

# Mendham Township

## Fourth Grade ELA Curriculum

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## Philosophy

The Mendham Township Elementary School is committed to delivering a comprehensive and structured English Language Arts literacy curriculum for grades K-4. Based on the New Jersey Learning Standards and best practices supported by decades of research on evidence-based practice, MTES strives to close the national reading gap and ensure equity for all students through a content rich curriculum. MTES's knowledge-based content-driven curriculum will promote critical thinking through explicit classroom instruction and innumerable hands-on learning experiences. MTES aims to provide a comprehensive and rigorous educational experience that prepares students for academic success, fosters a love of learning, and equips them with essential skills that will last a lifetime.

## Goals

The MTES English Language Arts content-driven curriculum was developed to support evidence based research within the Science of Reading and Writing. With explicit instruction and promotion of foundational phonics acquisition, students will develop deeper understanding of skills that will promote scaffolding for future learning experiences. The rigorous curriculum is copiously aligned with grade-specific New Jersey State Standards to promote essential life skills, literacy and career readiness.

1. **Multi-Discipline Approach to Learning:** Content areas such as literature, social studies and science are embedded into a culture rich curriculum with cross-over throughout the disciplines.
2. **Culturally Rich Text:** Students will be introduced to diverse cultures throughout various historical periods. Students will be encouraged to explore and discuss important works of art, influential figures, and significant events within diverse cultures.
3. **Scaffolding of Knowledge:** Learning models are designed to comprehensively and continuously build upon each other. This is a knowledge-building approach that allows students to take a deep dive into knowledge learning, comprehension, and application of new skills
4. **Language Arts Skills:** The ELA curriculum is research-based and aligned with the New Jersey State Standards to promote strong reading comprehension, fluency, vocabulary acquisition and writing mastery.
5. **Critical Thinking and Analytical Reasoning:** Automic decision making, problem solving, critical thinking, and analytical reasoning are fostered and supported through this curriculum.

6. Active Collaboration: Students will be fully engaged and work collaboratively throughout all lessons. Continuous practice of sharing ideas, finding one's voice, and positive problem solving - conflict resolution are supported and encouraged. Kinesthetic learning through hands-on experience will create a genuine learning environment.
7. Formative and Summative Assessments: Each lesson embedded throughout the curriculum offers multi-level formative assessments to ensure full comprehension for each learner. Additional supports, enrichments, supplements, and varied reteach approaches will be implemented as needed. In addition to formative evaluations, benchmarks and summative assessments are utilized throughout the year to ensure academic progress and full comprehension of learned experiences.

Mendham Township School District  
ELA Curriculum  
Grade 4

Grade 4 Unit 1 Personal Narratives

Stage 1-Desired Results

Unit 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. Students also take a Beginning-of-Year assessment to evaluate their preparedness for Grade 4 instruction. The unit also contains fourteen lessons of instruction in cursive writing which were also included in Unit 1 of Grade 3.

Unit Goals:

- 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 planning and revision skills
- Develop proficiency with cursive handwriting

Essential Questions:

- How can students use personal narratives to create meaning of their own lives?
- What literary elements can enhance personal narratives?

Enduring Understandings:

- Writers of personal narratives incorporate a variety of literary elements and an intentional point of view into their writing.
- Students can increase their literal comprehension and ability to make text-based inferences through critical and close reading.
- Personal narratives are a genre that students can use to create a sense of meaning out of their life's experiences.

NJSLS:

Lesson 1:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

SL.PE.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.

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

Lesson 2:

RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.

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

Lesson 3:

RI.TS.4.4. 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.

SL.PE.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.

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

Lesson 4:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

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

Lesson 5:

RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.

SL.PI.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.

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

Lesson 6:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

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

Lesson 7:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.TS.4.4. 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.

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

Lesson 8:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

Lesson 9:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

SL.PE.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.

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

Lesson 10:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Lesson 11:

RI.TS.4.4. 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.

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

Lesson 12:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

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

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Lesson 13:

RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.

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

Lesson 14:

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.

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

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning

SL.PEg, revising, and editing.

Lesson 15:

SL.PE.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.

## Stage 2-Assessment

### Assessment:

- Formative - Beginning of the Year Assessment
  - Reading Comprehension Assessment (90 minutes) Activity Pages A.1 and A.2
  - Grammar Assessment (45 minutes) Activity Page A.5
  - Word Reading in Isolation Assessment (on-going) Activity Pages A.2,A.3, and A.4
- Exit ticket, Check for understanding
- Summative Assessment - End of the Unit Assessment
- Benchmark Assessment - DIBELS, STAR Reading

## Stage 3- Learning Plan

### Lesson 1: Introduction to Personal Narratives

#### Primary Focus of the Lesson:

**Writing** - Students write a paragraph about a memory of school.

**Speaking and Listening** - Students define personal narratives.

**Reading** - Students infer information from six-word memories.

**Writing** - Students write six-word memories based on their paragraphs.

#### Formative Assessments

Activity Page 1.1 - A Memory Paragraph

Activity Page 1.2 - Defining Personal Narratives

Activity Page 1.3 - Reading Six-Word Memories

Activity Page 1.4 - Writing Six-Word Memories

#### Core Vocabulary:

personal narrative, fiction, nonfiction, first person

### Lesson 2: Character Traits

#### Primary Focus of the Lesson:

**Reading** - Students describe a main argument and cite evidence from the text to describe character traits.

**Speaking and Listening** - Students identify their peers' opinions and the evidence that supports them.

**Writing** - Students write an opinion paragraph describing what makes a good friend.

#### Formative Assessments:

Activity Page 2.1 - "A Good Lie" Questions

Activity Page 2.2 - Character Traits in a Good Lie

Teacher Resource - Speaking and Listening Observational Checklist

Activity Page 2.4 - A "Good Friend" Paragraph

#### Core Vocabulary

illegal, confiscated, beneficiary, paralyzed, sin, character trait

### Lesson 3: Cause and Effect

#### Primary Focus of the Lesson:

**Reading** - Students explain how and why a character in the text changed.

**Writing** - Using cause and effect structure, students write a paragraph about someone who changed them.

**Speaking and Listening** - Students make predictions based on listening to classmates' narratives.

#### Formative Assessments:

Activity Page 3.1 - Reading for cause and effect

Activity Page 3.3 - Writing about cause and effect

Activity Page 3.4 - Predicting effect

#### Core Vocabulary:

anticipation, unique, implications, sermon, pulpit, feminist, structure

Read Aloud: Extraordinary, Ordinary People: A Memoir of a Family



## **Lesson 4: Sensory Details**

### Primary Focus of the Lesson:

**Speaking and Listening-** Students summarize a text.

**Reading** - Students identify sensory details in a text.

**Writing** - Students write a paragraph using sensory details.

### Formative Assessments:

Activity Page 4.1- Identify and Draw the Action

Activity Page 4.2 - Sensory Details

Activity Page 4.3 - Writing Sensory Detail

### Core Vocabulary:

guava, prickly, embedded, tinge, crevices, edible, laden, enticing

Read Aloud: “When I Was Puerto Rican: How to Eat a Guava”

## **Lesson 5: Cooking Up Memories**

### Primary Focus of the Lesson:

**Reading** - Students describe the events of “When I was Puerto Rican: How to Eat a Guava.”

**Speaking and Listening** - Students present a memory to a partner.

**Writing** - Students outline a sequence of events.

### Formative Assessment:

Activity Page - 5.1 Reading Comprehension

Teacher Resource - Speaking and Listening Checklist

Activity Page - 5.3 Planning

Core Vocabulary: grimace, castor oil, fragrant, tempting

Read Aloud: “How to Eat a Guava”

## **Lesson 6: Dialogue**

### Primary Focus of the Lesson:

**Language** -Students determine the meaning of domain-specific and academic vocabulary; students punctuate dialogue.

**Reading** - Students describe character traits and support their descriptions with quotes from the text.

**Writing** - Students write a narrative that includes dialogue.

### Formative Assessment:

Activity Page 6.1 - New vocabulary

Activity Page 6.2 - Character traits

Activity Page 6.4 - Punctuating dialogue

Activity Page 6.6 - Food narrative

### Core Vocabulary:

pores, scored, forget-me-nots, plow, plunge, striding, chuckled, lugged

Read aloud: “The Farm”

## **Lesson 7: Chronology and Transition Words**

### Primary Focus of the Lesson:

**Reading** - Students refer to a text in explaining what a text says; students describe the chronology of a personal narrative.

**Writing** - Students use transition words in planning a chronological narrative.

### Formative Assessments:

Activity Page 7.1 - “Introduction to Polio”

Activity Page 7.2 - “The Diagnosis” Timeline

Activity Page 7.5 - Transition words in lists of events

### Core Vocabulary:

virus, contagious, vaccine, crippled, homecoming, float, buckled, limp, woozy, spasm, spinal tap, diagnosis

Read aloud: “Small Steps: The Year I Got Polio”

## **Lesson 8: Supporting Sentences**

### Primary Focus of the Lesson:

**Reading** - Students identify details that demonstrate the narrator’s feelings; students compare facts from firsthand and secondhand accounts.

**Writing** - Students complete planning their personal narratives.

### Formative Assessment:

Activity Page 8.2 - Feelings and Emotions in “The Diagnosis”

Activity Page 8.3 - Firsthand and secondhand accounts

Activity Page 8.4 - Narrative details

### Core Vocabulary:

firsthand account, secondhand account

Read Aloud: “The Diagnosis - The Year I got Polio”

## **Lesson 9: Action!**

### Primary Focus of the Lesson:

**Reading** - Students infer character traits from actions.

**Speaking and Listening** - Students listen to one another’s narratives and provide constructive and specific feedback.

**Writing** - Students draft introductions to their personal narratives.

### Formative Assessment:

Activity Page 9.1 - Character traits

Teacher Resources - Speaking and listening observational checklist

Activity Page 9.3 - Writing and introduction

### Read Aloud:

“An Oxygen Tent and a Milkshake”

## **Lesson 10: Similes and Metaphors**

### Primary Focus of the Lesson:

**Language** - Students identify and explain similes and metaphors.  
**Reading** - Students interpret and analyze a simile or a metaphor from the text.  
**Writing** - Students include similes and metaphors in their personal narratives.

Formative Assessment:

Activity Page 10.1 - Introduction to similes and metaphors  
Activity Page 10.2 - Similes and metaphors in “Small Steps”  
Activity Page 10.4 - Writing similes and metaphors

Core Vocabulary: jubilantly, heralded, smile, metaphor

Read Aloud: “Star Patient Surprises Everyone”

**Lesson 11: Using Detail in Writing**

Primary Focus of the Lesson:

**Reading** - Students identify different types of detail and analyze how the text conveys meaning through cause and effect relationships and use of descriptive words.

**Writing** - Students draft the second body paragraph of personal narratives and include an example of cause and effect.

**Language** - Students replace nondescript verbs with vital verbs that show detail and action.

**Formative Assessment:**

Activity Page 11.1 -Diving into textual detail  
Activity Page 11.2 - Writing cause and effect  
Activity Page 11.3 - Vital verbs

Core Vocabulary: diagnosed, respiratory, excruciating, gunnysack

Read Aloud: “Surprise Patient Surprises Everyone”

**Lesson 12: It’s All in the Details**

Primary Focus of the Lesson:

**Reading** - Students identify textual details and use them to read the text closely.

**Writing** - Students revise their personal narrative drafts to incorporate good and varied details.

Formative assessment:

Activity Page 12.1 - All About Accordions  
Activity Page 12.2 - Identify Good Details  
Activity Page 12.3 - Detail Drill

Core vocabulary: n/a

Read Aloud: n/a

**Lesson 13: Conclusions: Finishing Strong**

Primary Focus of the Lesson:

**Reading** - Students learn about strong conclusions and analyze the conclusion of “Small Steps.”

**Writing** - Students compose conclusions for their personal narratives.

Formative assessments:

Activity Page 13.1 - Concluding Thoughts

Activity Page 13.2 - Wrapping it Up

Core vocabulary: n/a

Read Aloud: “Small Steps”

### **Lesson 14: Revising Personal Narratives**

Primary Focus of the Lesson:

**Speaking and Listening** - Students prepare for and conduct interviews from the perspective of the author and a talk show host.

**Writing** - Students offer peer feedback and use feedback to revise their personal narratives.

Formative assessments:

Activity Page 14.2 - What’s in a Name?

Activity Page 14.3 - A Vision for Revision

Core vocabulary: n/a

Read Aloud: n/a

### **Lesson 15: Sharing your Work**

Primary Focus of the Lesson:

**Writing** - Students complete a final polish of their work using a self-evaluation.

**Speaking and Listening** - Students prepare for and conduct interviews about their personal narratives.

Formative assessments:

Activity Page 15.1 - Revision checklist

Teacher Resource - Speaking and listening observational checklist

Core vocabulary: n/a

Read Aloud: n/a

## **Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)**

*\*See CKLA Teachers Guide Supports & Challenge for Unit 1 - Lessons 1-15*

### **Learners Reading and Writing Below Grade Level**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Special Education - in addition to specific items outlined in individual student's IEP plan**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits
- Additional time
- Visually modified materials

### **ELL**

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Gifted and Talented**

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

### **504**

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

## **Integration of 21st Century Skills**

### **Career Readiness, Life Literacies, and Key Skills**

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.2.5.CAP.8: Identify risks that individuals and households face
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

### Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

### 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.

### List of Core Instructional and Supplemental Materials

**Core Materials:**

- Amplify CKLA
- Knowledge/Skills

**Supplemental Materials**

- CKLA Boost Program
- Renaissance Freckle
- EPIC Reading
- Readworks
- RAZ Kids Plus

### Mandates

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

## Grade 4 Knowledge Unit 2: Empires in the Middle Ages Part 1 and 2

### Stage 1-Desired Results

#### Unit Summary:

The Empires in the Middle Ages unit covers the history of both the Middle Ages in Europe and the Islamic Medieval Empires. While part 1 deals primarily with the events of western Europe and the relationship between the Christian Church and the rulers of the region, the concurrent part 2 looks at events in another part of the world (particularly in what is now called the Middle East). Students practice taking notes from informational text, writing an informative, explanatory paragraph, and writing a persuasive paragraph. They describe the functions of and relationship between nouns and adjectives as well as between adverbs and verbs, form and use prepositional phrases, identify parts of speech, correctly use subject and predicate, and correct sentence fragments or run-on sentences by revising them into complete sentences. They practice writing the four different kinds of sentences and using the progressive verb tense. Students work with the prefixes un-, non-, and en-, the root words arch and graph, and the suffix -y.

