

# Fourth Grade Unit 4 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.

## Revolutionaries from the Past

“What life lessons can we learn from revolutionaries in fiction and nonfiction?”

**8 weeks**

JANUARY 2014						
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	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2014						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
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23	24	25	26	27	28	

[Link to Pacing Guide](#)  
[Unit 4](#)

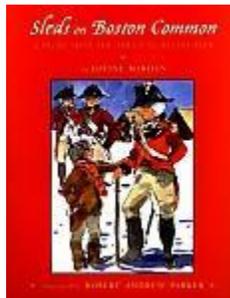
### Sample Activities and Assessments (pg. 308-311 [Common Core Curriculum Maps](#) )

The listed standards appear on the 3rd Quarter Scoring Guide

#### 1. Literary Graphic Organizer

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.

RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.



28 copies

Replacement  
Text  
TBA

#### 2. 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.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

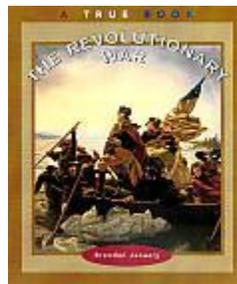
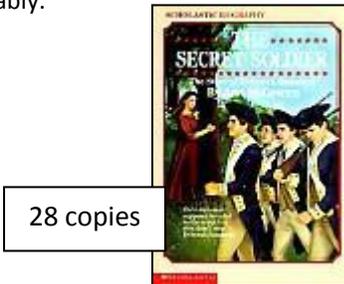
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## 3. Poetry/Literature Response

- 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.
- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - e. Form and use prepositional phrases.
  - f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - b. Use commas and quotation marks to mark direct speech and quotations from a text.

## 4. Informational Text Graphic Organizer

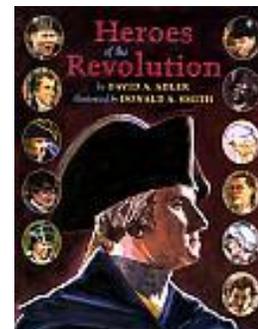
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.



## 5. Timeline

- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 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.
  - e. Form and use prepositional phrases.
  - f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - b. Use commas and quotation marks to mark direct speech and quotations from a text.

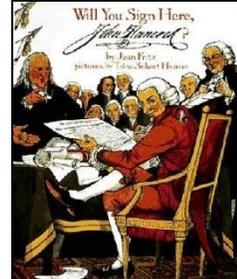
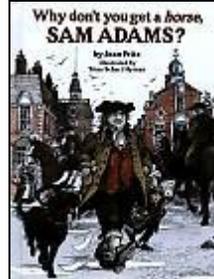
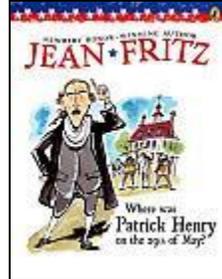
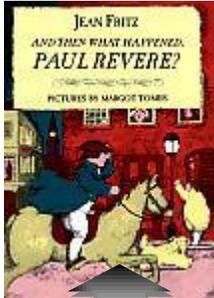
2 copies to be cut apart to create a timeline



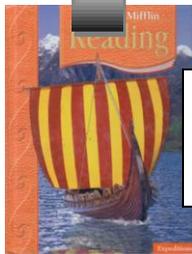
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### 6. Class Discussion/Author Study

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



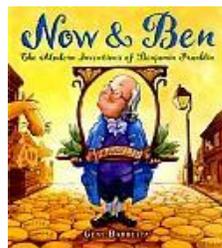
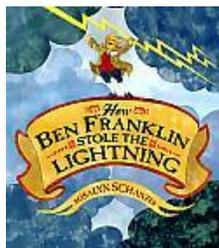
6 copies of each title



Fifth Grade  
HM Reading Expeditions  
Pg. 262

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

- RL.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade 4 topic or subject area.
- RL.4.8 Explain how an author uses reasons and evidence to support particular points in 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.
- SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.
- L.4.5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.



