

Fourth Grade Unit 1 Planning Guide

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

Tales of the Heart

“How do stories reveal what we have in common?”

4 weeks

AUGUST						
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

SEPTEMBER						
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					

[Link to Pacing Guide](#)

[Unit 1](#)

Sample Activities and Assessments (Common Core Curriculum Maps, pages 272-275)

The listed standards appear on the 1st Quarter Scoring Guide

1. Literary Graphic Organizer

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

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.

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.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

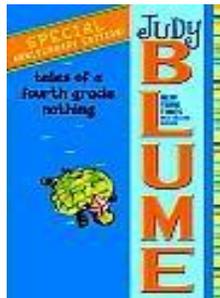
2. Class Discussion

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.

a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.



29 copies



29 copies

Fourth Grade Unit 1 Planning Guide

3. Informational Text/Graphic Organizer

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

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.

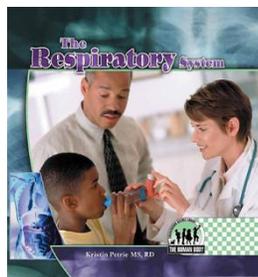
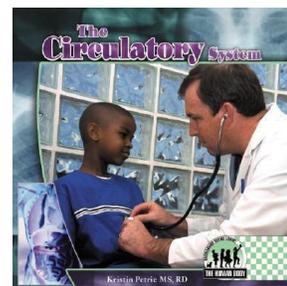
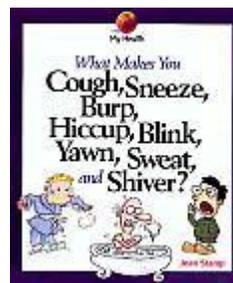
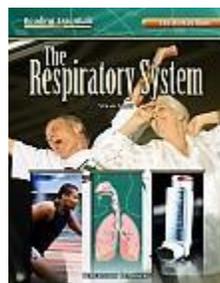
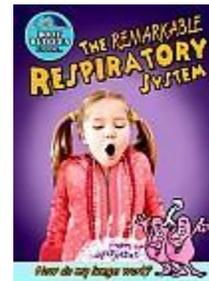
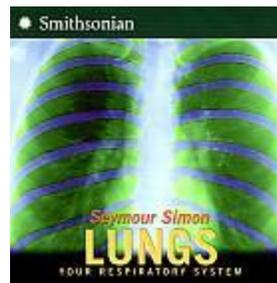
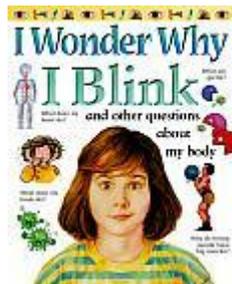
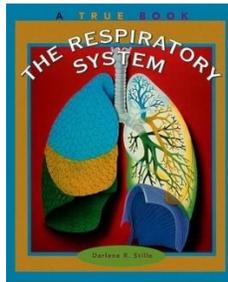
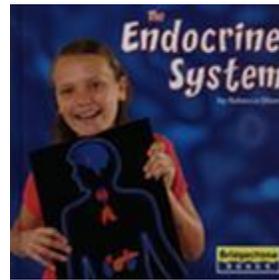
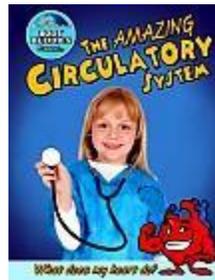
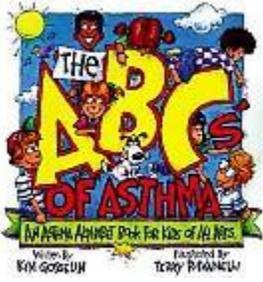
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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*.

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.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.



Fourth Grade Unit 1 Planning Guide

4. Informative/Explanatory Writing

- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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.4.4 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.
- Use *relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)*.
 - Correctly use *frequently confused words (e.g., to, too, two; there, their)*.
- L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use *correct capitalization*.

