Grade 4

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RL—Eagle Song, Joseph Bruchac (optional) |
| Writing Tasks | • Informative Writing: Classroom Community Quilt (W.4.2, W.4.5, W.5.9, and L.43) |

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

**RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**RL.4.9** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

**RL.4.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Unit 1 Reading Literature: Key Ideas and Details**

**Describing Characters, Settings and Events:** "Straight Up, and Straight Back Down" (Science Fiction)—pp. 24–29

**Unit 5 Reading Literature: Craft and Structure**

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

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**

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

**Unit 1 Common Core Review**—pp. 37–38

**Performance Task—Online**
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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

| RL.4.11 | Recognize, interpret and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, personal events and situations.  
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**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4**

- **Determining Word Meaning:** “Paul Revere’s Real Ride” (Realistic Fiction)— pp. 100–105  
- **Explaining Structural Elements:** “The Hero of Saratoga” (Historical Drama)— pp. 106–111  
- **Comparing and Contrasting Points of View:** “Bringing Hope to the Valley” (Narrative Poem)— pp. 112–117  
- **Close Reading:** “James Armistead: Spying for the Revolution” (Journal Entries)— pp. 118–122  
- **Connect Across Texts:** Compare and Contrast Texts— p. 123  
- **Unit 5 Common Core Review:** “American Revolution Character Clues”— pp. 125–126

- **Unit 9 Reading Literature: Integration of Knowledge and Ideas**
  - **Introducing Unit 9/Home Connect/Essential Question**— pp. 191–193  
  - **Integration of Knowledge and Ideas:** Comprehension Check— pp. 195, 197, 199, 201, 203, 205, 209–210  
  - **Making Connections Between Texts:** “Gilgamesh’s Quest for Immortality” (Sumerian Epic)— pp. 194–199  
  - **Comparing and Contrasting Themes and Topics:** “Finn MacCool and Oonagh” (Irish Folk Tale)/“The Fox and the Snail” (Swiss Fable)— pp. 200–205  
  - **Close Reading:** “Pecos Bill and Slue-Foot Sue” (Tall Tale/Legend)— pp. 206–210  
  - **Connect Across Texts:** Compare and Contrast Texts— p. 211  
  - **Unit 9 Common Core Review:** “The Mother and the Wolf” (Aesop’s Fable)/“The Hawk and the Squirrel” (Filipino Folk Tale)— pp. 175–176

- **Performance Task 1**
  - **Part 1:** Literary Analysis— pp. 141–143  
  - **Part 2:** Narrative Writing— pp. 141, 144

- **Performance Task 2**
  - **Part 1:** Literary Analysis— pp. 259–261  
  - **Part 2:** Narrative Writing— pp. 259, 262

- **Unit 1 Reading Literature: Key Ideas and Details**
  - **Drawing Inferences:** “Into the Grand Canyon” (Adventure Story)— pp. 12–17  
  - **Determining Theme and Summarizing:** “On Board the *Isaac Webb*” (Historical Fiction)— pp. 18–23  
  - **Describing Characters, Settings and Events:** “Straight Up, and Straight Back Down” (Science Fiction)— pp. 24–29  
  - **Close Reading:** “Moving to a New World” (Realistic Fiction)— pp. 30–34  
  - **Connect Across Texts:** Compare and Contrast Texts— p. 35
Module 1A: Becoming a Close Reader and Writing to Learn

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| **Writing Tasks**                         | **Informative Writing: Classroom Community Quilt (W.4.2, W.4.5, W.5.9, and L.43)** |

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<th><strong>Reading Standards for Informational Text</strong></th>
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<td><strong>RI.4.1</strong> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
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| **RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text. |

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Module 1A: Becoming a Close Reader and Writing to Learn

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- **RL**—Eagle Song, Joseph Bruchac (optional)

**Writing Tasks**
- Informative Writing: Classroom Community Quilt (W.4.2, W.4.5, W.5.9, and L.43)

**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

**RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**RI.4.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Unit 3 Reading Informational Text: Key Ideas and Details**
**Explaining Events and Ideas:** "The Power of Tsunamis" (Scientific Text)—pp. 68–73

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

**Unit 7 Reading Informational Text: Craft and Structure**
**Determining Word Meanings:** "The People of the Longhouse" (Historical Text)—pp. 150–155

**Describing Text Structures:** "A Tale of a City’s Tunnels" (Explanatory Text)—pp. 156–161

**Comparing and Contrasting Events and Topics:** "Ben Franklin’s Whistle" (Memoir/Biography)/"The Whistle" excerpts from The Story of Benjamin Franklin by James Baldwin—pp. 162–167

**Close Reading:** "Helping the Union?" (Cause/Effect Essay)—pp. 168–172

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**
**Introducing Unit 11/Home Connect**—pp. 261–262

**Integration of Knowledge and Ideas:** Comprehension Check—pp. 233, 235, 237, 239, 241, 243, 245, 247, 249, 253–254
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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

- **Interpreting Visual Information**: “Satellites Around Earth” (Technical Text)—pp. 232–237
- **Analyzing Reasons and Evidence**: “Becoming Invisible: Fantasy or Fact?” (Technical Text)—pp. 238–243
- **Integrating Information from Texts**: “Let’s Go Green!” by Vera S. Roshinski, MS in Environmental Science (Blog)/“LED Lights” (Internet Advertisement)—pp. 244–249
- **Close Reading**: “The Robot Cheetah” (Scientific Journal Entry)/“Robot Cheetah on the Move” by Paula Z. Kay, Science Reporter (Newspaper Article)—pp. 250–254
- **Connect Across Texts**: Compare and Contrast Texts—p. 255
- **Unit 11 Common Core Review**: “Wind: Energy for Today and Tomorrow” (Technical Text)—pp. 257–258

**Writing Standards**

**W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

- **Read a Student Model/Outline an Informative/Explanatory Essay**: Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89
- **Unit 4 Common Core Review**: Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96

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

- **Read a Student Model/Outline an Evidence-Based Essay**: Analyze a student model/organize and draft an evidence-based essay—pp. 130–133
- **Unit 6 Common Core Review**: Assignment: Write the final draft of the evidence-based essay started on p. 133—p. 140

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

- **Read a Student Model/Use Index Cards/Outline a Research Report**: Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222
- **Unit 10 Common Core Review**: Assignment: Write the final copy of the research report started on p. 222—p. 228

**SEE ALSO**

Introducing Unit 4/Home Connect/Essential Question—pp. 83–85  
Introducing Unit 6/Home Connect/Essential Question—pp. 127–129  
Introducing Unit 10/Home Connect/Essential Question—pp. 215–217
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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4**

**Performance Task 1**
**Part 1: Literary Analysis** (write a two-paragraph explanation)—pp. 141–143
**Part 3: Research Simulation** (write two-three paragraphs explaining how people can protect marine ecosystems)—pp. 141, 145–146

**Performance Task 2**
**Part 1: Literary Analysis** (write a two-paragraph explanation of how the main character’s actions and the story events are related)—pp. 259–261
**Part 3: Research Simulation** (write two or three paragraphs comparing and contrasting point of view and information in each text)—pp. 259, 263–264

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**
**Read a Student Model/Outline an Informative/Explanatory Essay:** Creating an Organizational Structure/Introducing a Topic/Getting the Reader’s Attention/Giving Background/Stating Purpose—pp. 86–87, 89

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**
**Read a Student Model/Outline an Evidence-Based Essay:** Creating an Organizational Structure/Introducing the Topic/Stating a Claim—pp. 130, 133

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**
**Read a Student Model/Use Index Cards/Outline a Research Report:** Creating an Organizational Structure/Introducing the Research Topic/Organizing Information Using Subheads—pp. 218–219, 222

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**
**Read a Student Model/Outline an Informative/Explanatory Essay:** Grouping Information Around Subtopics—pp. 87, 89

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**
**Read a Student Model/Outline an Evidence-Based Essay:** Supporting Ideas with Text Evidence/Using Quotations/Describing Characters—pp. 131, 133

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**
**Read a Student Model/Use Index Cards/Outline a Research Report:** Developing the Topic with Details and Relevant Information—pp. 219, 222

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A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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Writing Tasks

- Informative Writing: Classroom Community Quilt (W.4.2, W.4.5, W.5.9, and L.43)

**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

**W.4.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**SA DLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4**

**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

Draft a Nonfictional Narrative—p. 45

Unit 2 Common Core Review: Write the final draft—p. 52

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

Draft an Informative/Explanatory Essay—p. 89

Unit 4 Common Core Review: Write the final draft—p. 96

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

Draft an Evidence-Based Essay—p. 133

Unit 8 Common Core Review: Write the final draft—p. 140

**Unit 8 Text Types and Purposes: Write Opinion Pieces**

Draft an Opinion Piece—p. 183

Unit 8 Common Core Review: Write the final draft—p. 190

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

Draft a Research Report—p. 222

Unit 10 Common Core Review: Write the final draft—p. 228

**Writing Handbook**

Step 1: Planning—pp. 276–277

Step 2: Drafting—p. 278

Step 3: Revising—pp. 279–280

Step 4: Editing (Editing Checklist/Proofreading Marks/Editing Tips)—pp. 281–282

**Writing Handbook**

Step 1: Planning (use websites for information)—pp. 276–277

Step 2: Drafting (writing on a computer)—p. 278

Step 3: Revising (using a computer)—pp. 279–280

Step 4: Editing (using a computer)—pp. 281–282

Step 5: Producing, Publishing, and Presenting (using a computer)—p. 283

See also Home Connect: (using technology/Internet, also online activities: sadlierconnect.com)—pp. 10 (Web search), 40 (use pictures), 84 (go online), 128 (product reviews on websites), 178 (use video), 192 (Web search), 216 (search credible Internet sources), 230 (Web search)

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

Read a Student Model/Use Index Cards/Outline a Research Report: Gathering and Recalling Relevant Information/Providing a List of Sources/Take Notes—pp. 219–222

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

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## Module 1A: Becoming a Close Reader and Writing to Learn

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### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

#### W.4.9

- **Draw evidence from literary or informational texts to support analysis, reflection, and research.**

  - **B.** Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

### SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

#### Performance Task 1

- **Part 3: Research Simulation**—pp. 141, 145–146

#### Performance Task 2

- **Part 3: Research Simulation**—pp. 259, 263–264

#### Writing Handbook

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

### Unit 3 Reading Informational Text: Key Ideas and Details

- **Introducing Unit 3/Home Connect/Essential Question**—pp. 53–55

  - **Key Ideas and Details:** Comprehension Check—pp. 57, 59, 61, 63, 65, 67, 69, 71, 73, 77–78
  - **Drawing Inferences:** “Understanding Newton’s Three Laws of Motion” (Technical Text)—pp. 56–61
  - **Determining Main Idea and Summarizing:** “Bump, Bump, and Away! The Science of Bumper Cars” (Explanatory Text)—pp. 62–67
  - **Explaining Relationships Between Ideas:** “Experiments with Motion” (Technical Text/Procedural)—pp. 68–73
  - **Close Reading:** “Using Their Heads: Amazing Octopuses and Squids” by Trevor H. Kindleman, Ph.D. (Scientific Magazine Article)—pp. 74–78
  - **Connect Across Texts:** Compare and Contrast—p. 79

#### Unit 3 Common Core Review:

- “Sidewalk Surfing” (Explanatory Text)—pp. 81–82

### Unit 7 Reading Informational Text: Craft and Structure

- **Introducing Unit 7/Home Connect/Essential Question**—pp. 147–149

  - **Craft and Structure:** Comprehension Check—pp. 151, 153, 155, 157, 159, 161, 163, 165, 167, 171–172
  - **Determining Word Meanings:** “The People of the Longhouse” (Historical Text)—pp. 150–155
  - **Describing Text Structures:** “A Tale of a City’s Tunnels” (Explanatory Text)—pp. 156–161
  - **Comparing and Contrasting Events and Topics:** “Ben Franklin’s Whistle” (Memoir/Biography)/”The Whistle” excerpts from The Story of Benjamin Franklin by James Baldwin—pp. 162–167
  - **Close Reading:** “Helping the Union?” (Cause/Effect Essay)—pp. 168–172

#### Connect Across Texts: Compare and Contrast Texts—p. 173

#### Unit 7 Common Core Review:

- “How Smallpox Was Defeated” (Explanatory Text)—pp. 175–176

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**
- Introducing Unit 11/Home Connect—pp. 261–262
- **Integration of Knowledge and Ideas**: Comprehension Check—pp. 233, 235, 237, 239, 241, 243, 245, 247, 249, 253–254
- **Analyzing Reasons and Evidence**: "Becoming Invisible: Fantasy or Fact?" (Technical Text)—pp. 238–243
- **Integrating Information from Texts**: "Let's Go Green!" by Vera S. Roshinski, MS in Environmental Science (Blog)/"LED Lights" (Internet Advertisement)—pp. 244–249
- **Close Reading**: "The Robot Cheetah" (Scientific Journal Entry)/"Robot Cheetah on the Move" by Paula Z. Kay, Science Reporter (Newspaper Article)—pp. 250–254
- **Connect Across Texts**: Compare and Contrast Texts—p. 255

**Unit 11 Common Core Review**: "Wind: Energy for Today and Tomorrow" (Technical Text)—pp. 257–258

**Performance Task 1**
- Part 3: Research Simulation—pp. 141, 145–146

**Performance Task 2**

**Connect Across Texts**: Compare and Contrast Texts (write descriptions, details to complete the diagram or chart)—pp. 35, 79, 123, 173, 211, 255

**Unit 2 Text Types and Purposes: Write Fictional Narratives**
- Read a Student Model/Write a Fictional Narrative: Analyze a student model/organize and draft a fictional narrative—pp. 42–45
- **Unit 2 Common Core Review**: Assignment: Write the final draft of the fictional narrative started on p. 45—p. 52

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**
- Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89
- **Unit 4 Common Core Review**: Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**
- Read a Student Model/Outline an Evidence-Based Essay: Analyze a student model/organize and draft an evidence-based essay—pp. 130–133
- **Unit 6 Common Core Review**: Assignment: Write the final draft of the evidence-based essay started on p. 133—p. 140

**W.4.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Module 1A: Becoming a Close Reader and Writing to Learn

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| Writing Tasks | • Informative Writing: Classroom Community Quilt (W.4.2, W.4.5, W.5.9, and L.43) |

**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

| Unit 8 Text Types and Purposes: Write Opinion Pieces  
Read a Student Model/Outline an Opinion Essay: | Analyze a student model/organize and draft an opinion essay—pp. 180–183 |
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| Unit 10 Research to Build and Present Knowledge: Write Research Reports  
Read a Student Model/Use Index Cards/Outline a Research Report: | Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222 |
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<tr>
<td>Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 222—p. 228</td>
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**Writing Handbook**

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<th>Step 1: Planning</th>
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<td>Step 3: Revising</td>
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**Performance Task 1**

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**Performance Task 2**

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<td>Part 3: Research Simulation</td>
<td>(writing assignment)—pp. 259, 263–264</td>
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*In addition to longer writing assignments cited above, students write routinely throughout the year in response to Comprehension Check questions, Speaking and Listening activities, many Language lessons, and Common Core Review questions at the end of each unit.*

**Speaking and Listening Standards**

<table>
<thead>
<tr>
<th>SL.4.1</th>
<th>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.</td>
<td>Follow agreed-upon rules for discussions and carry out assigned roles.</td>
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**Speaking and Listening:** Discuss the Essential Question—pp. 50 (*Did I Follow agreed-upon rules for discussion?*), 94, 138, 188, 226
Module 1A: Becoming a Close Reader and Writing to Learn

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<td>Oral Tradition, Symbolism, and Building Community</td>
<td>RI—The Iroquois: The Six Nations Confederacy, Mary Englar</td>
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<td>RL—The Keeping Quilt, Patricia Polacco (teacher copy only)</td>
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<tr>
<td></td>
<td>RL—Eagle Song, Joseph Bruchac (optional)</td>
</tr>
<tr>
<td>Writing Tasks</td>
<td>• Informative Writing: Classroom Community Quilt (W.4.2, W.4.5, W.5.9, and L.43)</td>
</tr>
</tbody>
</table>

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Language Standards

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose words and phrases to convey ideas precisely.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Writing Handbook

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

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

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

Connect Across Texts: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255

Speaking and Listening: Discuss the Essential Question—pp. 50, 94, 138, 188, 226

Writing Handbook

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

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

Language: Precise Words and Phrases—p. 92

SEE ALSO
Introducing Unit 4/Home Connect—pp. 83–84
Unit 4 Common Core Review—pp. 95–96

Words to Know—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 56, 58, 60, 62, 64, 66, 68, 70, 72, 100, 102, 104, 106, 108, 110, 112, 114, 116, 150, 152, 154, 156, 158, 160, 162, 164, 166, 194, 196, 198, 200, 202, 204, 232, 234, 236, 238, 240, 242, 244, 246, 248

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

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

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts
Language: Precise Words and Phrases—p. 92
Module 1A: Becoming a Close Reader and Writing to Learn

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| Writing Tasks | Informative Writing: Classroom Community Quilt (W.4.2, W.4.5, W.5.9, and L.43) |

**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

| Unit 5 Reading Literature: Craft and Structure | Determining Word Meaning: “Paul Revere’s Real Ride” (Realistic Fiction)— pp. 100–105  
**Language:** Figurative Language—p. 124 |
|-----------------------------------------------|-----------------------------------------------|
| Unit 7 Reading Informational Text: Craft and Structure | Determining Word Meanings: “The People of the Longhouse” (Historical Text)— pp. 150–155  
**Language:** Synonyms and Antonyms—p. 174 |
| Unit 9 Reading Literature: Integration of Knowledge and Ideas | **Language:** Idioms, Adages, and Proverbs—p. 212 |
| Unit 11 Reading Informational Text: Integration of Knowledge and Ideas | **Language:** Roots—p. 256 |
| **Writing Handbook** | **Step 3 Revising:** Revising Checklist: Word Choice—p. 279 |
Module 2A: Researching to Build Knowledge and Teaching Others

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<th>Topic</th>
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</table>
| Central Texts | RI—The Scoop on Clothes, Homes, and Daily Life in Colonial America, Elizabeth Raum  
RI—If You Lived in Colonial Times, Ann McGovern |
| Writing Tasks | • Research-based Narrative: An Important Event in a Colonial Village (RI.4.9, W.4.3) |

**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

**RL.4.9** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

- Unit 1 Reading Literature: Key Ideas and Details  
  Connect Across Texts: Compare and Contrast Texts—p. 35

- Unit 5 Reading Literature: Craft and Structure  
  Connect Across Texts: Compare and Contrast Texts—p. 123

- Unit 9 Reading Literature: Integration of Knowledge and Ideas  
  Comparing and Contrasting Themes and Topics: “Finn MacCool and Oonagh” (Irish Folk Tale)/“The Fox and the Snail” (Swiss Fable)—pp. 200–205  
  Connect Across Texts: Compare and Contrast Texts—p. 211

**RL.4.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- Unit 1 Reading Literature: Key Ideas and Details  
  Introducing Unit 1/Home Connect/Essential Question—pp. 9–11  
  Key Ideas and Details: Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33–34  
  Drawing Inferences: “Into the Grand Canyon” (Adventure Story)—pp. 12–17  
  Determining Theme and Summarizing: “On Board the Isaac Webb” (Historical Fiction)—pp. 18–23  
  Describing Characters, Settings and Events: “Straight Up, and Straight Back Down” (Science Fiction)—pp. 24–29  
  Close Reading: “Moving to a New World” (Realistic Fiction)—pp. 30–34  
  Connect Across Texts: Compare and Contrast Texts—p. 35  
  Unit 1 Common Core Review: “Race to the Treasure” (Adventure Story)—pp. 37–38

