Tenses</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Perfect Verb Tenses</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Perfect Verb Tenses</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Use verb tense to convey various times, sequences, states, and conditions.</li> </ul>	<p><i>See Level E / Grade 5</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Verb Tenses—p. 166</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Verb Tenses</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Verb Tenses</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Verb Tenses</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Recognize and correct inappropriate shifts in verb tense.</li> </ul>	<p><i>See Level E / Grade 5</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Verb Tenses (avoid shifts in verb tense)—p. 166</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Verb Tenses</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## 4<sup>TH</sup> Grade Language Standards | 4L

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Verb Tenses</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Verb Tenses</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Ensure subject-verb and pronoun-antecedent agreement.</li> </ul>	<p><i>See Level C / Grade 3</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Pronoun-Antecedent Agreement—p. 181</li> <li>• Subject-Verb Agreement—p. 196</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b> <b>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Pronoun-Antecedent Agreement</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Pronoun-Antecedent Agreement</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Pronoun-Antecedent Agreement</li> <li>○ Subject-Verb Agreement</li> </ul> </li> </ul> <p><b>Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Subject-Verb Agreement</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Subject-Verb Agreement</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Subject-Verb Agreement</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Use coordinating and subordinating conjunctions.</li> </ul>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Commas in Compound Sentences (use a coordinating conjunction)—p. 223</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b> <b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Commas in Compound Sentences</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Commas in Compound Sentences</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Commas in Compound Sentences</li> </ul> </li> </ul> <p><i>See also Level C / Grade 3</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Complex Sentences (subordinating conjunctions)—p. 224</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## 4<sup>TH</sup> Grade Language Standards | 4L

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Sentences: Compound and Complex (subordinating conjunctions)</li> </ul> </li> </ul> <p><b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Complex Sentences (subordinating conjunctions)</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Complex Sentences (subordinating conjunctions)</li> </ul> </li> </ul> <p><i>See also Level E / Grade 5</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Conjunctions—p. 194</li> <li>• Sentence Combining (use conjunctions)—p. 195</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Conjunctions</li> <li>◦ Language: Sentence Combining (use conjunctions)</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Conjunctions</li> <li>◦ Sentence Combining (use conjunctions)</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Conjunctions</li> <li>◦ Sentence Combining (use conjunctions)</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Use and identify prepositional phrases.</li> </ul>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Prepositional Phrases—p. 180</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Prepositional Phrases</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Prepositional Phrases</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Prepositional Phrases</li> </ul> </li> </ul> <p><i>See also Level E / Grade 5</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Prepositions and Prepositional Phrases—p. 209</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## 4<sup>TH</sup> Grade Language Standards | 4L

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Prepositions and Prepositional Phrases</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Prepositions and Prepositional Phrases</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Prepositions and Prepositional Phrases</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> </ul>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Complete Sentences—p. 166</li> <li>• Fragments—p. 167</li> <li>• Run-on Sentences—p. 168</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 7 Text Types and Purposes: Write Fictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Complete Sentences</li> <li>○ Language: Fragments</li> <li>○ Language: Run-on Sentences</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Complete Sentences</li> <li>○ Fragments</li> <li>○ Run-on Sentences</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Complete Sentences</li> <li>○ Fragments</li> <li>○ Run-on Sentences</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Correctly use frequently confused words (e.g., to, too, two; there, their).</li> </ul>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Frequently Confused Words—p. 209</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Frequently Confused Words</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Frequently Confused Words</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Frequently Confused Words</li> </ul> </li> </ul>

## 4<sup>TH</sup> Grade Language Standards | 4L

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>ANCHOR STANDARD L2:</b> Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.</p> <p>*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.</p> <p><b>Core Punctuation and Spelling Skills for Grades 3→5:</b></p>	
<ul style="list-style-type: none"> <li>Capitalize appropriate words in titles.</li> </ul>	<p><i>See Level C / Grade 3</i></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b> <b>Language</b></p> <ul style="list-style-type: none"> <li>Capitalization (titles)—p. 225</li> </ul> <p><b>DIGITAL RESOURCES</b> <b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Language: Capitalization</li> </ul> </li> <li>Additional Practice                             <ul style="list-style-type: none"> <li>Capitalization</li> </ul> </li> <li>Instructional Videos                             <ul style="list-style-type: none"> <li>Capitalization</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Use correct capitalization.</li> </ul>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b> <b>Language</b></p> <ul style="list-style-type: none"> <li>Capitalization (first word in a sentence, titles, names, proper nouns)—p. 224</li> </ul> <p><b>DIGITAL RESOURCES</b> <b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Language: Capitalization</li> </ul> </li> <li>Additional Practice                             <ul style="list-style-type: none"> <li>Capitalization</li> </ul> </li> <li>Instructional Videos                             <ul style="list-style-type: none"> <li>Capitalization</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Use commas in addresses.</li> </ul>	<p><i>See Level C / Grade 3</i></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b> <b>Language</b></p> <ul style="list-style-type: none"> <li>Commas in Addresses—p. 183</li> </ul> <p><b>DIGITAL RESOURCES</b> <b>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Language: Commas in Addresses</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## 4<sup>TH</sup> Grade Language Standards | 4L

