

**Engage NY- Taught with Journeys Common Core ©2014  
Grade 4**

Module Description/Skills	Journeys Readings/Skills
<b>Module 1: Native Americans in New York</b> Focus: Becoming a Close Reader and Writing to Learn	
<b>Module Description:</b>	
<p>Students learn about Native Americans in New York, with a specific focus on the Iroquois Confederacy. Students read short sections of the Iroquois Constitution, or “Great Law of Peace” ...</p>	<p>Native American history and culture are featured in Unit 4, Lesson 20 of Houghton Mifflin Harcourt’s <i>Journeys Common Core</i> through biography, poetry and numerous related readings. See the following literary works, skills lessons, and projects:</p> <p><b><u>Lesson 20 Topic: Native American History</u></b></p> <p><b>Unit 4:</b> Preview the Topic: Native American History, T317; Anchor Text: <i>Sacagawea</i>, T318–T335; Your Turn: Turn and Talk and Classroom Conversation, T336; Your Turn: Write About Reading, T337; Connect to the Topic: Native American Nature Poetry, T340–T342; Compare Texts: T343; Vocabulary Reader: <i>Lewis and Clark’s Packing List</i>, T370–T371; Leveled Readers: <i>Chief Washakie</i>, T376; Words About the Topic: Native American History, T346; Speaking and Listening: Paraphrase Text Read Aloud, T347</p>
<p>...learn to write explanatory paragraphs...</p>	<p><b>Unit 2:</b> Informative Writing: Explanatory Essay: T276, T277, T278, T350, T351, T352</p>

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...study a novel and write a literary analysis...	<p><b>Unit 2:</b> Book Report, T202–T205</p> <p><b>Unit 6:</b> Response to Fiction, T42–T45; Trade Book: <i>Justin and the Best Biscuits in the World</i>, T238–T239; Chapter-by-chapter reading guides, T242–T243, T252–T253, T262–T263, T272–T273, T282–T283</p>
...and then connect the past to the present by studying data designed to help them think about places in their school where agreements like those found in the Iroquois Constitution would benefit the school community.	<p>The role of the Constitution in defining citizens’ rights is explored in Unit 5, Lesson 22: Citizens’ Rights. Connections to the past are made through an exploration of Esther Morris’ fight to give American woman the right to vote. See the following literary works, skills lessons, and projects:</p> <p><b><u>Lesson 22 Topic: Citizens’ Rights</u></b></p> <p><b>Unit 5:</b> Teacher Read Aloud: <i>Jane’s Big Ideas</i>, T88–T89; Preview the Topic: Citizens’ Rights, T93; Anchor Text: <i>I Could Do That!</i>, T94–T107; Your Turn: Turn and Talk and Classroom Conversation, T108; Your Turn: Write About Reading, T109; Connect to the Topic: <i>The Role of the Constitution</i>, T112–T116; Compare Texts: T117; Vocabulary Reader: <i>Mill Girls</i>, T140–T141; Leveled Readers: <i>The First Woman Doctor</i>, T144, <i>A Champion of Change</i>, T145, <i>The Writer Who Changed America</i>, T146, <i>Shirley Chisholm</i>, T147</p>
As the final performance task, students collaborate to write a class constitution, drawing on the texts they have read.	<p><b>Unit 5:</b> Research and Media Literacy: Investigate Your State Constitution, T121</p>

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<b>Examples of NYS Common Core CCLS Standards Formally Assessed for Module 1: Native Americans in New York.</b>	
<p>RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p><b>Unit 1:</b> Story Structure, T29, T31; Elements of Drama, T253, T258–T259</p> <p><b>Unit 2:</b> Story Structure, T16, T25; Stage Directions, T30–T31; Understanding Characters, T173</p> <p><b>Unit 4:</b> Compare and Contrast Characters, T16, T27; Story Structure, T164, T173, T176–T177</p>
<p>RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p><b>Unit 2:</b> Explain Concepts and Ideas, T99</p> <p><b>Unit 3:</b> Domain: Earth Science/Text Structure, T23, T28–T29; Analyze the Text: Scientific Concepts and Ideas, T257, T260–T261</p> <p><b>Unit 4:</b> Text Structure, T327, T334–T335</p> <p><b>Unit 5:</b> Cause and Effect, T92, T105, T106–T107</p>
<p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p><b>Unit 2:</b> Informative Writing, T204, T277, T278, T352</p> <p><b>Unit 5:</b> Informative Writing, T130, T131, T208, T209, T210, T284, T356, T358</p>
<p>SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p><b>Unit 1:</b> Speaking and Listening: Have a Literature Discussion, T43, T349</p> <p><b>Unit 3:</b> Speaking and Listening: Compare and Contrast Accounts, T197</p> <p><b>Unit 4:</b> Speaking and Listening: Have a Literature Discussion, T117</p>