- Unit 5 Reading Literature: Craft and Structure  
  Introducing Unit 5/Home Connect/Essential Question—pp. 97–98  
  Craft and Structure: Comprehension Check—pp. 101, 103, 105, 107, 109, 111, 113, 115, 117, 121–122  
  Determining Word Meaning: “Paul Revere’s Real Ride” (Realistic Fiction)—pp. 100–105  
  Explaining Structural Elements: “The Hero of Saratoga” (Historical Drama)—pp. 106–111  
  Comparing and Contrasting Points of View: “Bringing Hope to the Valley” (Narrative Poem)—pp. 112–117  
  Close Reading: “James Armistead: Spying for the Revolution” (Journal Entries)—pp. 118–122  
  Connect Across Texts: Compare and Contrast Texts—p. 123  
  Unit 5 Common Core Review: “American Revolution Character Clues”—pp. 125–126
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| Writing Tasks | • Research-based Narrative: An Important Event in a Colonial Village (RI.4.9, W.4.3) |

The table above outlines the central texts and writing tasks for Module 2A, focusing on researching to build knowledge and teaching others in the context of colonial times. It includes the integration of knowledge and ideas, with specific tasks and standards highlighted in the accompanying text. The ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4 section provides detailed information on reading literature standards, with examples such as drawing inferences, determining theme and summarizing, and close reading. The standards are designed to help students recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, personal events, and situations.
Module 2A: Researching to Build Knowledge and Teaching Others

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</tr>
</tbody>
</table>

**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

**RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

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

**Close Reading:** "Pecos Bill and Slue-Foot Sue" (Tall Tale/Legend)—pp. 206–210

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

**Performance Task 1**
Part 1: Literary Analysis—pp. 141–143

**Performance Task 2**
Part 1: Literary Analysis—pp. 259–261

**Unit 3 Reading Informational Text: Key Ideas and Details**

**Providing Text Evidence:** "Erosion and Earth’s Changing Landscape" (Explanatory Text/Procedural)—pp. 56–61

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

**Unit 3 Reading Informational Text: Key Ideas and Details**

**Determining the Main Idea and Summarizing:** “Earth’s Layers and Plates” (Journal Article)—pp. 62–67

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

**Unit 7 Reading Informational Text: Craft and Structure**

**Determining Word Meanings:** “The People of the Longhouse” (Historical Text)—pp. 150–155

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

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

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

SEE ALSO
Introducing Unit 11/Home Connect/Essential Question—pp. 229–231
Unit 11 Common Core Review—pp. 257–258
Performance Task—Online

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<td><strong>Determining the Main Idea and Summarizing:</strong> “Earth’s Layers and Plates” (Journal Article)—pp. 62–67</td>
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<td><strong>Explaining Events and Ideas:</strong> “The Power of Tsunamis” (Scientific Text)—pp. 68–73</td>
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<td><strong>Close Reading:</strong> “Volcanoes: Nature’s Fire” by Dr. Dmitri Paplanovich (Science Magazine Article)—pp. 74–78</td>
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<td><strong>Unit 3 Common Core Review:</strong> “Sidewalk Surfing” (Explanatory Text)—pp. 81–82</td>
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<td><strong>Craft and Structure:</strong> Comprehension Check—pp. 151, 153, 155, 157, 159, 161, 163, 165, 167, 171–172</td>
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<td><strong>Determining Word Meanings:</strong> “The People of the Longhouse” (Historical Text)—pp. 150–155</td>
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<tr>
<td><strong>Describing Text Structures:</strong> “A Tale of a City’s Tunnels” (Explanatory Text)—pp. 156–161</td>
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<tr>
<td><strong>Comparing and Contrasting Events and Topics:</strong> “Ben Franklin’s Whistle” (Memoir/Biography)/“The Whistle” excerpts from The Story of Benjamin Franklin by James Baldwin—pp. 162–167</td>
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<td><strong>Close Reading:</strong> “Helping the Union?” (Cause/Effect Essay)—pp. 168–172</td>
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<td><strong>Unit 7 Common Core Review:</strong> “How Smallpox Was Defeated” (Explanatory Text)—pp. 175–176</td>
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<td><strong>Integration of Knowledge and Ideas:</strong> Comprehension Check—pp. 233, 235, 237, 239, 241, 243, 245, 247, 249, 253–254</td>
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<td><strong>Interpreting Visual Information:</strong> “Satellites Around Earth” (Technical Text)—pp. 232–237</td>
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<td><strong>Analyzing Reasons and Evidence:</strong> “Becoming Invisible: Fantasy or Fact?” (Technical Text)—pp. 238–243</td>
</tr>
<tr>
<td><strong>Integrating Information from Texts:</strong> “Let’s Go Green!” by Vera S. Roshinski, MS in Environmental Science (Blog)/“LED Lights” (Internet Advertisement)—pp. 244–249</td>
</tr>
<tr>
<td><strong>Close Reading:</strong> “The Robot Cheetah” (Scientific Journal Entry)/“Robot Cheetah on the Move” by Paula Z. Kay, Science Reporter (Newspaper Article)—pp. 250–254</td>
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<tr>
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Module 2A: Researching to Build Knowledge and Teaching Others

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| Writing Tasks | Research-based Narrative: An Important Event in a Colonial Village (RI.4.9, W.4.3) |

---

**Writing Standards**

**W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

---

**SAWLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4**

**Unit 11 Common Core Review:** “Wind: Energy for Today and Tomorrow” (Technical Text)—pp. 257–258

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

*Read a Student Model/Outline an Informative/Explanatory Essay:* Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89

*Unit 4 Common Core Review:* Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96

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

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

*Read a Student Model/Outline an Evidence-Based Essay:* Analyze a student model/organize and draft an evidence-based essay—pp. 130–133

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

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

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

*Read a Student Model/Use Index Cards/Outline a Research Report:* Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222

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

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

**Performance Task 1**

*Part 1: Literary Analysis* (write a two-paragraph explanation)—pp. 141–143

*Part 3: Research Simulation* (write two-three paragraphs explaining how people can protect marine ecosystems)—pp. 141, 145–146

**Performance Task 2**

*Part 1: Literary Analysis* (write a two-paragraph explanation of how the main character’s actions and the story events are related)—pp. 259–261

*Part 3: Research Simulation* (write two or three paragraphs comparing and contrasting point of view and information in each text)—pp. 259, 263–264
Module 2A: Researching to Build Knowledge and Teaching Others

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

**B.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**D.** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

---

**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4**

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

Read a Student Model/Outline an Informative/Explanatory Essay: Grouping Information Around Subtopics—pp. 87, 89

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

Read a Student Model/Outline an Evidence-Based Essay: Supporting Ideas with Text Evidence/Using Quotations/Describing Characters—pp. 131, 133

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

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

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

Read a Student Model/Outline an Informative/Explanatory Essay: Using Precise Language—pp. 87, 89

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

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

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

Read a Student Model/Use Index Cards/Outline a Research Report: Using Domain-Specific Vocabulary (geology, minerals, environment, spacecraft, atmosphere)—pp. 218–220

**Unit 2 Text Types and Purposes: Write Fictional Narratives**

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

**Unit 2 Common Core Review: Assignment**

Write the final draft of the fictional narrative started on p. 45—p. 52

See Also

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

**Performance Task 1**

Part 2: Narrative Writing (write two or three paragraphs describing what might happen next)—pp. 141, 144

**Performance Task 2**

Part 2: Narrative Writing (write a series of journal entries)—pp. 259, 262
### Module 2A: Researching to Build Knowledge and Teaching Others

**Topic** | Interdependent Roles in Colonial Times
--- | ---
**Central Texts** | RI—*The Scoop on Clothes, Homes, and Daily Life in Colonial America*, Elizabeth Raum  
RI—*If You Lived in Colonial Times*, Ann McGovern
**Writing Tasks** | • Research-based Narrative: An Important Event in a Colonial Village (RI.4.9, W.4.3)

#### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

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<th>Standard</th>
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<td><strong>A.</strong></td>
<td>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
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<tr>
<td><strong>B.</strong></td>
<td>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</td>
</tr>
<tr>
<td><strong>C.</strong></td>
<td>Use a variety of transitional words and phrases to manage the sequence of events.</td>
</tr>
<tr>
<td><strong>D.</strong></td>
<td>Use concrete words and phrases and sensory details to convey experiences and events precisely.</td>
</tr>
<tr>
<td><strong>E.</strong></td>
<td>Provide a conclusion that follows from the narrated experiences or events.</td>
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</table>

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
Module 2A: Researching to Build Knowledge and Teaching Others

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RI—*If You Lived in Colonial Times*, Ann McGovern |
| Writing Tasks | • Research-based Narrative: An Important Event in a Colonial Village (RI.4.9, W.4.3) |

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

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<tr>
<th>W.4.5</th>
<th>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</th>
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</thead>
<tbody>
<tr>
<td>W.4.6</td>
<td>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</td>
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### SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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### Writing Handbook

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### Writing Handbook

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<td>Step 4: Editing (using a computer)</td>
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<td>Step 5: Producing, Publishing, and Presenting (using a computer)</td>
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See also Home Connect: (using technology/Internet, also online activities: sadlierconnect.com)—pp. 10, 40, 84 (Internet blog), 128 (blogs), 178, 192 (Web search), 216 (digital sources), 230 (website)
### Module 2A: Researching to Build Knowledge and Teaching Others

#### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

**W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **A.** Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

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RI—*If You Lived in Colonial Times*, Ann McGovern |
| **Writing Tasks** | - Research-based Narrative: An Important Event in a Colonial Village (RI.4.9, W.4.3) |

**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4**

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**
- Read a Student Model/Use Index Cards/Outline a Research Report: Gathering and Recalling Relevant Information/Providing a List of Sources/Take Notes—pp. 219–222
- **Unit 10 Common Core Review:** Assignment: Write the final copy of the research report started on p. 222—p. 228

**Performance Task 1**
- **Part 3: Research Simulation**—pp. 141, 145–146

**Performance Task 2**
- **Part 3: Research Simulation**—pp. 259, 263–264

**Writing Handbook**
- **Step 1: Planning** (Research Tip)—pp. 276–277

**Unit 3 Reading Informational Text: Key Ideas and Details**
- Introducing Unit 3/Home Connect/Essential Question—pp. 53–55
- **Key Ideas and Details:** Comprehension Check—pp. 57, 59, 61, 63, 65, 67, 69, 71, 73, 77–78
- **Drawing Inferences:** “Understanding Newton’s Three Laws of Motion” (Technical Text)—pp. 56–61
- **Determining Main Idea and Summarizing:** “Bump, Bump, and Away! The Science of Bumper Cars” (Explanatory Text)—pp. 62–67
- **Explaining Relationships Between Ideas:** “Experiments with Motion” (Technical Text/Procedural)—pp. 68–73
- **Close Reading:** “Using Their Heads: Amazing Octopuses and Squids” by Trevor H. Kindleman, Ph.D. (Scientific Magazine Article)—pp. 74–78
- **Connect Across Texts:** Compare and Contrast—p. 79
- **Unit 3 Common Core Review:** “Sidewalk Surfing” (Explanatory Text)—pp. 81–82

**Unit 7 Reading Informational Text: Craft and Structure**
- Introducing Unit 7/Home Connect/Essential Question—pp. 147–149
- **Craft and Structure:** Comprehension Check—pp. 151, 153, 155, 157, 159, 161, 163, 165, 167, 171–172
- **Determining Word Meanings:** “The People of the Longhouse” (Historical Text)—pp. 150–155
- **Describing Text Structures:** “A Tale of a City’s Tunnels” (Explanatory Text)—pp. 156–161
- **Comparing and Contrasting Events and Topics:** “Ben Franklin’s Whistle” (Memoir/Biography)/“The Whistle” excerpts from *The Story of Benjamin Franklin* by James Baldwin—pp. 162–167
- **Close Reading:** “Helping the Union?” (Cause/Effect Essay)—pp. 168–172
## Module 2A: Researching to Build Knowledge and Teaching Others

### Topic
Interdependent Roles in Colonial Times

### Central Texts
- RI—The Scoop on Clothes, Homes, and Daily Life in Colonial America, Elizabeth Raum
- RI—If You Lived in Colonial Times, Ann McGovern

### Writing Tasks
- Research-based Narrative: An Important Event in a Colonial Village (RI.4.9, W.4.3)

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

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<th>W.4.10</th>
<th>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</th>
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<td><strong>Integrating Information from Texts:</strong> “Let’s Go Green!” by Vera S. Roshinski, MS in Environmental Science (Blog)/“LED Lights” (Internet Advertisement)—pp. 244–249</td>
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<td><strong>Close Reading:</strong> “The Robot Cheetah” (Scientific Journal Entry)/“Robot Cheetah on the Move” by Paula Z. Kay, Science Reporter (Newspaper Article)—pp. 250–254</td>
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<td><strong>Unit 11 Common Core Review:</strong> “Wind: Energy for Today and Tomorrow” (Technical Text)—pp. 257–258</td>
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| **Performance Task 1** |
| Part 3: Research Simulation—pp. 141, 145–146 |

| **Performance Task 2** |

| **Connect Across Texts:** Compare and Contrast Texts (write descriptions, details to complete the diagram or chart)—pp. 35, 79, 123, 173, 211, 255 |

| **Unit 2 Text Types and Purposes: Write Fictional Narratives** |
| **Read a Student Model/Write a Fictional Narrative:** Analyze a student model/organize and draft a fictional narrative—pp. 42–45 |
| **Unit 2 Common Core Review:** Assignment: Write the final draft of the fictional narrative started on p. 45—p. 52 |

| **Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts** |
| **Read a Student Model/Outline an Informative/Explanatory Essay:** Analyze a student model/organize and draft a informative/explanatory essay—pp. 86–89 |
| **Unit 4 Common Core Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96 |

| **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays** |
| **Read a Student Model/Outline an Evidence-Based Essay:** Analyze a student model/organize and draft an evidence-based essay—pp. 130–133 |

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Module 2A: Researching to Build Knowledge and Teaching Others

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### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

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

**Unit 8 Text Types and Purposes:** Write Opinion Pieces  
*Read a Student Model/Outline an Opinion Essay:* Analyze a student model/organize and draft an opinion essay—pp. 180–183

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

**Unit 10 Research to Build and Present Knowledge:** Write Research Reports  
*Read a Student Model/Use Index Cards/Outline a Research Report:* Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222

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

**Writing Handbook**
- Step 1: Planning—pp. 276–277
- Step 2: Drafting—p. 278
- Step 3: Revising—pp. 279–280
- Step 4: Editing—pp. 281–282

**Performance Task 1**
- Part 1: Literary Analysis (writing assignment)—pp. 141–143
- Part 2: Narrative Writing (writing assignment)—pp. 141, 144
- Part 3: Research Simulation (writing assignment)—pp. 141, 145–146

**Performance Task 2**
- Part 1: Literary Analysis (writing assignment)—pp. 259–261
- Part 2: Narrative Writing (writing assignment)—pp. 259, 262
- Part 3: Research Simulation (writing assignment)—pp. 259, 263–264

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

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### Speaking and Listening Standards

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

**Connect Across Texts:** Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255

**Speaking and Listening:** Discuss the Essential Question—pp. 50, 94, 138, 188, 226
Module 2A: Researching to Build Knowledge and Teaching Others

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### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

#### L.4.2

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

A. Use correct capitalization.

B. Use commas and quotation marks to mark direct speech and quotations from a text.

D. Spell grade-appropriate words correctly, consulting references as needed.

---

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

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

**SEE ALSO**

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


Unit 11 Common Core Review—pp. 257–258

Performance Task—Online

### Writing Handbook

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

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

---

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

**Language:** Capitalization—p. 224

**SEE ALSO**

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

Unit 10 Common Core Review—pp. 227

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**Unit 2 Text Types and Purposes: Write Fictional Narratives**

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

**SEE ALSO**

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

Unit 2 Common Core Review—pp. 51–52

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

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

**SEE ALSO**

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

Unit 6 Common Core Review—pp. 139–140

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

**Language:** Spelling—p. 225

**SEE ALSO**

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

Unit 10 Common Core Review—p. 227
Module 2A: Researching to Build Knowledge and Teaching Others

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

**L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose words and phrases to convey ideas precisely.

B. Choose punctuation for effect.¹

C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).¹

**L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).

---

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

**Language:** Precise Words and Phrases—p. 92

SEE ALSO
Introducing Unit 4/Home Connect—pp. 83–84
Unit 4 Common Core Review—pp. 95–96

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

**Language:** Punctuation for Effect—p. 137

SEE ALSO
Introducing Unit 6/Home Connect—pp. 127–128
Unit 6 Common Core Review—p. 139

**Unit 8 Text Types and Purposes: Write Opinion Pieces**

**Language:** Formal and Informal English—p. 184

SEE ALSO
Introducing Unit 8/Home Connect—pp. 177–178
Unit 8 Common Core Review—p. 189

**Unit 1 Reading Literature: Key Ideas and Details**

**Language:** Context Clues—p. 36

SEE ALSO
Introducing Unit 4/Home Connect—pp. 9–11
Unit 4 Common Core Review—pp. 37–38

**Unit 3 Reading Informational Text: Key Ideas and Details**

**Language:** Affixes—p. 80

SEE ALSO
Introducing Unit 3/Home Connect—pp. 53–54
Unit 3 Common Core Review—pp. 81–82

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Language:** Roots—p. 256

SEE ALSO
Introducing Unit 11/Home Connect—pp. 229–230
Unit 11 Common Core Review—pp. 257–258

**Foundational Skills Handbook: Phonics and Word Recognition**

**Base Words**—p. 266
**Prefixes**—p. 267
**Suffixes**—p. 268
**Latin and Greek Roots**—p. 269
Module 2A: Researching to Build Knowledge and Teaching Others

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| Writing Tasks |  
• Research-based Narrative: An Important Event in a Colonial Village (RI.4.9, W.4.3) |

**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

| L.4.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation). |

- **Performance Task 1**  
  Part 3: Research Simulation (dictionary entries)—pp. 141, 145–146

- **Unit 10 Research to Build and Present Knowledge: Write a Research Report**  
  Language: Spelling (look words up in a dictionary)—p. 225

- **Performance Task 2**  
  Part 3: Research Simulation (dictionary entries)—pp. 259, 263–264

- **Writing Handbook**  
  Step 4 Editing: Editing Checklist (use a print or online dictionary)—p. 281  
  Glossary—pp. 284–287  
  *See also* Consult a dictionary—pp. 150, 152, 153, 227

- **Words to Know**—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 56, 58, 60, 62, 64, 66, 68, 70, 72, 100, 102, 104, 106, 108, 110, 112, 114, 116, 150, 152, 154, 156, 158, 160, 162, 164, 166, 194, 196, 198, 200, 202, 204, 232, 234, 236, 238, 240, 242, 244, 246, 248

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

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

- **Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**  
  Language: Precise Words and Phrases—p. 92

- **Unit 5 Reading Literature: Craft and Structure**  
  Determining Word Meaning: “Paul Revere’s Real Ride” (Realistic Fiction)—pp. 100–105  
  Language: Figurative Language—p. 124

