

Harmony Township Elementary School District



Language Arts and Literacy

Grade 4

Special Standards Embedded (Labeled) throughout:

Asian, Pacific, Islander Standards

Amistad Commission

Climate Change Standards

Diversity, Equity and Inclusion

UNITS	PACING GUIDE	SUPPLEMENTAL TRADE BOOKS
Unit 1 Personal Narratives	20 Instructional Days	<i>Firebird</i> by Misty Copeland, <i>Grandfather Gandhi</i> by Arun Gandhi, <i>Turning Pages: My Life Story</i> by Sonia Sotomayor, <i>Be Brave, Be Brave, Be Brave: A True Story of Fatherhood and Native American Heritage</i> by F. Anthony Falcon, <i>Meet Lydia: A Native Girl from Southeast Alaska (My World: Young Native Americans Today)</i> by Miranda Belarde-Lewis, <i>Malala's Magic Pencil</i> by Malala Yousafzai, <i>Dreamers</i> by Yuyi Morales
Unit 2 Empires in the Middle Ages Part 1 & Part 2	25 Instructional Days	<i>Sundiata: Lion King of Mali</i> by David Wisnewski, <i>Kubla Khan: The Emperor of Everything</i> by Kathleen Krull, <i>The Sad Night: The Story of an Aztec Victory and a Spanish Loss</i> by Sally Schofer Mathews, <i>The Iroquois: The Six Nations Confederacy</i> by Mary L. Englar, <i>Castles: Conquer the World's Most Impressive Castles</i> by DK, <i>Mufaro's Beautiful Daughters</i> by John Steptoe, <i>The Great Voyages of Zheng He</i> by Demi, <i>DK findout! Maya, Incas, and Aztecs</i> by Brian Williams, <i>The Phoenix of Persia</i> by Sally Pomme, <i>Lailah's Lunchbox: A Ramadan Story</i> by Reem Faruq
Unit 3 Poetry	15 Instructional Days	<i>That Is My Dream!: A picture book of Langston Hughes's "Dream Variation"</i> by Langston Hughes and Daniel Miyares, <i>I Am Every Good Thing</i> by Derrick Barnes, <i>One Leaf Rides the Wind</i> by Celeste Davidson Mannis, <i>Confetti: Poems for Children</i> by Pat Mora, <i>Imagine</i> by Juan Felipe Herrera, <i>Thirteen Moons on Turtle's Back: A Native American Year of Moons</i> by Joseph Bruchac, <i>Just Like Me</i> by Vanessa Brantley-Newton
Unit 4 Eureka! Student Inventor	10 Instructional Days	<i>Whoosh!: Lonnie Johnson's Super-Soaking Stream of Inventions</i> by Chris Barton, <i>A Weed Is a Flower: The Life of George Washington Carver</i> by Alike, <i>Iqbal and His Ingenious Idea: How a Science Project Helps One Family and the Planet</i> by Elizabeth Suneby, <i>Ellen Ochoa: Dynamic Space Director</i> by Rebecca Felix, <i>Chester Nez and the Unbreakable Code: A Navajo Code Talker's Story</i> by Joseph Bruchac, <i>A Native American Thought of It: Amazing Inventions and Innovations</i> by Rocky Landon, <i>Stay Curious!: A Brief History of Stephen Hawking</i> by Kathleen Krull
Unit 5 Geology	15 Instructional Days	<i>Grand Canyon</i> by Jason Chin, <i>I'm Trying to Love Rocks</i> by Bethany Barton, <i>The Two Mountains: An</i>