#### Unit Goals:

- 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

#### 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?
- 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?

#### Enduring Understandings:

- The decline and fall of the Roman Empire led to the Islamic Empire and the western European empire, influenced by the role of the Christian Church.
- The Crusades were religious and political wars fought by both empires to gain control of The Holy Land.
- Advances made in the fields of knowledge, philosophy, and science moved from Greek roots to Arabic to Latin cultures.
- We must understand the past origins of these cultures in order to make sense of our current political climate.

#### NJSLS:

#### Lesson 1:

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

Lesson 2:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills.

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding 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.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

Lesson 3:

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

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

Lesson 4:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

Lesson 5:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SL.PE.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.

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



Lesson 6:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

SL.PE.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.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills.

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding 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.

Lesson 7:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

SL.PE.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.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

Lesson 8:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

SL.PE.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.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

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

Lesson 9:

RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills.

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding 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.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Lesson 10:

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

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

Lesson 11:

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

Lesson 12:

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

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

Lesson 13:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

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

Lesson 14:

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

Lesson 16:

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

Lesson 17:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

Lesson 18:

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

Lesson 19:

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

Lesson 20:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

Lesson 21:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

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

Lesson 22:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Lesson 23:

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

SL.PI.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.

Lesson 24:

RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

## Stage 2-Assessment

### Assessment:

- Formative - Exit ticket, Check for understanding, Activity pages
- Summative Assessment - End of the Unit Assessment
- Benchmark Assessment - DIBELS, STAR Reading (B/M/E)

## Stage 3- Learning Plan

### Lesson 1: The Middle Ages

#### Primary Focus of the Lesson:

**Core Connections** - Students will sequence five events on a timeline spanning BCE and CE to accurately place their discussion of the Middle Ages in the context of time and their background knowledge.

**Reading** - Students will paraphrase information from the Reader to participate in a discussion about the people, events, and important ideas from the Middle Ages.

#### Formative Assessment:

Activity Page 1.1 - Label a Map

#### Core Vocabulary:

brief category, consequence, explanatory, fact, highlight, indicate, informational book or text, informative, link, negative, positive, quotation, reflect, relevant, specific, medieval, transform, empire, seize, loot, infamous, papacy, nobleman

#### Read Aloud:

Chapter 1: “Welcome to the Middle Ages”

### Lesson 2: Lords and Serfs

#### Primary Focus of the Lesson:

**Reading** - Students will refer to details and examples in the text when explaining the relationships between lords and serfs.

**Grammar** - Students will discover the function and relationships of nouns and adjectives by identifying them in sentences.

**Morphology** - Students will use their knowledge of the prefixes un- and non- and root words to read and interpret unfamiliar words.

**Writing** - Students will use a graphic organizer to produce clear and coherent writing that contrasts the life of a serf and that of a lord.

#### Formative Assessment:

Activity Page 2.4 - Nouns and Adjectives

Activity Page 2.5 - un- and non-: Prefixes Meaning “not”

Activity Page 2.6 - Graphic Organizer: Lords and Serfs

#### Core Vocabulary:

lord, lady, privileged, rival, loyal, scythe

Read Aloud:

Chapter 2: “To the Manor Born”

**Lesson 3: Writing an Informative Paragraph about Lords**

Primary Focus of the Lesson:

**Reading** - Students will explain the concept of feudalism as a way of life based on land ownership during the Middle Ages.

**Writing** - Students will draft an informative paragraph about the life of a lord during the Middle Ages that includes a topic sentence, detail sentences, transition words, and a concluding sentence.

Formative Assessment:

Activity Page 2.6 - Accurate Supporting Details

Core Vocabulary:

lord, lady, privileged, rival, loyal, scythe

Read Aloud:

Chapter 2: “To the Manor Born” (Close Reading)

**Lesson 4: Knights and Castles**

Primary Focus of the Lesson:

**Reading** - Students will refer to details and examples in the text when explaining why knights and castles were needed in the Middle Ages.

**Grammar** - Students will form and use prepositional phrases.

**Morphology** - Students will use their knowledge of the prefixes un- and non- and root words to read and interpret unfamiliar words.

**Writing** - Students will use a graphic organizer to produce clear and coherent writing that contrasts the life of a serf and that of a lord.

Formative Assessment:

Activity Page 4.2 - Gloomy Castles and Jousting Knights

Activity Page 4.4 - Practice Nouns and Adjectives

Activity Page 4.5 - Practice Using Prefixes un- and non-

Activity Page 2.6 - Graphic Organizer: Lords and Serfs

Core Vocabulary:

armor, esteemed, influential, title, ransom, aspiring, enclose, siege

Read Aloud:

Chapter 3: “Gloomy Castles and Jousting Knights”

## **Lesson 5: Towns in the Middle Ages**

### Primary Focus of the Lesson:

**Reading** - Students will answer literal and inferential questions about medieval towns, referencing their reader.

**Writing** - Students will draft an informative paragraph about the life of a serf during the Middle Ages that includes a topic sentence, detail sentences, transition words, and a concluding sentence.

### Formative Assessment:

Activity Page 5.2 - Merchants, Markets, and Mud

### Core Vocabulary:

fuel, merchant, emerge, thrive, hustle and bustle, curfew, tavern, apprentice, advise

### Read Aloud:

Chapter 4: “Merchants, Markets, and Mud: Towns in the Middle Ages”

## **Lesson 6: Manors and Towns**

### Primary Focus of the Lesson:

**Reading** - Students will refer to examples from the text of medieval towns changing the way of life in the Middle Ages.

**Grammar** - Students will exhibit understanding of the function of an adverb and its relationship to a verb by identifying the verb that an adverb is describing in a given sentence.

**Morphology** - Students will use their knowledge of morphology and the prefix en- to accurately read and interpret unknown words.

### Formative Assessment:

Activity Page 6.1 - Life During the Middle Ages T-Chart (Towns vs. Manors)

Activity Page 6.2 - Making Adverbs with the Suffix -ly

Activity Page 6.3 - en-: Prefix Meaning “to make”

### Core Vocabulary:

fuel, merchant, emerge, thrive, hustle and bustle, curfew, tavern, apprentice, advise

### Read Aloud:

Chapter 4: “Merchants, Markets, and Mud: Towns in the Middle Ages”

## **Lesson 7: The Power of the Church in the Middle Ages**

### Primary Focus of the Lesson:

**Reading** - Students will refer to examples from the text when discussing the influence of the church on the daily lives of people in medieval Europe.

**Writing** - Students will use a graphic organizer to produce clear and coherent writing that compares the lives of medieval knights, craftsmen, monks, and nuns.

Formative Assessment:

Activity Page 7.2 - Graphic Organizer: Knights, Craftsmen, Monks, and Nuns

Core Vocabulary:

summon, anchored, fast, rose window, spire, devote, exquisite, destined, humble, sacred

Read Aloud:

Chapter 5: “The Power of the Church”

**Lesson 8: Positive Aspects of Life in the Middle Ages**

Primary Focus of the Lesson:

**Reading** - Students will participate in a small group discussion of “The Power of the Church” and cite evidence from the text.

**Writing** - Students will collect facts from the text that support their opinions and include them in a graphic organizer.

Formative Assessment:

Activity Page 8.1 - Graphic Organizer: Pros of Knights, Craftsmen, Monks, and Nuns

Core Vocabulary:

summon, anchored, fast, rose window, spire, devote, exquisite, destined, humble, sacred

Read Aloud:

Chapter 5: “The Power of the Church” (Close Reading)

**Lesson 9: The Battle That Changed History**

Primary Focus of the Lesson:

**Reading** - Students will use textual evidence during the chapter discussion to support the author’s claim that the Battle of Hastings changed history.

**Grammar** - Students distinguish the need for an adjective or an adverb to modify another part of speech in a given sentence.

**Morphology** - Students will use their knowledge of morphology and the prefix en- to accurately read and interpret unknown words.

**Spelling** - Students will use each of their spelling words in a sentence that demonstrates their understanding of the word’s meaning.

Formative Assessment:

Activity Page 9.2 - Use Adjectives and Adverbs Correctly

Activity Page 9.3 - Prefix en-

Activity Page 9.4 - Practice Spelling Words

Core Vocabulary:

determination, penetrate, tactic, retreat, pursue, draw, resistance, mass, commission



Read Aloud:

Chapter 6: “1066: The Battle that Changed History”

**Lesson 10: Persuasive Paragraph**

Primary Focus of the Lesson:

**Language** - Students will demonstrate their knowledge of the correct spelling of targeted words.

**Reading** - Students will answer a series of questions about the Battle of Hastings using direct quotations from the text to support their answers.

**Writing** - Students will plan a persuasive paragraph by stating their opinion and supporting it with facts from the text.

Formative Assessment:

Activity Page 10.1 - Spelling Assessment

Activity Page 10.2 - 1066: The Battle that Changed History

Activity Page 10.3 - Persuasive Paragraph Planning

Core Vocabulary:

determination, penetrate, tactic, retreat, pursue, draw, resistance, mass, commission

Read Aloud:

Chapter 6: “1066: The Battle that Changed History”

**Lesson 11: Introduction to King Henry II**

Primary Focus of the Lesson:

**Reading** - Students will use examples from the text when discussing the effect of King Henry II had on England.

**Grammar** - Students will correctly identify the subject and predicate in sentences.

**Morphology** - Students will identify the meaning of words with the root *arch* and use these words correctly in sentences.

**Spelling** - Students will practice spelling targeted words.

Formative Assessment:

Activity Page 11.2 - Subjects and Predicates

Activity Page 11.3 - Root: arch

Core Vocabulary:

acquire, mercilessly, treason, innocent, restore, reign, appoint, sulk, assassination, pilgrim

Read Aloud:

Chapter 7: “Henry II and Law and Order”

## Lesson 12: Two Views on King Henry II

### Primary Focus of the Lesson:

**Reading** - Students will evaluate the most positive and most negative actions King Henry II took while in power, using information from the text to analyze what happened and why.

**Writing** - Students will be able to paraphrase facts from the text that support their opinions in their own words.

### Formative Assessment:

Activity Page 10.3 - Persuasive Paragraph Planning

### Core Vocabulary:

acquire, mercilessly, treason, innocent, restore, reign, appoint, sulk, assassination, pilgrim

### Read Aloud:

Chapter 7: “Henry II and Law and Order” (Close Reading)

## Lesson 13: Magna Carta

### Primary Focus of the Lesson:

**Reading** - Students will evaluate the importance of Magna Carta based on information from the text.

**Writing** - Students will draft and edit a persuasive paragraph about lords and serfs.

### Formative Assessment:

Activity Page 13.2 - Draft a Persuasive Paragraph

Activity Page 13.4 - Editing Checklist

### Core Vocabulary:

succeed, ancestral, unsettling, inevitable, consult, humiliation, ballad

### Read Aloud:

Chapter 8: “The Wayward King: King John and Magna Carta”

## Lesson 14: A Changing World

### Primary Focus of the Lesson:

**Reading** - Students will use their knowledge of cause and effect to identify the impact of developments or events from the Middle Ages on our lives today.

**Grammar** - Students will identify parts of speech, subjects, and predicates in sentences.

**Morphology** - Students will select the correct word with the root *arch* to best complete a given sentence.

**Spelling** - Students will practice spelling targeted words and use them in sentences.

### Formative Assessment:

Activity Page 14.2 - Graphic Organizer: Impact of the Middle Ages

Activity Page 14.3 - Practice Parts of Speech, Subjects, and Predicates

Activity Page 14.4 - Root: *arch* Practice

Activity Page 14.5 - Spelling Practice

Core Vocabulary:

encounter, truce, negotiation, might, indeed, pestilence, perish, multitude, unravel

Read Aloud:

Chapter 9: “A Changing World”

**Lesson 15: Mid-Unit Assessment**

Primary Focus of the Lesson:

Assess Mid-Unit

- Spelling Assessment - Activity Page 15.1 (15 minutes)
- Unit Reading Assessment - Activity Page 15.2 (75 minutes)

**Lesson 16: Introduction to the Islamic Empire**

Primary Focus of the Lesson:

**Core Connections** - Students will place the major events of this time period on a timeline and map.

**Reading** - Students will answer factual questions about the information in Chapter 10 of the Reader.

Formative Assessment:

Activity Page 16.1 -Label a Map

Activity Page 16.2 - Questions for Reading

Core Vocabulary:

emerged, dominated, caravans, merchants, diverse, monotheistic, arid, shrine, domestication, conquests

Read Aloud:

Chapter 10: “Arabia” and “Camels”

**Lesson 17: The Birth of a New Religion**

Primary Focus of the Lesson:

**Reading** - Students will answer inferential and comparison questions about Muhammad’s early life.

**Grammar** - Students will identify and correct sentence fragments.

**Morphology** - Students will correctly use the prefixes un-, non-, and en-, given the context of a sentence.

**Writing** - Students will scan the text to find quotes about a particular topic.

Formative Assessment:

Activity Page 17.1 - Questions on Muhammad Reading

Activity Page 17.2 - First-Person Caravan Journal Entry

Activity Page 17.3 - Sentence Fragments

Activity Page 17.4 - un-/non- Practice  
Activity Page 17.5 - en- Practice  
Activity Page 17.6 - Lands and Empires Graphic Organizer

Core Vocabulary:

inauspicious, Bedouins, predators, plummet, oral, bustling, wares, vulnerable, scorching, raiders, humble, reputation, integrity

Read Aloud:

Chapter 11: “The Birth of a New Religion”

**Lesson 18: Muhammad’s Early Life**

Primary Focus of the Lesson:

**Reading** - Students will sequence events related to the spread of Islam throughout Muhammad’s Life.

**Writing** - Students will paraphrase information from the text.

Formative Assessment:

Activity Page 18.1 - Map Activity  
Activity Page 18.2 - Sequencing Events  
Activity Page 18.3 - Muhammad’s Childhood

Core Vocabulary:

solitude, recitation, scribes, compiled, pilgrimage, preaching, revelations, blasphemy, persecution, bleak, arbiter, tactics, acknowledge, pardoned, humiliated, authority, sermon, odil, mosque, ambiguity, discord

Read Aloud:

Chapter 11: “The Birth of a New Religion”

**Lesson 19: Battle of Yarmouk**

Primary Focus of the Lesson:

**Reading** - Students will present annotated diagrams of the Battle of Yarmouk.

**Grammar** - Students will generate a sentence for each of the four types (interrogative, exclamatory, declarative, and imperative)

**Morphology** - Students will use words with the root *graph* accurately in sentences.

**Spelling** - Students will pronounce and practice using spelling words in sentences.

Formative Assessment:

Activity Page 19.1 - Annotate the Diagram  
Activity Page 19.2 - The Four Sentence Types  
Activity Page 19.3 - *Graph* Practice  
Activity Page 19.4 - Spelling Practice  
Activity Page 19.5 - Using Spelling Words in Sentences

Core Vocabulary:

ploy, overwhelmed, thwarted, retired, fray, havoc, blow, outwitted, three-pronged, maneuver, self-loathing, courier, truce, autobiography, autograph, bibliography, biography, calligraphy, cartography, choreograph, graph, graphic, paragraph, phonograph, photograph, telegraph

Read Aloud:

Chapter 12 - “The Battle of Yarmouk” and “Day 1” and “Day 2”

**Lesson 20: A Civil War**

Primary Focus of the Lesson:

**Reading** - Students will answer factual and inferential questions about the two major branches of Islam using evidence from the text.

