

Harrison Township School District

"Where Bright Futures Begin"

Grade: 4
Course: English Language Arts
Theme: Adventures by Land, Air, and Water

Unit #: 5
Trimester: III
Week(s): 25 through 30

Essential Questions

- What makes an adventure?
 - How can we prepare for emergencies?
 - What surprises can happen on an expedition?
 - What does it take to be a hero?
 - What does a person sacrifice to explore the unknown?
 - What are the risks of walking on the moon?



Enduring Understandings

- ✓ In different kinds of emergencies a first aid kit, fire escape, generator, or Pulaski can help.
- ✓ People from ancient civilizations built buildings with stone or adobe, and farmed with simple farming tools.
- ✓ Heroes are rescuers, helpers, protectors, parents, kids, firefighters, teachers, as well as generous, brave, and good.
- ✓ Adapting to harsh climates requires overcoming obstacles, durable clothes and other supplies, preparation, confidence, and the will to succeed.
- ✓ On the moon there is no atmosphere; low gravity, a dusty, cratered surface, and no wind.



Reading Standards

Reading Standards for Literature:

- Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- 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).

Reading Standards for Informational Text:

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 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.
- Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- Explain how an author uses reasons and evidence to support particular points in a text.

Reading Standards – Foundational Skills:

- Know and apply grade-level phonics and word analysis skills in decoding words.
 - 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.
- Read with sufficient accuracy and fluency to support comprehension.
 - Read on-level text with purpose and understanding.
 - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Writing Standards

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - 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.
 - Provide reasons that are supported by facts and details.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use a variety of transitional words and phrases to manage the sequence of events.
 - Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3).

Language Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
 - Form and use prepositional phrases.
 - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
 - Correctly use frequently confused words (e.g., to, too, two; there, their).*
- Demonstrate command of the conventions of standard English Capitalization, punctuation, and spelling when writing.
 - Spell grade-appropriate words correctly, consulting references as needed.
- 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.
 - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - 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.
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- 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).

Speaking and Listening Standards

- 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.
 - 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.
 - Follow agreed-upon rules for discussions and carry out assigned roles.
 - 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.
- Report on a topic or text, tell a story, or recount an experience in an organizational manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.