		<i>Aztec Legend</i> by Eric Kimmel, <i>Easter Island: Giant Stone Statues Tell of a Rich and Tragic Past</i> by Caroline Arnold, <i>The Street Beneath My Feet</i> by Charlotte Guillain, <i>Mountain Dance</i> by Thomas Locker, <i>Solving the Puzzle Under the Sea: Marie Tharp Maps the Ocean Floor</i> by Robert Burleigh, <i>Fossil Huntress: Mary Leakey, Paleontologist</i> (Picture Book Biography) by Andi Diehn
Unit 6 Contemporary Fiction	13 Instructional Days	<i>A Father Like That</i> by Charlotte Zolotow, <i>The Season of Styx Malone</i> by Kekla Magoon, <i>Front Desk</i> by Kelly Yang, <i>The Bridge Home</i> by Padma Venkatraman, <i>The Name Jar</i> by Yangsook Choi, <i>Merci Suárez Changes Gears</i> by Meg Medina, <i>Hairs/Pelitos</i> by Sandra Cisneros, <i>When I Was Eight</i> by Christy Jordan-Fenton and Margaret Pokiak-Fenton, <i>The Proudest Blue</i> by Ibtihaj Muhammad
Unit 7 The American Revolution	17 Instructional Days	<i>Phillis Sings Out Freedom: The Story of George Washington and Phillis Wheatley</i> by Ann Malaspina, <i>Mumbet's Declaration of Independence</i> by Gretchen Woelfle, <i>Red Kite, Blue Kite</i> by Ji-li Jiang, <i>Get to Know Bernardo de Gálvez</i> by Guillermo Fesser, <i>American Indians and African Americans of the American Revolution - Through Primary Sources</i> by John Micklos, <i>Stonewall: A Building. An Uprising. A Revolution.</i> by Rob Sanders
Unit 8 <i>Treasure Island</i>	17 Instructional Days	<i>Real Pirates: The Untold Story of the Whydah from Slave Ship to Pirate Ship</i> by Barry Clifford, <i>Pirate Queen: A Story of Zheng Yi Sao</i> by Helaine Becker, <i>Yao Bai and the Egg Pirates</i> by Tim J. Meyers, <i>The Greatest Adventure</i> by Tony Piedra, <i>Encounter</i> by Jane Yolen, <i>The Pirate Tree</i> by Brigita Orel, <i>How to Be a Pirate</i> by Isaac Fitzgerald

ADDITIONAL INSTRUCTIONAL OPPORTUNITIES	PACING GUIDE
<p style="text-align: center;">QUEST: The Contraption</p> <p>The Contraption Quest is an immersive learning experience that uses mystery and narrative to create frequent opportunities to develop and practice writing skills. In each lesson, students create pieces of writing that they can use to interact with the Contraption and solve its puzzles.</p>	13 Instructional Days
<p style="text-align: center;">NOVEL STUDY: <i>The Season of Styx Malone</i> by Kekla Magoon</p>	15 Instructional Days

NOVEL STUDY:
Hello, Universe
by Erin Entrada Kelly

15 Instructional Days

Student Learning

Instructional Materials And Accommodations

Core:

- Amplify CKLA
- Knowledge/Skills

Supplemental:

- Amplify CKLA Writing Studio
- Read Works
- iReady Reading
- Learning AZ

Modifications and Accommodations:

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities

- Think-Pair-Share
- Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

At Risk

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Gifted and Talented

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations

- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

504

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
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- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit 1 Overview: Personal Narratives

Unit 1 Summary:

This unit examines the genre of personal narratives, which consists of works of nonfiction written by a first-person narrator involved in the events being described. Students read five personal narratives, identifying the elements of the genre and, throughout the unit, using these elements in writing a variety of their own personal narratives. These elements include events proceeding in a logical sequence, dialogue that shows character, vivid descriptive language, characters with defining traits, sensory details, figurative language, and writing strong introductions and conclusions. Writing assignments are connected to practicing skills, such as writing dialogue or practicing similes and metaphors, that students will have studied in connection with the narratives they are reading. In addition, over the course of the unit, students will have multiple opportunities to share their writing in safe and supportive sessions with their classmates. The unit also emphasizes planning and revision skills.

Anchor Texts:

“A Good Lie” by Laurel Snyder

Excerpts from *Extraordinary, Ordinary People: A Memoir of Family* by Condoleezza Rice

“How to Eat a Guava” by Esmeralda Santiago

Excerpt from *The Girl From Yamhill* by Beverly Cleary

Excerpt from *Small Steps: The Year I Got Polio* by Peg Kehret

Essential Questions:

What literary elements can enhance a personal narrative?

What is the main theme of a personal narrative?

What details can an author use to show, not tell, and why is it important to do this?

What makes a good conclusion to a story?