**Writing** - Students will collect details to plan their historical fiction pieces after reviewing elements of a story.

Formative Assessment:

- Activity Page 20.1 - Caliph Review
- Activity Page 20.2 - Reading Reflection
- Activity Page 20.3 - Story Elements
- Activity Page 20.4 - Details from Text
- Activity Page 20.5 - Historical Fiction Organizer

Core Vocabulary:

nepotistic, opposition, traumatic, garrison town, schism, resounded, consensus

Read Aloud:

Chapter 13: “The Civil War”

**Lesson 21: Writing Historical Fiction**

Primary Focus of the Lesson:

**Reading** - Students will answer factual questions about the Umayyad dynasty using evidence from the text.

**Writing** - Students will draft a work of historical fiction using the elements of a story.

Formative Assessment:

- Activity Page 21.1 - Reading Reflection
- Activity Page 21.2 - Reading Reflection Continued
- Activity Page 21.3 - Historical Fiction Writing Tips
- Activity Page 21.4 - Historical Fiction Draft

Core Vocabulary:

discontented, massacre, martyrdom, triumphant, unity, sacred, potent, plausible, milestones, architectural, masterpieces, ascended, modifications, arches, alternately, interior, distinctive, countless

Read Aloud:

Chapter 13: “The Civil War”

**Lesson 22: The Classical Age**

Primary Focus of the Lesson:

**Reading** - Students will identify and discuss important features of classical Islamic architecture using details from the text

**Grammar** - Students will form and use the progressive verb tense

**Morphology** - Students will use words with the root *graph* accurately in sentences.

**Spelling** - Students will correctly use their academic vocabulary words in sentences that demonstrate their understanding of the context.

Formative Assessment:

Activity Page 22.1 - Sentence Types

Activity Page 22.2 - Root *graph*

Activity Page 22.3 - Spelling Words

Core Vocabulary:

descended, prosperous, flourished, courtyards, subtly, storehouses, manuscripts, geometric, imposing, graceful, inspired, awe, inscribed, interlocked, infinite, expanse, elaborate, tranquility, intertwined, spiral

Read Aloud:

Chapter 14: “The Classical Age”

**Lesson 23: The Crusades**

Primary Focus of the Lesson:

**Language** - Students will demonstrate ability to spell targeted words correctly.

**Reading** - Students will answer factual and inferential questions about the Crusades.

**Writing** - Students will present their historical fiction stories and provide feedback to peers based on the elements of a story.

Formative Assessment:

Activity Page 23.1 - Spelling Assessment

Activity Page 23.2 - Reading Reflection

Core Vocabulary:

rousing, access jockeying, waned, figurehead, renowned, fractured, rampage, barracks, intensively, elite, valiant, finance, bewildered, beset, agitated, pageboys, chivalry

Read Aloud:

Chapter 15: “The Crusades”

## **Lesson 24: Features of a Fable**

### Primary Focus of the Lesson:

**Reading** - Students will generate fables with morals after learning about the features of a fable.

**Grammar** - Students will identify parts of speech, correct sentence fragments and run-on sentences, and write each of the four sentence types.

**Morphology** - Students will use the suffix -y to change nouns into adjectives and use them in sentences, and write each of the four sentence types. Students will practice using words accurately in sentences.

### Formative Assessment:

Activity Page 24.1 - Features of a Fable

Activity Page 24.2 - Morals of a Fable

Activity Page 24.3 - Suffix Practice

Activity Page 24.4 - Prefixes and Roots

### Core Vocabulary:

personification, cunning, drab, stalking, lazing, cultivate, air, scuttled, offense, pondered

### Read Aloud:

Chapter 16: “The Crane and the Crab”

## **Lesson 25: End of Unit Assessment**

### Primary Focus of the Lesson:

Assess Unit 2: “Empires in the Middle Ages” (90 minutes) - Activity pages 25.1, PP.1 - PP.9

## **Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)**

*\*See CKLA Teachers Guide Supports & Challenge for Unit 1 - Lessons 1-15*

### **Learners Reading and Writing Below Grade Level**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Special Education - in addition to specific items outlined in individual student's IEP plan**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits
- Additional time
- Visually modified materials

### **ELL**

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Gifted and Talented**

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

### **504**

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

## **Integration of 21st Century Skills**

### **Career Readiness, Life Literacies, and Key Skills**

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process



- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.2.5.CAP.8: Identify risks that individuals and households face
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

### **Integration of Technology Skills**

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

### **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.
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict
- 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.
- 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.
- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- 6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.

- 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system
- 6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system
- 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
- 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

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.

**List of Core Instructional and Supplemental Materials**

**Core Materials:**

- Amplify CKLA
- Knowledge/Skills

**Supplemental Materials**

- CKLA Boost Program
- Renaissance Freckle
- EPIC Reading
- Readworks
- RAZ Kids Plus

**Mandates**

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

## Grade 4 Knowledge Unit 3: Poetry

### Stage 1-Desired Results

#### Unit 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.

#### Unit Goals:

- 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

#### Essential Questions:

- How are poetic devices used to create a poem?
- How does a reader interpret the poet's message?
- How does figurative language come alive in poetry?

#### Enduring Understandings:

- This unit prepares students for complex texts, vocabulary, and form they will encounter in Grade 5.
- Poetry need not be bound by formal constraints, but can be a free form, creative, imaginative vehicle for expression.
- Poetry has been around for centuries, and it is a timeless, distinctive craft.

#### NJSLS:

#### Lesson 1:

SL.PE.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.

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RL.TS.4.4. 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.

Lesson 2:

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Lesson 3:

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

RI.PP.4.5. Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Lesson 4:

RL.TS.4.4. 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.

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Lesson 5:

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

Lesson 6:

SL.PE.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.

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

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

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

Lesson 7:

SL.PE.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.

SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

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

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

Lesson 8:

SL.PE.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.

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Lesson 9:

SL.PE.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.

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Lesson 10:

RL.TS.4.4. 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.

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Lesson 11:

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RL.TS.4.4. 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.

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Lesson 12:

SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.

RL.TS.4.4. 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.

Lesson 13:

RL.TS.4.4. 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.

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

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

## Lesson 14:

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.

RL.TS.4.4. 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.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

### Stage 2-Assessment

#### Assessment:

- Formative - Exit ticket, Check for understanding
- Summative Assessment - End of Unit Assessment
- Benchmark Assessment - DIBELS, STAR Reading (B/M/E)

### Stage 3- Learning Plan

#### Lesson 1: "Little Red Riding Hood and the Wolf"

##### Primary Focus of the Lesson:

**Speaking and Listening** - Students discuss the plot of "Little Red Riding Hood and the Wolf" in small groups and as a class.

**Reading** - Students identify textual evidence and determine the implicit and explicit meaning of "Little Red Riding Hood and the Wolf."

**Language** - Students identify stanza, stanza break, line, and rhyme within "Little Red Riding Hood and the Wolf."

##### Formative Assessment:

Teacher Resource - Speaking and Listening Checklist

Activity Page 1.1 - Reflection and Inference

Activity Page 1.2 - Poetic Devices

##### Core Vocabulary:

caviar, decent, leer, dialogue, excerpt, infer, line, stanza, stanza break.

##### Read Aloud:

Roald Dahl's "Little Red Riding Hood and the Wolf"



## Lesson 2: “Ask Aden” & “Wishes”

### Primary Focus of the Lesson:

**Reading** - Students will identify textual evidence to determine the implicit and explicit meaning of Harryette Mullen’s “Ask Aden” and Norman Ault’s “Wishes.”

**Language** - Students will define the terms repetition and alliteration and create original work using alliteration.

**Writing** - Students will compose questions and assemble them into an original poem.

### Formative Assessment:

Activity Page 2.1 - Reading “Ask Aden” and alliteration (answer questions)

Activity Page 2.1 - Reading “Ask Aden” and alliteration (write questions)

Activity Page 2.2 - Reading “Wishes”

Activity Page 2.3 - Writing questions and answer poems

### Core Vocabulary:

aardvark, crave, lack, newt, steed, alliteration, dedication, repetition, slant rhyme

### Read Aloud:

“Ask Aden” and “Wishes”

## Lesson 3: “My First Memory”

### Primary Focus of the Lesson:

**Reading** - Students will identify different points of view, then apply their knowledge while closely reading Giovanni’s poem, paying particular attention to textual detail.

**Writing** - Students will record information about one of their own experiences and plan a memory poem that includes sensory detail and rich description.

### Formative Assessment:

Activity Page 3.2 - Point of View

Activity Page 3.4 - Visualizing Detail

Activity Page 3.5 - Planning Memory Poems

### Core Vocabulary:

Anticipation, banker’s lights, card catalogue, foyer, preside, quilt rack, content, form, free verse

### Read Aloud:

“My First Memory”

## Lesson 4: “Harlem” Lesson 1 of 2

### Primary Focus of the Lesson:

**Reading** - Students will discuss Langston Hughes’s “Harlem” with particular emphasis on interpreting the poem’s many similes.

**Writing** - Students will compose original, simile-rich poems in response to the question, “What happens when your teeth aren’t brushed?”

Formative Assessment:

Activity Page 4.1 - Figurative Language in Poetry - identify examples

Activity Page 4.2 - Interpreting Similes in “Harlem”

Activity Page 4.3 - What Happens when your teeth aren’t brushed?” Write original poems with similes

Core Vocabulary:

defer, fester, renaissance, figurative language, literal meaning, metaphor, simile

Read Aloud:

“Harlem”

**Lesson 5: “Harlem” Lesson 2 of 2**

Primary Focus of the Lesson:

**Language** - Students identify and define examples of figurative language.

**Reading** - Students use details from Langston Hughes’s biographical note to answer questions about the author.

**Speaking and Listening** - Students paraphrase information from a video and use it to answer questions about the Harlem Renaissance.

**Reading** - Students use historical and cultural context to answer inferential questions about “Harlem.”

**Writing** - Students use teacher feedback and prompts to plan revisions of their work on memory poems.

Formative Assessment:

Activity Page 5.1 - Reviewing Figurative Language

Activity Page 5.2 - Biography read and reflect

Activity Page 5.3 - Harlem Renaissance - video - answer questions

Activity Page 5.4 - Hughes and Harlem - craft interpretation

Activity Page 5.5 - Developing Memory Poems

Core Vocabulary:

defer, fester, renaissance, figurative language, literal meaning, metaphor, simile

Read Aloud:

“Harlem”

**Lesson 6: “Why We Play Basketball”**

Primary Focus of the Lesson:

**Speaking and Listening** - Students will learn about tone and practice speaking in tones that match different audiences and occasions.

**Reading** - Students will use details from a text to infer its tone and meaning; they will also describe how repetition affects a speaker’s tone.

**Writing** - Students will draft a memory poem, compiling specific important details, organizing information, and selecting a method of repetition to emphasize tone.

Formative Assessment:

Teacher Resource: Speaking and Listening Checklist

Activity Page 6.2 - Close Reading

Activity Page 6.3 - Drafting Memory Poems

Core Vocabulary:

hopeless, line break, tone

Read Aloud:

“Why We Play Basketball?”

**Lesson 7: “I Hear America Singing”**

Primary Focus of the Lesson:

**Speaking and Listening** - Students will read their original poems aloud to a peer and give feedback.

**Reading** - Students will identify how Whitman characterizes America and make inferences about what Whitman most values about the nation.

**Writing** - Students will compose original “I Hear My School Singing” poems, using a number of different episodes throughout the school day to present a varied portrait of their academic environment.

Formative Assessment:

Teacher Resource - Speaking and listening checklist

Activity Page 7.1 - Providing Feedback

Activity Page 7.2 - Understanding Metaphors

Activity Page 7.3 - Planning

Activity Page 7.4 - “I Hear My School Singing” draft poem

Core Vocabulary:

beam, blithe, intermission, mason, melodious, robust, varied

Read Aloud:

“I Hear America Singing”

**Lesson 8: “She Had Some Horses” Lesson 1 of 2**

Primary Focus of the Lesson:

**Speaking and Listening** - Students will read passages from Joy Harjo’s “She Had Some Horses,” following their assigned roles when speaking in and to groups.

**Reading** - Students will define anaphora and metaphor, identify them in a poem, and explain the meaning of examples of figurative language in the poem.

Formative Assessment:

Teacher Resource - Speaking and Listening Checklist  
Activity Page 8.1 - Interpreting Metaphor

Core Vocabulary:

stall, waltz, anaphora

Read Aloud:

“She Had Some Horses”

**Lesson 9: “She Had Some Horses” Lesson 2 of 2**

Primary Focus of the Lesson:

**Speaking and Listening** - Students will read passages from Joy Harjo’s “She Had Some Horses,” following their assigned roles when speaking in and to groups.

**Reading** - Students will use textual detail as evidence for inferences about the poem’s meaning.

**Writing** - Students will plan and draft original poems that use anaphora to describe a character’s many components or attributes.