- **Unit 7 Reading Informational Text: Craft and Structure**  
  Determining Word Meanings: “The People of the Longhouse” (Historical Text)—pp. 150–155  
  Language: Synonyms and Antonyms—p. 174

- **Unit 9 Reading Literature: Integration of Knowledge and Ideas**  
  Language: Idioms, Adages, and Proverbs—p. 212

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

**Writing Handbook**  
Step 3 Revising: Revising Checklist: Word Choice—p. 279
Module 3A: Considering Perspectives and Supporting Opinions

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ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

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UNIT 1 READING LITERATURE: KEY IDEAS AND DETAILS

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SEE ALSO
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- Close Reading: “Moving to a New World” (Realistic Fiction)—pp. 30–34
- Unit 1 Common Core Review—pp. 37–38
- Performance Task—Online

UNIT 5 READING LITERATURE: CRAFT AND STRUCTURE

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<th>“The Hero of Saratoga” (Historical Drama)—pp. 106–111</th>
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SEE ALSO
- Introducing Unit 5/Home Connect/Essential Question—pp. 97–99
- Close Reading: “James Armistead: Spying for the Revolution” (Journal Entries)—pp. 118–122
- Unit 5 Common Core Review—pp. 125–126
- Performance Task—Online

UNIT 9 READING LITERATURE: INTEGRATION OF KNOWLEDGE AND IDEAS

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SEE ALSO
- Introducing Unit 9/Home Connect/Essential Question—pp. 191–193
- Close Reading: “Pecos Bill and Slue-Foot Sue” (Tall Tale/Legend)—pp. 206–210
- Unit 9 Common Core Review—pp. 213–214
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UNIT 1 READING LITERATURE: KEY IDEAS AND DETAILS

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**Key Ideas and Details:** Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33–34

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Module 3A: Considering Perspectives and Supporting Opinions

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

| Unit 1 Common Core Review: “Race to the Treasure”  
(Adventure Story)—pp. 37–38 |
|---|
| Unit 5 Reading Literature: Craft and Structure  
Introducing Unit 5/Home Connect/Essential Question—in—pp. 97–98 |
| Determining Word Meaning: “Paul Revere's Real Ride”  
(Realistic Fiction)—pp. 100–105 |
| Explaining Structural Elements: “The Hero of Saratoga”  
(Historical Drama)—pp. 106–111 |
| Comparing and Contrasting Points of View: “Bringing Hope to the Valley”  
(Narrative Poem)—pp. 112–117 |
| Close Reading: “James Armistead: Spying for the Revolution”  
(Journal Entries)—pp. 118–112 |
| Connect Across Texts: Compare and Contrast Texts—p. 123 |
| Unit 5 Common Core Review: “American Revolution Character Clues”—pp. 125–126 |

| Unit 9 Reading Literature: Integration of Knowledge and Ideas  
Introducing Unit 9/Home Connect/Essential Question—in—pp. 191–193 |
| Integration of Knowledge and Ideas: Comprehension Check—in—pp. 195, 197, 199, 201, 203, 205, 209–210 |
| Making Connections Between Texts: “Gilgamesh’s Quest for Immortality”  
(Sumerian Epic)—pp. 194–199 |
| Comparing and Contrasting Themes and Topics: “Finn MacCool and Oonagh”  
(Irish Folk Tale)/“The Fox and the Snail”  
(Swiss Fable)—pp. 200–205 |
| Close Reading: “Pecos Bill and Slue-Foot Sue”  
(Tall Tale/Legend)—pp. 206–210 |
| Connect Across Texts: Compare and Contrast Texts—p. 211 |
| Unit 9 Common Core Review: “The Mother and the Wolf”  
(Aesop’s Fable)/“The Hawk and the Squirrel”  
(Filipino Folk Tale)—pp. 175–176 |

| Performance Task 1  
Part 1: Literary Analysis—in—pp. 141–143  
Part 2: Narrative Writing—in—pp. 141, 144 |
|---|
| Performance Task 2  
Part 2: Narrative Writing—in—pp. 259, 262 |

**RL.4.11** Recognize, interpret and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, personal events and situations.  
A. Self-select text based on personal preferences.
Module 3A: Considering Perspectives and Supporting Opinions

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Reading Standards for Informational Text

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

Close Reading: “Moving to a New World” (Realistic Fiction)—pp. 30–34
Connect Across Texts: Compare and Contrast Texts—p. 35

Unit 5 Reading Literature: Craft and Structure
Determining Word Meaning: “Paul Revere’s Real Ride” (Realistic Fiction)—pp. 100–105
Explaining Structural Elements: “The Hero of Saratoga” (Historical Drama)—pp. 106–111
Comparing and Contrasting Points of View: “Bringing Hope to the Valley” (Narrative Poem)—pp. 112–117
Close Reading: “James Armistead: Spying for the Revolution” (Journal Entries)—pp. 118–122
Connect Across Texts: Compare and Contrast Texts—p. 123

Unit 9 Reading Literature: Integration of Knowledge and Ideas
Making Connections Between Texts: “Gilgamesh’s Quest for Immortality” (Sumerian Epic)—pp. 194–199
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Close Reading: “Pecos Bill and Slue-Foot Sue” (Tall Tale/Legend)—pp. 206–210
Connect Across Texts: Compare and Contrast Texts—p. 211

Performance Task 1
Part 1: Literary Analysis—pp. 141–143

Performance Task 2
Part 1: Literary Analysis—pp. 259–261

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

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

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

See also
Introducing Unit 3/Home Connect/Essential Question—pp. 53–55
Close Reading: “Volcanoes: Nature’s Fire” by Dr. Dmitri Paplanovich (Science Magazine Article)—pp. 74–78
Unit 3 Common Core Review—pp. 81–82
Performance Task—Online
Module 3A: Considering Perspectives and Supporting Opinions

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ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

| RI.4.3 | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| RI.4.4 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| RI.4.8 | Explain how an author uses reasons and evidence to support particular points in a text. |
| RI.4.10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

Unit 3 Reading Informational Text: Key Ideas and Details

Explaining Events and Ideas: “The Power of Tsunamis” (Scientific Text)—pp. 68–73

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

Unit 7 Reading Informational Text: Craft and Structure

Determining Word Meanings: “The People of the Longhouse” (Historical Text)—pp. 150–155

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

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Analyzing Reasons and Evidence: “Becoming Invisible: Fantasy or Fact?” (Technical Text)—pp. 238–243

SEE ALSO
Introducing Unit 11/Home Connect/Essential Question—pp. 229–231
Unit 11 Common Core Review—pp. 257–258
Performance Task—Online

Unit 3 Reading Informational Text: Key Ideas and Details

Introducing Unit 3/Home Connect/Essential Question—pp. 53–55

Key Ideas and Details: Comprehension Check—pp. 57, 59, 61, 63, 65, 67, 69, 71, 73, 77–78
Providing Text Evidence: “Erosion and Earth’s Changing Landscape” (Explanatory Text/Procedural)—pp. 56–61
Determining the Main Idea and Summarizing: “Earth’s Layers and Plates” (Journal Article)—pp. 62–67
Explaining Events and Ideas: “The Power of Tsunamis” (Scientific Text)—pp. 68–73
Close Reading: “Volcanoes: Nature’s Fire” by Dr. Dmitri Paplanovich (Science Magazine Article)—pp. 74–78
Connect Across Texts: Compare and Contrast—p. 79
Unit 3 Common Core Review: “Sidewalk Surfing” (Explanatory Text)—pp. 81–82

Unit 7 Reading Informational Text: Craft and Structure

Introducing Unit 7/Home Connect/Essential Question—pp. 147–149

## Module 3A: Considering Perspectives and Supporting Opinions

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### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

| Determining Word Meanings: "The People of the Longhouse" (Historical Text)—pp. 150–155 |
| Describing Text Structures: "A Tale of a City's Tunnels" (Explanatory Text)—pp. 156–161 |
| Comparing and Contrasting Events and Topics: "Ben Franklin's Whistle" (Memoir/Biography)/"The Whistle" excerpts from The Story of Benjamin Franklin by James Baldwin—pp. 162–167 |
| Close Reading: "Helping the Union?" (Cause/Effect Essay)—pp. 168–172 |
| Connect Across Texts: Compare and Contrast Texts—p. 173 |
| Unit 7 Common Core Review: "How Smallpox Was Defeated" (Explanatory Text)—pp. 175–176 |

### Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

| Introducing Unit 11/Home Connect—pp. 261–262 |
| Integration of Knowledge and Ideas: Comprehension Check—pp. 233, 235, 237, 239, 241, 243, 245, 247, 249, 253–254 |
| Analyzing Reasons and Evidence: "Becoming Invisible: Fantasy or Fact?" (Technical Text)—pp. 238–243 |
| Integrating Information from Texts: "Let's Go Green!" by Vera S. Roshinski, MS in Environmental Science (Blog)/"LED Lights" (Internet Advertisement)—pp. 244–249 |
| Connect Across Texts: Compare and Contrast Texts—p. 255 |
| Unit 11 Common Core Review: "Wind: Energy for Today and Tomorrow" (Technical Text)—pp. 257–258 |

### Reading Standards: Foundational Skills

**RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

### Foundational Skills Handbook: Phonics and Word Recognition

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

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Module 3A: Considering Perspectives and Supporting Opinions

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**English Language Arts Standards / Description, Grades 4**

**RF.4.4** Read with sufficient accuracy and fluency to support comprehension. *

A. Read grade-level text with purpose and understanding. *

B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. *

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. *

* This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed.

**Writing Standards**

**W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.

B. Provide reasons that are supported by facts and details.

C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

D. Provide a concluding statement or section related to the opinion presented.
# Module 3A: Considering Perspectives and Supporting Opinions

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## ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

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<tr>
<td><strong>W.4.2</strong></td>
<td>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
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*See also Introducing Unit 3A/Home Connect/Essential Question—pp. 71–73.*

## SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

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

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<td><strong>Unit 10 Common Core Review:</strong> Assignment: Write the final copy of the research report started on p. 222—p. 228</td>
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*See also Introducing Unit 10/Home Connect/Essential Question—pp. 215–217.*

## Performance Task 1

**Part 1: Literary Analysis** (write a two-paragraph explanation)—pp. 141–143

**Part 3: Research Simulation** (write two-three paragraphs explaining how people can protect marine ecosystems)—pp. 141, 145–146

## Performance Task 2

**Part 1: Literary Analysis** (write a two-paragraph explanation of how the main character’s actions and the story events are related)—pp. 259–261

**Part 3: Research Simulation** (write two or three paragraphs comparing and contrasting point of view and information in each text)—pp. 259, 263–264

## Unit 4 Text Types and Purposes: Write Informative/Explanatory Essays

*Read a Student Model/Outline an Informative/Explanatory Essay: Grouping Information Around Subtopics—pp. 87, 89*
Module 3A: Considering Perspectives and Supporting Opinions

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<td>Read a Student Model/Outline an Evidence-Based Essay: Supporting Ideas with Text Evidence/Using Quotations/Describing Characters—pp. 131, 133</td>
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<td>Read a Student Model/Use Index Cards/Outline a Research Report: Developing the Topic with Details and Relevant Information—pp. 219, 222</td>
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<td>Read a Student Model/Outline an Evidence-Based Essay: Using Specific Vocabulary (carriages, military, determination)—p. 132</td>
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<td>Read a Student Model/Use Index Cards/Outline a Research Report: Using Domain-Specific Vocabulary (geology, minerals, environment, spacecraft, atmosphere)—pp. 218–220</td>
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<td><strong>Unit 2 Common Core Review:</strong> Assignment: Write the final draft of the fictional narrative started on p. 45—p. 52</td>
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**D.** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
Module 3A: Considering Perspectives and Supporting Opinions

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

**W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.4.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
Module 3A: Considering Perspectives and Supporting Opinions

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

**W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

  B. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

---

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

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

Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222

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

**Writing Handbook**

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

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

Read a Student Model/Use Index Cards/Outline a Research Report: Gathering and Recalling Relevant Information/Providing a List of Sources/Take Notes—pp. 219–222

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

**Performance Task 1**

Part 3: Research Simulation—pp. 141, 145–146

**Performance Task 2**


**Writing Handbook**

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

**Unit 3 Reading Informational Text: Key Ideas and Details**

Introducing Unit 3/Home Connect/Essential Question—pp. 53–55

**Key Ideas and Details:** Comprehension Check—pp. 57, 59, 61, 63, 65, 67, 69, 71, 73, 77–78

**Drawing Inferences:** “Understanding Newton’s Three Laws of Motion” (Technical Text)—pp. 56–61

**Determining Main Idea and Summarizing:** “Bump, Bump, and Away! The Science of Bumper Cars” (Explanatory Text)—pp. 62–67

**Explaining Relationships Between Ideas:** “Experiments with Motion” (Technical Text/Procedural)—pp. 68–73

**Close Reading:** “Using Their Heads: Amazing Octopuses and Squids” by Trevor H. Kindelman, Ph.D. (Scientific Magazine Article)—pp. 74–78

**Connect Across Texts:** Compare and Contrast—p. 79

**Unit 3 Common Core Review:** “Sidewalk Surfing” (Explanatory Text)—pp. 81–82
**Module 3A: Considering Perspectives and Supporting Opinions**

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**Unit 7 Reading Informational Text: Craft and Structure**

- Introducing Unit 7/Home Connect/Essential Question—pp. 147–149
- **Craft and Structure**: Comprehension Check—pp. 151, 153, 155, 157, 159, 161, 163, 165, 167, 171–172
- **Determining Word Meanings**: “The People of the Longhouse” (Historical Text)— pp. 150–155
- **Describing Text Structures**: “A Tale of a City’s Tunnels” (Explanatory Text)—pp. 156–161
- **Comparing and Contrasting Events and Topics**: “Ben Franklin’s Whistle” (Memoir/Biography)/ “The Whistle” excerpts from *The Story of Benjamin Franklin* by James Baldwin—pp. 162–167
- **Close Reading**: “Helping the Union?” (Cause/Effect Essay)—pp. 168–172
- **Connect Across Texts**: Compare and Contrast Texts—p. 173

**Unit 7 Common Core Review**: “How Smallpox Was Defeated” (Explanatory Text)—pp. 175–176

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

- Introducing Unit 11/Home Connect—pp. 261–262
- **Integration of Knowledge and Ideas**: Comprehension Check—pp. 233, 235, 237, 239, 241, 243, 245, 247, 249, 253–254
- **Interpreting Visual Information**: “Satellites Around Earth” (Technical Text)—pp. 232–237
- **Analyzing Reasons and Evidence**: “Becoming Invisible: Fantasy or Fact?” (Technical Text)—pp. 238–243
- **Integrating Information from Texts**: “Let’s Go Green!” by Vera S. Roshinski, MS in Environmental Science (Blog)/ “LED Lights” (Internet Advertisement)—pp. 244–249
- **Close Reading**: “The Robot Cheetah” (Scientific Journal Entry)/ “Robot Cheetah on the Move” by Paula Z. Kay, Science Reporter (Newspaper Article)—pp. 250–254
- **Connect Across Texts**: Compare and Contrast Texts—p. 255

**Unit 11 Common Core Review**: “Wind: Energy for Today and Tomorrow” (Technical Text)—pp. 257–258

**Performance Task 1**

- Part 3: Research Simulation—pp. 141, 145–146

**Performance Task 2**


**Unit 2 Text Types and Purposes: Write Fictional Narratives**

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

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

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**W.4.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Module 3A: Considering Perspectives and Supporting Opinions

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### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**
- Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89
- **Unit 4 Common Core Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**
- Read a Student Model/Outline an Evidence-Based Essay: Analyze a student model/organize and draft an evidence-based essay—pp. 130–133
- **Unit 6 Common Core Review:** Assignment: Write the final draft of the evidence-based essay started on p. 133—p. 140

**Unit 8 Text Types and Purposes: Write Opinion Pieces**
- Read a Student Model/Outline an Opinion Essay: Analyze a student model/organize and draft an opinion essay—pp. 180–183
- **Unit 8 Common Core Review:** Assignment: Write the final draft of the opinion essay started on p. 183—p. 190

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**
- Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222
- **Unit 10 Common Core Review:** Assignment: Write the final copy of the research report started on p. 222—p. 228

**Writing Handbook**
- Step 1: Planning—pp. 276–277
- Step 2: Drafting—p. 278
- Step 3: Revising—pp. 279–280
- Step 4: Editing—pp. 281–282

**Performance Task 1**
- Part 1: Literary Analysis (writing assignment)—pp. 141–143
- Part 2: Narrative Writing (writing assignment)—pp. 141, 144
- Part 3: Research Simulation (writing assignment)—pp. 141, 145–146

**Performance Task 2**
- Part 1: Literary Analysis (writing assignment)—pp. 259–261
- Part 2: Narrative Writing (writing assignment)—pp. 259, 262
- Part 3: Research Simulation (writing assignment)—pp. 259, 263–264
Module 3A: Considering Perspectives and Supporting Opinions

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**Language Standards**

**L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).*

- B. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.*

- C. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.*

- D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).*

- E. Form and use prepositional phrases.*

- F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

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

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

- Language: Relative Pronouns—p. 135
- Language: Relative Adverbs—p. 136

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

- Language: Progressive Forms of Verbs—p. 91

**Unit 8 Text Types and Purposes: Write Opinion Pieces**

- Language: Modal Auxiliaries—p. 186

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

- Language: Order of Adjectives—p. 93

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

- Language: Prepositional Phrases—p. 90

**Unit 2 Text Types and Purposes: Write Fictional Narratives**

- Language: Complete Sentences—p. 46
- Language: Fragments—p. 47
- Language: Run-on Sentences—p. 48

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Module 3A: Considering Perspectives and Supporting Opinions

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

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<th>Grade 4</th>
<th><strong>G.</strong> Correctly use frequently confused words (e.g., to, too, two; there, their).</th>
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* This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed.

**L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

| **A.** | Use correct capitalization. |
| **C.** | Use a comma before a coordinating conjunction in a compound sentence. |
| **D.** | Spell grade-appropriate words correctly, consulting references as needed. |

**L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

| **A.** | Choose words and phrases to convey ideas precisely. |
| **B.** | Choose punctuation for effect. |

**Unit 8 Text Types and Purposes: Write Opinion Pieces**

Language: Frequently Confused Words—p. 185

SEE ALSO
Introducing Unit 8/Home Connect—pp. 177–178
Unit 8 Common Core Review—pp. 189–190

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

Language: Capitalization—p. 224

SEE ALSO
Introducing Unit 10/Home Connect—pp. 215–216
Unit 10 Common Core Review—p. 227

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

Language: Commas in Compound Sentences—p. 223

SEE ALSO
Introducing Unit 10/Home Connect—pp. 215–216
Unit 10 Common Core Review—p. 227

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

Language: Spelling—p. 225

SEE ALSO
Introducing Unit 10/Home Connect—pp. 215–216
Unit 10 Common Core Review—p. 227

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

Language: Precise Words and Phrases—p. 92

SEE ALSO
Introducing Unit 4/Home Connect—pp. 83–84
Unit 4 Common Core Review—pp. 95–96

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

Language: Punctuation for Effect—p. 137

SEE ALSO
Introducing Unit 6/Home Connect—pp. 127–128
Unit 6 Common Core Review—p. 139
Module 3A: Considering Perspectives and Supporting Opinions

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

**C.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).+  
* This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed.