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<b>Module 2A: Interdependent Roles in Colonial Times</b> Focus: Researching to Build Knowledge and Teaching Others	
<b>Module Description:</b>	
<p>Students learn about what life was like in Colonial America, focusing on how colonists were interdependent on one another.</p>	<p>The biographical selection <i>I Could Do That</i>, which tells the story of Esther Morris, provides opportunities for students to understand life in early post-colonial America. The story, as well as the related activities and readings that follow it, illustrate the cultural and economic realities of life in the United States during the mid-1800s:</p> <p><b>Unit 5:</b> Anchor Text: <i>I Could Do That!</i>, T94–T107; Your Turn: Turn and Talk and Classroom Conversation, T108; Your Turn: Write About Reading, T109; Connect to the Topic: <i>The Role of the Constitution</i>, T112–T116; Compare Texts: T117; Vocabulary Reader: <i>Mill Girls</i>, T140–T141; Leveled Readers: <i>The First Woman Doctor</i>, T144, <i>The Writer Who Changed America</i>, T146</p>
<p>Students read about various colonial trades (such as the wheelwright, the cooper, etc.), with an emphasis on making inferences, summarizing informational texts and conducting basic research.</p>	<p><b>Unit 5:</b> Target Strategy: Infer/Predict, T92, T100, T102; Use Text Evidence, T110; Genre: Informational Text, T112–T116; Text to World: Connect to Social Studies (Research), T117; Research and Media Literacy: Investigate a Topic, T121</p>
<p>As the final performance task, students synthesize information from multiple sources as they write a research-based narrative that vividly describes an event in a colonist’s life.</p>	<p><b>Unit 5:</b> Informative Writing: Plan and Write a Research Report, T282, T283, T284, T356, T357, T358</p>

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<b>Examples of NYS Common Core CCLS Standards Formally Assessed for Module 2A: Interdependent Roles in Colonial Times.</b>	
RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<b>Unit 3:</b> Text and Graphic Features, T16, T21, T28–T29, T244, T255, T260–T261; Diagrams, T110, T112 <b>Unit 5:</b> Graphs, T112, T116; Text and Graphic Features, T168, T175, T186–T187
RF.4.5.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<b>Unit 1:</b> Decoding, T199, T273 <b>Unit 2:</b> Decoding, T45, T119, T269, T343 <b>Unit 3:</b> Decoding, T275 <b>Unit 4:</b> Decoding, T197, T271, T349
W.4.3. Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.	<b>Unit 1:</b> Narrative Writing, T128, T129, T280, T281, T282 <b>Unit 4:</b> Narrative Writing, T204, T205, T206, T280

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<b>Module 2B: Animal Defense Mechanisms</b> Focus: Researching to Build Knowledge and Teaching Others	
<b>Module Description:</b>	
<p>Students build proficiency in writing an informative piece, examining the defense mechanisms of one specific animal about which they build expertise.</p>	<p>Several lessons in Houghton Mifflin Harcourt’s <i>Journeys Common Core</i> focus on science and the lives and behavior of insects and animals. These include Unit 3, Lesson 14, which explores the world of insects, and Unit 5, Lesson 24, which focuses on animal behavior. See the following literary works, skills lessons, and projects:</p> <p><b><u>Lesson 14: Insects</u></b></p> <p><b>Unit 3:</b> Preview the Topic: Insects, T245; Anchor Text: <i>The Life and Times of the Ant</i>, T246–T259; Write About Reading, T263; Reader’s Guide: Use Text Evidence, T264; Vocabulary Reader: <i>Ants of All Kinds</i>, T292–T293; Leveled Readers: <i>The Lives of Social Insects</i>, T296, <i>The Arthropods Rule!</i>, T297, <i>Love Those Bugs!</i>, T298, <i>Arthropods Everywhere!</i>, T299</p> <p><b><u>Lesson 24: Animal Behavior</u></b></p> <p><b>Unit 5:</b> Preview the Topic: Animal Behavior, T247; Anchor Text: <i>Owen &amp; Mzee</i>, T248–T259; Connect to the Topic: Sea Sanctuary, T266–T268; Compare Texts, T269</p>
<p>Students also build proficiency in writing a narrative piece about this animal.</p>	<p><b>Unit 5:</b> Write About an Animal, T269</p>