Formative Assessment:

Teacher Resource - Speaking and Listening Checklist  
Activity Page 9.1 - Figurative Language Actions  
Activity Page 9.2 - Planning Anaphora Poems  
Activity Page 9.3 - Drafting Anaphora Poems

Core Vocabulary:

stall, waltz, anaphora

Read Aloud:

“She Had Some Horses”

**Lesson 10: “Words Free as Confetti”**

Primary Focus of the Lesson:

Reading - Students will identify and create examples of alliteration; they will also identify and explain the many similes in “Words Free as Confetti.”

Formative Assessment:

Activity Page 10.1 - Write alliterative lines  
Activity Page 10.2 - Interpreting Similes  
Activity Page 10.3 - Writing with all five senses

Core Vocabulary:

plume

Read Aloud:

“Words Free as Confetti”

**Lesson 11: “Fog”**

Primary Focus of the Lesson:

**Reading** - Students identify an extended metaphor and explain its various details.

**Writing** - Students construct original poems containing their own extended metaphors comparing the weather to an animal.

Formative Assessment:

Activity Page 11.1 - Reading extended metaphors

Activity Page 11.2 - Writing poems with extended metaphors

Core Vocabulary:

extended metaphor

Read Aloud:

“Fog”

**Lesson 12: “Casey at the Bat” Lesson 1 of 2**

Primary Focus of the Lesson:

**Listening** - Students will demonstrate active listening by answering questions about the poem they heard.

**Reading** - Students will summarize the text, identify poetic devices, and explain the effectiveness of those devices in the context of the poem “Casey at the Bat.”

Formative Assessment:

Activity Page 12.1 - Answer questions about “Casey at the Bat”

Activity Page 12.2 - Summarizing a stanza

Activity Page 12.3 - Poetic Devices - identify poetic devices

Core Vocabulary:

defiance, ease, fraud, lusty, melancholy, multitude, patrons, stern, stricken, visage, hyperbole, quatrain

Read Aloud:

“Casey at the Bat”

**Lesson 13: “Casey at the Bat” Lesson 2 of 2**

Primary Focus of the Lesson:

**Reading** - Students examine elements of the poem and define how the poem differs from a short story.

**Writing** - Students write original narrative poems, using poetic devices to engage readers.

Formative Assessment:

Activity Page 13.1 - Poetic Structure - identify and define

Activity Page 13.2 - Planning - Narrative Poems

Activity Page 13.3 - Drafting - Narrative Poems

Core Vocabulary:

defiance, ease, fraud, lusty, melancholy, multitude, patrons, stern, stricken, visage, hyperbole, quatrain

Read Aloud:

“Casey at the Bat”

**Lesson 14: From Kavikanthabharana**

Primary Focus of the Lesson:

**Reading** - Students describe the responsibilities of a poet and identify the tools used by successful poets.

**Writing** - Students write original advice poems for new readers of poetry.

Formative Assessment:

Activity Page 14.1 - Interpreting a Passage

Activity Page 14.2 - Ideas for Poets

Activity Page 14.3 - Writing Advice Poems

Core Vocabulary:

n/a

Read Aloud:

From Kavikanthabharana

**Lesson 15: Unit Assessment**

Primary Focus of the Lesson:

Assess Unit 3 Poetry: “They Were My People”

Reading assessment (30 minutes)

- Read a poem and answer questions
- Compose own poem and defend choices writers made

Writing assessment (60 minutes)

- Respond to prompt

## **Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)**

*\*See CKLA Teachers Guide Supports & Challenge for Unit 1 - Lessons 1-15*

### **Learners Reading and Writing Below Grade Level**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Special Education - in addition to specific items outlined in individual student's IEP plan**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits
- Additional time
- Visually modified materials

### **ELL**

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Gifted and Talented**

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

### **504**

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

## **Integration of 21st Century Skills**

### **Career Readiness, Life Literacies, and Key Skills**

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.2.5.CAP.8: Identify risks that individuals and households face
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

### **Integration of Technology Skills**

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

### **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.

### **List of Core Instructional and Supplemental Materials**

#### **Core Materials:**

- Amplify CKLA
- Knowledge/Skills

#### **Supplemental Materials**

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### **Mandates**

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.



## Grade 4 Knowledge Unit 4: Eureka! Student Inventor

### Stage 1-Desired Results

#### Summary:

Eureka! Student Inventor Quest, a narrative-driven unit that immerses students in close reading adventures. Through them, students read complex literary and informational texts and consistently demonstrate their ability to find evidence and use it appropriately. Over the course of the Quest, students write routinely in opinion, informational, and narrative modes, adjusting style for the task and audience indicated. In Eureka! Student Inventor, 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 make oral presentations about their inventions and demonstrate how and what they have learned from their peers' presentations. Audio and video components, as well as teacher-read texts, give students opportunities to practice active listening.

#### Unit Goals:

- 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

#### Essential Questions:

- How can an invention change the world?
- Why do solutions need to be evidence based?
- Why is collaboration essential to invention?
- How is “invention breeds invention” interpreted?

#### Enduring Understandings:

- Inventors go through a variety of steps in the creative process, oftentimes resulting in an invention.
- The creative process involves identifying problems and creating evidence-based solutions.
- Inventors, and students playing the role of inventor, engage in collaborative discussions, share ideas, and often work in partnerships and teams.

#### NJSLS:

#### Episode 1:

SL.PE.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.

RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning

RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

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

Episode 2:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

Episode 3:

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

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

SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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

Episode 4:

L.PI.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.

SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

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

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

Episode 5:

RI.TS.4.4. 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.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

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

Episode 6:

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

SL.PE.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.

Episode 7:

SL.PE.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.

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

Episode 8:

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.4.

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

SL.PE.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.

## Episode 9:

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

SL.PE.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.

SL.PI.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.

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

## Episode 10:

SL.PI.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.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

## Stage 2-Assessment

### Assessment:

- Formative - Exit ticket, Check for understanding, Activity pages
- Summative Assessment - End of the Unit Assessment
- Benchmark Assessment - DIBELS, STAR Reading (B/M/E)

## Stage 3- Learning Plan

### Lesson 1: Welcome to Eureka! - Collaboration

#### Primary Focus of the Lesson:

**Speaking and Listening** - Students will be able to discuss and practice collaboration following agreed-upon rules and maintaining assigned roles.

**Reading** - Students will integrate ideas from two texts and speak knowledgeable on the best practice of collaboration.

**Writing** - Students will write clearly about their own collaboration experience, supporting their opinions with facts and details.

#### Formative Assessment:

Activity Page 1.2 - Collaboration building challenge

Activity Page 1.4 - Letter to Jacques

#### Core Vocabulary:

producers

Read Aloud:

“Learn from Last Season” - readers theater style reading  
A Note from Thomas Edison  
A Note from Jacques Cousteau

**Lesson 2: Those Fascinating Judges - Research**

Primary Focus of the Lesson:

**Reading** - Students will complete close reads of several inventor biographies and will be able to summarize, refer to details, and draw inferences from these texts.

**Writing** - Students will draw evidence from inventor biographies to support their own research.

Formative Assessment:

Inventor Cards - Challenge 1 of 2

Core Vocabulary:

agricultural, aquatic, arguably, avid, botanist, botany, crop rotation, deliberately, deter, fertile, financiers, frequency, greasy spoons, humble, indifference, inventory, irk, irritation, malfunctioning, marketing, optimistic, patent, phonograph, player piano, prestigious, producers, profit, rehabilitation, self-sufficient, sharecroppers, spearhead, synchronized, take root, telegraph

Read Aloud:

Note for George Washington Carver  
Thomas Edison Biography  
Jacques Cousteau  
George Washington Carver  
Hedy Lamarr & Ruth Wakefield

**Lesson 3: Lovin’ the Light Bulb - Research / Introduction to Pitching**

Primary Focus of the Lesson:

**Reading** - Students will read complex information texts about major inventions and discuss their development and impact.

**Writing** - Students will write an opinion piece about the importance of the light bulb, providing evidence to support their argument.

**Speaking and Listening** - Students will recognize and summarize best practices for making an oral presentation, and analyze sample presentations.

**Language** - Students will acquire domain-specific vocabulary associated with the major inventions they are researching.

Formative Assessment:

Activity Page 3.2 - Research Wedge Challenge  
Activity Page 3.3 - Edison Invention Evidence

Core Vocabulary:

airborne, charred, diaphragm, dim, drawbacks, ecosystems, English Channel, evaporate, illumination, inspire, intricate, isolated, parchment, pendulum, potential, sundial, telegraph, tinker, transmitter, vaccines.

Read Aloud:

The Lightbulb  
Paper  
The Airplane  
The Clock  
The Microscope  
The Radio  
The Telephone  
Hedy Lamarr's Rules for Pitching

**Lesson 4: Speaking with Style - Pitching**

Primary Focus of the Lesson:

**Speaking and Listening** - Students will use their research to create an oral pitch for their lab's invention, including facts and details to support their argument.

Students will listen to presentations, take notes, and paraphrase what they have learned about each invention.

Students will use audio recordings to enhance their oral presentations.

**Writing** - Students will write and present a skit with dialogue to show the importance of their lab's invention.

Formative Assessment:

Activity Page 4.2 - Hedy Lamarr's Pitch Planner  
Activity Page 4.3 - Hedy Lamarr's Notes for Knowledge

Core Vocabulary:

practical, quelle guigne, quelle merveille, stylus, tres magnifique

Read Aloud:

Note from Hedy Lamarr  
Louis Braille

**Lesson 5: Invention Breeds Invention - Knowledge**

Primary Focus of the Lesson:

**Reading** - Students will describe the chronology causes, and effects of the Louis Braille's invention, in order to understand that "invention breeds invention."

Students will read technical texts and interpret diagrams about simple machines.

**Writing** - Students will integrate information about prior inventions and simple machines to write a creative solution to a technical challenge.

Formative Assessment:

Activity Page 5.1 - Simple Machines Dance Party Challenge

Activity Page 5.2 - Knowledge Wedge Challenge: Letter to Mi-Shell

Core Vocabulary:

baboon, bigwigs, cylinder, humble, manure, primates, producers, revolutionary, simians, Stone Age, upshot

Read Aloud:

Note from Hedy Lamarr

The Inclined Plane

The Lever

The Pulley

The Screw

The Wedge

The Wheel and Axle

Bette Nesmith Graham

**Lesson 6: Looking at It from Many Perspectives - Documentation**

Primary Focus of the Lesson:

**Writing** - Students will create explanatory texts to document their inventions, including diagrams (and domain - specific vocabulary) to convey information.

**Speaking and Listening** - Students will collaborate in their lab groups to generate multiple ideas and respond to a new building challenge.

Formative Assessment:

Diagrams on Board - collaborative work

Activity Page 6.6 - Documentation Wedge Challenge: Diagram and Directions

Core Vocabulary:

abscesses, antibiotic, antiseptics, bacteriologist, boils, contaminated, cultures, digress, heed, petri dishes

Read Aloud:

Note from George Washington Carver

Alexander Fleming

**Lesson 7: If At First You Don't Succeed - Failure**

Primary Focus of the Lesson:

**Speaking and Listening** - Students will participate in collaborative discussions to evaluate their inventions and offer suggestions for improvement.

**Writing** - Using examples from history and their own experiences, students will write an opinion piece on the usefulness of failure in the inventing process.

Formative Assessment:

Activity Page 7.2 - Failure wedge challenge: Letter to the network

Core Vocabulary:

n/a

Read Aloud:

Note from Thomas Edison

**Lesson 8: Why We Invent - Identifying Challenges**

Primary Focus of the Lesson:

**Writing** - Students will revise or complete writing challenges from previous lessons.

Students will write two short, informative pieces describing their own invention idea and the problem it solves, including its purpose and function.

**Speaking and Listening** - Students will share their ideas about inventions through paired interviews, sharing their ideas, and taking notes.

Formative Assessment:

Writing Make-Up Time - Last Chance Wedge Make-Up and Extra Bonus Time!  
Activity Page 8.2 - What Problems Should My Invention Solve? / Brainstorming  
Activity Page 8.4 - What Problems Should My Invention Solve? / Brainstorming

Core Vocabulary:

n/a

Read Aloud:

Professor Carver's Inventing-From-Scratch Tips

**Lesson 9: Final Challenge Part 1 - Invent!**

Primary Focus of the Lesson:

**Writing** - Students will write a detailed explanation of their invention, including an argument for its importance.

**Speaking and Listening** - Students will listen to classmates, pose questions, and offer constructive feedback on their peers' inventions.

Students will write, rehearse, and create illustrations or models for their final invention pitch.

Students will discuss and choose audio recordings to enhance their final presentations.

Formative Assessment:

Activity Page 9.1 - Draft Invention  
Activity Page 9.2 - Write Pitch - Writing Scripts.

Core Vocabulary:

n/a



Read Aloud:

n/a

**Lesson 10: Final Challenge Part 2 - Pitch Your Invention!**

Primary Focus of the Lesson:

**Speaking and Listening** - Students will present their invention, explaining how it addresses a problem and how it works, and supports their pitch with a diagram or model demonstration.

**Writing** - Students will write a reflection on their experiences during this unit, including a description of their invention and reflection on a challenge they faced and overcame.

Formative Assessment:

Judge's Rubric for Invention Pitches - Pitching, However You So Choose  
Activity Page 10.1 - Make Your Own Inventor Card

Core Vocabulary:

n/a

Read Aloud

n/a

## **Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)**

*\*See CKLA Teachers Guide Supports & Challenge for Unit 1 - Lessons 1-15*

### **Learners Reading and Writing Below Grade Level**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Special Education - in addition to specific items outlined in individual student's IEP plan**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits
- Additional time
- Visually modified materials

### **ELL**

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Gifted and Talented**

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

### **504**

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

## **Integration of 21st Century Skills**

### **Career Readiness, Life Literacies, and Key Skills**

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.2.5.CAP.8: Identify risks that individuals and households face
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

**Integration of Technology Skills**

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

**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:

- 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem
- 3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

**List of Core Instructional and Supplemental Materials**

**Core Materials:**

- Amplify CKLA
- Knowledge/Skills

**Supplemental Materials**

- CKLA Boost Program
- Renaissance Freckle
- EPIC Reading
- Readworks
- RAZ Kids Plus

**Mandates**

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

## Grade 4 Knowledge Unit 5: Geology

### Stage 1-Desired Results

#### Summary:

This unit focuses on the composition of the earth and the forces that change Earth's surface. Students learn about the theory of plate tectonics and how it explains the presence of volcanoes, mountains, underwater trenches, ridges, and other geological features. 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 a wiki entry about a specific volcano, and create a descriptive paragraph about a type of rock or item in the rock cycle, incorporating literary devices such as alliteration, personification, and simile. Students also work with the suffix -ly and the root word rupt and practice sequencing adjectives and proper use of commas and quotation marks. This unit includes a Mid-Year assessment to track student progress towards grade-level standards mastery.