How does returning to some element from the beginning of the story contribute to an effective conclusion?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

RI.4.1 RI.4.2 RI.4.5 RI.4.6 W.4.1 W.4.3 W.4.3a W.4.3b W.4.3c W.4.3 W.4.3a W.4.3b W.4.3c W.4.3e W.4.4
W.4.5 W.4.8 W.4.9 SL.4.1 SL.4.1c SL.4.2 SL.4.3 SL.4.4 L.4.2b L.4.3a L.4.5a L.4.6

- **L.3.4**

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Science

- 4-ESS3-1 Over time, people's needs and wants change, as do their demands for new and improved technologies.

Social Studies

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Performance Expectations

- 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.
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 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 dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Provide a conclusion that follows from the narrated experiences or events.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 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.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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.
- 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.
- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Identify the reasons and evidence a speaker provides to support particular points.
- 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.
- Use commas and quotation marks to mark direct speech and quotations from a text.
- Choose words and phrases to convey ideas precisely.
- Explain the meaning of simple similes and metaphors in context.
- 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 and that are basic to a particular topic.

Unit 1 Student Learning Objectives

Overall Learning Outcomes

- Identify features of personal narrative genre
- Identify literary devices in Personal Narratives including similes and metaphors, dialogue, transition words, sensory details, and point of view
- Demonstrate understanding of cause and effect
- Develop proficiency with cursive handwriting

Unit 2 Overview: Empires in the Middle Ages Part 1 and 2

Unit 2 Summary: The Empires in the Middle Ages unit covers the history of both the Middle Ages in Europe and the Islamic Medieval Empires. While the Middle Ages deals primarily with the events of western Europe, and the relationship between the Christian Church and the rulers of the region, the concurrent Islamic Empires in the Middle Ages unit looks at events in another part of the world (particularly in what is now called the Middle East). Separated by the Mid-Unit Assessment, the two topics of study are tied by a common past (the decline of the Roman Empire) and intersecting events such as the Crusades and the movement of knowledge, philosophy, and science from Greek into Arabic into Latin. They are also tied by their impact on the present: it is difficult to understand the modern world without knowing about these two regions and their medieval history. In this unit, students will use a graphic organizer to take notes on information presented, paraphrase information from a text, assess information to form an opinion, and draft a persuasive paragraph. Students will begin to move between components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally.

Anchor Texts:

“The Middle Ages: Knights, Castles, and Chivalry”

“Scholars, Traders, and Warriors: The Rise of an Empire”

Essential Questions:

- What marked the Middle Ages as an important time in history?
- What was the social order of the Middle Ages?
- What factors affected the way of life in the Middle Ages?
- What types of people (lord, serf, freeman, etc.) would decide to become a monk or a nun? Why might they choose to do this?
- How did leadership evolve during the Middle Ages?
- What marked the Middle Ages as an important time in history?
- How did Islam evolve during the Middle Ages?
- How can people solve differences without fighting?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

RL.4.2, RI.4.1, RI.4.3, RI.4.7, RF.4.3, RF.4.3a W.4.1, W.4.1b, W.4.1c, W.4.2, W.4.3, W.4.8, W.4.9 SL.4.1 L.4.1, L.4.2, L.4.2b, L.4.2d, L.4.3, L.4.4, L.4.4b

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Social Studies

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
- **Climate Change**-6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration
- **Climate Change**-6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.

Science

- 5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources, environment, and address **climate change** issues.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). people, goods and ideas

Performance Expectations

- Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 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.
- Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
- 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.
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- 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.

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

Unit 2 Student Learning Objectives

- Demonstrate understanding of key vocabulary
- Write an informative paragraph using details from the text
- Determine importance through note taking
- Write an opinion piece with evidence to support that opinion
- Utilize paraphrasing to create an explanatory paragraph

Unit 3 Overview: Poetry

Unit 3 Summary:

This unit gives students tools and strategies for approaching poetry, training them in the methods and devices poets use and equipping them to read and interpret both formal and free verse poems. It gives them continual opportunities to create poems themselves, allowing them to practice what they have learned. The poems in this unit represent a wide variety of time periods, from Kshemendra's twelfth-century treatise on the responsibilities of poets to the work of living writers such as Harryette Mullen. The poets come from many backgrounds and nations; the poets included are European, Asian, African American, Native American, and Hispanic. The poems themselves are similarly diverse; some employ precise meter and rhyme schemes, while others use free verse. A key aspect of the Poetry unit is encouraging and equipping students to write original poems. This allows for creative and imaginative expression, but it also affords students the opportunity to implement the poetic devices they have learned in the reading components of each lesson. The writing portion of the unit allows students to apply their new poetry knowledge, further solidifying their understanding of the craft of poetry. Throughout this unit, students will practice using the poetic devices exemplified by each poem. They will compose rhymes, similes, and metaphors; use repetition, anaphora, and alliteration; and plan, draft, and revise several original poems inspired by the poems studied in this unit.

Anchor Texts:

“Little Red Riding Hood and the Wolf”

“Ask Aden” & “Wishes”

“My First Memory (of Librarians)”

“Harlem”

From “Why We Play Basketball”

“I Hear America Singing”

From “She Had Some Horses”

“Words Free as Confetti”

“Fog”

“Casey at the Bat”

From “Kavikanthabharana”

“They Were My People”

Additional Texts:

“Paul Revere’s Ride”

“The New Colossus”

Essential Questions:

- What skills can you use to decipher a poem?
- How do you determine the meaning of a poem?
- What is the difference between implicit and explicit meanings? What are some tricks and tools you can use to figure out these meanings?
- What affects the tone of a poem?
- What types of poetic devices can a poet use?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RI.4.1 W.4.1, W.4.3, W.4.4, W.4.5, W.4.8, W.4.9 SL.4.1, SL.4.1b, SL.4.2 L.4.3, L.4.5, L.4.5a, L.4.6

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
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- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.
- Climate Change-1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.
- Climate Change-1.4.5.Cn11a: Identify, respond to and investigate connections to global issues, including climate change and other content areas in a dramatic/theatrical work

Social Studies

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
- 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Performance Expectations

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 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).
- 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).
- 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.
- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 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.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- 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 3 Student Learning Objectives

Overall Learning Outcomes

- Read text with the purpose of identifying details and evidence
- Explore imaginative possibilities of figurative language
- Identify and develop an understanding of poetic devices including rhyme, repetition, alliteration, meter, and tone
- Explore and identify extended metaphors in text
- Write original poems with colorful language and poetic devices

Unit 4 Overview: Eureka! Student Inventor

Unit 4 Summary:

This narrative-driven unit immerses students in close reading adventures, through which they read complex literary and informational texts and consistently demonstrate their ability to effectively use and find information. Over the course of the Quest, students write routinely in opinion, informational, and narrative modes, adjusting style for the task and audience indicated. In this unit, students read a range of informational texts about inventors, inventions, and the process of creation. In addition to close readings, students analyze objects and situations in the world around them, identify problems, create evidence-based solutions, and ultimately become inventors themselves. By routinely writing informational and opinion pieces, students practice research, observation, communication, and persuasion. They also engage in a range of collaborative discussions, sharing ideas and working in teams with defined roles and agreed-upon rules. Students read biographical articles about eight inventors, detailed histories of important inventions, and scientific explanations of simple machines. Comprehension and collaboration skills are developed throughout, as students establish rules for group work and work together on building, reading about, and presenting inventions. Students create oral presentations regarding their inventions and demonstrate how and what they have learned from their peers' presentations.

Anchor Texts:

George Washington Carver
Louis Braille

Essential Questions:

- How can an invention change the world?
- What skills or traits make a good inventor?
- How does “invention breed invention”?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

RI.4.3 W.4.1 W.4.1b W.4.2 W.4.2a W.4.2b W.4.4 W.4.9 W.4.10 SL.4.1 SL.4.1b SL.4.2 SL.4.4

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.

- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Social Studies

- 6.1.2: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

Science

- 4-PS4-3: Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.
- 4-PS3-4 Most scientists and engineers work in teams.
- 4-PS3-1: Use evidence (e.g., measurements, observations, patterns) to construct an explanation.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Performance Expectations

- 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.
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Provide reasons that are supported by facts and details.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 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.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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.

