

## Fourth Grade Unit 3 Planning Guide

The following texts have been provided by the district for use with the Common Core Curriculum Map units. Art, music and media can be found within the [Teacher-Created Resources](#) link on the district curriculum webpage.

# Animals Are Characters, Too: Characters Who Gallop, Bark, and Squeak

“How do we portray animals in writing?”

**8 weeks**

OCTOBER 2013						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
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NOVEMBER 2013						
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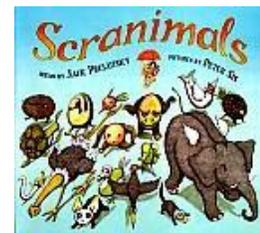
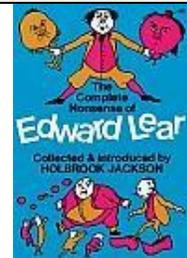
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22	23	24	25	26	27	28
29	30	31				

**Link to Pacing Guide**  
[Unit 3](#)

**Sample Activities and Assessments** (pg. 296-300 Common Core Curriculum Maps )  
 .The listed standards appear on the 2<sup>nd</sup> Quarter Scoring Guide

**1. Poetry/Literature Response**

- RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- RL.4.5. 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.
- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- L.4.5.a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- L.4.5.c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).



# Fourth Grade Unit 3 Planning Guide

## 2. Literary Graphic Organizer

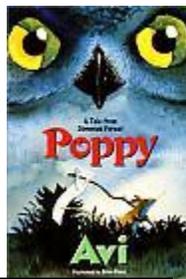
- RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).
- 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.
- L.4.5.c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).



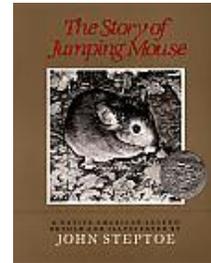
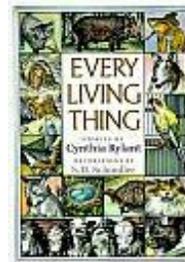
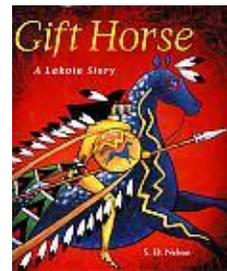
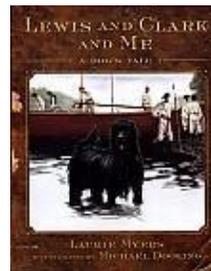
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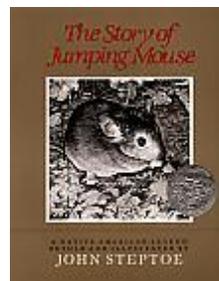
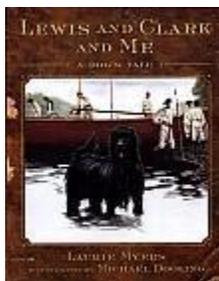


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## 3. Class Discussion

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- 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).



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## 4. Literature Response

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

W.4.9.a. Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

W.4.9.b. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

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).

## 5. Informational Text Graphic Organizer

RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

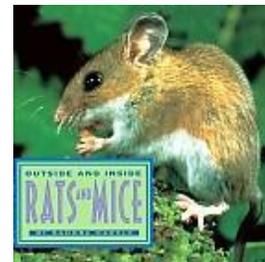
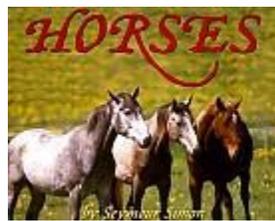
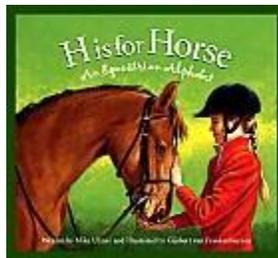
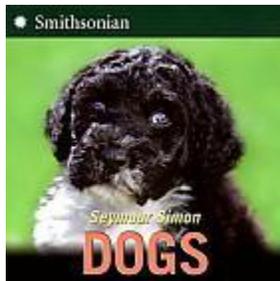
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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

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

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

RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.