#### Unit Goals:

- 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

#### Essential Questions:

- How did the Earth change over time?
- What is the theory of plate tectonics and how does it affect the Earth's surface?

#### Enduring Understandings:

- Earth is composed of layers that, through heat and pressure, cause movements that result in geological features above and below the Earth's surface.
- Tectonic plate theory explains how mountains, volcanoes, and trenches are created on land and under the sea.
- Information about the rock cycle, weathering, and erosion explains how the earth is continually changing.

#### NJSLS:

##### Lesson 1:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their

reasoning.

Lesson 2:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Lesson 3:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.

RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Lesson 4:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth

analysis of the character, setting, or event that draws on textual evidence.

RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Lesson 5:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Lesson 6:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three

foundational skills.

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

Lesson 7:

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.

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

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Lesson 8:

RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

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

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

Lesson 9:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three

foundational skills.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Lesson 10:

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

RI.CI.4.2. Summarize an informational text and interpret the author’s purpose or main idea citing key details from the text.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Lesson 11:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.CI.4.2. Summarize an informational text and interpret the author’s purpose or main idea citing key details from the text.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

Lesson 12:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.CI.4.2. Summarize an informational text and interpret the author’s purpose or main idea citing key details from the text.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.



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

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

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Lesson 13:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

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

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Lesson 14:

RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills.

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

## Stage 2-Assessment

### Assessment:

- Formative - Exit ticket, Check for understanding, Activity pages
- Summative Assessment - End of the Unit Assessment
- Benchmark Assessment - DIBELS, STAR Reading (B/M/E)
- Middle-of-Year Assessment (Day 1, Day 2) - To be completed at the end of Unit 6
  - Reading Comprehension (90 minutes) Activity Pages A.1 and A.2
  - Fluency Assessment (on-going) Activity Pages A.2 and A.6
  - Grammar Assessment (50 minutes) Activity Page A.3

- Morphology Assessment (40 minutes) Activity Page A.4
- Fluency Assessment: Word Reading in Isolation (on-going) Activity Pages A.2, A.5, and A.6

### Stage 3- Learning Plan

#### Lesson 1: Geology

##### Primary Focus of the Lesson:

**Core Connections** - Students will be able to identify different areas of study about the earth and ask the types of questions geologists ask about the earth.

**Reading** - Students will be able to describe how people’s knowledge of what happens to Earth’s surface has changed over time, including explaining the continental drift hypothesis and the existence of Pangaea.

##### Formative Assessment:

Activity Page 1.1 - Areas of Study about the Earth

Activity Page 1.3 - Evidence Collector’s Chart

Activity Page 1.4 - Evidence of Changes on Earth

##### Core Vocabulary:

analyze, apply, cause, distinguish, effect, evidence, observe, process, review, catastrophe, erupt observation, fossil, geologist, climate, conclude, dense, hypothesis, continental drift

##### Read Aloud:

Geology: The Changing Earth: Earth’s Changing Surface (chapter 1)

#### Lesson 2: Earth’s Layers and Plate Tectonics

##### Primary Focus of the Lesson:

**Reading** - Students will identify and describe Earth’s layers, describe the movement of tectonic plates, and identify evidence of how Earth’s layers and tectonic plates interact to change the Earth’s surface.

**Grammar** - Students will identify the correct location of commas in dates, addresses, city and state, and items in a series.

**Morphology** - Students will distinguish between root words and words with the suffix -ly and use those words correctly in sentences.

**Writing** - Students will explain similes related to geology concepts.

##### Formative Assessment:

Activity Page 1.3 - Evidence Collector’s Chart

Activity Page 1.4 - Evidence of Changes on Earth

Activity Page 2.2 - Practice Commas

Activity Page 2.3 - -ly: Suffix Meaning “in a \_\_\_ way”

Activity Page 2.4 - Similes About Earth’s Changes

##### Core Vocabulary:

seismic wave, pressure, basalt, magma, lava, basin, ocean trench, theory, plate tectonics, exert

##### Read Aloud:

Geology: The Changing Earth: The Earth's Layers and Moving Plates (Chapter 2)

**Lesson 3: Close Reading: Earth's Layers and Moving Plates**

Primary Focus of the Lesson:

**Reading** - Students will explain characteristics of Earth's layers, describe how tectonic plates move, and explain how these forces interact to change Earth's surface, including the seafloor.

**Writing** - Students will write a detailed explanation of a simile.

Formative Assessment:

Activity Page 2.4 - Similes About Earth's Changes

Activity Page 3.1 - Excerpts from "Earth's Layers and Moving Plates."

Core Vocabulary:

feedback, seismic waves, pressure, basalt

Read Aloud:

Geology: The Changing Earth: Earth's Layers and Moving Plates (Chapter 2)

**Lesson 4: Earthquakes and Tsunamis**

Primary Focus of the Lesson:

**Reading** - Students will explain what causes earthquakes, how scientists measure the intensity of earthquakes, and how faults and tsunamis relate to earthquakes.

**Grammar** - Students will practice using commas for dates, addresses, city and state, and items in a series.

**Morphology** - Students will practice distinguishing between root words and words with the suffix -ly, and use those words correctly in sentences.

**Writing** - Students will describe an informational pamphlet and identify a specific pamphlet's purpose and intended audience.

Formative Assessment:

Activity Page 3.1 - Excerpts from "Earth's Layers and Moving Plates."

Activity Page 4.1 - Vocabulary for "Earth's Shakes and Quakes."

Activity Page 4.2 - Excerpt from "Earth's Shakes and Quakes."

Activity Page 4.3 - Practice Commas

Activity Page 4.4 - -ly Suffix Meaning, "in a \_\_\_\_\_ way"

Core Vocabulary:

eyewitness, experiment, fault, heave, trigger, pinpoint, magnitude, aftershock, tsunami, surge

Read Aloud:

Geology: The Changing Earth: Earth's Shakes and Quakes (Chapter 3)

**Lesson 5: Close Reading: Earthquakes and Tsunamis**

Primary Focus of the Lesson:

**Reading** - Students will describe key causes and effects of earthquakes, including the role faults play in earthquakes and the relationship between tsunamis and earthquakes.

**Writing** - Students will use their paraphrased notes to draft an informational pamphlet about tsunamis.

Formative Assessment:

Activity Page 1.3 - Evidence Collector's Chart

Activity Page 1.4 - Evidence of Changes on Earth

Activity Page 4.2 - Excerpts from "Earth's Shakes and Quakes"

Activity Page 5.1 - "Earth's Shakes and Quakes"

Activity Page 5.2 - Takes Notes on Tsunamis

Activity Page 5.3 - Tsunami Pamphlet

Core Vocabulary:

eyewitness, experiment, fault, heave, trigger, pinpoint, magnitude, aftershock, tsunami, surge

Read Aloud:

Geology: The Changing Earth: Earth's Shakes and Quakes (Chapter 3)

**Lesson 6: Volcanoes, Geysers, and Hot Springs**

Primary Focus of the Lesson:

**Reading** - Students will explain how and where volcanoes, geysers, and hot springs are formed and what the differences are between dormant, extinct, and active volcanoes.

**Grammar** - Students will determine where to insert quotation marks and commas in sentences containing direct quotes or dialogue.

**Morphology** - Students will identify the meaning of the root *rupt* and use these words in sentences.

**Spelling** - Students will practice spelling words based on familiar roots.

Formative Assessment:

Activity Page 1.3 - Evidence Collector's Chart

Activity Page 1.4 - Evidence of Changes on Earth

Activity Page 6.1 - Vocabulary for "Earth's Fiery Volcanoes"

Activity Page 6.2 - Commas and Quotation Marks

Activity Page 6.3 - Root *rupt*

Activity Page 6.4 - Spelling Words

Activity Page 6.5 - Practice Spelling Words

Core Vocabulary:

volcano, crater, fine, subduction zone, descend, hotspot, plume, hot spring

Read Aloud:

Geology: The Changing Earth: Earth's Fiery Volcanoes (Chapter 4)

**Lesson 7: Myths and Volcanoes**

Primary Focus of the Lesson:

**Reading** - Students will describe how myths were used in early civilizations to explain unusual events in nature such as volcanic activity.

Students will consult print and digital reference materials to determine or clarify the precise meaning of words and to identify alternate word choices.

**Writing** - Students will describe what a wiki entry is and plan for writing their own wiki entry.

Formative Assessment:

Activity Page 7.1 - Vocabulary for “Mythic Volcanic Spirits”

Activity Page 7.2 - Mythic Volcanic Spirits

Activity Page 7.3 - Excerpts from *The Changing Earth*

Activity Page 7.4 - Wiki Entry Rubric

Activity Page 7.5 - Wiki Entry Editing Checklist

Core Vocabulary:

offering, strong-willed, bitter, outsmart, revenge, caldera, lofty, eternal, elder

Read Aloud:

Geology: The Changing Earth: Mythic Volcano Spirits (Chapter 5)

**Lesson 8: Three Types of Rocks and the Rock Cycle**

Primary Focus of the Lesson:

**Reading** - Students will identify rocks as solids made of minerals, describe the formation and characteristics of three types, and explain how the rock cycle causes long-term changes.

**Writing** - Students will use a graphic organizer to take notes by paraphrasing text and will also draft a wiki entry.

Formative Assessment:

Activity Page 7.3 - Excerpts from *The Changing Earth*

Activity Page 8.2 - Earth’s Building Blocks

Activity Page 8.3 - Take Notes on a Volcano

Activity Page 8.4 - Volcano Wiki Entry

Core Vocabulary:

mineral, texture, solidify, obsidian, granite, durable, compact, dissolved

Read Aloud:

Geology: The Changing Earth: Earth’s Building Blocks (Chapter 6)

**Lesson 9: Close Reading: Rocks and the Rock Cycle**

Primary Focus of the Lesson:

**Reading** - Students will describe what rocks are, explain the formation and characteristics of the three classes of rocks, and explain the features and importance of the rock cycle.

**Grammar** - Students will write dialogue that demonstrates the correct use of commas and quotation marks.

**Morphology** - Students will practice creating and using sentences that include words with the root *rupt*.

**Spelling** - Students will practice spelling targeted words with familiar roots.

Formative Assessment:

Activity Page 1.3 - Evidence Collector's Chart

Activity Page 1.4 - Evidence of Changes on Earth

Activity Page 9.1 - Excerpts from "Earth's Building Blocks"

Activity Page 9.2 - Commas and Quotation Marks

Activity Page 9.3 - Root *Rupt*

Activity Page 9.4 - Practice Spelling Words

Core Vocabulary:

minerals, texture, igneous rocks, sedimentary rocks, metamorphic rocks, rock cycle, erosion, solidifies, obsidian, granite, limestone

Read Aloud:

Geology: The Changing Earth: Earth's Building Blocks (Chapter 6)

**Lesson 10: Weathering and Erosion, Part 1**

Primary Focus of the Lesson:

**Spelling** - Students will demonstrate their knowledge of the correct spelling of targeted words.

**Reading** - Students will identify, define, and provide examples of weathering and erosion and how they reshape Earth's surface.

**Writing** - Students will revise and edit their writing using a writing rubric and editing checklist as guides.

Formative Assessment:

Flowchart - Students will create a flowchart of chemical weathering

Activity Page 7.4 - Wiki Entry Rubric

Activity Page 7.5 - Wiki Entry Editing Checklist

Activity Page 8.4 - Volcano Wiki Entry

Activity Page 9.1 - Excerpts from "Earth's Building Blocks"

Activity Page 10.1 - Spelling Assessment

Activity Page 10.3 - "Earth's Powerful Forces of Change"

Core Vocabulary:

expand, contract, ultimately, pepper, deposit, state, silt, canyon

Read Aloud:

Geology: The Changing Earth: Earth's Powerful Forces of Change (Chapter 7)

## Lesson 11: Weathering and Erosion, Part 2

### Primary Focus of the Lesson:

**Reading** - Students will describe the processes of weathering and erosion and identify geologic features that provide evidence of these forces.

**Grammar** - Students will identify and use multiple adjectives in the correct sequence.

**Morphology** - Students will review the meanings and uses of the suffixes - ly and - y and the root *graph* and *rupt*.

**Spelling** - Students will practice spelling targeted words.

### Formative Assessment:

Activity Page 1.3 - Evidence Collector's Chart

Activity Page 1.4 - Evidence of Changes on Earth

Activity Page 10.3 - Earth's Powerful Forces of Change

Activity Page 11.1 - Sequencing Multiple Adjectives

Activity Page 11.2 - Review Suffixes - ly and - y and Roots *graph* and *rupt*

Activity Page 11.4 - Practice Spelling Words

### Core Vocabulary:

expand, contract, ultimately, deposited

### Read Aloud:

Geology: The Changing Earth: Earth's Powerful Forces of Change (Chapter 7)

## Lesson 12: Mountains

### Primary Focus of the Lesson:

**Reading** - Students will describe how mountains are formed, identify different types of mountains, and locate major mountain ranges on a map.

**Writing** - Students will plan for writing a descriptive paragraph about a rock or other item in the rock cycle.

### Formative Assessment:

Activity Page 1.3 - Evidence Collector's Chart

Activity Page 1.4 - Evidence of Changes on Earth

Activity Page 12.2 - Earth's Mighty Mountains

Activity Page 12.3 - Planning a Descriptive Paragraph

### Core Vocabulary:

sea level, fold mountains, fault-block mountain, sheer, dome mountains

### Read Aloud:

Geology: The Changing Earth: Earth's Mighty Mountains (Chapter 8)

## Lesson 13: Under the Sea, Part 1

### Primary Focus of the Lesson:

**Reading** - Students will identify mid-ocean ridges, ocean trenches, hydrothermal vents, and seamounts, and explain how they are formed and how they impact things around them.