**L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.  
A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**C.** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4**

**Unit 8 Text Types and Purposes: Write Opinion Pieces**  
Language: Formal and Informal English—p. 184  
SEE ALSO  
Introducing Unit 8/Home Connect—pp. 177–178  
Unit 8 Common Core Review—p. 189

**Unit 1 Reading Literature: Key Ideas and Details**  
Language: Context Clues—p. 36  
SEE ALSO  
Introducing Unit 4/Home Connect—pp. 9–11  
Unit 4 Common Core Review—pp. 37–38

**Performance Task 1**  
Part 3: Research Simulation (dictionary entries)—pp. 141, 145–146

**Unit 10 Research to Build and Present Knowledge: Write a Research Report**  
Language: Spelling (look words up in a dictionary)—p. 225

**Performance Task 2**  
Part 3: Research Simulation (dictionary entries)—pp. 259, 263–264

**Writing Handbook**  
Step 4 Editing: Editing Checklist (use a print or online dictionary)—p. 281

**Glossary**—pp. 284–287  
See also Consult a dictionary—pp. 150, 152, 153, 227

**Words to Know**—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 56, 58, 60, 62, 64, 66, 68, 70, 72, 100, 102, 104, 106, 108, 110, 112, 114, 116, 150, 152, 154, 156, 158, 160, 162, 164, 166, 194, 196, 198, 200, 202, 204, 232, 234, 236, 238, 240, 242, 244, 246, 248

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

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

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**  
Language: Precise Words and Phrases—p. 92

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Module 3A: Considering Perspectives and Supporting Opinions

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### English Language Arts Standards / Description, Grades 4

- **Unit 5 Reading Literature: Craft and Structure**
  - Determining Word Meaning: “Paul Revere’s Real Ride” (Realistic Fiction)—pp. 100–105
  - Language: Figurative Language—p. 124
- **Unit 7 Reading Informational Text: Craft and Structure**
  - Determining Word Meanings: “The People of the Longhouse” (Historical Text)—pp. 150–155
  - Language: Synonyms and Antonyms—p. 174
- **Unit 9 Reading Literature: Integration of Knowledge and Ideas**
  - Language: Idioms, Adages, and Proverbs—p. 212
- **Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**
  - Language: Roots—p. 256

### Writing Handbook

- **Step 3 Revising**: Revising Checklist: Word Choice—p. 279
Module 4: Gathering Evidence and Speaking to Others

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Reading Standards for Literature

**RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

**RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*).

**RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**Unit 1 Reading Literature: Key Ideas and Details**

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

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

**Describing Characters, Settings and Events:** “Straight Up, and Straight Back Down” (Science Fiction)—pp. 24–29

**Determining Word Meaning:** “Paul Revere’s Real Ride” (Realistic Fiction)—pp. 100–105

**Comparing and Contrasting Points of View:** “Bringing Hope to the Valley” (Narrative Poem)—pp. 112–117
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### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

**RL.4.7** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

**RL.4.9** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

**RL.4.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**

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

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

**Unit 1 Reading Literature: Key Ideas and Details**

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

**Unit 5 Reading Literature: Craft and Structure**

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

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**

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

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

**Unit 1 Reading Literature: Key Ideas and Details**

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11

**Key Ideas and Details:** Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33–34
**Drawing Inferences:** “Into the Grand Canyon” (Adventures Story)—pp. 12–17
**Determining Theme and Summarizing:** “On Board the *Isaac Webb*” (Historical Fiction)—pp. 18–23
**Describing Characters, Settings, and Events:** “Straight Up, and Straight Back Down” (Science Fiction)—pp. 24–29
**Close Reading:** “Moving to a New World” (Realistic Fiction)—pp. 30–34
**Connect Across Texts:** Compare and Contrast Texts—p. 35
**Unit 1 Common Core Review:** “Race to the Treasure” (Adventure Story)—pp. 37–38

**Unit 5 Reading Literature: Craft and Structure**

Introducing Unit 5/Home Connect/Essential Question—pp. 97–98

**Craft and Structure:** Comprehension Check—pp. 101, 103, 105, 107, 109, 111, 113, 115, 117, 121–122
**Determining Word Meaning:** “Paul Revere’s Real Ride” (Realistic Fiction)—pp. 100–105
Module 4: Gathering Evidence and Speaking to Others

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4**

- **Explaining Structural Elements:** “The Hero of Saratoga” (Historical Drama)—pp. 106–111
- **Comparing and Contrasting Points of View:** “Bringing Hope to the Valley” (Narrative Poem)—pp. 112–117
- **Close Reading:** “James Armistead: Spying for the Revolution” (Journal Entries)—pp. 118–122
- **Connect Across Texts:** Compare and Contrast Texts—p. 123
- **Unit 5 Common Core Review:** “American Revolution Character Clues”—pp. 125–126

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**

- **Introducing Unit 9/Home Connect/Essential Question**—pp. 191–193
- **Integration of Knowledge and Ideas:** Comprehension Check—pp. 195, 197, 199, 201, 203, 205, 209–210
- **Making Connections Between Texts:** “Gilgamesh’s Quest for Immortality” (Sumerian Epic)—pp. 194–199
- **Comparing and Contrasting Themes and Topics:** “Finn MacCool and Oonagh” (Irish Folk Tale)/”The Fox and the Snail” (Swiss Fable)—pp. 200–205
- **Close Reading:** “Pecos Bill and Slue-Foot Sue” (Tall Tale/Legend)—pp. 206–210
- **Connect Across Texts:** Compare and Contrast Texts—p. 211
- **Unit 9 Common Core Review:** “The Mother and the Wolf” (Aesop’s Fable)/”The Hawk and the Squirrel” (Filipino Folk Tale)—pp. 175–176

**Performance Task 1**

- **Part 1: Literary Analysis**—pp. 141–143
- **Part 2: Narrative Writing**—pp. 141, 144

**Performance Task 2**

- **Part 1: Literary Analysis**—pp. 259–261
- **Part 2: Narrative Writing**—pp. 259, 262

**Unit 1 Reading Literature: Key Ideas and Details**

- **Drawing Inferences:** “Into the Grand Canyon” (Adventure Story)—pp. 12–17
- **Determining Theme and Summarizing:** “On Board the Isaac Webb” (Historical Fiction)—pp. 18–23
- **Describing Characters, Settings and Events:** “Straight Up, and Straight Back Down” (Science Fiction)—pp. 24–29
- **Close Reading:** “Moving to a New World” (Realistic Fiction)—pp. 30–34
- **Connect Across Texts:** Compare and Contrast Texts—p. 35

**Unit 5 Reading Literature: Craft and Structure**

- **Determining Word Meaning:** “Paul Revere’s Real Ride” (Realistic Fiction)—pp. 100–105
- **Explaining Structural Elements:** “The Hero of Saratoga” (Historical Drama)—pp. 106–111
- **Comparing and Contrasting Points of View:** “Bringing Hope to the Valley” (Narrative Poem)—pp. 112–117

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**RL.4.11** Recognize, interpret and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, personal events and situations.

A. Self-select text based on personal preferences.

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Module 4: Gathering Evidence and Speaking to Others

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Reading Standards for Informational Text

- **RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

- **RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

- **RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

- **Close Reading:** “James Armistead: Spying for the Revolution” (Journal Entries)—pp. 118–122
- **Connect Across Texts:** Compare and Contrast Texts—p. 123

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**

- **Making Connections Between Texts:** “Gilgamesh’s Quest for Immortality” (Sumerian Epic)—pp. 194–199
- **Comparing and Contrasting Themes and Topics:** “Finn MacCool and Oonagh” (Irish Folk Tale)/“The Fox and the Snail” (Swiss Fable)—pp. 200–205
- **Close Reading:** “Pecos Bill and Slue-Foot Sue” (Tall Tale/Legend)—pp. 206–210
- **Connect Across Texts:** Compare and Contrast Texts—p. 211

**Performance Task 1**

- **Part 1: Literary Analysis**—pp. 141–143

**Performance Task 2**

- **Part 1: Literary Analysis**—pp. 259–261

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**Unit 3 Reading Informational Text: Key Ideas and Details**

- **Determining the Main Idea and Summarizing:** “Earth’s Layers and Plates” (Journal Article)—pp. 62–67

SEE ALSO

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

**Unit 7 Reading Informational Text: Craft and Structure**

- **Determining Word Meanings:** “The People of the Longhouse” (Historical Text)—pp. 150–155

SEE ALSO

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

**Unit 7 Reading Informational Text: Craft and Structure**

- **Describing Text Structures:** “A Tale of a City’s Tunnels” (Explanatory Text)—pp. 156–161

SEE ALSO

- Introducing Unit 7/Home Connect/Essential Question—pp. 147–149
- Close Reading: “Helping the Union?” (Cause/Effect Essay)—pp. 168–172
- Unit 7 Common Core Review—pp. 175–176
- Performance Task—Online
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### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

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<td>RI.4.6</td>
<td>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</td>
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<td>Explain how an author uses reasons and evidence to support particular points in a text.</td>
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<td>RI.4.9</td>
<td>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</td>
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<td>RI.4.10</td>
<td>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
</tr>
</tbody>
</table>

### SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

**Unit 7 Reading Informational Text: Craft and Structure**

Comparing and Contrasting Events and Topics: "Ben Franklin’s Whistle" (Memoir/Biography)/"The Whistle" excerpts from The Story of Benjamin Franklin by James Baldwin—pp. 162–167

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

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

Analyzing Reasons and Evidence: “Becoming Invisible: Fantasy or Fact?” (Technical Text)—pp. 238–243

SEE ALSO
Introducing Unit 11/Home Connect/Essential Question—pp. 229–231
Unit 11 Common Core Review—pp. 257–258
Performance Task—Online

**Integrating Information from Texts:** “Let’s Go Green!” by Vera S. Roshinski, MS in Environmental Science (Blog)/"LED Lights" (Internet Advertisement)—pp. 244–249

SEE ALSO
Introducing Unit 11/Home Connect/Essential Question—pp. 229–231
Unit 11 Common Core Review—pp. 257–258
Performance Task—Online

**Unit 3 Reading Informational Text: Key Ideas and Details**

Introducing Unit 3/Home Connect/Essential Question—pp. 53–55

Key Ideas and Details: Comprehension Check—pp. 57, 59, 61, 63, 65, 67, 69, 71, 73, 77–78
Providing Text Evidence: “Erosion and Earth’s Changing Landscape” (Explanatory Text/Procedural)—pp. 56–61
Determining the Main Idea and Summarizing: “Earth’s Layers and Plates” (Journal Article)—pp. 62–67
Explaining Events and Ideas: “The Power of Tsunamis” (Scientific Text)—pp. 68–73
Close Reading: “Volcanoes: Nature’s Fire” by Dr. Dmitri Paplanovich (Science Magazine Article)—pp. 74–78
Connect Across Texts: Compare and Contrast—p. 79
Unit 3 Common Core Review: “Sidewalk Surfing” (Explanatory Text)—pp. 81–82
Module 4: Gathering Evidence and Speaking to Others

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**Writing Standards**

**W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**Unit 8 Text Types and Purposes: Write Opinion Pieces**

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

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

SEE ALSO Introducing Unit 8/Home Connect/Essential Question—pp. 177–179
Module 4: Gathering Evidence and Speaking to Others

**Topic**  
Susan B. Anthony, the Suffrage Movement and the Importance of Voting

**Central Texts**  
RL—The Hope Chest, Karen Schwabach

**Writing Tasks**  
- Opinion Writing and Speaking: Public Service Announcement—the Importance of Voting (RL.4.9, W.4.1, SL.4.4, 4.3, 4.6, 4.5)

**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

| A. | Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. |
| **B.** | Provide reasons that are supported by facts and details. |
| **C.** | Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*). |
| **D.** | Provide a concluding statement or section related to the opinion presented. |

**W.4.2**  
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4**

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

**Unit 8 Text Types and Purposes: Write Opinion Pieces**  
Read a Student Model/Outline an Opinion Essay: Providing Strong Reasons that Support the Opinion—pp. 181–183

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

**Unit 8 Text Types and Purposes: Write Opinion Pieces**  
Read a Student Model/Outline an Opinion Essay: Providing a Concluding Statement that Restates the Opinion and Summarizes in an Interesting Way—pp. 182–183

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**  
Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89

**Unit 4 Common Core Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96

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

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**  
Read a Student Model/Outline an Evidence-Based Essay: Analyze a student model/organize and draft an evidence-based essay—pp. 130–133

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

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

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**  
Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222

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

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

**Performance Task 1**

**Part 1:** Literary Analysis (write a two-paragraph explanation)—pp. 141–143

**Part 3:** Research Simulation (write two-three paragraphs explaining how people can protect marine ecosystems)—pp. 141, 145–146
Module 4: Gathering Evidence and Speaking to Others

**Topic**
Susan B. Anthony, the Suffrage Movement and the Importance of Voting

**Central Texts**
RL—The Hope Chest, Karen Schwabach

**Writing Tasks**
- Opinion Writing and Speaking: Public Service Announcement—the Importance of Voting (RI.4.9, W.4.1, SL.4.4, 4.3, 4.6, 4.5)

**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

**A.** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

**B.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**C.** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

**Performance Task 2**
**Part 1: Literary Analysis** (write a two-paragraph explanation of how the main character’s actions and the story events are related)—pp. 259–261

**Part 3: Research Simulation** (write two or three paragraphs comparing and contrasting point of view and information in each text)—pp. 259, 263–264

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**
Read a Student Model/Outline an Informative/Explanatory Essay: Creating an Organizational Structure/Introducing a Topic/Getting the Reader’s Attention/Giving Background/Stating Purpose—pp. 86–87, 89

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**
Read a Student Model/Outline an Evidence-Based Essay: Creating an Organizational Structure/Introducing the Topic/Stating a Claim—pp. 130, 133

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**
Read a Student Model/Use Index Cards/Outline a Research Report: Creating an Organizational Structure/Organizing Information Using Subheads—pp. 218–219, 222

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**
Read a Student Model/Outline an Informative/Explanatory Essay: Grouping Information Around Subtopics—pp. 87, 89

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**
Read a Student Model/Outline an Evidence-Based Essay: Supporting Ideas with Text Evidence/Using Quotations/Describing Characters—pp. 131, 133

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**
Read a Student Model/Use Index Cards/Outline a Research Report: Developing the Topic with Details and Relevant Information—pp. 219, 222

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**
Read a Student Model/Outline an Informative/Explanatory Essay: Using Linking Words and Phrases—pp. 87, 89

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**
Read a Student Model/Use Index Cards/Outline a Research Report: Using Transitions (soon after, before this time, then)—p. 219
Module 4: Gathering Evidence and Speaking to Others

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

**D. Use precise language and domain-specific vocabulary to inform about or explain the topic.**

**W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**

**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4**

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

Read a Student Model/Outline an Informative/Explanatory Essay: Using Precise Language—pp. 87, 89

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

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

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

Read a Student Model/Use Index Cards/Outline a Research Report: Using Domain-Specific Vocabulary (geology, minerals, environment, spacecraft, atmosphere)—pp. 218–220

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

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

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

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

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

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

**Unit 2 Text Types and Purposes: Write Fictional Narratives**

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

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

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

Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89

**Unit 4 Common Core Review: Assignment:** Write the final draft of the informative/explanatory essay started on p. 89—p. 96
Module 4: Gathering Evidence and Speaking to Others

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**W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

- **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**
  - Read a Student Model/Outline an Evidence-Based Essay: Analyze a student model/organize and draft an evidence-based essay—pp. 130–133
  - **Unit 6 Common Core Review:** Assignment: Write the final draft of the evidence-based essay started on p. 133—p. 140

- **Unit 8 Text Types and Purposes: Write Opinion Pieces**
  - Read a Student Model/Outline an Opinion Essay: Analyze a student model/organize and draft an opinion essay—pp. 180–183
  - **Unit 8 Common Core Review:** Assignment: Write the final draft of the opinion essay started on p. 183—p. 190

- **Unit 10 Research to Build and Present Knowledge: Write Research Reports**
  - Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222
  - **Unit 10 Common Core Review:** Assignment: Write the final copy of the research report started on p. 222—p. 228

- **Unit 2 Text Types and Purposes: Write Fictional Narratives**
  - Draft a Fictional Narrative—p. 45
  - **Unit 2 Common Core Review:** Write the final draft—p. 52

- **Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**
  - Draft an Informative/Explanatory Essay—p. 89
  - **Unit 4 Common Core Review:** Write the final draft—p. 96

- **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**
  - Draft an Evidence-Based Essay—p. 133
  - **Unit 8 Common Core Review:** Write the final draft—p. 140

- **Unit 8 Text Types and Purposes: Write Opinion Pieces**
  - Draft an Opinion Piece—p. 183
  - **Unit 8 Common Core Review:** Write the final draft—p. 190

- **Unit 10 Research to Build and Present Knowledge: Write Research Reports**
  - Draft a Research Report—p. 222
  - **Unit 10 Common Core Review:** Write the final draft—p. 228

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**Writing Handbook**

- **Step 1: Planning**—pp. 276–277
- **Step 2: Drafting**—p. 278
- **Step 3: Revising**—pp. 279–280
- **Step 4: Editing** (Editing Checklist/Proofreading Marks/Editing Tips)—pp. 281–282
## Module 4: Gathering Evidence and Speaking to Others

**Topic**
- Susan B. Anthony, the Suffrage Movement and the Importance of Voting

**Central Texts**
- RL—*The Hope Chest*, Karen Schwabach

**Writing Tasks**
- Opinion Writing and Speaking: Public Service Announcement—the Importance of Voting (RI.4.9, W.4.1, SL.4.4, 4.3, 4.6, 4.5)

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

**W.4.6**
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**W.4.9**
Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **A. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).**

### W.4.9 Details

**Unit 1 Reading Literature: Key Ideas and Details**
- Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
- **Key Ideas and Details:** Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33–34
- **Drawing Inferences:** “Into the Grand Canyon” (Adventure Story)—pp. 12–17
- **Determining Theme and Summarizing:** “On Board the Isaac Webb” (Historical Fiction)—pp. 18–23
- **Describing Characters, Settings and Events:** “Straight Up, and Straight Back Down” (Science Fiction)—pp. 24–29
- **Close Reading:** “Moving to a New World” (Realistic Fiction)—pp. 30–34

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

**Unit 1 Common Core Review:** “Race to the Treasure” (Adventure Story)—pp. 37–38

**Unit 5 Reading Literature: Craft and Structure**
- Introducing Unit 5/Home Connect/Essential Question—pp. 97–98
- **Craft and Structure:** Comprehension Check—pp. 101, 103, 105, 107, 109, 111, 113, 115, 117, 121–122
- **Distinguishing Literal from Nonliteral Language:** “The Best Friend Possible” (Realistic Fiction)—pp. 100–105
- **Understanding Parts of a Drama:** “Singing Your Blues Away” (Drama)—pp. 106–111

**Distinguishing Points of View:** “Forever Friends” (Narrative Poem)—pp. 112–117

**Close Reading:** “James Armistead: Spying for the Revolution” (Journal Entries)—pp. 118–122

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

**Unit 5 Common Core Review:** “James Armistead: Spying for the Revolution” (Journal Entries)—pp. 118–122

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**
- Introducing Unit 9/Home Connect/Essential Question—pp. 191–193
## Module 4: Gathering Evidence and Speaking to Others

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### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