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Commas in Addresses</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Commas in Addresses</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Use commas and quotation marks in dialogue.                             <ul style="list-style-type: none"> <li>→ Use commas and quotation marks to mark direct speech and quotations from a text.</li> </ul> </li> </ul>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Commas and Quotation Marks in Dialogue—p. 169</li> <li>• Commas and Quotation Marks in Direct Quotations—p. 194</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b> <b>Chapter 7 Text Types and Purposes: Write Fictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Commas and Quotation Marks in Dialogue</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Commas and Quotation Marks in Dialogue</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Commas and Quotation Marks in Dialogue</li> </ul> </li> </ul> <p><b>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Commas and Quotation Marks in Direct Quotations</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Commas and Quotation Marks in Direct Quotations</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Commas and Quotation Marks in Direct Quotations</li> </ul> </li> </ul> <p><i>See also Level C / Grade 3</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Commas and Quotation Marks in Dialogue—p. 169</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b> <b>Chapter 7 Text Types and Purposes: Write Fictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Commas and Quotation Marks in Dialogue</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Commas and Quotation Marks in Dialogue</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Commas and Quotation Marks in Dialogue</li> </ul> </li> </ul> <p><i>See also Level E / Grade 5</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Commas (set off words in dialogue within quotation)—p. 167</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## 4<sup>TH</sup> Grade Language Standards | 4L

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Commas</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Commas</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Commas</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Use a comma before a coordinating conjunction in a compound sentence.</li> </ul>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Commas in Compound Sentences—p. 223</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Commas in Compound Sentences</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Commas in Compound Sentences</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Commas in Compound Sentences</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Use a comma to separate an introductory element from the rest of the sentence.</li> </ul>	<p><i>See Level E / Grade 5</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Commas (used to separate introductory words or phrases from the rest of the sentence)—p. 208</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Commas</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Commas</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Commas</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Use punctuation to separate items in a series.</li> </ul>	<p><i>See Level E / Grade 5</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Comma (separate items in a series)—p. 208</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Commas (separate items in a series)</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## 4<sup>TH</sup> Grade Language Standards | 4L

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Commas (separate items in a series)</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Commas (separate items in a series)</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Form and use possessives.</li> </ul>	<p><i>See Level C / Grade 3</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Possessives—p. 168</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b> <b>Chapter 7 Text Types and Purposes: Write Fictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Possessives</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Possessives</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Possessives</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> </ul>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b> <b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>• Words to Know (studied words)—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Affixes—p. 58</li> <li>• Roots—p. 156</li> </ul> <p><b><u>TEACHER'S EDITION</u></b> <b>Vocabulary Overview</b></p> <ul style="list-style-type: none"> <li>• General Academic Vocabulary/Domain-Specific Vocabulary—TE pp. 11, 37, 63, 89, 115, 135</li> </ul> <p><b>Words to Know</b></p> <ul style="list-style-type: none"> <li>• General Academic Vocabulary/Working with Word Meaning—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152</li> <li>• Domain-Specific Vocabulary—TE pp. 12, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 76, 78, 80, 90, 92, 96, 98, 102, 104, 106, 116, 118, 120, 122, 126, 136, 142, 148, 150, 152</li> </ul> <p><b>Inflectional Skill Review: Inflectional Endings</b></p> <ul style="list-style-type: none"> <li>• TE p. 141</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## 4<sup>TH</sup> Grade Language Standards | 4L

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Affixes</li> </ul> </li> </ul> <p><b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Roots</li> </ul> </li> </ul> <p><i>See also Level C / Grade 3</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Prefixes and Suffixes—p. 110</li> <li>• Roots—p. 130</li> <li>• Spelling High-Frequency Words—p. 182</li> <li>• Suffixes—p. 197</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Prefixes and Suffixes</li> </ul> </li> </ul> <p><b>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Roots</li> </ul> </li> </ul> <p><b>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Spelling High-Frequency Words</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Spelling High-Frequency Words</li> </ul> </li> </ul> <p><b>Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Suffixes</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Suffixes</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Suffixes</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.                             <ul style="list-style-type: none"> <li>→ Spell grade-appropriate words correctly, consulting references as needed.</li> </ul> </li> </ul>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Spelling—p. 225</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Spelling</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## 4<sup>TH</sup> Grade Language Standards | 4L