**Writing** - Students will draft a descriptive paragraph based on plants from a previous lesson.

Formative Assessment:

Activity Page 1.3 - Evidence Collector's Chart

Activity Page 1.4 - Evidence of Changes on Earth

Activity Page 12.3 - Planning a Descriptive Paragraph

Activity Page 13.2 - Excerpt from "Earth's Undersea World"

Core Vocabulary:

submersible, rugged, hydrothermal vent, seamount, underlie, firsthand, school

Read Aloud:

Geology: The Changing Earth: Earth's Undersea World (Chapter 9)

**Lesson 14: Under the Sea, Part 2**

Primary Focus of the Lesson:

**Reading** - Students will explain the unique characteristics of geological features on the seafloor and the impact of those characteristics.

**Grammar** - Students will identify and use multiple adjectives in the correct sequence.

**Morphology** - Students will use words with the suffixes -ly and -y and words with the roots *graph* and *rupt* in sentences.

**Spelling** - Students will practice spelling targeted words.

Formative Assessment:

Activity Page 13.2 - Excerpt from "Earth's Undersea World"

Activity Page 14.1 - "Earth's Undersea World"

Activity Page 14.2 - Sequencing Multiple Adjectives

Activity Page 14.3 - Practice Suffixes -ly and -y and Roots *graph* and *rupt*

Activity Page 14.4 - Practice Spelling Words

Core Vocabulary:

submersible, rugged, hydrothermal vent, seamount, underlie, firsthand, school

Read Aloud:

Geology: The Changing Earth: Earth's Undersea World (Chapter 9)

**Lesson 15: Unit Assessment**

Primary Focus of the Lesson:

**Spelling** - Students will be assessed on their ability to spell an assigned list of words (15 minutes)  
Activity Page 15.1.



**Unit Assessment** - Students will be assessed on their understanding of the concepts and facts taught in the unit (75 mins) Activity Page 15.2.

**Optional Fluency Assessment** - Fluency Assessment Text

## **Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)**

*\*See CKLA Teachers Guide Supports & Challenge for Unit 1 - Lessons 1-15*

### **Learners Reading and Writing Below Grade Level**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Special Education - in addition to specific items outlined in individual student's IEP plan**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits
- Additional time
- Visually modified materials

### **ELL**

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Gifted and Talented**

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

### **504**

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

## **Integration of 21st Century Skills**

### **Career Readiness, Life Literacies, and Key Skills**

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.2.5.CAP.8: Identify risks that individuals and households face
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

### **Integration of Technology Skills**

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

### **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:

- 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- 4-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.
- 4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation
- 4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features.
- 4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have on humans.
- 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.

### **List of Core Instructional and Supplemental Materials**

#### **Core Materials:**

- Amplify CKLA
- Knowledge/Skills

#### **Supplemental Materials**

- CKLA Boost Program
- Renaissance Freckle
- EPIC Reading
- Readworks
- RAZ Kids Plus

**Mandates**

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

## Grade 4 Knowledge Unit 6: Contemporary Fiction with excerpts from The House on Mango Street

### Stage 1-Desired Results

#### Unit Summary:

This unit leads students into a deep dive on narrative literature and writing, using excerpts from *The House on Mango Street* as its anchor text. Throughout this unit, students read closely and analyze the text, then practice using literary elements they have explored in each vignette from the Reader—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.

#### Unit Goals:

- 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.

#### 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?

#### Enduring Understandings:

- Through close reading, a reader can discover several different layers of meaning in a text.
- Narrative text can be similar to poetry, with short stories that contain imaginative and sometimes abstract use of language.
- Narrative text can act as windows, revealing lives different from ours, or mirrors, reflecting characters with whom we can identify.

#### NJSLS:

##### Lesson 1:

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

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

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.

Lesson 3:

SL.PE.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.

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

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

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

Lesson 4:

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Lesson 5:

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Lesson 6:

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

SL.PI.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.

SL.PE.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.

Lesson 7:

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

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

Lesson 8:

RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

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

Lesson 9:

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

Lesson 10:

RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.

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

Lesson 11:

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

RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

## Lesson 12:

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

SL.PI.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.

SL.PE.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.

### Stage 2-Assessment

#### Assessment:

- Formative - Exit ticket, Check for understanding, Activity pages
- Summative Assessment - End of the Unit Assessment
- Benchmark Assessment - DIBELS, STAR Reading (B/M/E)

### Stage 3- Learning Plan

#### Lesson 1: Reading for Details

##### Primary Focus of the Lesson:

**Reading** - Students will underline and quote details from *Vignette 1* in *The House on Mango Street*.

**Writing** - Students will write their own detailed description of either their real home or an imaginary home.

##### Formative Assessment:

Writer's Journal 1.2 - Drawing

Writer's Journal 1.3 - Writing

##### Core Vocabulary:

crumbling, elm, flat, temporary, washroom, annotate, deduction, emphasis, setting, vignette, visualization

##### Read Aloud:

Vignette 1: "The House on Mango Street"

#### Lesson 2: Discovering a Theme

##### Primary Focus of the Lesson:

**Writing** - Students will revise and strengthen their descriptions, using peer feedback to clarify and improve their descriptions of a house.

**Reading** - Students will use graphic organizers and tools to discover the theme of aspiration in *The House on Mango Street*.

##### Formative Assessment:

Writer's Journal 2.1 - Writing

Writer's Journal 2.2 - Writing

Writer's Journal 2.3 - Graphing



Core Vocabulary:

aspiration, baptize, chandelier, Chinese year of the horse, fancy, records, sobbing, character, theme

Read Aloud:

Vignette 1: “The House on Mango Street”

Vignette 2: “My Name”

**Lesson 3: Investigating Character: Esperanza**

Primary Focus of the Lesson:

**Speaking and Listening** - Students will collaborate on a theatrical presentation based on Vignette 1, taking on the roles of actors, directors, and audience.

**Reading** - Students will draw on details from the text to investigate Esperanza’s dialogue, actions, and motivation.

**Writing** - Students will write a statement about Esperanza’s mood change in a scene, using evidence from the text to support their argument. Students will create an alternative narrative for Vignette 1, paying attention to character and detail, and drawing on inferences they have made in the text.

Formative Assessment:

Writer’s Journal 3.1 - Reading

Writer’s Journal 3.3 - Writing

Blank Paper - Character Investigation

Writer’s Journal 3.4 - Writing

Core Vocabulary:

perception, scene

Read Aloud:

Vignette 1: “The House on Mango Street”

Vignette 2: “My Name”

**Lesson 4: Character and the Theme of Aspiration**

Primary Focus of the Lesson:

**Writing** - Students revise and share their alternative narrative piece. Students write a personal reflection piece based on the day’s reading.

**Reading** - Students describe the differences between Esperanza and her mother, drawing on dialogue, thoughts, and action in the text.

Formative Assessment:

Writer’s Journal 3.4 - Writing

Writer’s Journal 4.1 - Reading

Writer’s Journal 4.3 - Writing

Core Vocabulary:

Madame Butterfly, opera, rosebuds, smart cookie, velvety

Read Aloud:

Vignette 3: “A Smart Cookie”

**Lesson 5: Figurative Language / Your Story of Aspiration**

Primary Focus of the Lesson:

**Reading** - Students will explore how figurative language (metaphor, simile, and personification) conveys meaning in *The House on Mango Street*.

**Writing** - Students will prepare to write their own stories of aspiration, using what they have learned about detailed description, figurative language, and theme.

Formative Assessment:

Writer’s Journal 5.1 - Writing

Writer’s Journal 5.4 - Graphing

Writer’s Journal 5.5 - Graphing + Writing

Core Vocabulary:

figurative language, metaphor, personification, simile

Read Aloud:

Vignette 1: “The House on Mango Street”

Vignette 2: “My Name”

Vignette 3: “A Smart Cookie”

**Lesson 6: Writing Your Aspiration Story**

Primary Focus of the Lesson:

**Writing** - Students will write an original narrative on the theme of aspiration, employing detailed description and figurative language.

**Speaking and Listening** - Students will share their writing with a partner and with the class, and provide supportive feedback about each other’s stories.

Formative Assessment:

Writer’s Journal 5.5 - Graphing + Writing

Core Vocabulary:

n/a

Read Aloud:

n/a

## **Lesson 7: Secondary Characters in Vignette 4**

### Primary Focus of the Lesson:

**Reading** - Students will examine the use of pronouns in Vignette 4 closely to identify secondary characters. Students will analyze Esperanza's interaction with secondary characters, drawing on specific details in the text.

### Formative Assessment:

Writer's Journal 7.1 - Graphing

Writer's Journal 7.2 - Graphing

Blank Paper - Analyzing Esperanza

### Core Vocabulary:

chip in, complicated, crooked, especially

### Read Aloud:

Vignette 4: "Our Good Day"

## **Lesson 8: Looking at Perspective**

### Primary Focus of the Lesson:

**Reading** - Students draw comparisons between Esperanza's and other people's perspectives in "Those Who Know."

**Writing** - Students create their own characters and dialogue, with a focus on describing characters from multiple perspectives.

### Formative Assessment:

Writer's Journal 8.1 - Graphing

Writer's Journal 8.2 - Writing

### Core Vocabulary:

dumb, straw brim

### Read Aloud:

Vignette 5: "Those Who Don't"

## **Lesson 9: A Closer Look at Perspective in Vignette 6**

### Primary Focus of the Lesson:

**Reading** - Students read Vignette 6, identifying dialogue, action, and figurative language to analyze Esperanza's character and perspective.

**Writing** - Students revise their scenes from the previous lesson. Students create an alternative version of Vignette 6 from another character's perspective.

Formative Assessment:

Writer's Journal 8.2 - Writing

Writer's Journal 9.1 - Reading

Writer's Journal 9.2 - Writing

Core Vocabulary:

ballerina, brass, marimbas

Read Aloud:

Vignette 6: "Gil's Furniture Bought & Sold"

**Lesson 10: New Characters and Aspiration in Vignette 7**

Primary Focus of the Lesson:

**Reading** - Students analyze how the theme of aspiration is developed in Vignette 7 by looking at dialogue, making inferences about new characters, and exploring imagery in the text.

**Writing** - Students create a new secondary character that plays a significant role in their own stories of aspiration.

Formative Assessment:

Writer's Journal 10.1 - Reading

Writer's Journal 10.2 - Reading

Writer's Journal 10.3 - Writing

Core Vocabulary:

barely, cinnamon, porcelain, satin, selfish

Read Aloud:

Vignette 7: "The Three Sisters"

Vignette 1: "The House on Mango Street:

Vignette 2: "My Name"

Vignette 3: "A Smart Cookie"

**Lesson 11: Personal Narrative Writing and Esperanza's Character Growth**

Primary Focus of the Lesson:

**Writing** - Students will develop their personal aspiration stories by introducing a new character.

**Reading** - Students will conduct an in-depth exploration of Esperanza's character development and connect this to major themes in *The House on Mango Street*.

Formative Assessment:

Writer's Journal 10.3 - Writing

Writer's Journal 11.1 - Reading

Writer's Journal 11.2 - Graphing

Core Vocabulary:

marched, trudged

Read Aloud:

Vignette 8: “A House of My Own”

Vignette 9: “Mango Says Goodbye Sometimes”

Vignette 4: “Our Good Day”

Vignette 5: “Those Who Don’t”

Vignette 6: “Gil’s Furniture Bought & Sold”

**Lesson 12: Concluding Your Story of Aspiration**

Primary Focus of the Lesson:

**Writing** - Students will write a concluding chapter for their story, with a focus on character development and the theme of aspiration.

**Speaking and Listening** - Students share their writing with the class and provide supportive feedback as they listen to each other’s stories.

Formative Assessment:

Writer’s Journal 12.2 - Conclude Your Aspiration Story

Core Vocabulary:

n/a

Read Aloud:

n/a

**Lesson 13: End of Unit Assessment**

Primary Focus of the Lesson:

Assess Unit 13: “Contemporary Fiction with excerpts from The House on Mango Street”

- Reading Assessment (50 minutes) - Vignette 10: “A Rice Sandwich” & Writer’s Journal Unit Assessment
- Writing Assessment (20 minutes) - Writer’s Journal Unit Assessment

## **Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)**

*\*See CKLA Teachers Guide Supports & Challenge for Unit 1 - Lessons 1-15*

### **Learners Reading and Writing Below Grade Level**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Special Education - in addition to specific items outlined in individual student's IEP plan**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits
- Additional time
- Visually modified materials

### **ELL**

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Gifted and Talented**

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

### **504**

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

## **Integration of 21st Century Skills**

### **Career Readiness, Life Literacies, and Key Skills**

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.2.5.CAP.8: Identify risks that individuals and households face
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

### **Integration of Technology Skills**

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

### **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.

### **List of Core Instructional and Supplemental Materials**

#### **Core Materials:**

- Amplify CKLA
- Knowledge/Skills

#### **Supplemental Materials**

- CKLA Boost Program
- Renaissance Freckle
- EPIC Reading
- Readworks
- RAZ Kids Plus

### **Mandates**

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

## Grade 4 Knowledge Unit 7: American Revolution

### Stage 1-Desired Results

#### Unit Summary:

This unit centers around 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. Students review the stages of the writing process, enact and record key information from vignettes corresponding to the causes of the American Revolution, and develop a five-paragraph cause and effect essay. Students learn the prefixes im- and in-, the suffixes -ible and -able, and the root word port. They also learn modal auxiliary verbs and continue developing their use of commas and quotation marks and employing correct subject-verb agreement.

#### Unit Goals:

- 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

#### Essential Questions:

- How can a colony or group of colonies become a country?
- How might conflicts lead to war?
- How can a disadvantage be turned into an advantage?
- What role did women have in the Revolutionary War?

#### Enduring Understandings:

- Disagreements about principles of government led colonists in North America to seek independence from Great Britain.
- The causes, major figures, and consequences provide a framework for understanding the strive for independence.
- There were significant ideas and values at the heart of the American Revolution.

#### NJSLS:

##### Lesson 1:

RI.TS.4.4. 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.

SL.PI.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.

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

SL.AS.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.



L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills.

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.CI.4.2. Summarize an informational text and interpret the author’s purpose or main idea citing key details from the text.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

Lesson 2:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

SL.PE.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.

SL.AS.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.

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

RI.TS.4.4. 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.

Lesson 3:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events,

procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

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

Lesson 4:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills.

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

Lesson 5:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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

Lesson 6:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

RI.TS.4.4. 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.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills.

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding 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.