Unit 4 Student Learning Objectives

Overall Learning Outcomes

- Read complex literary and informational text, find evidence, and use it appropriately
- Write in opinion, informational, and narrative modes and adjust style for task and audience

- Develop proficiency in research, observation, communication, and persuasion
- Demonstrate understanding of key vocabulary

Unit 5 Overview: Geology

Unit 5 Summary:

This unit focuses on the composition of the earth and the forces that change Earth's surface. Students will learn the tectonic plate theory in regards to how mountains, volcanoes, and trenches are created on land and under the sea. Information about the rock cycle, weathering, and erosion also explains how the earth is continually changing. This unit explores the relationships between these different geological processes and how they affect the landscape and related environments of the earth. Students will also study geological processes like rock formation, weathering, and erosion in order to understand how the earth changes over time and why it looks the way it does. They review the stages of the writing process, examine and explain similes, draft an informational pamphlet about tsunamis, write an online entry about a specific volcano, and create a descriptive paragraph about a type of rock or item in the rock cycle, incorporating literary devices into their writing pieces.

Anchor Text:

“Geology: The Changing Earth”

Essential Questions:

- What is below the earth's surface?
- What causes geologic phenomena?
- What do tectonic plates have to do with earthquakes?
- How have people explained geologic phenomena in the past?
- What geological features can be found at the ocean floor?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

RL.4.4 RI.4.1 RI.4.2 RI.4.3 RI.4.4 W.4.2 W.4.4 W.4.5 W.4.8 W.4.9 L.4.1 L.4.2 L.4.2d L.4.4 L.4.5

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Social Studies

- 6.1.2: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

Science -Climate Change

- ESS1-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
- LS4-4: Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
- ESS2-2: Obtain and combine information to describe climates in different regions of the world.
- ESS3-1: Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
- ESS3-1: Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- ESS3-2: Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have on humans.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Performance Expectations

- 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).
- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 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).
- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 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.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit 5 Student Learning Objectives

Overall Learning Outcomes

- Ability to reference bolded words in the glossary not directly addressed in lessons.
- Demonstrate understanding of key vocabulary
- Examine and explain similes
- Draft an informational pamphlet, write a wiki entry, and create a descriptive paragraph
- Utilize literary devices including alliteration, personification, and simile

Unit 6 Overview: Contemporary Fiction

Unit 6 Summary: This unit guides students into a deep dive on narrative literature and writing. Students read closely and analyze the text, then practice using literary elements they have explored in each vignette: the use of detailed descriptions, the building of aspiration as a theme, and the contrast between the protagonists’ perceptions and the perceptions of others are explicitly taught and applied throughout the unit. Furthermore, the vignettes from the anchor text serve as a bridge between poetry and the narrative stories that the students are accustomed to; they are short and relatively stand-alone, with imaginative and sometimes abstract use of language. Excerpts from the novel have been carefully selected for the student reader; only chapters that are definitely suitable for 4th graders have been included.

A key writing objective of the unit is teaching students to compose narrative prose. This allows for creative and imaginative expression but also affords the opportunity to implement the skills students have learned in the reading components of the lessons. Throughout this unit, students will practice using literary elements they have explored in each vignette—for example the use of detailed descriptions, the building of aspiration as a theme, and the contrast between the protagonists’ perceptions and the perceptions of others. The unit asks students to compose a multi-chapter narrative; they build their stories throughout several lessons devoted to planning, drafting, and revising their work. In addition, students practice opinion writing using evidence from the text.

Anchor Texts:

Contemporary Fiction

Excerpts from:

“The House on Mango Street”

Essential Questions:

How can a story’s literary elements help readers learn implicit information from the story?

How do you determine a theme of a story?

How can point of view change the meaning of a story?

How can an author show how a character has grown?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

RL.4.1 RL.4.2 RL.4.3 RL.4.6 W.4.1 W.4.3 W.4.3a W.4.3b W.4.3e W.4.5 W.4.9 W.4.10 L.4.1a L.4.5a

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Social Studies

- 6.1.2: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
- Climate Change: 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Performance Expectations

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
- 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).
- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate understanding of word relationships and nuances in word meanings.

Unit 6 Student Learning Objectives

Overall Learning Outcomes

- Reading for details, dialogue, and action
- Inferring character and theme in a text
- Development of Core and Literary Vocabulary
- Develop strength in writing narrative prose
- Demonstrate proficiency in writing an opinion piece backed by clear evidence
- Demonstrate success with literary devices including detailed descriptions, use of theme, and contrasting character perceptions.