- **Integration of Knowledge and Ideas:** Comprehension Check—pp. 195, 197, 199, 201, 203, 205, 209–210
- **Making Connections Between Texts:** “Gilgamesh’s Quest for Immortality” (Sumerian Epic)—pp. 194–199
- **Comparing and Contrasting Themes and Topics:** “A Camping Adventure” (Irish Folk Tale)/”The Fox and the Snail” (Swiss Fable)—pp. 200–205
- **Close Reading:** “Treasure in the Desert” (Adventure Story)—pp. 206–210
- **Connect Across Texts:** Compare and Contrast Texts—p. 211
- **Unit 9 Common Core Review:** “The Mother and the Wolf” (Aesop’s Fable)/”The Hawk and the Squirrel” (Filipino Folk Tale)—pp. 175–176

### Performance Task 1
- Part 1: Literary Analysis—pp. 141–143
- Part 2: Narrative Writing—pp. 141, 144

### Performance Task 2
- Part 1: Literary Analysis—pp. 259–261
- Part 2: Narrative Writing—pp. 259, 262

### Connect Across Texts: Compare and Contrast Texts (write descriptions, details to complete the diagram or chart)—pp. 35, 79, 123, 173, 211, 255

### Unit 2 Text Types and Purposes: Write Fictional Narratives
- **Read a Student Model/Write a Fictional Narrative:** Analyze a student model/organize and draft a fictional narrative—pp. 42–45
- **Unit 2 Common Core Review:** Assignment: Write the final draft of the fictional narrative started on p. 45—p. 52

### Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts
- **Read a Student Model/Outline an Informative/Explanatory Essay:** Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89
- **Unit 4 Common Core Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96

### Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays
- **Read a Student Model/Outline an Evidence-Based Essay:** Analyze a student model/organize and draft an evidence-based essay—pp. 130–133
- **Unit 6 Common Core Review:** Assignment: Write the final draft of the evidence-based essay started on p. 133—p. 140

### Unit 8 Text Types and Purposes: Write Opinion Pieces
- **Read a Student Model/Outline an Opinion Essay:** Analyze a student model/organize and draft an opinion essay—pp. 180–183

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**W.4.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Module 4: Gathering Evidence and Speaking to Others

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

**W.4.11** Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class.

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**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4**

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

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

Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222

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

**Writing Handbook**

Step 1: Planning—pp. 276–277
Step 2: Drafting—p. 278
Step 3: Revising—pp. 279–280
Step 4: Editing—pp. 281–282

**Performance Task 1**

Part 1: Literary Analysis (writing assignment)—pp. 141–143
Part 2: Narrative Writing (writing assignment)—pp. 141, 144
Part 3: Research Simulation (writing assignment)—pp. 141, 145–146

**Performance Task 2**

Part 1: Literary Analysis (writing assignment)—pp. 259–261
Part 2: Narrative Writing (writing assignment)—pp. 259, 262
Part 3: Research Simulation (writing assignment)—pp. 259, 263–264

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

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

**SEE ALSO**

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

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**Performance Task 1**

Part 1: Literary Analysis (read the selection then write a response)—pp. 141–143
Part 2: Narrative Writing (read the selection then write two or three paragraphs describing what might happen next)—pp. 141, 144
Module 4: Gathering Evidence and Speaking to Others

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Speaking and Listening Standards

**SL.4.3** Identify the reasons and evidence a speaker provides to support particular points.

**SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**English Language Arts Standards / Description, Grades 4**

**Performance Task 2**

- **Part 1: Literary Analysis** (read the selection then write a response)—pp. 259–261
- **Part 2: Narrative Writing** (read the selection then write a series of journal entries)—pp. 259, 262

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

**Connect Across Texts**: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255

**Speaking and Listening**: Discuss the Essential Question—pp. 50 (Did I Speak in complete sentences?), 94 (identify reasons and evidence), 138 (evidence to support analysis), 188 (supporting a position)

**Unit 3 Reading Informational Text: Key Ideas and Details**

**Finding Main Idea and Summarizing**: “Earth’s Layers and Plates” (Journal Article)—pp. 62–67

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Analyzing Reasons and Evidence**: “Becoming Invisible: Fantasy or Fact?” (Technical Text)—pp. 238–243

**Writing Handbook**

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

See also Home Connect (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230
Module 4: Gathering Evidence and Speaking to Others

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

**SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

**SL.4.6** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**Language Standards**

**L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

C. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

**L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose words and phrases to convey ideas precisely.

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*SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

**Speaking and Listening:** Discuss the Essential Question—pp. 50, 94, 138, 188, 226

See also Home Connect (discussions with family members)—pp. 54, 128, 178, 216, 230

**Writing Handbook**

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

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

**Writing Handbook**

Step 5: Producing, Publishing, and Presenting: Speaking Tips (determine how formal or informal you need to be; use language that fits your audience and occasion)—p. 283

**Connect Across Texts:** Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255

**Speaking and Listening:** Discuss the Essential Question—pp. 50, 94, 138, 188, 226

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

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**Unit 8 Text Types and Purposes: Write Opinion Pieces**

**Language:** Modal Auxiliaries—p. 186

See also
Introducing Unit 8/Home Connect—pp. 177–178
Unit 8 Common Core Review—pp. 189–190

**Unit 2 Text Types and Purposes: Write Fictional Narratives**

**Language:** Complete Sentences—p. 46

**Language:** Fragments—p. 47

**Language:** Run-on Sentences—p. 48

See also
Introducing Unit 2/Home Connect—pp. 39–40
Unit 2 Common Core Review—pp. 51–52

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

**Language:** Precise Words and Phrases—p. 92
## Module 4: Gathering Evidence and Speaking to Others

<table>
<thead>
<tr>
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<td>• Opinion Writing and Speaking: Public Service Announcement—the Importance of Voting (RI.4.9, W.4.1, SL.4.4, 4.3, 4.6, 4.5)</td>
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### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

#### L.4.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

| A. | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| B. | Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). |
| C. | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |

### SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

**Language:** Punctuation for Effect—p. 137

**SEE ALSO**
- Introducing Unit 6/Home Connect—pp. 127–128
- Unit 6 Common Core Review—p. 139

#### Unit 8 Text Types and Purposes: Write Opinion Pieces

**Language:** Formal and Informal English—p. 184

**SEE ALSO**
- Introducing Unit 8/Home Connect—pp. 177–178
- Unit 8 Common Core Review—p. 189

#### Unit 1 Reading Literature: Key Ideas and Details

**Language:** Context Clues—p. 36

**SEE ALSO**
- Introducing Unit 4/Home Connect—pp. 9–11
- Unit 4 Common Core Review—pp. 37–38

#### Unit 3 Reading Informational Text: Key Ideas and Details

**Language:** Affixes—p. 80

**SEE ALSO**
- Introducing Unit 3/Home Connect—pp. 53–54
- Unit 3 Common Core Review—pp. 81–82

#### Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

**Language:** Roots—p. 256

**SEE ALSO**
- Introducing Unit 11/Home Connect—pp. 229–230
- Unit 11 Common Core Review—pp. 257–258

#### Foundational Skills Handbook: Phonics and Word Recognition

- **Base Words**—p. 266
- **Prefixes**—p. 267
- **Suffixes**—p. 268
- **Latin and Greek Roots**—p. 269

#### Performance Task 1

**Part 3: Research Simulation** (dictionary entries)—pp. 141, 145–146

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

**Language:** Spelling (look words up in a dictionary)—p. 225
Module 4: Gathering Evidence and Speaking to Others

**Topic**  
Susan B. Anthony, the Suffrage Movement and the Importance of Voting

**Central Texts**  
RL—*The Hope Chest*, Karen Schwabach

**Writing Tasks**  
- Opinion Writing and Speaking: Public Service Announcement—the Importance of Voting (RI.4.9, W.4.1, SL.4.4, 4.3, 4.6, 4.5)

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

**L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

B. Recognize and explain the meaning of common idioms, adages, and proverbs.

C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

**L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).
Module 4: Gathering Evidence and Speaking to Others

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### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

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<td>(Historical Text)— pp. 150–155</td>
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<tr>
<td>Language: Synonyms and Antonyms—p. 174</td>
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<td>Unit 9 Reading Literature: Integration of Knowledge and Ideas</td>
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<td>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas</td>
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<tr>
<td>Language: Roots—p. 256</td>
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# ALTERNATE MODULES

## Module 1B: Becoming a Close Reader and Writing to Learn

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RI—*A River of Words: The Story of William Carlos Williams*, Jennifer Bryant (teacher copy only) |
| Writing Tasks |  
- Biographical Essay: Selected Poet (RL.4.9, W.4.2, W.4.5)  
- Inspired Poem (W.4.11) |

## ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

### Reading Standards for Literature

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<td><strong>RL.4.1</strong></td>
<td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
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<td><strong>RL.4.2</strong></td>
<td>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</td>
</tr>
<tr>
<td><strong>RL.4.3</strong></td>
<td>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</td>
</tr>
<tr>
<td><strong>RL.4.5</strong></td>
<td>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</td>
</tr>
<tr>
<td><strong>RL.4.9</strong></td>
<td>Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</td>
</tr>
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### Unit 1 Reading Literature: Key Ideas and Details

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

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

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

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

#### Describing Characters, Settings and Events: “Straight Up, and Straight Back Down” (Science Fiction)—pp. 24–29

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

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

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

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

- Introducing Unit 9/Home Connect/Essential Question—pp. 206–209
- Unit 9 Common Core Review—pp. 211–212
- Performance Task—Online
Module 1B: Becoming a Close Reader and Writing to Learn

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| Writing Tasks | • Biographical Essay: Selected Poet (RL.4.9, W.4.2, W.4.5)  
• Inspired Poem (W.4.11) |

**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

**RL.4.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4**

**Unit 1 Reading Literature: Key Ideas and Details**  
Introducing Unit 1/Home Connect/Essential Question—pp. 9–11  
Key Ideas and Details: Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33–34  
Drawing Inferences: “Into the Grand Canyon” (Adventure Story)—pp. 12–17  
Determining Theme and Summarizing: “On Board the *Isaac Webb*” (Historical Fiction)—pp. 18–23  
Describing Characters, Settings and Events: “Straight Up, and Straight Back Down” (Science Fiction)—pp. 24–29  
Close Reading: “Moving to a New World” (Realistic Fiction)—pp. 30–34  
Connect Across Texts: Compare and Contrast Texts—p. 35  
Unit 1 Common Core Review: “Race to the Treasure” (Adventure Story)—pp. 37–38

**Unit 5 Reading Literature: Craft and Structure**  
Introducing Unit 5/Home Connect/Essential Question—pp. 97–98  
Craft and Structure: Comprehension Check—pp. 101, 103, 105, 107, 109, 111, 113, 115, 117, 121–122  
Determining Word Meaning: “Paul Revere’s Real Ride” (Realistic Fiction)—pp. 100–105  
Explaining Structural Elements: “The Hero of Saratoga” (Historical Drama)—pp. 106–111  
Comparing and Contrasting Points of View: “Bringing Hope to the Valley” (Narrative Poem)—pp. 112–117  
Close Reading: “James Armistead: Spying for the Revolution” (Journal Entries)—pp. 118–122  
Connect Across Texts: Compare and Contrast Texts—p. 123  
Unit 5 Common Core Review: “American Revolution Character Clues”—pp. 125–126

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**  
Introducing Unit 9/Home Connect/Essential Question—pp. 191–193  
Integration of Knowledge and Ideas: Comprehension Check—pp. 195, 197, 199, 201, 203, 205, 209–210  
Making Connections Between Texts: “Gilgamesh’s Quest for Immortality” (Sumerian Epic)—pp. 194–199  
Comparing and Contrasting Themes and Topics: “Finn MacCool and Oonagh” (Irish Folk Tale)/ “The Fox and the Snail” (Swiss Fable)—pp. 200–205
Module 1B: Becoming a Close Reader and Writing to Learn

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

**RL.4.11** Recognize, interpret and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, personal events and situations.

A. Self-select text based on personal preferences.

**Close Reading:** “Pecos Bill and Slue-Foot Sue” (Tall Tale/Legend)—pp. 206–210

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

**Unit 9 Common Core Review:** “The Mother and the Wolf” (Aesop’s Fable)/“The Hawk and the Squirrel” (Filipino Folk Tale)—pp. 175–176

**Performance Task 1**

Part 1: Literary Analysis—pp. 141–143

Part 2: Narrative Writing—pp. 141, 144

**Performance Task 2**

Part 1: Literary Analysis—pp. 259–261

Part 2: Narrative Writing—pp. 259, 262

**Unit 1 Reading Literature: Key Ideas and Details**

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

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

**Describing Characters, Settings and Events:** “Straight Up, and Straight Back Down” (Science Fiction)—pp. 24–29

**Close Reading:** “Moving to a New World” (Realistic Fiction)—pp. 30–34

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

**Unit 5 Reading Literature: Craft and Structure**

**Determining Word Meaning:** “Paul Revere’s Real Ride” (Realistic Fiction)—pp. 100–105

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

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

**Close Reading:** “James Armistead: Spying for the Revolution” (Journal Entries)—pp. 118–122

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

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**

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

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

**Close Reading:** “Pecos Bill and Slue-Foot Sue” (Tall Tale/Legend)—pp. 206–210

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

**Performance Task 1**

Part 1: Literary Analysis—pp. 141–143

**Performance Task 2**

Part 1: Literary Analysis—pp. 259–261
Module 1B: Becoming a Close Reader and Writing to Learn

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### Reading Standards for Informational Text

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<td>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
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<tr>
<td>RI.4.3</td>
<td>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</td>
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<td>RI.4.9</td>
<td>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</td>
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<tr>
<td>RI.4.10</td>
<td>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
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### Providing Text Evidence:

#### Unit 3 Reading Informational Text: Key Ideas and Details

**Providing Text Evidence:** “Erosion and Earth’s Changing Landscape” (Explanatory Text/Procedural)—pp. 56–61

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

**Determining the Main Idea and Summarizing:** “Earth’s Layers and Plates” (Journal Article)—pp. 62–67

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

**Explaining Events and Ideas:** “The Power of Tsunamis” (Scientific Text)—pp. 68–73

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

**Integrating Information from Texts:** “Let’s Go Green!” by Vera S. Roshinski, MS in Environmental Science (Blog) / “LED Lights” (Internet Advertisement)—pp. 244–249

**See Also**
- Introducing Unit 11/Home Connect/Essential Question—pp. 229–231
- Unit 11 Common Core Review—pp. 257–258
- Performance Task—Online

**Integrating the Main Idea and Summarizing:** “Earth’s Layers and Plates” (Journal Article)—pp. 62–67

### Key Ideas and Details

**Introducing Unit 3/Home Connect/Essential Question**—pp. 53–55

**Key Ideas and Details:** Comprehension Check—pp. 57, 59, 61, 63, 65, 67, 69, 71, 73, 77–78

**Providing Text Evidence:** “Erosion and Earth’s Changing Landscape” (Explanatory Text/Procedural)—pp. 56–61

**Determining the Main Idea and Summarizing:** “Earth’s Layers and Plates” (Journal Article)—pp. 62–67

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Module 1B: Becoming a Close Reader and Writing to Learn

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| Writing Tasks | • Biographical Essay: Selected Poet (RL.4.9, W.4.2, W.4.5) • Inspired Poem (W.4.11) |

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

- **Explaining Events and Ideas:** “The Power of Tsunamis” (Scientific Text)—pp. 68–73
- **Close Reading:** “Volcanoes: Nature’s Fire” by Dr. Dmitri Paplanovich (Science Magazine Article)—pp. 74–78
- **Connect Across Texts:** Compare and Contrast—p. 79
- **Unit 3 Common Core Review:** “Sidewalk Surfing” (Explanatory Text)—pp. 81–82

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**Unit 7 Reading Informational Text: Craft and Structure**

- **Introducing Unit 7/Home Connect/Essential Question**—pp. 147–149
- **Craft and Structure:** Comprehension Check—pp. 151, 153, 155, 157, 159, 161, 163, 165, 167, 171–172
- **Determining Word Meanings:** “The People of the Longhouse” (Historical Text)—pp. 150–155
- **Describing Text Structures:** “A Tale of a City’s Tunnels” (Explanatory Text)—pp. 156–161
- **Comparing and Contrasting Events and Topics:** “Ben Franklin’s Whistle” (Memoir/Biography) / “The Whistle” excerpts from The Story of Benjamin Franklin by James Baldwin—pp. 162–167
- **Close Reading:** “Helping the Union?” (Cause/Effect Essay)—pp. 168–172
- **Connect Across Texts:** Compare and Contrast Texts—p. 173
- **Unit 7 Common Core Review:** “How Smallpox Was Defeated” (Explanatory Text)—pp. 175–176

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**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

- **Introducing Unit 11/Home Connect**—pp. 261–262
- **Integration of Knowledge and Ideas:** Comprehension Check—pp. 233, 235, 237, 239, 241, 243, 245, 247, 253–254
- **Interpreting Visual Information:** “Satellites Around Earth” (Technical Text)—pp. 232–237
- **Analyzing Reasons and Evidence:** “Becoming Invisible: Fantasy or Fact?” (Technical Text)—pp. 238–243
- **Integrating Information from Texts:** “Let’s Go Green!” by Vera S. Roshinski, MS in Environmental Science (Blog) / “LED Lights” (Internet Advertisement)—pp. 244–249
- **Close Reading:** “The Robot Cheetah” (Scientific Journal Entry) / “Robot Cheetah on the Move” by Paula Z. Kay, Science Reporter (Newspaper Article)—pp. 250–254
- **Connect Across Texts:** Compare and Contrast Texts—p. 255
- **Unit 11 Common Core Review:** “Wind: Energy for Today and Tomorrow” (Technical Text)—pp. 257–258
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• Inspired Poem (W.4.11) |

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

Reading Standards: Foundational Skills

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.  

B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  

* This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed.

Writing Standards

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Foundational Skills Handbook: Fluency

Practicing Fluency: “The Envious Stonecutter” from a Japanese Folk Tale—p. 274

Practicing Fluency: “The Envious Stonecutter” from a Japanese Folk Tale/Reading Checklist (for reading aloud)—p. 274

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

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

Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89

Unit 4 Common Core Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96

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

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

Read a Student Model/Outline an Evidence-Based Essay: Analyze a student model/organize and draft an evidence-based essay—pp. 130–133

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

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

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

Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222

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

SEE ALSO
Introducing Unit 10/Home Connect/Essential Question—pp. 215–217
Module 1B: Becoming a Close Reader and Writing to Learn

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4**

**Performance Task 1**
Part 1: Literary Analysis (write a two-paragraph explanation)—pp. 141–143
Part 3: Research Simulation (write two-three paragraphs explaining how people can protect marine ecosystems)—pp. 141, 145–146

**Performance Task 2**
Part 1: Literary Analysis (write a two-paragraph explanation of how the main character’s actions and the story events are related)—pp. 259–261
Part 3: Research Simulation (write two or three paragraphs comparing and contrasting point of view and information in each text)—pp. 259, 263–264

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**
Read a Student Model/Outline an Informative/Explanatory Essay: Creating an Organizational Structure/Introducing a Topic/Getting the Reader’s Attention/Giving Background/Stating Purpose—pp. 86–87, 89

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**
Read a Student Model/Outline an Evidence-Based Essay: Creating an Organizational Structure/Introducing the Topic/Stating a Claim—pp. 130, 133

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**
Read a Student Model/Use Index Cards/Outline a Research Report: Creating an Organizational Structure/Introducing the Research Topic/Organizing Information Using Subheads—pp. 218–219, 222

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**
Read a Student Model/Outline an Informative/Explanatory Essay: Grouping Information Around Subtopics—pp. 87, 89

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**
Read a Student Model/Outline an Evidence-Based Essay: Supporting Ideas with Text Evidence/Using Quotations/Describing Characters—pp. 131, 133

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**
Read a Student Model/Use Index Cards/Outline a Research Report: Developing the Topic with Details and Relevant Information—pp. 219, 222
Module 1B: Becoming a Close Reader and Writing to Learn

**Topic**: Poetry, Biography and Writer’s Identity

**Central Texts**
- RL—*Love That Dog*, Sharon Creech
- RI—*A River of Words: The Story of William Carlos Williams*, Jennifer Bryant (teacher copy only)

**Writing Tasks**
- Biographical Essay: Selected Poet (RL.4.9, W.4.2, W.4.5)
- Inspired Poem (W.4.11)

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

- **C.** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

- **D.** Use precise language and domain-specific vocabulary to inform about or explain the topic.