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Spelling</li> </ul> </li> </ul> <p><i>See also Level C / Grade 3</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Prefixes and Suffixes—p. 110</li> <li>• Roots—p. 130</li> <li>• Spelling High-Frequency Words—p. 182</li> <li>• Suffixes—p. 197</li> <li>• Correct Spelling (word families/syllable patterns/ending rules/use a dictionary)—p. 210</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b> <b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Prefixes and Suffixes</li> </ul> </li> </ul> <p><b>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Roots</li> </ul> </li> </ul> <p><b>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Spelling High-Frequency Words</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Spelling High-Frequency Words</li> </ul> </li> </ul> <p><b>Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Suffixes</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Suffixes</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Suffixes</li> </ul> </li> </ul> <p><b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Correct Spelling (word families/syllable patterns/ending rules/use a dictionary)</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Correct Spelling</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Use quotation marks or italics to indicate titles of works.</li> </ul>	<p><i>See Level E / Grade 5</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Titles of Works (italics, underlining, or quotation marks)—p. 181</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## 4<sup>TH</sup> Grade Language Standards | 4L

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
	<p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Titles of Works (italics, underlining, or quotation marks)</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Titles of Works (italics, underlining, or quotation marks)</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Titles of Works (italics, underlining, or quotation marks)</li> </ul> </li> </ul>
<p><b>Knowledge of Language</b></p>	
<p><b>4L3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p><b>4L3a:</b> Choose words and phrases to convey ideas precisely.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Chapter 8 Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Headings (use precise language)—pp. 177, 179</li> <li>• Chapter Review: Use precise language—pp. 185–186</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Precise Words and Phrases—p. 182</li> </ul> <p><b><u>TEACHER’S EDITION</u></b></p> <ul style="list-style-type: none"> <li>• Genre: Informative/Explanatory Texts (using precise language)—TE p. 176</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 8 Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Precise Words and Phrases</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Precise Words and Phrases</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Precise Words and Phrases</li> </ul> </li> </ul>
<p><b>4L3b:</b> Choose punctuation for effect.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Punctuation for Effect—p. 197</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Punctuation for Effect</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Punctuation for Effect</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Punctuation for Effect</li> </ul> </li> </ul>

## 4<sup>TH</sup> Grade Language Standards | 4L

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>4L3c:</b> Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b>  <ul style="list-style-type: none"> <li>Formal and Informal English—p. 208</li> </ul> <b><u>TEACHER'S EDITIONS</u></b>  <b>Extend Thinking: Create</b>  <ul style="list-style-type: none"> <li>Use formal English—TE p. 43</li> </ul> <b>Chapter 10 Review</b>  <ul style="list-style-type: none"> <li>Language Skills Summary: Formal and Informal English—TE p. 213</li> </ul> <b>Digital Connection: Present and Analyze Visuals</b>  <ul style="list-style-type: none"> <li>Use formal English—TE p. 128</li> </ul> <b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b>  <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Language: Formal and Informal English</li> </ul> </li> <li>Additional Practice                             <ul style="list-style-type: none"> <li>Formal and Informal English</li> </ul> </li> <li>Instructional Videos                             <ul style="list-style-type: none"> <li>Formal and Informal English</li> </ul> </li> </ul> </p>
<p><b>Vocabulary Acquisition and Use</b></p>	
<p><b>4L4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p>	
<p><b>4L4a:</b> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b>  <ul style="list-style-type: none"> <li>Context Clues—p. 32</li> </ul> <b>Guided Instruction</b>  <ul style="list-style-type: none"> <li>Cite Evidence (context clues)—pp. 65, 91</li> <li>Objective: Use context clues—p. 90</li> </ul> <b><u>TEACHER'S EDITION</u></b>  <b>Words to Know</b>  <ul style="list-style-type: none"> <li>Working with Word Meaning (context clues)—TE pp. 12, 54, 64</li> </ul> <b>Guided Instruction</b>  <ul style="list-style-type: none"> <li>Cite Evidence (context clues)—TE p. 65</li> </ul> <b>Independent Practice</b>  <ul style="list-style-type: none"> <li>Use context clues—TE p. 68</li> </ul> <b>Support English Language Learners</b>  <ul style="list-style-type: none"> <li>Using context clues—TE p. 91</li> </ul> <b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 1 Key Ideas and Details: Literary Texts</b>  <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Language: Context Clues</li> </ul> </li> </ul> </p>