Lesson 7:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

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

Lesson 8:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

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

Lesson 9:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding 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.

Lesson 10:

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

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

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

Lesson 11:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding 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.

Lesson 12:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

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

Lesson 13:

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

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

Lesson 14:

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

RL.TS.4.4. 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.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

Lesson 15:

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

SL.PE.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.

RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

Lesson 16:

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

RI.TS.4.4. 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.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

## Stage 2-Assessment

### Assessment:

- Formative - Exit ticket, Check for understanding, Activity pages
- Summative Assessment - End of the Unit Assessment
- Benchmark Assessment - DIBELS, STAR Reading (B/M/E)

## Stage 3- Learning Plan

### **Lesson 1: The French and Indian War Brings Change**

#### Primary Focus of the Lesson:

**Core Connections** - Students will describe events connecting the French and Indian War to the American Revolution based on specific information found in lesson texts.

**Reading** - Students will justify the colonists' growing discontent and anger toward Britain by referring to details and examples in lesson texts.

#### Formative Assessment:

Activity Page 1.1 - Core Connections Vignette

Activity Page 1.3 - Timeline 1

Activity Page 1.4 - Excerpt from "Bills to Pay"

#### Core Vocabulary:

alter, essential, incorporate, recall, relate, series, conflict, turning point, burden, impose, tax, assembly, petition, opposition, mastermind, militia

#### Read Aloud:

Reader Chapter 1: "Bills to Pay"

### **Lesson 2: Boycotts and Protests**

#### Primary Focus of the Lesson:

**Reading** - Students will identify the Sons of Liberty, describe their rebellious acts in Boston, and explain their significance based on specific information found in lesson text.

**Grammar** - Students will practice correct use of commas in dates, places, and items in a series when recalling details about the American Revolution.

**Morphology** - Students will use the root *port* as a clue to the meaning of words relevant to the American Revolution and use these words correctly in sentences.

**Writing** - Students will explain how to use cause and effect to describe events that led to the American Revolution.

#### Formative Assessment:

Activity Page 1.3 - Timeline 1

Activity Page 2.3 - Practice Root *port*

Activity Page 2.4 - Cause and Effect

#### Core Vocabulary:

boycott, protest, import, export, transportation, portable, portfolio, support

Read Aloud:

Reader Chapter 2: “Trouble is Brewing”

**Lesson 3: Voices of Discontent**

Primary Focus of the Lesson:

**Reading** - Using close reading strategies, students will deepen their understanding of the colonists’ growing discontent and anger toward Great Britain by studying vocabulary and idioms contained in lesson text.

**Writing** - Students will use age appropriate transition words to draft cause-and-effect statements explaining the colonists’ protests.

Formative Assessment:

Activity Page 3.1 - Trouble is Brewing

Activity Page 3.3 - Cause and Effect Paragraphs

Activity Page 3.4 - Draft a Paragraph

Core Vocabulary:

liberty, repeal, eliminate, indirectly, boycott, musket, engraving, accurate, patriot

Read Aloud:

Reader Chapter 2: “Trouble is Brewing” (Reread)

**Lesson 4: Give Me Liberty or Give Me Death**

Primary Focus of the Lesson:

**Reading** - Students will use the lesson text and additional sources to understand how the Intolerable Acts imposed on Massachusetts by the British precipitated the American Revolution.

**Grammar** - Students will demonstrate appropriate use of commas with quotation marks when writing dialogue and when quoting text sources.

**Morphology** - Students will recognize the root word *port* and use topic-relevant words containing this root in sentences.

**Writing** - Students will use cause and effect text structure and paragraph writing skills to describe what gave rise to the French and Indian War.

Formative Assessment:

Activity Page 4.3 - Review Quotation Marks

Activity Page 4.4 - Practice the Root *port*

Activity Page 3.4 - Draft a Paragraph

Core Vocabulary:

intolerable, grievance, import, export, stockpile, belfry, rebel, volley, musket ball, revolutionary

Read Aloud:

Chapter 3: “The Fight Begins”

## Lesson 5: The Truth About Paul Revere

### Primary Focus of the Lesson:

**Reading** - Students will use close reading skills with evidence found in lesson text to evaluate the historical accuracy of Longfellow’s poem “Paul Revere’s Ride.”

**Writing** - Students will use paragraph writing skills to draft an essay describing the causes and effects leading to the American Revolution.

### Formative Assessment:

Written Answers to Close Reading Questions - Close Reading

Activity Page 4.2 - Excerpt from “The Fight Begins”

Activity Page 5.3 - Plan Body Paragraph 1

### Core Vocabulary:

belfry

### Read Aloud:

Reader Chapter 3 Excerpt: “The Night Rider”

Activity Page 5.1 Poem: “Paul Revere’s Ride,” by Henry Longfellow

## Lesson 6: Declaring Independence

### Primary Focus of the Lesson:

**Reading** - Students will use evidence from the lesson text to explain the process by which the colonists declared independence from Great Britain and the reasons they presented to justify their decision. Students will consult reference materials to find the pronunciations and clarify the definitions of words from the Declaration of Independence.

**Grammar** - Students will demonstrate their understanding of subject-action verb agreement in the present tense.

**Morphology** - Students will understand how the prefixes *im-* and *in-* modify root words, and will form new words and use those words in sentences.

**Spelling** - Students will practice spelling content-based spelling words by using chunking to decode them syllabically.

### Formative Assessment:

Written Answers to Reading Questions - Reading

Activity Page 6.2 - Timeline II

Activity Page 6.3 - Subject-Action Verb Agreement

Activity Page 6.4 - *im-* and *in-*: Prefixes Meaning “not”

### Core Vocabulary:

retreat, casualty, ammunition, score, fortify, ambassador, declaration, abstain, levy, implication

### Read Aloud:

Reader Chapter 4: “Shots and Speeches”



## **Lesson 7: A Final Separation**

### Primary Focus of the Lesson:

**Reading** - Through close reading of lesson text, students will evaluate the political choices available to the colonial leaders as they faced a tumultuous war with Great Britain.

**Writing** - Students will use paragraph-writing skills to explain colonists' concerns about the Intolerable Acts, referencing lesson text, additional sources, and a graphic organizer.

### Formative Assessment:

Activity Page 7.1 - Shots and Speeches

Teacher Observation - Observe and Take Anecdotal Notes on Student Readers

Activity Page 7.3 - Plan Body Paragraph 2

Mid-Unit Content Assessment: Activity Page PP.1 - The Road to Independence

### Core Vocabulary:

retreat, casualty, ammunition, score, fortify, ambassador, declaration, abstain, levy, implication

### Read Aloud:

Reader Chapter 4: "Shots and Speeches" (Close reading)

## **Lesson 8: The Continental Army's Plight**

### Primary Focus of the Lesson:

**Reading** - Students make inferences from lesson text to understand the strategic and physical challenges colonial soldiers faced as local militias combined to form the Continental Army.

**Writing** - Students will use paragraph-writing skills to reflect on the role the first shot fired in Lexington played in igniting the American Revolutionary War, referencing lesson text, additional sources, and a graphic organizer.

### Formative Assessment:

Activity Page 6.2 - Timeline II

Activity Page 8.3 - Plan Body Paragraph 3

### Core Vocabulary:

front, strategic, confront, surrender, morale, tactics, bleak

### Read Aloud:

Reader Chapter 5: "It's War"

## **Lesson 9: Time to Outsmart the British!**

### Primary Focus of the Lesson:

**Reading** - Students will analyze language in lesson text to better understand the Continental Army soldiers' state of mind and the tactics they used to diminish the British Army's advantage.

**Grammar** - Students will demonstrate understanding of subject-action verb agreement in the present tense.

**Morphology** - Students will recognize how the prefixes *im-* and *in-* modify root words, will form new words and use those words in sentences with an increased rate of accuracy.

**Spelling** - Students will spell targeted words with an increased rate of accuracy.

Formative Assessment:

Activity Page 9.1 - Practice Subject-Action Verb Agreement

Activity Page 9.2 - Practice Prefixes *-im* and *in-*

Activity Page 9.3 - Practice Spelling Words

Core Vocabulary:

strategic, confront, surrender, morale, tactics

Read Aloud:

Reader Chapter 5: "It's War" (Close Reading)

**Lesson 10: The French Intervention**

Primary Focus of the Lesson:

**Spelling** - Students will correctly spell targeted words related to lesson content.

**Writing** - Students will use paragraph writing skills to draft an essay describing the causes and effects leading to the American Revolution.

**Reading** - Students will make inferences from the text to understand why the French Army joined forces with the Continental Army and how this affected the outcome of the American Revolutionary War.

Formative Assessment:

Activity Page 10.1 - Spelling Assessment

Activity Page 6.2 - Timeline II

Cause and Effect Essay - Draft of Body Paragraph 1

Core Vocabulary:

impress, bayonet, model company, foraging, recruit, decisive, reinforce, convoy, fleet

Read Aloud:

Reader Chapter 6: "From Valley Forge to Yorktown"

**Lesson 11: Five Years and 700 Miles**

Primary Focus of the Lesson:

**Reading** - Students will make inferences from lesson text to understand the scope of the Revolutionary War, in time frame and physical area, and the various nations it involved.

**Grammar** - Students will demonstrate understanding of subject *-to be* verb agreement in the present tense.

**Morphology** - Students will understand how the suffixes *-able* and *-ible* modify root words, form new words,

and use those words in sentences.

**Spelling** - Students will practice spelling content-based words by using chunking to decode them syllabically.

Formative Assessment:

Activity Page 10.3 - From Valley Forge to Yorktown

Activity Page 11.1 - From Valley Forge to Yorktown

Activity Page 11.2 - Subject *-to be* Verb Agreement in the Present Tense

Activity Page 11.3 - Suffixes *-able* and *-ible*

Core Vocabulary:

impress, bayonet, model company, foraging, recruit, decisive, reinforce, convoy, fleet

Read Aloud:

Reader Chapter 6: “From Valley Forge to Yorktown” (Close Reading)

**Lesson 12: A Country of Idealists**

Primary Focus of the Lesson:

**Reading** - Students make inferences from lesson text to evaluate the acts of lesser-known individuals involved in the American Revolution.

**Writing** - Supported by a writing rubric, students use expository writing skills to develop paragraphs describing attitudes toward the Intolerable Acts and the significance of the first shot fired in Lexington.

Formative Assessment:

Activity Page 12.2 - Horses and Villains

Cause and Effect Essay - Draft of Body Paragraph 2

Cause and Effect Essay - Draft of Body Paragraph 3

Core Vocabulary:

hero, villain, defiant, enlist, regiment, heroine, skirmish, foil, jeer, traitor

Read Aloud:

Reader Chapter 7: “Heroes and Villains”

**Lesson 14: Literary Devices in “The Legend of Sleepy Hollow”**

Primary Focus of the Lesson:

**Reading** - Students identify literary devices such as simile, metaphor, hyperbole, personification, theme, and suspense.

**Grammar** - Students understand the use of modal auxiliary verbs to express ability and possibility.

**Morphology** - Students understand how the suffixes *-able* and *-ible* modify root words, will form new words and use those words in sentences.

**Spelling** - Students spell targeted words with an increased rate of accuracy.

Formative Assessment:

Activity Page 14.1 - The Legend of Sleepy Hollow

Activity Page 14.2 - Modal Auxiliary Verbs

Activity Page 14.3 - Practice Suffixes *-able* and *-ible*

Activity Page 14.4 - Practice Spelling Words

Core Vocabulary:

bewitching, abound, switch, dread, laden, suitor, formidable, burly, woo, splendor

Read Aloud:

Reader Chapter 8: “The Legend of Sleepy Hollow” (Close Reading)

**Lesson 15: Rip Van Winkle**

Primary Focus of the Lesson:

**Spelling** - Students will correctly spell targeted words related to lesson content.

**Writing** - Students will engage in collaborative discussions with peers, providing and receiving constructive criticism in regard to cause and effect essays; and use feedback to strengthen and develop writing by planning, revising, and editing.

**Reading** - Students will examine elements of historical fiction and the details of everyday life that changed or stayed the same for colonists following the Revolutionary War.

Formative Assessment:

Activity Page 15.1 - Spelling Assessment

Activity Page 15.3 - Excerpt from “Rip Van Winkle”

Activity Page 15.4 - Share Cause and Effect Essays

Core Vocabulary:

provoke, console, peal, ninepins, breeches, melancholy, skeptical, revere, henpecked

Read Aloud:

Reader Chapter 9: “Rip Van Winkle”

**Lesson 16: An Allegory of Independence**

Primary Focus of the Lesson:

**Reading** - Students will compare and contrast Rip Van Winkle’s outlook prior to the Revolutionary War, before he fell asleep, and beyond the Revolutionary War, after he awoke from his 20-year slumber.

**Grammar** - Students will use modal auxiliary verbs and forms of the verb *to be* to convey various conditions.

**Morphology** - Students will recognize various roots and the suffixes *-able* and *-ible* as clues to the meaning of words, and use the words in writing.

**Writing** - Students will develop and strengthen cause and effect essays as needed, by planning, revising, and editing.



## **Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)**

*\*See CKLA Teachers Guide Supports & Challenge for Unit 1 - Lessons 1-15*

### **Learners Reading and Writing Below Grade Level**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Special Education - in addition to specific items outlined in individual student's IEP plan**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits
- Additional time
- Visually modified materials

### **ELL**

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Gifted and Talented**

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

### **504**

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

## **Integration of 21st Century Skills**

### **Career Readiness, Life Literacies, and Key Skills**

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.2.5.CAP.8: Identify risks that individuals and households face
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

### **Integration of Technology Skills**

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

### **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.
- 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict
- 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries
- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
- 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations
- 6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries
- 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.2: Use a variety of sources to illustrate how the American identity has evolved over

time.

- 6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time
- 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey
- 6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas
- 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
- 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
- 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.

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.

### List of Core Instructional and Supplemental Materials

#### Core Materials:

- Amplify CKLA
- Knowledge/Skills

#### Supplemental Materials

- CKLA Boost Program
- Renaissance Freckle
- EPIC Reading
- Readworks
- RAZ Kids Plus

#### Mandates

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.