- **E.** Provide a concluding statement or section related to the information or explanation presented.

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**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4**

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**
- **Read a Student Model/Outline an Informative/Explanatory Essay:** Using Linking Words and Phrases—pp. 87, 89

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**
- **Read a Student Model/Use Index Cards/Outline a Research Report:** Using Transitions (soon after, before this time, then)—p. 219

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**
- **Read a Student Model/Outline an Informative/Explanatory Essay:** Using Precise Language—pp. 87, 89

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**
- **Read a Student Model/Outline an Evidence-Based Essay:** Using Specific Vocabulary (carriages, military, determination)—p. 132

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**
- **Read a Student Model/Use Index Cards/Outline a Research Report:** Using Domain-Specific Vocabulary (geology, minerals, environment, spacecraft, atmosphere)—pp. 218–220

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**
- **Read a Student Model/Outline an Informative/Explanatory Essay:** Providing a Concluding Statement That Restates the Opening Statement in Slightly Different Words—pp. 88–89

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**
- **Read a Student Model/Outline an Evidence-Based Essay:** Using Earlier-Stated Evidence in the Conclusion—pp. 132–133

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**
- **Read a Student Model/Use Index Cards/Outline a Research Report:** Wrapping Up Research in the Concluding Statement—p. 218

**Unit 2 Text Types and Purposes: Write Fictional Narratives**
- **Read a Student Model/Write a Fictional Narrative:** Analyze a student model/organize and draft a fictional narrative—pp. 42–45

**Unit 2 Common Core Review:** Assignment: Write the final draft of the fictional narrative started on p. 45—p. 52
Module 1B: Becoming a Close Reader and Writing to Learn

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<tr>
<td><strong>W.4.5</strong> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</td>
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<td><strong>Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts</strong></td>
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<td>Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89</td>
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<tr>
<td><strong>Unit 4 Common Core Review:</strong> Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96</td>
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| **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays** |
| Read a Student Model/Outline an Evidence-Based Essay: Analyze a student model/organize and draft an evidence-based essay—pp. 130–133 |
| **Unit 6 Common Core Review:** Assignment: Write the final draft of the evidence-based essay started on p. 133—p. 140 |

| **Unit 8 Text Types and Purposes: Write Opinion Pieces** |
| Read a Student Model/Outline an Opinion Essay: Analyze a student model/organize and draft an opinion essay—pp. 180–183 |
| **Unit 8 Common Core Review:** Assignment: Write the final draft of the opinion essay started on p. 183—p. 190 |

| **Unit 10 Research to Build and Present Knowledge: Write Research Reports** |
| Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222 |
| **Unit 10 Common Core Review:** Assignment: Write the final copy of the research report started on p. 222—p. 228 |

| **Unit 2 Text Types and Purposes: Write Fictional Narratives** |
| Draft a Fictional Narrative—p. 45 |
| **Unit 2 Common Core Review:** Write the final draft—p. 52 |

| **Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts** |
| Draft an Informative/Explanatory Essay—p. 89 |
| **Unit 4 Common Core Review:** Write the final draft—p. 96 |

| **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays** |
| Draft an Evidence-Based Essay—p. 133 |
| **Unit 8 Common Core Review:** Write the final draft—p. 140 |

| **Unit 8 Text Types and Purposes: Write Opinion Pieces** |
| Draft an Opinion Piece—p. 183 |
| **Unit 8 Common Core Review:** Write the final draft—p. 190 |

| **Unit 10 Research to Build and Present Knowledge: Write Research Reports** |
| Draft a Research Report—p. 222 |
| **Unit 10 Common Core Review:** Write the final draft—p. 228 |
Module 1B: Becoming a Close Reader and Writing to Learn

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| Writing Tasks | • Biographical Essay: Selected Poet (RI.4.9, W.4.2, W.4.5)  
• Inspired Poem (W.4.11) |

**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

**W.4.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

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**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4**

**Writing Handbook**

Step 1: Planning—pp. 276–277  
Step 2: Drafting—p. 278  
Step 3: Revising—pp. 279–280  
Step 4: Editing (Editing Checklist/Proofreading Marks/Editing Tips)—pp. 281–282

**Writing Handbook**

Step 1: Planning (use websites for information)—pp. 276–277  
Step 2: Drafting (writing on a computer)—p. 278  
Step 3: Revising (using a computer)—pp. 279–280  
Step 4: Editing (using a computer)—pp. 281–282  
Step 5: Producing, Publishing, and Presenting (using a computer)—p. 283

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

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

Read a Student Model/Use Index Cards/Outline a Research Report: Gathering and Recalling Relevant Information/Providing a List of Sources/Take Notes—pp. 219–222  
**Unit 10 Common Core Review:** Assignment: Write the final copy of the research report started on p. 222—p. 228

**Performance Task 1**  
Part 3: Research Simulation—pp. 141, 145–146

**Performance Task 2**  

**Writing Handbook**

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

**Unit 1 Reading Literature: Key Ideas and Details**

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11  
**Key Ideas and Details:** Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33–34  
**Drawing Inferences:** “Into the Grand Canyon” (Adventure Story)—pp. 12–17  
**Determining Theme and Summarizing:** “On Board the Isaac Webb” (Historical Fiction)—pp. 18–23  
**Describing Characters, Settings and Events:** “Straight Up, and Straight Back Down” (Science Fiction)—pp. 24–29  
**Close Reading:** “Moving to a New World” (Realistic Fiction)—pp. 30–34  
**Connect Across Texts:** Compare and Contrast Texts—p. 35
Module 1B: Becoming a Close Reader and Writing to Learn

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<td>• Inspired Poem (W.4.11)</td>
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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

- **W.4.10**: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4**

- **Unit 1 Common Core Review**: “Race to the Treasure” (Adventure Story)—pp. 37–38

- **Unit 5 Reading Literature: Craft and Structure**
  - Introducing Unit 5/Home Connect/Essential Question—pp. 97–98
  - Craft and Structure: Comprehension Check—pp. 101, 103, 105, 107, 109, 111, 113, 115, 117, 121–122
  - Distinguishing Literal from Nonliteral Language: “The Best Friend Possible” (Realistic Fiction)—pp. 100–105
  - Understanding Parts of a Drama: “Singing Your Blues Away” (Drama)—pp. 106–111
  - Distinguishing Points of View: “Forever Friends” (Narrative Poem)—pp. 112–117
  - Close Reading: “James Armistead: Spying for the Revolution” (Journal Entries)—pp. 118–122
  - Connect Across Texts: Compare and Contrast Texts—p. 123

- **Unit 5 Common Core Review**: “James Armistead: Spying for the Revolution” (Journal Entries)—pp. 118–122

- **Unit 9 Reading Literature: Integration of Knowledge and Ideas**
  - Introducing Unit 9/Home Connect/Essential Question—pp. 191–193
  - Integration of Knowledge and Ideas: Comprehension Check—pp. 195, 197, 199, 201, 203, 205, 209–210
  - Making Connections Between Texts: “Gilgamesh’s Quest for Immortality” (Sumerian Epic)—pp. 194–199
  - Comparing and Contrasting Themes and Topics: “A Camping Adventure” (Irish Folk Tale) / “The Fox and the Snail” (Swiss Fable)—pp. 200–205
  - Close Reading: “Treasure in the Desert” (Adventure Story)—pp. 206–210
  - Connect Across Texts: Compare and Contrast Texts—p. 211

- **Unit 9 Common Core Review**: “The Mother and the Wolf” (Aesop’s Fable) / “The Hawk and the Squirrel” (Filipino Folk Tale)—pp. 175–176

- **Performance Task 1**
  - Part 1: Literary Analysis—pp. 141–143
  - Part 2: Narrative Writing—pp. 141, 144

- **Performance Task 2**
  - Part 1: Literary Analysis—pp. 259–261
  - Part 2: Narrative Writing—pp. 259, 262

- **Connect Across Texts**: Compare and Contrast Texts (write descriptions, details to complete the diagram or chart)—pp. 35, 79, 123, 173, 211, 255

- **Unit 2 Text Types and Purposes: Write Fictional Narratives**
  - Read a Student Model/Write a Fictional Narrative: Analyze a student model/organize and draft a fictional narrative—pp. 42–45
# Module 1B: Becoming a Close Reader and Writing to Learn

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• Inspired Poem (W.4.11) |

## ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

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<td>Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89</td>
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<td>Unit 4 Common Core Review</td>
<td>Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96</td>
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<tr>
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<td>Write Evidence-Based Essays</td>
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<td>Analyze a student model/organize and draft an evidence-based essay—pp. 130–133</td>
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<td>Unit 10 Research to Build and Present Knowledge</td>
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<td>Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222</td>
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<td>Assignment: Write the final copy of the research report started on p. 222—p. 228</td>
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## Writing Handbook

| Step 1: Planning | pp. 276–277 |
| Step 2: Drafting | p. 278 |
| Step 3: Revising | pp. 279–280 |
| Step 4: Editing | pp. 281–282 |
| Step 5: Producing, Publishing, and Presenting | p. 283 |

## Performance Task 1

| Part 1: Literary Analysis (writing assignment) | pp. 141–143 |
| Part 2: Narrative Writing (writing assignment) | pp. 141, 144 |
| Part 3: Research Simulation (writing assignment) | pp. 145–146 |

## Performance Task 2

| Part 1: Literary Analysis (writing assignment) | pp. 259–261 |
| Part 2: Narrative Writing (writing assignment) | pp. 259, 262 |
| Part 3: Research Simulation (writing assignment) | pp. 263–264 |
Module 1B: Becoming a Close Reader and Writing to Learn

**Topic**  
Poetry, Biography and Writer’s Identity

**Central Texts**  
RL—Love That Dog, Sharon Creech  
RI—A River of Words: The Story of William Carlos Williams, Jennifer Bryant (teacher copy only)

**Writing Tasks**  
- Biographical Essay: Selected Poet (RI.4.9, W.4.2, W.4.5)  
- Inspired Poem (W.4.11)

**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

**W.4.11** Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class.

**Speaking and Listening Standards**

**SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.8

8 SL.4.1 is heavily addressed but not formally assessed in 4M1B. See 4M1B.2 Unit overview for assessment suggestions.

**Language Standards**

**L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use correct capitalization.

**Unit 2 Text Types and Purposes: Write Fictional Narratives**

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

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

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

**Performance Task 1**

Part 1: Literary Analysis (read the selection then write a response)—pp. 141–143  
Part 2: Narrative Writing (read the selection then write two or three paragraphs describing what might happen next)—pp. 141, 144

**Performance Task 2**

Part 1: Literary Analysis (read the selection then write a response)—pp. 259–261  
Part 2: Narrative Writing (read the selection then write a series of journal entries)—pp. 259, 262

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

Language: Capitalization—p. 224

SEE ALSO  
Introducing Unit 10/Home Connect—pp. 215–216  
Unit 10 Common Core Review—p. 227
Module 1B: Becoming a Close Reader and Writing to Learn

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### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

**L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

**L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

### SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

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

**Language:** Spelling—p. 225

SEE ALSO

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

**Unit 5 Reading Literature: Craft and Structure**

**Language:** Figurative Language—p. 124

SEE ALSO

Introducing Unit 5/Home Connect—pp. 97–98
Unit 5 Common Core Review—pp. 125–126

**Words to Know**—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 56, 58, 60, 62, 64, 66, 68, 70, 72, 100, 102, 104, 106, 108, 110, 112, 114, 116, 150, 152, 154, 156, 158, 160, 162, 164, 166, 194, 196, 198, 200, 202, 204, 232, 234, 236, 238, 240, 242, 244, 246, 248

**Unit 1 Reading Literature: Key Ideas and Details**

**Language:** Context Clues—p. 36

**Unit 3 Reading Informational Text: Key Ideas and Details**

**Language:** Affixes—p. 80

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

**Language:** Precise Words and Phrases—p. 92

**Unit 5 Reading Literature: Craft and Structure**

**Determining Word Meaning:** "Paul Revere's Real Ride" (Realistic Fiction)—pp. 100–105

**Language:** Figurative Language—p. 124

**Unit 7 Reading Informational Text: Craft and Structure**

**Determining Word Meanings:** "The People of the Longhouse" (Historical Text)—pp. 150–155

**Language:** Synonyms and Antonyms—p. 174

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**

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

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Language:** Roots—p. 256

**Writing Handbook**

**Step 3 Revising:** Revising Checklist: Word Choice—p. 279
Module 2B: Researching to Build Knowledge and Teaching Others

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- Choose-Your-Own-Adventure Animal Defense Narrative (RI.4.9, W.4.2, and 4.3) |

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

#### RL.4.9

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

#### RL.4.10

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
### Module 2B: Researching to Build Knowledge and Teaching Others

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<td>Determining Theme and Summarizing: “On Board the Isaac Webb” (Historical Fiction)— pp. 18–23</td>
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<tr>
<td>Describing Characters, Settings and Events: “Straight Up, and Straight Back Down” (Science Fiction)—pp. 24–29</td>
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<tr>
<td>Close Reading: “Moving to a New World” (Realistic Fiction)— pp. 30–34</td>
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<td>Connect Across Texts: Compare and Contrast Texts—p. 35</td>
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<tr>
<td>Unit 5 Reading Literature: Craft and Structure</td>
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<tr>
<td>Determining Word Meaning: “Paul Revere's Real Ride” (Realistic Fiction)— pp. 100–105</td>
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<tr>
<td>Explaining Structural Elements: “The Hero of Saratoga” (Historical Drama)—pp. 106–111</td>
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<tr>
<td>Comparing and Contrasting Points of View: “Bringing Hope to the Valley” (Narrative Poem)— pp. 112–117</td>
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<tr>
<td>Close Reading: “James Armistead: Spying for the Revolution” (Journal Entries)—pp. 118–122</td>
</tr>
<tr>
<td>Connect Across Texts: Compare and Contrast Texts—p. 123</td>
</tr>
</tbody>
</table>

**RL.4.11** Recognize, interpret and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, personal events and situations.

A. Self-select text based on personal preferences.
Module 2B: Researching to Build Knowledge and Teaching Others

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- Choose-Your-Own-Adventure Animal Defense Narrative (RI.4.9, W.4.2, and 4.3) |

**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

**Reading Standards for Informational Text**

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

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**Unit 9 Reading Literature: Integration of Knowledge and Ideas**

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

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

**Close Reading:** “Pecos Bill and Slue-Foot Sue” (Tall Tale/Legend)—pp. 206–210

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

**Performance Task 1**

Part 1: Literary Analysis—pp. 141–143

**Performance Task 2**

Part 1: Literary Analysis—pp. 259–261

---

**Unit 3 Reading Informational Text: Key Ideas and Details**

**Providing Text Evidence:** “Erosion and Earth’s Changing Landscape” (Explanatory Text/Procedural)—pp. 56–61

**Close Reading:** “Volcanoes: Nature’s Fire” by Dr. Dmitri Paplanovich (Science Magazine Article)—pp. 74–78

**Unit 3 Common Core Review**—pp. 81–82

**Performance Task—Online**

**Unit 3 Reading Informational Text: Key Ideas and Details**

**Determining the Main Idea and Summarizing:** “Earth’s Layers and Plates” (Journal Article)—pp. 62–67

**Close Reading:** “Volcanoes: Nature’s Fire” by Dr. Dmitri Paplanovich (Science Magazine Article)—pp. 74–78

**Unit 3 Common Core Review**—pp. 81–82

**Performance Task—Online**

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**Unit 7 Reading Informational Text: Craft and Structure**

**Determining Word Meanings:** “The People of the Longhouse” (Historical Text)—pp. 150–155

**Close Reading:** “Helping the Union?” (Cause/Effect Essay)—pp. 168–172

**Unit 7 Common Core Review**—pp. 175–176

**Performance Task—Online**

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Module 2B: Researching to Build Knowledge and Teaching Others

**Topic**
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**Central Texts**
RI—Animal Behavior: Animal Defenses, Christina Wilsdon

**Writing Tasks**
- Writing about the Pufferfish (RI.4.9, W.4.2, 4.4, 4.7, and 4.8)
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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

**RI.4.7**
Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**RI.4.9**
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**RI.4.10**
By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4**

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

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

**Integrating Information from Texts:** “Let’s Go Green!” by Vera S. Roshinski, MS in Environmental Science (Blog)/“LED Lights” (Internet Advertisement)—pp. 244–249

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Integrating Information from Texts:** “Satellites Around Earth” (Technical Text)—pp. 232–237

**Integrating Information from Texts:** “Let’s Go Green!” by Vera S. Roshinski, MS in Environmental Science (Blog)/“LED Lights” (Internet Advertisement)—pp. 244–249

**Unit 3 Reading Informational Text: Key Ideas and Details**

**Introducing Unit 3/Home Connect/Essential Question**—pp. 53–55

**Key Ideas and Details:** Comprehension Check—pp. 57, 59, 61, 63, 65, 67, 69, 71, 73, 77–78

**Providing Text Evidence:** “Erosion and Earth’s Changing Landscape” (Explanatory Text/Procedural)—pp. 56–61

**Determining the Main Idea and Summarizing:** “Earth’s Layers and Plates” (Journal Article)—pp. 62–67

**Explaining Events and Ideas:** “The Power of Tsunamis” (Scientific Text)—pp. 68–73

**Close Reading:** “Volcanoes: Nature’s Fire” by Dr. Dmitri Paplanovich (Science Magazine Article)—pp. 74–78

**Connect Across Texts:** Compare and Contrast—p. 79

**Unit 3 Common Core Review:** “Sidewalk Surfing” (Explanatory Text)—pp. 81–82

**Unit 7 Reading Informational Text: Craft and Structure**

**Introducing Unit 7/Home Connect/Essential Question**—pp. 147–149

**Craft and Structure:** Comprehension Check—pp. 151, 153, 155, 157, 159, 161, 163, 165, 167, 171–172

**Determining Word Meanings:** “The People of the Longhouse” (Historical Text)—pp. 150–155

**Describing Text Structures:** “A Tale of a City’s Tunnels” (Explanatory Text)—pp. 156–161
Module 2B: Researching to Build Knowledge and Teaching Others

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Reading Standards: Foundational Skills

**RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding words.

A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

* This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed.
Module 2B: Researching to Build Knowledge and Teaching Others