### Poor Richard's Almanack

PDF

[http://www.unsv.com/voanews/specialenglish/scripts/2010/11/07/0040/Poor\\_Richard's\\_Almanack\\_by\\_Franklin\\_Benjamin.pdf](http://www.unsv.com/voanews/specialenglish/scripts/2010/11/07/0040/Poor_Richard's_Almanack_by_Franklin_Benjamin.pdf)

Pages of 1753 Poor Richard's Almanack

<http://public.gettysburg.edu/~tshannon/341/pr1753contents.html>

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### 8. Speech Appreciation

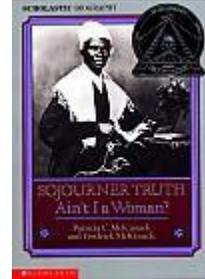
- RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

Speech “Ain’t I a Woman?” by Sojourner Truth

<http://www.fordham.edu/halsall/mod/sojtruth-woman.asp>

Frances D. Gage’s memories of listening to “Ain’t I a Woman?”

<http://www.sscnet.ucla.edu/history/dubois/classes/995/98F/doc7.html>



### 9. Class Discussion/Letter Writing (Informative/Explanatory)

- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- SL.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.
- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- e. Form and use prepositional phrases.
  - f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.

Speech “Give Me Liberty or Give Me Death” by Patrick Henry

<http://www.history.org/almanack/life/politics/giveme.cfm>

### 10. Speech Writing (Opinion)

- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- e. Form and use prepositional phrases.
  - f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.

### 11. Dramatization (Narrative)

- 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.

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### 12. Poetry/Class Discussion/Performance

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.

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

#### Poem

“The Flag” (unknown)

### 13. Poetry/Writing

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).

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

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

e. Form and use prepositional phrases.

f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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

b. Use commas and quotation marks to mark direct speech and quotations from a text.

### 14. Speech Writing/Opinion

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

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

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

e. Form and use prepositional phrases.

f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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

b. Use commas and quotation marks to mark direct speech and quotations from a text.

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

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### 15. Media/Class Discussion

- 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.
- RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

### 16. 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.
- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
  - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
  - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

### 17. Class Discussion/Reflective Essay

- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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.
- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Form and use prepositional phrases.
  - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use commas and quotation marks to mark direct speech and quotations from a text.

### 18. Grammar and Usage

- L.4.1.e. Form and use prepositional phrases

### 19. 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.

### 20. 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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### 21. Art/Class Discussion

### 22. Art/Class Discussion

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

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

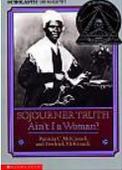
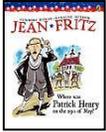
**John Singleton  
Copley**  
Paul Revere  
(1786)



**Grant Wood**  
The Midnight  
Ride  
(1931)

### Text Talk Texts

[Text Talk Tier II words and kid friendly definitions](#)

	<i>The Secret Soldier</i> (By Ann McGovern)	feeble p6	old and weak
		servant p8	someone who serves others
		deeds p13	jobs that you do for others
	<i>Sojourner Truth-Ain't I a Woman?</i> (Patricia & Fredrick McKissack)	hardships p1	very hard times
		indentured p3	having work contract with a powerful person
		slaves p6	people who work for no money and belong to someone else
	<i>How Ben Franklin Stole the Lightning</i> (Rosalyn Schanzer)	academy	a school
		"plum worn out"	very tired
		invented	to create
	<i>Heroes of the Revolution</i> (David A. Adler)	defeat p9	to lose
		surrendered p17	to give up or give in
		enlist p17	to sign up for the military
	<i>Where Was Patrick Henry on the 29th of May?</i> (Jean Fritz)	imitating p9	copying
		petitions	request something from someone with power
		critical p34	very important
	<i>Sleds on Boston Common</i> (Robert Andrew Parker)	swagger p7	to walk or march in a way that you feel very important
		harsh p15	mean or severe
		tyrant p20	a mean leader who frightens others, dictator
	<i>Now &amp; Ben-</i> (Gene Barretta)	originated p2	created
		avid p13	dedicated and enthusiastic
		efficient p17	productive and saves money and time

# Fourth Grade Unit 4 Planning Guide

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