5. Journal Response

- 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.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon rules for discussions and carry out assigned roles.
- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - 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.
- Use *relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)*.
- L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use *correct capitalization*.

6. Literature Response

- 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).

7. Poetry 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).
- L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.



29 copies

Fourth Grade Unit 1 Planning Guide

8. Narrative Writing

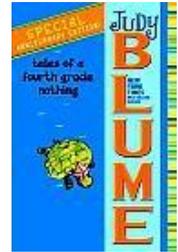
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

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

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.



29 copies

9. Research Project/Bio-Poem

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

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.

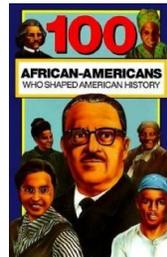
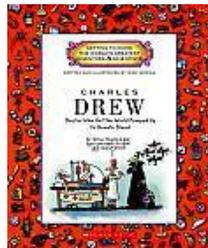
SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

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

a. Use *relative pronouns* (*who, whose, whom, which, that*) and *relative adverbs* (*where, when, why*).

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

a. Use *correct capitalization*.



10. Dramatization/Fluency

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

11. 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.

a. Use *context* (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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*.

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

Fourth Grade Unit 1 Planning Guide

12. Art/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.



REPLACEMENT for *Dying Gaul*
Michaelangelo
The Pietà, St. Peter's Basilica,
Vatican City



Giotto di Bondone
Lamentation
(1305- 1306)



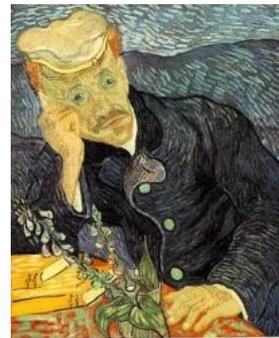
Jean-Honore'Fragonard
The Swing
(1766)

13. Art/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.



Pablo Picasso
Guernica
(1937)



Vincent Van Gogh
Portrait of Dr. Gachet
(1890)

14. Class Discussion/Reflective Essay

- W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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].").
 - 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.
- Use *relative pronouns (who, whose, whom, which, that)* and *relative adverbs (where, when, why)*.
- L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use *correct capitalization*.

15. Grammar and Usage

- L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use *relative pronouns (who, whose, whom, which, that)* and *relative adverbs (where, when, why)*.

Fourth Grade Unit 1 Planning Guide

16. Mechanics/Grammar Wall

- L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use correct capitalization.
- L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose words and phrases to convey ideas precisely.

17. Mechanics

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

18. Vocabulary/Word Wall (As a class, create a Vocabulary Word Wall bulletin board.)

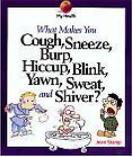
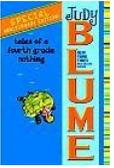
- L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.

Additional Texts



Fourth Grade Unit 1 Planning Guide

Text Talks

	<i>Harriet the Spy</i> (Louise Fitzhugh)	dubiously p8	doubtful
		intently p5	focused
		plaintively p7	showing or expressing sadness or sorrow
	<i>What Makes You Cough, Sneeze, Burp, Hiccup, Blink, Yawn, Sweat, and Shiver?</i> (Jean Stangl)	contagious p27	cleverly deceitful; tricky
		involuntary p6	not on purpose
		temporarily p7	for a short time; not permanent
	<i>Porch Lies: Tales of Slicksters, Tricksters, and Other Wily Characters</i> (Patricia McKissack & Andre Carrilho)	wily p1	cleverly deceitful; tricky
		sympathetic p5	feeling or showing understanding
		“in spite of” p7	without being changed or prevented by; despite
	<i>Tales of a Fourth Grade Nothing</i> (Judy Blume)	announced p3	to make known
		measly p11	skimpy
		advantage p13	benefits