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**Writing Tasks**
- Writing about the Pufferfish (RI.4.9, W.4.2, 4.4, 4.7, and 4.8)
- Choose-Your-Own-Adventure Animal Defense Narrative (RI.4.9, W.4.2, and 4.3)

**Writing Standards**

| W.4.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**
Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89
Unit 4 Common Core Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**
Read a Student Model/Outline an Evidence-Based Essay: Analyze a student model/organize and draft an evidence-based essay—pp. 130–133
Unit 6 Common Core Review: Assignment: Write the final draft of the evidence-based essay started on p. 133—p. 140

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**
Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222
Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 222—p. 228

**Performance Task 1**
Part 1: Literary Analysis (write a two-paragraph explanation)—pp. 141–143
Part 3: Research Simulation (write two-three paragraphs explaining how people can protect marine ecosystems)—pp. 141, 145–146

**Performance Task 2**
Part 1: Literary Analysis (write a two-paragraph explanation of how the main character’s actions and the story events are related)—pp. 259–261
Part 3: Research Simulation (write two or three paragraphs comparing and contrasting point of view and information in each text)—pp. 259, 263–264
Module 2B: Researching to Build Knowledge and Teaching Others

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

**W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

C. Use a variety of transitional words and phrases to manage the sequence of events.

D. Use concrete words and phrases and sensory details to convey experiences and events precisely.

**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4**

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**
Read a Student Model/Outline an Informative/Explanatory Essay: Creating an Organizational Structure/Introducing a Topic/Getting the Reader’s Attention/Giving Background/Stating Purpose—pp. 86–87, 89

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**
Read a Student Model/Outline an Evidence-Based Essay: Creating an Organizational Structure/Introducing the Topic/State a Claim—pp. 130, 133

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**
Read a Student Model/Use Index Cards/Outline a Research Report: Creating an Organizational Structure/Introducing the Research Topic/Organizing Information Using Subheads—pp. 218–219, 222

**Unit 2 Text Types and Purposes: Write Fictional Narratives**
Read a Student Model/Write a Fictional Narrative: Analyze a student model/organize and draft a fictional narrative—pp. 42–45

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

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

**Performance Task 1**
Part 2: Narrative Writing (write two or three paragraphs describing what might happen next)—pp. 141, 144

**Performance Task 2**
Part 2: Narrative Writing (write a series of journal entries)—pp. 259, 262

**Unit 2 Text Types and Purposes: Write Fictional Narratives**
Read a Student Model/Write a Fictional Narrative: Creating an Organizational Structure/Getting the Reader’s Attention/Establishing the Story Situation—pp. 42–45

**Unit 2 Text Types and Purposes: Write Fictional Narratives**
Read a Student Model/Write a Fictional Narrative: Using Dialogue to Show How Characters Think—pp. 42–45

**Unit 2 Text Types and Purposes: Write Fictional Narratives**
Read a Student Model/Write a Fictional Narrative: Using Transitional Words and Phrases to Make the Sequence of Events Clear—pp. 43–45

**Unit 2 Text Types and Purposes: Write Fictional Narratives**
Read a Student Model/Write a Fictional Narrative: Using Sensory Details to Help Readers See, Hear, Feel, Taste, and Smell as the Experience—pp. 43–45

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# Module 2B: Researching to Build Knowledge and Teaching Others

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• Choose-Your-Own-Adventure Animal Defense Narrative (RI.4.9, W.4.2, and 4.3) |

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

**E. Provide a conclusion that follows from the narrated experiences or events.**

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Module 2B: Researching to Build Knowledge and Teaching Others

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### English Language Arts Standards / Description, Grades 4

<table>
<thead>
<tr>
<th>W.4.6</th>
<th>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</th>
</tr>
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<tbody>
<tr>
<td>W.4.7</td>
<td>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</td>
</tr>
<tr>
<td>W.4.8</td>
<td>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</td>
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<tr>
<th>Unit 8 Text Types and Purposes: Write Opinion Pieces</th>
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| Draft an Opinion Piece—p. 183  
Unit 8 Common Core Review: Write the final draft—p. 190 |

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<th>Unit 10 Research to Build and Present Knowledge: Write Research Reports</th>
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| Draft a Research Report—p. 222  
Unit 10 Common Core Review: Write the final draft—p. 228 |

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<tr>
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| Step 1: Planning—pp. 276–277  
Step 2: Drafting—p. 278  
Step 3: Revising—pp. 279–280  
Step 4: Editing (Editing Checklist/Proofreading Marks/Editing Tips)—pp. 281–282 |

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| Step 1: Planning (use websites for information)—pp. 276–277  
Step 2: Drafting (writing on a computer)—p. 278  
Step 3: Revising (using a computer)—pp. 279–280  
Step 4: Editing (using a computer)—pp. 281–282  
Step 5: Producing, Publishing, and Presenting (using a computer)—p. 283 |

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

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<thead>
<tr>
<th>Unit 10 Research to Build and Present Knowledge: Write Research Reports</th>
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| Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222  
Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 222—p. 228 |

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| Step 1: Planning: Planning (Research Tip)—pp. 276–277  
Step 2: Drafting: Using and Organize a Research Report—pp. 219–222 |

Performance Task 1 |
Part 3: Research Simulation—pp. 141, 145–146

Performance Task 2 |
# Module 2B: Researching to Build Knowledge and Teaching Others

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## ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

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| W.4.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research.  
B. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). |

## SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

### Writing Handbook

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

### Unit 3 Reading Informational Text: Key Ideas and Details

**Introducing Unit 3/Home Connect/Essential Question**—pp. 53–55

**Key Ideas and Details:** Comprehension Check—pp. 57, 59, 61, 63, 65, 67, 69, 71, 73, 77–78

**Drawing Inferences:** “Understanding Newton’s Three Laws of Motion” (Technical Text)—pp. 56–61

**Determining Main Idea and Summarizing:** “Bump, Bump, and Away! The Science of Bumper Cars” (Explanatory Text)—pp. 62–67

**Explaining Relationships Between Ideas:** “Experiments with Motion” (Technical Text/Procedural)—pp. 68–73

**Close Reading:** “Using Their Heads: Amazing Octopuses and Squids” by Trevor H. Kindleman, Ph.D. (Scientific Magazine Article)—pp. 74–78

**Connect Across Texts:** Compare and Contrast—p. 79

**Unit 3 Common Core Review:** “Sidewalk Surfing” (Explanatory Text)—pp. 81–82

### Unit 7 Reading Informational Text: Craft and Structure

**Introducing Unit 7/Home Connect/Essential Question**—pp. 147–149

**Craft and Structure:** Comprehension Check—pp. 151, 153, 155, 157, 159, 161, 163, 165, 167, 171–172

**Determining Word Meanings:** “The People of the Longhouse” (Historical Text)—pp. 150–155

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

**Comparing and Contrasting Events and Topics:** “Ben Franklin’s Whistle” (Memoir/Biography)/”The Whistle” excerpts from The Story of Benjamin Franklin by James Baldwin—pp. 162–167

**Close Reading:** “Helping the Union?” (Cause/Effect Essay)—pp. 168–172

**Connect Across Texts:** Compare and Contrast Texts—p. 173

**Unit 7 Common Core Review:** “How Smallpox Was Defeated” (Explanatory Text)—pp. 175–176

### Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

**Introducing Unit 11/Home Connect**—pp. 261–262

**Integration of Knowledge and Ideas:** Comprehension Check—pp. 233, 235, 237, 239, 241, 243, 245, 247, 249, 253–254

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

**Analyzing Reasons and Evidence:** “Becoming Invisible: Fantasy or Fact?” (Technical Text)—pp. 238–243
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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

**W.4.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4**

**Integrating Information from Texts:** “Let’s Go Green!” by Vera S. Roshinski, MS in Environmental Science (Blog)/“LED Lights” (Internet Advertisement)—pp. 244–249

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

**Connect Across Texts:** Compare and Contrast Texts—p. 255

**Unit 11 Common Core Review:** “Wind: Energy for Today and Tomorrow” (Technical Text)—pp. 257–258

**Performance Task 1**
**Part 3: Research Simulation**—pp. 141, 145–146

**Performance Task 2**
**Part 3: Research Simulation**—pp. 259, 263–264

**Connect Across Texts:** Compare and Contrast Texts (write descriptions, details to complete the diagram or chart)—pp. 35, 79, 123, 173, 211, 255

**Unit 2 Text Types and Purposes: Write Fictional Narratives**
**Read a Student Model/Write a Fictional Narrative:** Analyze a student model/organize and draft a fictional narrative—pp. 42–45

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

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**
**Read a Student Model/Outline an Informative/Explanatory Essay:** Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89

**Unit 4 Common Core Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**
**Read a Student Model/Outline an Evidence-Based Essay:** Analyze a student model/organize and draft an evidence-based essay—pp. 130–133

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

**Unit 8 Text Types and Purposes: Write Opinion Pieces**
**Read a Student Model/Outline an Opinion Essay:** Analyze a student model/organize and draft an opinion essay—pp. 180–183

**Unit 8 Common Core Review:** Assignment: Write the final draft of the opinion essay started on p. 183—p. 190
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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

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

Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222

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

**Writing Handbook**

- Step 1: Planning—pp. 276–277
- Step 2: Drafting—p. 278
- Step 3: Revising—pp. 279–280
- Step 4: Editing—pp. 281–282

**Performance Task 1**

- Part 1: Literary Analysis (writing assignment)—pp. 141–143
- Part 2: Narrative Writing (writing assignment)—pp. 141, 144
- Part 3: Research Simulation (writing assignment)—pp. 141, 145–146

**Performance Task 2**

- Part 1: Literary Analysis (writing assignment)—pp. 259–261
- Part 2: Narrative Writing (writing assignment)—pp. 259, 262
- Part 3: Research Simulation (writing assignment)—pp. 259, 263–264

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

**Speaking and Listening Standards**

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

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

**Unit 11 Common Core Review**—pp. 257–258

Performance Task—Online
Module 2B: Researching to Build Knowledge and Teaching Others

**Topic**  
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**Language Standards**

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<td>L.4.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.¹</td>
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**A.** Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).*¹

**B.** Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.*¹

**C.** Use modal auxiliaries (e.g., can, may, must) to convey various conditions.*¹

**D.** Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).*¹

**E.** Form and use prepositional phrases.*¹
## Module 2B: Researching to Build Knowledge and Teaching Others

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- Choose-Your-Own-Adventure Animal Defense Narrative (RI.4.9, W.4.2, and 4.3) |

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

**F.** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  
*This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed.

**G.** Correctly use frequently confused words (e.g., to, too, two; there, their).

### L.4.2

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

| A. | Use correct capitalization. |
| B. | Use commas and quotation marks to mark direct speech and quotations from a text. |
| C. | Use a comma before a coordinating conjunction in a compound sentence.  
* |
| E. | Spell grade-appropriate words correctly, consulting references as needed. |

### UNIT 2 TEXT TYPES AND PURPOSES: WRITE FICTIONAL NARRATIVES

**Language:** Complete Sentences—p. 46  
**Language:** Fragments—p. 47  
**Language:** Run-on Sentences—p. 48  

SEE ALSO  
Introducing Unit 2/Home Connect—pp. 39–40  
Unit 2 Common Core Review—pp. 51–52

### UNIT 8 TEXT TYPES AND PURPOSES: WRITE OPINION PIECES

**Language:** Frequently Confused Words—p. 185  

SEE ALSO  
Introducing Unit 8/Home Connect—pp. 177–178  
Unit 8 Common Core Review—pp. 189–190

### UNIT 10 RESEARCH TO BUILD AND PRESENT KNOWLEDGE: WRITE A RESEARCH REPORT

**Language:** Capitalization—p. 224  

SEE ALSO  
Introducing Unit 10/Home Connect—pp. 215–216  
Unit 10 Common Core Review—pp. 227

### UNIT 6 RESEARCH TO BUILD AND PRESENT KNOWLEDGE: WRITE EVIDENCE-BASED ESSAYS

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

SEE ALSO  
Introducing Unit 6/Home Connect—pp. 127–128  
Unit 6 Common Core Review—pp. 139–140
Module 2B: Researching to Build Knowledge and Teaching Others

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ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. *

A. Choose words and phrases to convey ideas precisely. *

B. Choose punctuation for effect.

C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). *

* This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed.

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. *

A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
Module 2B: Researching to Build Knowledge and Teaching Others

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADERS 4**

- **C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.**

* This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed.

**Foundational Skills Handbook: Phonics and Word Recognition**
- **Base Words**—p. 266
- **Prefixes**—p. 267
- **Suffixes**—p. 268
- **Latin and Greek Roots**—p. 269

**Performance Task 1**
- **Part 3: Research Simulation (dictionary entries)—pp. 141, 145–146**

**Unit 10 Research to Build and Present Knowledge: Write a Research Report**
- **Language: Spelling (look words up in a dictionary)—p. 225**

**Performance Task 2**
- **Part 3: Research Simulation (dictionary entries)—pp. 259, 263–264**

**Writing Handbook**
- **Step 4 Editing: Editing Checklist (use a print or online dictionary)—p. 281**

**Glossary**—pp. 284–287

See also **Consult a dictionary**—pp. 150, 152, 153, 227

**Words to Know**—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 56, 58, 60, 62, 64, 66, 68, 70, 72, 100, 102, 104, 106, 108, 110, 112, 114, 116, 150, 152, 154, 156, 158, 160, 162, 164, 166, 194, 196, 198, 200, 202, 204, 232, 234, 236, 238, 240, 242, 244, 246, 248

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

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

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**
- **Language: Precise Words and Phrases**—p. 92

**Unit 5 Reading Literature: Craft and Structure**
- **Determining Word Meaning: “Paul Revere’s Real Ride” (Realistic Fiction)—pp. 100–105**
- **Language: Figurative Language**—p. 124

**Unit 7 Reading Informational Text: Craft and Structure**
- **Determining Word Meanings: “The People of the Longhouse” (Historical Text)—pp. 150–155**
- **Language: Synonyms and Antonyms**—p. 174

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**
- **Language: Idioms, Adages, and Proverbs**—p. 212
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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

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

**Writing Handbook**
**Step 3 Revising:** Revising Checklist: Word Choice—p. 279
Module 3B: Considering Perspectives and Supporting Opinions

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ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

Reading Standards for Literature

**RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**RL.4.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

**RL.4.9** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Module 3B: Considering Perspectives and Supporting Opinions

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| Writing Tasks | • Opinion Writing: American Revolution Broadside (W.4.1) |

**RL.4.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

**Unit 1 Reading Literature: Key Ideas and Details**  
*Introducing Unit 1/Home Connect/Essential Question*—pp. 9–11  
*Key Ideas and Details*: Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33–34  
*Drawing Inferences*: “Into the Grand Canyon” (Adventure Story)—pp. 12–17  
*Determining Theme and Summarizing*: “On Board the *Isaac Webb*” (Historical Fiction)—pp. 18–23  
*Describing Characters, Settings and Events*: “Straight Up, and Straight Back Down” (Science Fiction)—pp. 24–29  
*Close Reading*: “Moving to a New World” (Realistic Fiction)—pp. 30–34  
*Connect Across Texts*: Compare and Contrast Texts—p. 35  
*Unit 1 Common Core Review*: “Race to the Treasure” (Adventure Story)—pp. 37–38

**Unit 5 Reading Literature: Craft and Structure**  
*Introducing Unit 5/Home Connect/Essential Question*—pp. 97–98  
*Determining Word Meaning*: “Paul Revere’s Real Ride” (Realistic Fiction)—pp. 100–105  
*Explaining Structural Elements*: “The Hero of Saratoga” (Historical Drama)—pp. 106–111  
*Comparing and Contrasting Points of View*: “Bringing Hope to the Valley” (Narrative Poem)—pp. 112–117  
*Close Reading*: “James Armistead: Spying for the Revolution” (Journal Entries)—pp. 118–122  
*Connect Across Texts*: Compare and Contrast Texts—p. 123  
*Unit 5 Common Core Review*: “American Revolution Character Clues”—pp. 125–126

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**  
*Introducing Unit 9/Home Connect/Essential Question*—pp. 191–193  
*Integration of Knowledge and Ideas*: Comprehension Check—pp. 195, 197, 199, 201, 203, 205, 209–210  
*Making Connections Between Texts*: “Gilgamesh’s Quest for Immortality” (Sumerian Epic)—pp. 194–199  
*Comparing and Contrasting Themes and Topics*: “Finn MacCool and Oonagh” (Irish Folk Tale)/“The Fox and the Snail” (Swiss Fable)—pp. 200–205  
*Close Reading*: “Pecos Bill and Slue-Foot Sue” (Tall Tale/Legend)—pp. 206–210  
*Connect Across Texts*: Compare and Contrast Texts—p. 21
Module 3B: Considering Perspectives and Supporting Opinions

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<tbody>
<tr>
<td>RL.4.11 Recognize, interpret and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, personal events and situations.</td>
<td>Unit 9 Common Core Review: “The Mother and the Wolf” (Aesop’s Fable)/“The Hawk and the Squirrel” (Filipino Folk Tale)—pp. 175–176</td>
</tr>
<tr>
<td>A. Self-select text based on personal preferences.</td>
<td>Performance Task 1&lt;br&gt;Part 1: Literary Analysis—pp. 141–143&lt;br&gt;Part 2: Narrative Writing—pp. 141, 144</td>
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**Reading Standards for Informational Text**

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<td>RI.4.2</td>
<td>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
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<td>RI.4.3</td>
<td>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</td>
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<tr>
<td>RI.4.4</td>
<td>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</td>
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<tr>
<td>RI.4.5</td>
<td>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</td>
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**Unit 3 Reading Informational Text: Key Ideas and Details**

**Providing Text Evidence:** "Erosion and Earth's Changing Landscape" (Explanatory Text/Procedural)—pp. 56–61

**Unit 3 Reading Informational Text: Key Ideas and Details**

**Determining the Main Idea and Summarizing:** "Earth's Layers and Plates" (Journal Article)—pp. 62–67

**Unit 3 Reading Informational Text: Key Ideas and Details**

**Explaining Events and Ideas:** "The Power of Tsunamis" (Scientific Text)—pp. 68–73

**Unit 7 Reading Informational Text: Craft and Structure**

**Determining Word Meanings:** "The People of the Longhouse" (Historical Text)—pp. 150–155

**Unit 7 Reading Informational Text: Craft and Structure**

**Describing Text Structures:** "A Tale of a City's Tunnels" (Explanatory Text)—pp. 156–161
Module 3B: Considering Perspectives and Supporting Opinions

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

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<th>RI.4.8</th>
<th>Explain how an author uses reasons and evidence to support particular points in a text.</th>
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<td>RI.4.10</td>
<td>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
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**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Analyzing Reasons and Evidence:** "Becoming Invisible: Fantasy or Fact?" (Technical Text)—pp. 238–243

**SEE ALSO**
- Introducing Unit 11/Home Connect/Essential Question—pp. 229–231
- Close Reading: "The Robot Cheetah" (Scientific Journal Entry)/"Robot Cheetah on the Move" by Paula Z. Kay, Science Reporter (Newspaper Article)—pp. 250–254
- Unit 11 Common Core Review—pp. 257–258
- Performance Task—Online

**Unit 3 Reading Informational Text: Key Ideas and Details**

**Introducing Unit 3/Home Connect/Essential Question**—pp. 53–55

**Key Ideas and Details:** Comprehension Check—pp. 57, 59, 61, 63, 65, 67, 69, 71, 73, 77–78

**Providing Text Evidence:** "Erosion and Earth's Changing Landscape" (Explanatory Text/Procedural)—pp. 56–61

**Determining the Main Idea and Summarizing:** "Earth's Layers and Plates" (Journal Article)—pp. 62–67

**Explaining Events and Ideas:** "The Power of Tsunamis" (Scientific Text)—pp. 68–73

**Close Reading:** "Volcanoes: Nature's Fire" by Dr. Dmitri Paplanovich (Science Magazine Article)—pp. 74–78

**Connect Across Texts:** Compare and Contrast—p. 79

**Unit 3 Common Core Review:** "Sidewalk Surfing" (Explanatory Text)—pp. 81–82

**Unit 7 Reading Informational Text: Craft and Structure**

**Introducing Unit 7/Home Connect/Essential Question**—pp. 147–149

**Craft and Structure:** Comprehension Check—pp. 151, 153, 155, 157, 159, 161, 163, 165, 167, 171–172

**Determining Word Meanings:** "The People of the Longhouse" (Historical Text)—pp. 150–155

**Describing Text Structures:** "A Tale of a City's Tunnels" (Explanatory Text)—pp. 156–161

**Comparing and Contrasting Events and Topics:** "Ben Franklin's Whistle" (Memoir/Biography)/"The Whistle" excerpts from *The Story of Benjamin Franklin* by James Baldwin—pp. 162–167

**Close Reading:** "Helping the Union?" (Cause/Effect Essay)—pp. 168–172

**Connect Across Texts:** Compare and Contrast Texts—p. 173

**Unit 7 Common Core Review:** "How Smallpox Was Defeated" (Explanatory Text)—pp. 175–176
Module 3B: Considering Perspectives and Supporting Opinions

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

- **Introducing Unit 11/Home Connect**—pp. 261–262
- **Integration of Knowledge and Ideas**: Comprehension Check—pp. 233, 235, 237, 239, 241, 243, 245, 247, 249, 253–254
- **Interpreting Visual Information**: “Satellites Around Earth” (Technical Text)—pp. 232–237
- **Analyzing Reasons and Evidence**: “Becoming Invisible: Fantasy or Fact?” (Technical Text)—pp. 238–243
- **Integrating Information from Texts**: “Let’s Go Green!” by Vera S. Roshinski, MS in Environmental Science (Blog)/“LED Lights” (Internet Advertisement)—pp. 244–249
- **Close Reading**: “The Robot Cheetah” (Scientific Journal Entry)/“Robot Cheetah on the Move” by Paula Z. Kay, Science Reporter (Newspaper Article)—pp. 250–254
- **Connect Across Texts**: Compare and Contrast Texts—p. 255
- **Unit 11 Common Core Review**: “Wind: Energy for Today and Tomorrow” (Technical Text)—pp. 257–258

**Writing Standards**

**W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
- B. Provide reasons that are supported by facts and details.
- C. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
- D. Provide a concluding statement or section related to the opinion presented.