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They build background knowledge on general animal defenses through close readings of several informational texts and use a science journal to make observations and synthesize information as they research an expert animal in preparation to write about this animal.	<b>Unit 3:</b> Research and Media Literacy: Take Notes and Categorize Information (about insects), T273
As the final performance task students write an informative piece describing their animal, the threats to its survival, and how it is equipped to deal with them, and a choose-your-own narrative piece about their animal that incorporates their research.	<b>Unit 5:</b> Informative Writing: Research Reports: T282, T283, T284, T356, T357, T358
<b>Examples of NYS Common Core CCLS Standards Formally Assessed for Module 2B: Interdependent Roles in Colonial Times.</b>	
RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<b>Unit 3:</b> Compare Texts, T39, T193, T197 <b>Unit 4:</b> Compare Texts, T113 <b>Unit 5:</b> Research and Media Literacy, T273
W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<b>Unit 1:</b> Research and Media Literacy, T197 <b>Unit 2:</b> Research and Media Literacy, T117 <b>Unit 3:</b> Speaking and Listening: Compare and Contrast Accounts, T347 <b>Unit 5:</b> Research Report, T282, T283, T284, T357

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SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<p><b>Unit 1:</b> Research and Media Literacy, T119</p> <p><b>Unit 2:</b> Speaking and Listening: Listen to a Recording, T43</p> <p><b>Unit 3:</b> Speaking and Listening: Paraphrase Information in Diverse Media, T117</p> <p><b>Unit 4:</b> Speaking and Listening: Tell a Story, T195; Speaking and Listening: Paraphrase Text Read Aloud, T347</p> <p><b>Unit 5:</b> Research and Media Literacy, T273</p>
L.4.1.A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	<p><b>Unit 4:</b> Relative pronouns and adverbs, T274, T275, T276, T277</p>
<p><b>Module 3A: Simple Machines: Force and Motion</b>  Focus: Considering Perspectives and Supporting Opinions</p>	
<p><b>Module Description:</b></p>	
<p>Students build knowledge of simple machines and how they affect force, effort, and work. Students read basic background text and perform Readers Theater about simple machines (written for classroom use). They read an extended scientific text, <i>Simple Machines: Forces in Action</i> (870L), focusing on analyzing scientific concepts.</p>	<p>Technology and innovation are explored in the Unit 5, Lesson 25: Inventions. Students read a short story that explores how we might see today’s technology in the future, as well as an informational text that looks at the stories behind some notable inventions.</p> <p><b>Lesson 25: Inventions</b></p> <p><b>Unit 5:</b> Teacher Read Aloud: <i>The Future of Flight</i>, T316–T317; Preview the Topic: Inventions, T321; Anchor Text: <i>The Fun They Had</i>, T322–T331; Write About Reading, T335; Reader’s Guide: Use Text Evidence, T336; Connect to the Topic: Informational Text: <i>Toys!</i>, T338–T342; Vocabulary Reader: <i>Remarkable Robots</i>, T370–T371</p>



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Students develop expertise about specific simple machines (inclined plane, levers, pulleys, etc.), read and conduct science experiments using simple machines, and synthesize their findings by writing scientific conclusion statements. They conduct a “simple machine inventory” at school and home.	<b>Unit 5:</b> Write About Reading, T335; Write About Technology, T343
As a final performance task, students write an editorial to an engineering magazine expressing an opinion about which simple machine benefits people most in their everyday lives.	<b>Unit 3:</b> Opinion Writing: Plan and Write a Persuasive Essay, T282, T283, T284, T356, T357, T358
<b>Examples of NYS Common Core CCLS Standards Formally Assessed for Module 3A: Simple Machines: Force and Motion.</b>	
RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<b>Unit 2:</b> Elements of Drama, T27; Stage Directions, T30–T31; Poetry, T334, T336 <b>Unit 3:</b> Rhyme, T340; Write a Weather Poem, T342
RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.	<b>Unit 1:</b> Author’s Purpose, T90, T101, T106–T107 <b>Unit 2:</b> Fact and Opinion, T90, T95, T104, T105; Author’s Purpose, T314, T327 <b>Unit 5:</b> Fact and Opinion, T253, T260–T261
W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<b>Unit 3:</b> Opinion Writing, T52–T55, T126, T127, T128, T206, T207, T208, T283, T284, T356
L.4.1.F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	<b>Unit 1:</b> Sentences, T48, T49, T50, T124, T125, T126, T276, T277, T278