Unit 7 Overview: American Revolution

Unit 7 Summary: This unit focuses on the big idea that disagreements about principles of government led colonists in North America to seek independence from Great Britain. The causes, major figures, and consequences of the American Revolution provide a framework for understanding both what caused the thirteen colonies to break away and become an independent nation and what significant ideas and values were at the heart of the American Revolution. In the writing lessons, students will review the stages of the writing process and engage in an extended writing project. Students will enact and record key information from vignettes corresponding to the causes of the American Revolution. These activities will lead to the development of a five-paragraph essay, focusing on cause and effect.

Anchor Texts:

“American Revolution: The Road to Independence”

Additional Texts:

“Points of View”

“Artillery Training”

Essential Questions:

- How can a colony or group of colonies become a country?
- How might conflicts lead to war?
- What are some of the big events that led to discontent in the colonies?
- How can a disadvantage be turned into an advantage?
- How did the Continental Army win the war, even though it was at a disadvantage?
- What role did women have in the Revolutionary War?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

RL.4.3 RL.4.4 RL.4.10 RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.5 RI.4.9 RF.4.3 RF.4.4 W.4.2 W.4.2a W.4.2b
W.4.2c W.4.2d W.4.2e W.4.4 W.4.5 W.4.9 SL.4.1 SL.4.4 L.4.1 L.4.1c L.4.2b L.4.2d L.4.4a L.4.4b L.4.5
L.4.5b L.4.6

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Social Studies

- 6.1.2: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
- 6.1.5.CivicsPD 1: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.3.5.CivicsPD.1 Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.
- 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- Climate Change-6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Performance Expectations

- 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).
- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
- Read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 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.
- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- 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.
- Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- Read with sufficient accuracy and fluency to support comprehension.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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.
- 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.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 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.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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 7 Student Learning Objectives

Overall Learning Outcomes

- Write a five-paragraph compare and contrast essay
- Demonstrate understanding of key vocabulary
- Develop proficiency of subject-verb agreement with both regular and irregular verbs
- Deepen knowledge and understanding of prefixes and suffixes when added to root words

Unit 8 Overview: Treasure Island

Unit 8 Summary:

This unit focuses on the fiction genre through a classic novel, “Treasure Island.” Students will focus on character development, setting, and plot, as well as literary devices, while reading an abridged version of Robert Louis Stevenson’s popular adventure story. Students will read longer works of fiction and trace the development of plot, characters, and literary elements over the course of a novel. In addition, this text allows students the opportunity to examine the adventure story as a unique subgenre of fiction. Students will also be exposed to other relevant aspects of the text, such as geography, pirates, and sailing.

Anchor Text:

“Treasure Island”

Additional Texts:

“The Voyage”

“Blackbeard”

Essential Questions:

- What makes an adventure story excellent?
- How can dialogue help move the plot forward?
- How can you determine if someone is trustworthy or untrustworthy?
- How can metaphors and similes strengthen writing?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators

RL.4.1, RL.4.3, RF.4.3 W.4.3, W.4.3a, W.4.3e, W.4.5, W.4.6 SL.4.1, SL.4.1c L.4.1a, L.4.1c, L.4.2, L.4.2c, L.4.3a, L.4.4b, L.4.4c, L.4.5

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
- Science
- 4-ESS3-1 Over time, people's needs and wants change, as do their demands for new and improved technologies.
- Climate Change-2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

Performance Expectations

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

- Know and apply grade-level phonics and word analysis skills in decoding words.
- 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.
- Provide a conclusion that follows from the narrated experiences or events.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 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.
- Use relative pronouns and modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use a comma before a coordinating conjunction in a compound sentence and choose words and phrases to convey ideas precisely.
- 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.

Unit 8 Student Learning Objectives

Overall Learning Outcomes

- Identify and properly use modal auxiliary verbs, relative pronouns, and coordinating conjunctions
- Demonstrate understanding of key vocabulary
- Trace development of character, setting, plot, and literary devices in a longer work of fiction
- Develop an adventure story using an introduction, problem or conflict, rising action, turning point or climax, and a resolution