**Unit 8 Text Types and Purposes: Write Opinion Pieces**

- **Read a Student Model/Outline an Opinion Essay**: Analyze a student model/organize and draft an opinion essay—pp. 180–183
- **Unit 8 Common Core Review**: Assignment: Write the final draft of the opinion essay started on p. 183—p. 190

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

- **Unit 8 Text Types and Purposes: Write Opinion Pieces**
  - **Read a Student Model/Outline an Opinion Essay**: Creating an Organizational Structure/Introducing the Topic/Stating the Writer’s Opinion—pp. 180, 183
- **Unit 8 Text Types and Purposes: Write Opinion Pieces**
  - **Read a Student Model/Outline an Opinion Essay**: Providing Strong Reasons That Support the Opinion—pp. 181–183
- **Unit 8 Text Types and Purposes: Write Opinion Pieces**
  - **Read a Student Model/Outline an Opinion Essay**: Using Linking Words and Phrases—pp. 181, 183
- **Unit 8 Text Types and Purposes: Write Opinion Pieces**
  - **Read a Student Model/Outline an Opinion Essay**: Providing a Concluding Statement that Restates the Opinion and Summarizes in an Interesting Way—pp. 182–183
Module 3B: Considering Perspectives and Supporting Opinions

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

| W.4.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4**

| W.4.2 | **Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**<br>**Read a Student Model/Outline an Informative/Explanatory Essay:** Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89<br>**Unit 4 Common Core Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96 |

**SEE ALSO**<br>Introducing Unit 4/Home Connect/Essential Question—pp. 83–85

| **W.4.2** | **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**<br>**Read a Student Model/Outline an Evidence-Based Essay:** Analyze a student model/organize and draft an evidence-based essay—pp. 130–133<br>**Unit 6 Common Core Review:** Assignment: Write the final draft of the evidence-based essay started on p. 133—p. 140 |

**SEE ALSO**<br>Introducing Unit 6/Home Connect/Essential Question—pp. 127–129

| **W.4.2** | **Unit 10 Research to Build and Present Knowledge: Write Research Reports**<br>**Read a Student Model/Use Index Cards/Outline a Research Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222<br>**Unit 10 Common Core Review:** Assignment: Write the final copy of the research report started on p. 222—p. 228 |

**SEE ALSO**<br>Introducing Unit 10/Home Connect/Essential Question—pp. 215–217

| **Performance Task 1** | **Part 1: Literary Analysis** (write a two-paragraph explanation)—pp. 141–143<br>**Part 3: Research Simulation** (write two-three paragraphs explaining how people can protect marine ecosystems)—pp. 141, 145–146 |

| **Performance Task 2** | **Part 1: Literary Analysis** (write a two-paragraph explanation of how the main character’s actions and the story events are related)—pp. 259–261<br>**Part 3: Research Simulation** (write two or three paragraphs comparing and contrasting point of view and information in each text)—pp. 259, 263–264 |

| **W.4.2** | **Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**<br>**Read a Student Model/Outline an Informative/Explanatory Essay:** Grouping Information Around Subtopics—pp. 87, 89 |

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B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
## Module 3B: Considering Perspectives and Supporting Opinions

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### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

<table>
<thead>
<tr>
<th>W.4.4</th>
<th>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</th>
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<tbody>
<tr>
<td>D.</td>
<td>Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
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### SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4

- **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**
  - Read a Student Model/Outline an Evidence-Based Essay: Supporting Ideas with Text Evidence/Using Quotations/Describing Characters—pp. 131, 133

- **Unit 10 Research to Build and Present Knowledge: Write Research Reports**
  - Read a Student Model/Use Index Cards/Outline a Research Report: Developing the Topic with Details and Relevant Information—pp. 219, 222

- **Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**
  - Read a Student Model/Outline an Informative/Explanatory Essay: Using Precise Language—pp. 87, 89

- **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**
  - Read a Student Model/Outline an Evidence-Based Essay: Using Specific Vocabulary (carriages, military, determination)—p. 132

- **Unit 10 Research to Build and Present Knowledge: Write Research Reports**
  - Read a Student Model/Use Index Cards/Outline a Research Report: Using Domain-Specific Vocabulary (geology, minerals, environment, spacecraft, atmosphere)—pp. 218–220

- **Unit 2 Text Types and Purposes: Write Fictional Narratives**
  - Read a Student Model/Write a Fictional Narrative: Analyze a student model/organize and draft a fictional narrative—pp. 42–45
  - **Unit 2 Common Core Review:** Assignment: Write the final draft of the fictional narrative started on p. 45—p. 52

- **Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**
  - Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89
  - **Unit 4 Common Core Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96

- **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**
  - Read a Student Model/Outline an Evidence-Based Essay: Analyze a student model/organize and draft an evidence-based essay—pp. 130–133
  - **Unit 6 Common Core Review:** Assignment: Write the final draft of the evidence-based essay started on p. 133—p. 140

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Module 3B: Considering Perspectives and Supporting Opinions

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<tbody>
<tr>
<td>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</td>
<td>Unit 8 Text Types and Purposes: Write Opinion Pieces Read a Student Model/Outline an Opinion Essay: Analyze a student model/organize and draft an opinion essay—pp. 180–183 Unit 8 Common Core Review: Assignment: Write the final draft of the opinion essay started on p. 183—p. 190</td>
</tr>
<tr>
<td>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</td>
<td>Unit 10 Research to Build and Present Knowledge: Write Research Reports Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222 Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 222—p. 228</td>
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<td>Unit 2 Text Types and Purposes: Write Fictional Narratives Draft a Fictional Narrative—p. 45 Unit 2 Common Core Review: Write the final draft—p. 52</td>
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<td>Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts Draft an Informative/Explanatory Essay—p. 89 Unit 4 Common Core Review: Write the final draft—p. 96</td>
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Writing Tasks
- Opinion Writing: American Revolution Broadside (W.4.1)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

**W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

B. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

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

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

Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—p. 218–222

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

Writing Handbook

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

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Unit 3 Reading Informational Text: Key Ideas and Details

Introducing Unit 3/Home Connect/Essential Question—pp. 53–55

**Key Ideas and Details:** Comprehension Check—pp. 57, 59, 61, 63, 65, 67, 69, 71, 73, 77–78

**Drawing Inferences:** “Understanding Newton’s Three Laws of Motion” (Technical Text)—pp. 56–61

**Determining Main Idea and Summarizing:** “Bump, Bump, and Away! The Science of Bumper Cars” (Explanatory Text)—pp. 62–67

**Explaining Relationships Between Ideas:** “Experiments with Motion” (Technical Text/Procedural)—pp. 68–73

**Close Reading:** “Using Their Heads: Amazing Octopuses and Squids” by Trevor H. Kindlemen, Ph.D. (Scientific Magazine Article)—pp. 74–78

**Connect Across Texts:** Compare and Contrast—p. 79

Unit 3 Common Core Review: “Sidewalk Surfing” (Explanatory Text)—pp. 81–82

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Unit 7 Reading Informational Text: Craft and Structure

Introducing Unit 7/Home Connect/Essential Question—pp. 147–149

**Craft and Structure:** Comprehension Check—pp. 151, 153, 155, 157, 159, 161, 163, 165, 167, 171–172

**Determining Word Meanings:** “The People of the Longhouse” (Historical Text)—pp. 150–155

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

**Comparing and Contrasting Events and Topics:** “Ben Franklin’s Whistle” (Memoir/Biography)/”The Whistle” excerpts from *The Story of Benjamin Franklin* by James Baldwin—pp. 162–167

**Close Reading:** “Helping the Union?” (Cause/Effect Essay)—pp. 168–172

**Connect Across Texts:** Compare and Contrast Texts—p. 173
Module 3B: Considering Perspectives and Supporting Opinions

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

| W.4.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4**

- **Unit 7 Common Core Review:** "How Smallpox Was Defeated" (Explanatory Text)—pp. 175–176
- **Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**
  - Introducing Unit 11/Home Connect—pp. 261–262
  - Integration of Knowledge and Ideas: Comprehension Check—pp. 233, 235, 237, 239, 241, 243, 245, 247, 249, 253–254
  - Integrating Information from Texts: “Let’s Go Green!” by Vera S. Rosinski, MS in Environmental Science (Blog)/“LED Lights” (Internet Advertisement)—pp. 244–249
  - **Close Reading:** "The Robot Cheetah" (Scientific Journal Entry)/"Robot Cheetah on the Move" by Paula Z. Kay, Science Reporter (Newspaper Article)—pp. 250–254
  - **Connect Across Texts:** Compare and Contrast Texts—p. 255
- **Unit 11 Common Core Review:** "Wind: Energy for Today and Tomorrow" (Technical Text)—pp. 257–258

**Performance Task 1**

Part 3: Research Simulation—pp. 141, 145–146

**Performance Task 2**


**Connect Across Texts:** Compare and Contrast Texts (write descriptions, details to complete the diagram or chart)—pp. 35, 79, 123, 173, 211, 255

- **Unit 2 Text Types and Purposes: Write Fictional Narratives**
  - Read a Student Model/Write a Fictional Narrative: Analyze a student model/organize and draft a fictional narrative—pp. 42–45
  - **Unit 2 Common Core Review:** Assignment: Write the final draft of the fictional narrative started on p. 45—p. 52

- **Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**
  - Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89
  - **Unit 4 Common Core Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96

- **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**
  - Read a Student Model/Outline an Evidence-Based Essay: Analyze a student model/organize and draft an evidence-based essay—pp. 130–133
Module 3B: Considering Perspectives and Supporting Opinions

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4**

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

**Unit 8 Text Types and Purposes: Write Opinion Pieces**

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

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

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

*Read a Student Model/Use Index Cards/Outline a Research Report:* Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222

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

**Writing Handbook**

Step 1: Planning—pp. 276–277  
Step 2: Drafting—p. 278  
Step 3: Revising—pp. 279–280  
Step 4: Editing—pp. 281–282  

**Performance Task 1**

Part 1: Literary Analysis (writing assignment)—pp. 141–143  
Part 2: Narrative Writing (writing assignment)—pp. 141, 144  
Part 3: Research Simulation (writing assignment)—pp. 141, 145–146

**Performance Task 2**

Part 1: Literary Analysis (writing assignment)—pp. 259–261  
Part 2: Narrative Writing (writing assignment)—pp. 259, 262  
Part 3: Research Simulation (writing assignment)—pp. 259, 263–264

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

**Speaking and Listening Standards**

**SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
Module 3B: Considering Perspectives and Supporting Opinions

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4**

A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

B. Follow agreed-upon rules for discussions and carry out assigned roles.

C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

E. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.

**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 4**

Connect Across Texts: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255

Speaking and Listening: Discuss the Essential Question—pp. 50 (Did I: Come to the discussion prepared?), 94, 138, 188, 226

Writing Handbook

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

Speaking and Listening: Discuss the Essential Question—pp. 50 (Did I: Follow agreed-upon rules for discussion?), 94, 138, 188, 226

Writing Handbook

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

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

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

Connect Across Texts: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255

Speaking and Listening: Discuss the Essential Question—pp. 50, 94, 138, 188, 226

Writing Handbook

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# Module 3B: Considering Perspectives and Supporting Opinions

## Topic
The American Revolution

## Central Texts
- **RL**—*Divided Loyalties: The Barton Family During the American Revolution*, Gare Thompson and Barbara Kiwak
- **RI**—The Declaration of Independence (excerpts)

## Writing Tasks
- Opinion Writing: American Revolution Broadside (W.4.1)

### Language Standards

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<th>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</th>
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<td><strong>A.</strong> Use relative pronouns (<em>who, whose, whom, which, that</em>) and relative adverbs (<em>where, when, why</em>).</td>
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<tr>
<td></td>
<td><strong>B.</strong> Form and use the progressive (e.g., <em>I was walking; I am walking; I will be walking</em>) verb tenses.</td>
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<th>L.4.2</th>
<th>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</th>
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<td><strong>A.</strong> Use correct capitalization.</td>
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<td></td>
<td><strong>C.</strong> Use a comma before a coordinating conjunction in a compound sentence.</td>
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<td></td>
<td><strong>D.</strong> Spell grade-appropriate words correctly, consulting references as needed.</td>
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<th>L.4.3</th>
<th>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</th>
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<td><strong>A.</strong> Choose words and phrases to convey ideas precisely.</td>
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### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

- **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**
  - Language: Relative Pronouns—p. 135
  - Language: Relative Adverbs—p. 136
  - SEE ALSO Introducing Unit 6/Home Connect—pp. 127–128
  - Unit 6 Common Core Review—pp. 139–140

- **Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**
  - Language: Progressive Forms of Verbs—p. 91
  - SEE ALSO Introducing Unit 4/Home Connect—pp. 83–84
  - Unit 4 Common Core Review—pp. 95–96

- **Unit 10 Research to Build and Present Knowledge: Write a Research Report**
  - Language: Capitalization—p. 224
  - SEE ALSO Introducing Unit 10/Home Connect—pp. 215–216
  - Unit 10 Common Core Review—p. 227

- **Unit 10 Research to Build and Present Knowledge: Write a Research Report**
  - Language: Commas in Compound Sentences—p. 223
  - SEE ALSO Introducing Unit 10/Home Connect—pp. 215–216
  - Unit 10 Common Core Review—p. 227

- **Unit 10 Research to Build and Present Knowledge: Write a Research Report**
  - Language: Spelling—p. 225
  - SEE ALSO Introducing Unit 10/Home Connect—pp. 215–216
  - Unit 10 Common Core Review—p. 227

- **Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**
  - Language: Precise Words and Phrases—p. 92
## Module 3B: Considering Perspectives and Supporting Opinions

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### English Language Arts Standards / Description, Grades 4

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| **L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. | SEE ALSO  
Introducing Unit 4/Home Connect—pp. 9–11  
Unit 4 Common Core Review—pp. 37–38 |
| A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. | **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**  
**Language:** Punctuation for Effect—p. 137  
SEE ALSO  
Introducing Unit 6/Home Connect—pp. 127–128  
Unit 6 Common Core Review—p. 139 |
| C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). | **Unit 8 Text Types and Purposes: Write Opinion Pieces**  
**Language:** Formal and Informal English—p. 184  
SEE ALSO  
Introducing Unit 8/Home Connect—pp. 177–178  
Unit 8 Common Core Review—p. 189 |

| **L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). | **Unit 1 Reading Literature: Key Ideas and Details**  
**Language:** Context Clues—p. 36  
SEE ALSO  
Introducing Unit 4/Home Connect—pp. 9–11  
Unit 4 Common Core Review—pp. 37–38 |

**Performance Task 1**  
**Part 3: Research Simulation** (dictionary entries)—pp. 141, 145–146  
**Unit 10 Research to Build and Present Knowledge: Write a Research Report**  
**Language:** Spelling (look words up in a dictionary)—p. 225  
**Performance Task 2**  
**Part 3: Research Simulation** (dictionary entries)—pp. 259, 263–264  
**Writing Handbook**  
**Step 4 Editing:** Editing Checklist (use a print or online dictionary)—p. 281  
**Glossary**—pp. 284–287  
See also **Consult a dictionary**—pp. 150, 152, 153, 227  
**Words to Know**—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 56, 58, 60, 62, 64, 66, 68, 70, 72, 100, 102, 104, 106, 108, 110, 112, 114, 116, 150, 152, 154, 156, 158, 160, 162, 164, 166, 194, 196, 198, 200, 202, 204, 232, 234, 236, 238, 240, 242, 244, 246, 248  
**Unit 1 Reading Literature: Key Ideas and Details**  
**Language:** Context Clues—p. 36 |

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## Module 3B: Considering Perspectives and Supporting Opinions

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### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADES 4

| Unit 3 Reading Informational Text: Key Ideas and Details  
Language: Affixes—p. 80 |
|---|
| Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts  
Language: Precise Words and Phrases—p. 92 |
| Unit 5 Reading Literature: Craft and Structure  
Determining Word Meaning: “Paul Revere’s Real Ride” (Realistic Fiction)— pp. 100–105  
Language: Figurative Language—p. 124 |
| Unit 7 Reading Informational Text: Craft and Structure  
Determining Word Meanings: “The People of the Longhouse” (Historical Text)— pp. 150–155  
Language: Synonyms and Antonyms—p. 174 |
| Unit 9 Reading Literature: Integration of Knowledge and Ideas  
Language: Idioms, Adages, and Proverbs—p. 212 |
| Unit 11 Reading Informational Text: Integration of Knowledge and Ideas  
Language: Roots—p. 256 |

### Writing Handbook  
**Step 3 Revising:** Revising Checklist: Word Choice—p. 279