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<b>Module 3B: The American Revolution</b> Focus: Considering Perspectives and Supporting Opinions	
<b>Module Description: TO COME</b>	
<b>NOTE:</b> <i>Although the module description has not yet been provided, we have shown some possible matches to the module topic/theme of the American Revolution, as well as to the module focus of analyzing and narrative and supporting opinions.</i>	
American Revolution	<p>The biographical selection <i>I Could Do That</i>, which tells the story of Esther Morris, provides opportunities for students to understand life in early post-colonial America . The story, as well as the related activities and readings that follow it, illustrate the cultural and economic realities of life in the United States during the mid-1800s:</p> <p><b>Unit 5:</b> Anchor Text: <i>I Could Do That!</i>, T94–T107; Your Turn: Turn and Talk and Classroom Conversation, T108; Your Turn: Write About Reading, T109; Connect to the Topic: <i>The Role of the Constitution</i>, T112–T116; Compare Texts: T117; Vocabulary Reader: <i>Mill Girls</i>, T140–T141; Leveled Readers: <i>The First Woman Doctor</i>, T144, <i>The Writer Who Changed America</i>, T146</p>
Considering Perspectives and Supporting Opinions	<p><b>Unit 1:</b> Speaking and Listening: Have a Literature Discussion, T43, T349</p> <p><b>Unit 2:</b> Speaking and Listening: Have a Discussion, T193</p> <p><b>Unit 3:</b> Speaking and Listening: Discuss to Compare and Contrast Accounts, T197; Opinion Writing: Plan and Write a Persuasive Essay, T282, T283, T284, T356, T357, T358</p>

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<b>Examples of NYS Common Core CCLS Standards Formally Assessed for Module 3B: The American Revolution.</b>	
RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<b>Unit 1:</b> Point of view, T325, T336–T337 <b>Unit 2:</b> Point of view, T169, T180–T181, T189 <b>Unit 5:</b> Compare and Contrast Point of View, T41
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<b>Unit 2:</b> Fact and Opinion, T90–T91; Summarize, T96, T102 <b>Unit 3:</b> Summarize, T165, T170, T174; Main Ideas and Details, T320, T329, T334–T335 <b>Unit 4:</b> Summarize, T91, T96, T100; Main Ideas and Details, T316, T333, T334–T335
W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	<b>Unit 2:</b> Write a News Report, T52, T53; Information Paragraph, T126, T127; Explanatory Essay, T276, T277, T278 <b>Unit 5:</b> Research Report, T282, T283, T284, T357
L.4.2.A. Use correct capitalization.	<b>Unit 1:</b> Sentences, T48, T49, T50, T278 <b>Unit 2:</b> Proper Nouns, T274

Module Description/Skills	Journeys Readings/Skills
<b>Module 4: Susan B. Anthony, the Suffrage Movement and the Importance of Voting</b> Focus: Gathering Evidence and Speaking to Others	
<b>Module Description:</b>	
<p>Students learn about voting rights and responsibilities. They first focus on the women’s suffrage movement and the leadership of New Yorker Susan B. Anthony, reading firsthand and secondhand accounts of her arrest and trial.</p>	<p>The role of the Constitution in defining citizens’ rights is explored in Unit 5, Lesson 22: Citizens’ Rights. The focus of the lesson is on the rights, achievements, and challenges of women during various eras in American history. See the following literary works, skills lessons, and projects:</p> <p><b>Lesson 22 Topic: Citizens’ Rights</b></p> <p><b>Unit 5:</b> Teacher Read Aloud: <i>Jane’s Big Ideas</i>, T88–T89; Preview the Topic: Citizens’ Rights, T93; Anchor Text: <i>I Could Do That!</i>, T94–T107; Your Turn: Turn and Talk and Classroom Conversation, T108; Your Turn: Write About Reading, T109; Connect to the Topic: <i>The Role of the Constitution</i>, T112–T116; Compare Texts: T117; Vocabulary Reader: <i>Mill Girls</i>, T140–T141; Leveled Readers: <i>The First Woman Doctor</i>, T144, <i>A Champion of Change</i>, T145, <i>The Writer Who Changed America</i>, T146, <i>Shirley Chisholm</i>, T147</p>