## Grade 4 Knowledge Unit 8: Treasure Island

### Stage 1-Desired Results

#### Unit Summary:

This unit examines the fiction genre through a classic novel, *Treasure Island*. Students focus on character development, setting, plot, and literary devices while reading an abridged version of Robert Louis Stevenson's popular adventure story. They also trace the development of plot, characters, and literary elements over the course of the novel and engage in an extended writing project while continuing to practice the various stages of the writing process. Students draft a character sketch, then write, publish, and share an original adventure story. Throughout these writing activities students focus on character development, dialogue, verb choice, and revision methods. Students learn relative pronouns, the suffixes –ful and –less and the root word bio. They also continue working with modal auxiliary verbs and coordinating conjunctions.

#### Unit Goals:

- 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
- End-of-the-Year Assessment

#### Essential Questions:

- How does an author use figurative language to enhance a story of adventure?
- How does the development of the narrator and their point of view define the story?
- Why is the setting's historical nature important to the storyline?

#### Enduring Understandings:

- This text is an abridged version of the original novel written by Robert Louis Stevenson in 1883 and provides exposure to literary classics.
- There are several themes, including greed, adventure, duplicity, and bravery, throughout the text.
- Sailing, the primary form of long-distance travel at the time, also included many challenges, including disease, piracy, and accurate navigation.

#### NJSLS:

##### Lesson 1:

SL.PE.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.

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

##### Lesson 2:

RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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

Lesson 3:

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Lesson 4:

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Lesson 5:

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Lesson 6:

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding 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.

Lesson 7:

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Lesson 8:

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

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

Lesson 9:

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding 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.

Lesson 10:

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding 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.

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

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

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

Lesson 11:

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding 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.

Lesson 12:

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

Lessons 13:

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Lesson 14:

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding 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.

## Stage 2-Assessment

### Assessment:

- Formative - Exit ticket, Check for understanding, Activity pages
- Summative Assessment - End of the Unit Assessment
- Benchmark Assessment - DIBELS, STAR Reading (B/M/E)
- End of Year Assessment Day 1 & Day 2
  - Reading Comprehension (90 minutes) Activity Pages A.1 and A.2
  - Grammar Assessment (45 minutes) Activity Page A.3
  - Word Reading in Isolation Assessment (on-going) Activity Pages A.2, A.4, and A.5

## Stage 3- Learning Plan

### Lesson 1: The Old Seadog

#### Primary Focus of the Lesson:

**Core Connections** - Students will identify relevant geographical points, historical events, and key ship terms to prepare for reading the adventure story Treasure Island.

**Reading** - Students will identify the narrator and setting of the story and describe important characters introduced in the first chapter.

#### Formative Assessment:

Activity Page 1.1 - What Does a Pirate Look Like?

Activity Page 1.3 - Character Chart

Activity Page 1.4 - Excerpt from “The Old Seadog and the Black Spot”

#### Core Vocabulary:

analogy, excerpt, figurative language, inference, portray, abridged, squire, bearings, sabre, cove, company, spyglass, seafaring, stroke, magistrate, loot, mutiny

#### Read Aloud:

Treasure Island (abridged version)

Chapter 1: The Old Seadog and the Black Spot

## **Lesson 2: The Sea Chest**

### Primary Focus of the Lesson:

**Reading** - Students will identify the significant events of the chapter and summarize key details of the text.

**Grammar** - Students will accurately use modal auxiliaries and the verb to be.

**Morphology** - Students will identify the meaning of words with the root *bio* and use these words correctly in sentences.

**Writing** - Students will select a setting for their original adventure story.

### Formative Assessment:

Activity Page 2.2 - to be Verbs and Modal Auxiliary Verbs

Activity Page 2.3 - Root *bio*

### Core Vocabulary:

farthing, gargoyle, ensue, impending, scarper, stun, buccaneer, bulk, cache, hummock, fathom, cabin boy, ransack, schooner

### Read Aloud:

Treasure Island (abridged version)

Chapter 2: The Sea Chest and the Blind Man

## **Lesson 3: Characters in Adventure Stories**

### Primary Focus of the Lesson:

**Reading** - Students will identify key details in the chapter and demonstrate understanding of figurative language in the story.

**Writing** - Students will use descriptive details to create a character for their adventure stories.

### Formative Assessment:

Activity Page 3.1 - “The Sea Chest and the Blind Man”

Activity Page 3.2 - Plan a Character Sketch

### Core Vocabulary:

farthing, gargoyle, ensue, impending, scarper, stun, buccaneer, bulk, cache, hummock, fathom, cabin boy, ransack, schooner

### Read Aloud:

Treasure Island (abridged version)

Chapter 2: The Sea Chest and the Blind Man

## **Lesson 4: A Real Adventure**

### Primary Focus of the Lesson:

**Reading** - Students will summarize the upcoming voyage and describe the character of Long John Silver in depth.

**Grammar** - Students will use the relative pronouns *who*, *whom*, and *whose* correctly in their sentences. Students will correctly use the frequently confused words *there*, *their* and *they're*.

**Morphology** - Students will use words with the root *bio* in sentences.

**Writing** - Students will use descriptive details to write about a character.

Formative Assessment:

Activity Page 4.2 - The Real Adventure Begins

Activity Page 4.3 - Relative Pronouns

Activity Page 4.4 - Root *bio*

Core Vocabulary:

coach, quay, shroud, captivate, deduce, brim, scoundrel, nautical, berth

Read Aloud:

Treasure Island (abridged version)

Chapter 3: The Real Adventure Begins

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**Lesson 5: Interpreting Figurative Language**

Primary Focus of the Lesson:

**Reading** - Students will determine or clarify the meaning of descriptive words and phrases and identify figurative language that helps create a memorable plot of interesting characters.

**Writing** - Students will compose one to two paragraphs about a character using descriptive details.

Formative Assessment:

Activity Page 5.1 - “The Real Adventure Begins”

Core Vocabulary:

coach, quay, shroud, captivate, deduce, brim, scoundrel, nautical, berth

Read Aloud:

Treasure Island (abridged version)

Chapter 3: The Real Adventure Begins

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**Lesson 6: The Apple Barrel**

Primary Focus of the Lesson:

**Reading** - Students will cite details from the text when explaining what Jim learns about Long John Silver, and when making inferences about Silver’s intentions for the voyage.

**Grammar** - Students will use the relative pronouns *that*, *which*, and *whose* correctly in sentences.

**Morphology** - Students will use the prefixes *im-* and *in-* and the roots *port* and *bio* to understand the meaning of words.

**Spelling** - Students will apply grade-level phonics and word-analysis skills to spell targeted words.

Formative Assessment:

Activity Page 6.2 - “What I Heard in the Apple Barrel”

Activity Page 6.3 - Relative Pronouns

Activity Page 6.4 - Prefixes *im-* and *in-* and Roots *port* and *bio*

Activity Page 6.5 - Spelling Words

Activity Page 6.6 - Practice Spelling Words

Core Vocabulary:

league, squall, maroon, duplicity, predicament

Read Aloud:

Treasure Island (abridged version)

Chapter 4: What I Heard in the Apple Barrel

**Lesson 7: Planning an Adventure Story**

Primary Focus of the Lesson:

**Reading** - Students will demonstrate understanding of descriptive language and literary devices in the text.

**Writing** - Students will plan their own adventure story.

Formative Assessment:

Activity Page 7.1 - Brainstorming

Activity Page 7.2 - Shape a Story

Core Vocabulary:

n/a

Read Aloud:

Treasure Island (abridged version)

Chapter 4: What I Heard in the Apple Barrel

**Lesson 8: The Man on the Island**

Primary Focus of the Lesson:

**Reading** - Students will summarize significant events that occur in the chapter and distinguish between trustworthy characters.

**Writing** - Students will write an introduction to an adventure story using descriptive details.

Formative Assessment:

Activity Page 8.2 - “The Man on the Island”

Activity Page 8.3 - Excerpt from “The Man on the Island”

Core Vocabulary:

outlandish, dell, treacherous, shipwreck, desolate, Union Jack, stockage, scout



Read Aloud:

Treasure Island (abridged version)  
Chapter 5: The Man on the Island

**Lesson 9: The Plan**

Primary Focus of the Lesson:

**Reading** - Students will summarize significant events that transpire during the chapter and make inferences about relationships between characters using evidence from the text.

**Grammar** - Students will accurately use the relative pronouns *who*, *whom*, *that*, *which*, and *whose* in sentences.

**Morphology** - Students will accurately use words with prefixes *im-* and *in-* and words with the roots *port* and *bio* in sentences.

**Spelling** - Students will apply grade-level phonics and word analysis skills to spell targeted words in sentences.

Formative Assessment:

Activity Page 9.2 - Excerpt from “The Plan”

Activity Page 9.3 - Relative Pronouns

Activity Page 9.4 - Prefixes *im-* and *in-* and Roots *port* and *bio*

Activity Page 9.5 - Practice Spelling Words

Core Vocabulary:

truce, desertion, onslaught, cutlass, excursion, craft

Read Aloud:

Treasure Island (abridged version)  
Chapter 6: The Plan

**Lesson 10: “Shiver Me Timbers”**

Primary Focus of the Lesson:

**Spelling** - Students will apply grade-level phonics and word analysis skills during an assessment of targeted words.

**Reading** - Students will analyze some choices made by Jim Hawkins, drawing on specific details from the text.

**Writing** - Students will incorporate dialogue to develop experiences and events in an adventure story.

Formative Assessment:

Activity Page 10.1 - Spelling Assessment

Activity Page 10.3 - “Shiver Me Timbers” Chapter 7 comprehension questions

Core Vocabulary:

lash, pretext, treachery, unison, right

Read Aloud:

Treasure Island (abridged version)  
Chapter 7: “Shiver Me Timbers”

**Lesson 11: My Life Hangs in the Balance**

Primary Focus of the Lesson:

**Reading** - Students will analyze some choices made by Long John Silver, drawing on specific details from the text.

**Grammar** - Students will correctly use coordinating conjunctions in sentences with appropriate punctuation.

**Morphology** - Students will distinguish between root words and words with the suffix *-ful* or *-less* and use the words correctly in sentences.

**Spelling** - Students will apply grade-level phonics and word analysis skills to decode and encode targeted words.

Formative Assessment:

Activity Page 11.2 - My Life hangs in the Balance

Activity Page 11.3 - Conjunctions

Activity Page 11.4 - Suffixes *-ful* and *-less*

Activity Page 11.5 - Spelling Words

Activity Page 11.6 - Practice Spelling Words

Core Vocabulary:

taunt, ringleader, insolence, scurvy, hostage, depose

Read Aloud:

Treasure Island (abridged version)  
Chapter 8: My Life Hangs in the Balance

**Lesson 12: Drafting an Adventure Story**

Primary Focus of the Lesson:

**Reading** - Students will demonstrate understanding of figurative language and literary devices and explain how the author uses them in the chapter to show, rather than tell, events in the story.

**Writing** - Students will start drafting their adventure stories, using descriptive details and clear event sequences.

Formative Assessment:

Activity Page 12.1 - “My Life Hangs in the Balance”

Activity Page 12.2 - Excerpt from “My Life Hangs in the Balance”

Core Vocabulary:

taunt, ringleader, insolence, scurvy, hostage, depose

Read Aloud:

Treasure Island (abridged version)  
Chapter 8: My Life Hangs in the Balance

**Lesson 13: The Adventure Comes to an End**

Primary Focus of the Lesson:

**Reading** - Students will refer to details and examples in the text to discuss key points about the climax and resolution of the story.

**Writing** - Students will draft the body and revise the introduction of an adventure story.

Formative Assessment:

Activity Page 13.2 - “The Adventure Comes to an End” - Chapter 9 comprehension question.

Core Vocabulary:

superstitious, well-being, excavation, guinea, ambush, doubloon, moidore, sequin

Read Aloud:

Treasure Island (abridged version)  
Chapter 9: The Adventure Comes to an End

**Lesson 14: The Characters of Treasure Island**

Primary Focus of the Lesson:

**Reading** - Students will explain the changes Jim Hawkins experiences over the course of the story, and how these changes impact Jim’s thoughts, feelings, and perspectives.

**Grammar** - Students will correctly use coordinating conjunctions in sentences with appropriate punctuation.

**Morphology** - Students will distinguish between root words and words with the suffix *-ful* or *-less* and use those words correctly in sentences.

**Spelling** - Students will apply grade-level phonics and word analysis skills to correctly decode and encode targeted words.

Formative Assessment:

Activity Page 14.1 - Reflect on Treasure Island

Activity Page 14.2 - Coordinating Conjunctions

Activity Page 14.3 - Suffixes *-ful* and *-less*

Activity Page 14.4 - Practice Spelling Words

Core Vocabulary:

petrified, superstitious, well-being, excavation, guinea

Read Aloud:

Treasure Island (abridged version)  
Chapter 9: The Adventure Comes to an End

## **Lesson 15: Unit Assessment**

### Primary Focus of the Lesson:

Spelling (15 minutes) Activity Page 15.1

Unit Assessment (75 minutes) Activity 15.2

## **Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)**

*\*See CKLA Teachers Guide Supports & Challenge for Unit 1 - Lessons 1-15*

### **Learners Reading and Writing Below Grade Level**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Special Education - in addition to specific items outlined in individual student's IEP plan**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
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- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits
- Additional time
- Visually modified materials

### **ELL**

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
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- Prepare sentence frames for introduction and conclusion sentences only as needed
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### **Gifted and Talented**

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

### **504**

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

## **Integration of 21st Century Skills**

### **Career Readiness, Life Literacies, and Key Skills**

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.2.5.CAP.8: Identify risks that individuals and households face
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

### Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

### 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.

### List of Core Instructional and Supplemental Materials

#### Core Materials:

- Amplify CKLA
- Knowledge/Skills

#### Supplemental Materials

- CKLA Boost Program
- Renaissance Freckle
- EPIC Reading
- Readworks
- RAZ Kids Plus

### Mandates

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

## Pacing Guide

<u>Knowledge Unit Name</u>	<u>Duration (Days)</u>	<u>Marking Period</u>
Unit 1: Personal Narratives	19 days	1
Unit 2: Empires in The Middle Ages Parts 1&2	29 days	1 & 2
Unit 3: Poetry	18 days	2
Unit 4: Eureka! Student Inventor	10 days	2
Unit 5: Geology	19 days	2 & 3
Unit 6: Contemporary Fiction	15 days	3
Unit 7: American Revolution	21 days	3 & 4
Unit 8: Treasure Island	26 days	4