## 6. Journal Response

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

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

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

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

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

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

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

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

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

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

a. Use correct capitalization.

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### 7. Research and Informative/Explanatory Writing

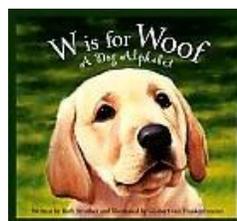
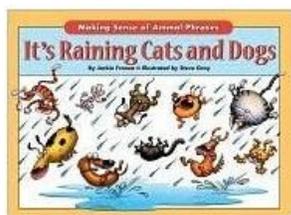
- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- c. Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.
  - d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Use correct capitalization.

### 8. Narrative Writing

- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- c. Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.
  - d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Use correct capitalization.
  - d. Spell grade-appropriate words correctly, consulting references as needed.

### 9. Class Discussion/Create a Class Book

- RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- L.4.5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.



# Fourth Grade Unit 3 Planning Guide

## 10. Class Discussion

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.

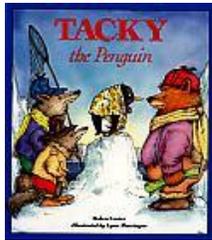
SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

## 11. Dramatization

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.

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

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



8 copies

## 12. Dramatization/Fluency

RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

### Poems

“A Bird Came Down the Walk” (Emily Dickinson)

“The Rhinoceros” (Ogden Nash)

## 13. Word Study

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

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### 14. Class Discussion and Informative/Explanatory Essay

- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.9.a. Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- W.4.9.b. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
  - d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use correct capitalization.
  - d. Spell grade-appropriate words correctly, consulting references as needed.

### 15. Grammar and Usage

- L.4.1.c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.

### 16. Mechanics/Grammar Wall

- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

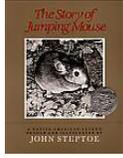
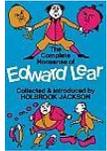
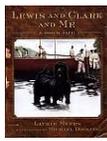
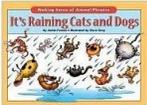
### 17. Mechanics

- L.4.2.b. Use commas and quotation marks to mark direct speech and quotations from a text.  
(focus 3<sup>rd</sup> quarter)

### 18. Vocabulary/Word Wall

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

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Text Talk Texts			
	<i>The Black Stallion (E)</i> (Walter Farley)	monotonously p3	not interesting because of having to do the same thing over and over
		barren p3	not able to produce or support growth
		tersely p4	brief or concise to the point of rudeness
	<i>The Story of Jumping Mouse: A Native American Legend</i> (John Steptoe)	perilous p3	a dangerous situation
		dismay p4	discouraged
		gravelly (gravel-ly) p6	raspy or harsh sounding
	<i>The Complete Nonsense of Edward Lear</i> (Edward Lear)	intrinsic p12	something that is natural or inherent
		futile p16	something that won't succeed
		murky p23	dark, gloomy or dirty, or something that is not clear
	<i>Lewis and Clark and Me: A Dog's Tale</i> (Laurie Myers & Michael Dooling)	docility p7	easy to manage
		vicious p25	something that is especially cruel, harsh or violent
		cunning p26	skill used in a sly or tricky way
	<i>It's Raining Cats and Dogs: Making Sense of Animal Phrases</i> (Jackie Franza & Steve Gray)	deteriorate p11	to make or become less in value or quality
		excursion p13	a short outing or trip
		peculiar p17	something that is different or unusual
	<i>H is for Horse: An Equestrian Alphabet</i> (Michael Ulmer & Gijsbert van Frankenhuyzen)	apparatus pB	tools or equipment made for a specific task
		essential pG	completely necessary
		prestigious pK	highly respected or esteemed