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<p>Then students read <i>The Hope Chest</i> (historical fiction set in the weeks before the passage of the 19th Amendment) examining the theme of leaders and their impact on others.</p>	<p>Two selections set in America prior to the passage of the 19<sup>th</sup> Amendment provide opportunities to explore the genre of historical fiction. One tells the story of a female stagecoach driver in the 1800s and the other is a fictional account of the San Francisco earthquake of 1906. Eight leveled readers provide additional options for exploring genre of historical fiction.</p> <p><b>Unit 3:</b> Genre: Historical Fiction, T92; Anchor Text: <i>The Earth Dragon Awakes</i>, T93–T102; Leveled Readers: <i>Sailing to Safety</i>, T140, <i>Little Hare and the Rumbling Earth</i>, T141, <i>Two Against the Mississippi</i>, T142, <i>A New Name for Lois</i>, T143</p> <p><b>Unit 4:</b> Genre: Historical Fiction, T18; Anchor Text: <i>Riding Freedom</i>, T19–T29; How to Analyze the Text: Compare and Contrast, T31; Write About Reading, T33; Leveled Readers: <i>Elizabeth’s Stormy Ride</i>, T66, <i>Perilous Passage</i>, T67, <i>Come to Nicodemus</i>, T68, <i>A Dangerous Trip</i>, T69</p> <p>Connections to other leaders who championed civil rights and brought about significant and lasting change in the United States can be found in Lesson 2: Civil Rights.</p> <p><b>Unit 1:</b> Teacher Read Aloud: <i>The Troublemaker Who Healed a Nation</i>, T86–T87; Anchor Text: <i>My Brother Martin</i>, T93–T105; How to Analyze the Text: Author’s Purpose, T107; Write About Reading, T109</p>

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<p>Finally, students connect the theme of leadership to their own lives by reading about the importance of voting in modern times.</p>	<p>The biographical selection <i>I Could Do That</i>, which tells the story of Esther Morris, provides opportunities for students to understand the importance of voting. The story, as well as the related activities and readings that follow it, illustrate the challenges women faced in achieving legal and social equality:</p> <p><b>Unit 5:</b> Anchor Text: <i>I Could Do That!</i>, T94–T107; Your Turn: Turn and Talk and Classroom Conversation, T108; Your Turn: Write About Reading, T109; Connect to the Topic: <i>The Role of the Constitution</i>, T112–T116; Compare Texts: T117; Vocabulary Reader: <i>Mill Girls</i>, T140–T141; Leveled Readers: <i>The First Woman Doctor</i>, T144, <i>The Writer Who Changed America</i>, T146</p>
<p>As a final performance task, students draft and then create a public service announcement (using VoiceThread technology) to state their opinion to high school seniors about why voting is important.</p>	<p><b>Unit 1:</b> Speaking and Listening: Recount an experience in which you helped your school or community, T271</p> <p><b>Unit 3:</b> Opinion Writing: Plan and Write a Persuasive Essay, T282, T283, T284, T356, T357, T358</p>
<p><b>Examples of NYS Common Core CCLS Standards Formally Assessed for Module 4: Susan B. Anthony, the Suffrage Movement and the Importance of Voting.</b></p>	
<p>RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p><b>Unit 2:</b> Your Turn, T32–T33; Speaking and Listening: Listen to a Recording, T43; Your Turn, T182–T183</p> <p><b>Unit 4:</b> Your Turn, T32–T33; Write About Reading, T179</p>

<b>Module Description/Skills</b>	<b>Journeys Readings/Skills</b>
RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<b>Unit 1:</b> Cause and effect, T166, T181, T182–T183 <b>Unit 4:</b> Problem and Solution, T255, T256–T257; Text Structure, T327, T334–T335 <b>Unit 5:</b> Compare and Contrast, T246, T257, T260–T261
W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<b>Unit 3:</b> Opinion Writing, T52–T55, T126, T127, T128, T206, T207, T208, T283, T284, T356
L.4.2.B. Use commas and quotation marks to mark direct speech and quotations from a text.	<b>Unit 1:</b> Quotations, T202, T203, T204