## 4<sup>TH</sup> Grade Language Standards | 4L

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>4L4b:</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b>  <ul style="list-style-type: none"> <li>• Affixes—p. 58</li> <li>• Roots—p. 156</li> </ul> <b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 2 Key Ideas and Details: Informational Texts</b>  <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Affixes</li> </ul> </li> </ul> <b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b>  <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Roots</li> </ul> </li> </ul> </p>
<p><b>4L4c:</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Chapter 4 Craft and Structure: Informational Texts</b>  <ul style="list-style-type: none"> <li>• Determining Word Meanings                             <ul style="list-style-type: none"> <li>○ Objective: Use context clues and a dictionary—p. 90</li> </ul> </li> </ul> <b>Guided Instruction</b>  <ul style="list-style-type: none"> <li>• Cite Evidence (check the definition in a dictionary)—p. 92</li> </ul> <b>Guided Practice</b>  <ul style="list-style-type: none"> <li>• Use a print or online dictionary—p. 93</li> </ul> <b>Language</b>  <ul style="list-style-type: none"> <li>• Spelling (use a dictionary)—p. 225</li> </ul> <b>End-of-Book Resource</b>  <ul style="list-style-type: none"> <li>• Glossary—pp. 229–232</li> </ul> <b><u>TEACHER'S EDITION</u></b>  <b>Support English Language Learners</b>  <ul style="list-style-type: none"> <li>• Consult a dictionary—TE pp. 91, 103, 110, 205</li> </ul> <b>Glossary</b>  <ul style="list-style-type: none"> <li>• How to Use the Glossary (consult a print or online dictionary)—TE pp. 229, 230</li> </ul> <b><u>DIGITAL RESOURCES</u></b>  <b>Student Resources</b> (each chapter)  <ul style="list-style-type: none"> <li>• Glossary</li> </ul> <b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b>  <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Spelling (use a dictionary)</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Spelling (use a dictionary)</li> </ul> </li> </ul> </p>

## 4<sup>TH</sup> Grade Language Standards | 4L

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>4L5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p><b>4L5a:</b> Explain the meaning of simple similes and metaphors in context.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>Figurative Language (similes, metaphors)—p. 84</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b> <b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Language: Figurative Language (similes, metaphors)</li> </ul> </li> </ul>
<p><b>4L5b:</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>Idioms, Adages, and Proverbs—p. 130</li> </ul> <p><b><u>DIGITAL RESOURCE</u></b> <b>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Language: Idioms, Adages, and Proverbs</li> </ul> </li> </ul>
<p><b>4L5c:</b> Demonstrate understanding of words by relating them to their antonyms and synonyms.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>Synonyms and Antonyms—p. 110</li> </ul> <p><b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>Cite Evidence (using synonyms to clarify the meaning of unknown words)—pp. 64, 90</li> </ul> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>Cite Evidence (synonyms/antonyms)—pp. 68, 94</li> </ul> <p><b><u>TEACHER’S EDITION</u></b> <b>Words to Know</b></p> <ul style="list-style-type: none"> <li>Working with Word Meaning (find synonyms)—TE pp. 20, 42</li> </ul> <p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>Cite Evidence (using synonyms)—TE p. 93</li> </ul> <p><b>Support English Language Learners</b></p> <ul style="list-style-type: none"> <li>Use a thesaurus to identify synonyms and antonyms—TE p. 110</li> </ul> <p><b>Glossary</b></p> <ul style="list-style-type: none"> <li>How to Use the Glossary (find synonyms)—TE pp. 229, 230</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b> <b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Language: Synonyms and Antonyms</li> </ul> </li> </ul>

## 4<sup>TH</sup> Grade Language Standards | 4L

4 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL D / GRADE 4
<p><b>4L6:</b> Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>Words to Know (studied words)—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Context Clues—p. 32</li> <li>Affixes—p. 58</li> <li>Figurative Language—p. 84</li> <li>Synonyms and Antonyms—p. 110</li> <li>Idioms, Adages, and Proverbs—p. 130</li> <li>Roots—p. 156</li> <li>Precise Words and Phrases—p. 182</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Vocabulary Overview</b></p> <ul style="list-style-type: none"> <li>General Academic Vocabulary/Domain-Specific Vocabulary—Chapter 1, p. 11; Chapter 2, p. 37; Chapter 3, p. 63; Chapter 4, p. 89; Chapter 5, p. 115; Chapter 6, p. 135</li> </ul> <p><b>Words to Know</b></p> <ul style="list-style-type: none"> <li>General Academic Vocabulary—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152</li> <li>Domain-Specific Vocabulary—TE pp. 12, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 76, 78, 80, 90, 92, 96, 98, 102, 104, 106, 116, 118, 120, 122, 126, 136, 142, 148, 150, 152</li> <li>Working with Word Meaning—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152</li> </ul>