

# Fourth Grade Unit 2 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.

## Literature Settings: Weather or Not

*“How does the author’s use of setting affect the plot of a story?”*

### 6 weeks

SEPTEMBER 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	20	21
22	23	24	25	26	27	28
29	30					

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

[Link to Pacing Guide Unit 2](#)

### Sample Activities and Assessments (Common Core Curriculum Maps, pages 284-287)

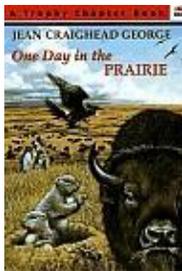
The listed standards appear on the 1<sup>st</sup> and/or 2<sup>nd</sup> Quarter Scoring Guides

#### 1. Literary Graphic Organizer

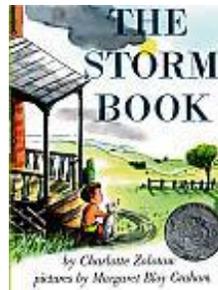
- RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
  - a. Read on-level text with purpose and understanding.*
  - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.*
- RL.4.1** Refer to details and examples in a 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.
- 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.4.5** 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.

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



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## 3. Informational Text/Graphic Organizer

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

*a. Read on-level text with purpose and understanding.*

*b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.*

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

**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.*

## 4. Informative/Explanatory Writing

**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.

**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.4.1** 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).*

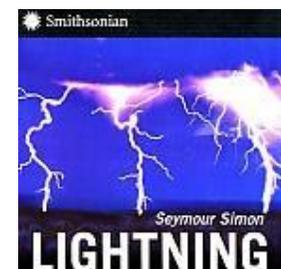
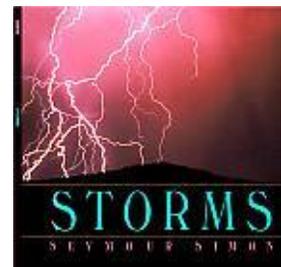
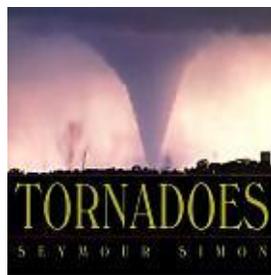
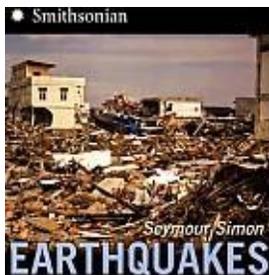
*c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.*

*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*

## 5. Journal Response

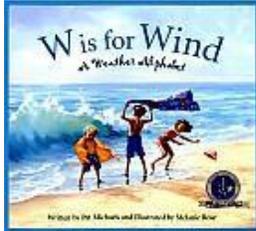


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## 6. Reading Fluency

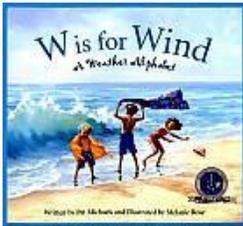
- RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
  - a. Read on-level text with purpose and understanding.*
  - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.*



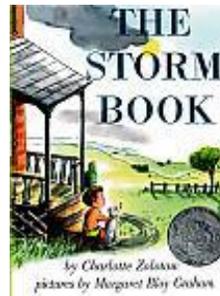
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## 7. Class Discussion

- 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).

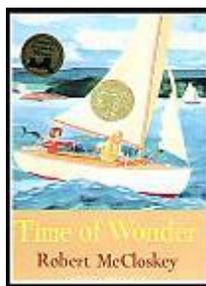
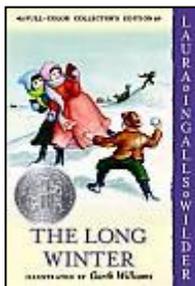


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## 8. Literature Response

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



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## 9. Poetry/Literature Response

- 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** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.*



## 10. 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.4.1** 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).



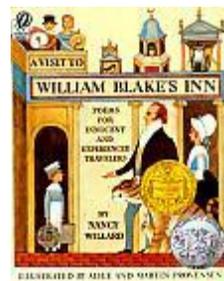
Poem-“Clouds” by Christina Rossetti

Poem-“Fog” by Carl Sandburg

## 11. Dramatization/Fluency

- RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.*
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.*
- 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.

Poem-“Dust of Snow” by Robert Frost

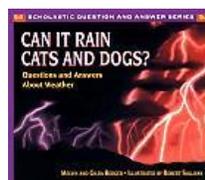


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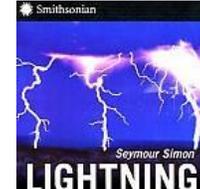
## 12. Research Project/Write a Weather Forecast (Option 1)

## 13. Research Project/Q&A Report (Option 2)

- 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.4.3** 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.
- RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 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*).
  - 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.



2 copies of each



## 14. Class Discussion

- 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.
- 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.

## 15. 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.

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## 16. Art/Narrative Writing

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

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

*a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.*



**Seascape Study with Rain Cloud- Constable**



**Boating- Manet**



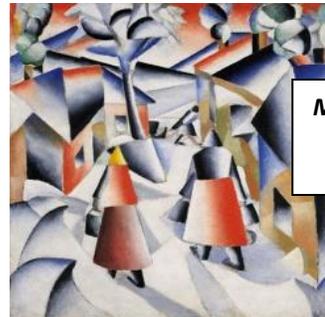
**Bridge over a Pond of Water - Monet**



**Rouen Cathedral: The Portal (Sunlight)**



**Cemetery and Vicarage in Kochel - Kandinsky**



**Morning in the Village after Snowstorm - Malevich**



**July Hay- Benton**



**Paris Street, Rainy Day - Caillebotte**

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## 17. Class Discussion 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.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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).*
  - 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.*
  - b. Use commas and quotation marks to mark direct speech and quotations from a text.*

## 18. Art/Class Discussion

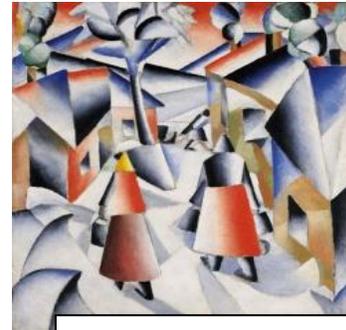
- SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.



*Seascape Study with Rain Cloud- Constable*



*July Hay- Benton*



*Morning in the Village after Snowstorm - Malevich*

## 19. Grammar and Usage

- 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.*

## 20. 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).*
  - b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.*
  - 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.*
- 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.*

## 21. 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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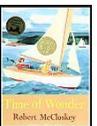
## Additional Resources

Legends- Weather Legends from Native American Culture  
<http://www.native-languages.org/legends-weather.htm>

### Text Talk Texts

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

for these titles are available on the district curriculum webpage.

	<i>The Storm Book</i> (Charlotte Zolotow)	parched p1	very hot and dry
		straining p5	difficulty, pressure
		tremendous p16	huge
	<i>Time of Wonder</i> (Robert McCloskey)	jagged p56	uneven, pointed edges
		acrobatic p12	jumping, running, leaping
		unfurling p14	to unroll and open up
	<i>Hurricane</i> (Jonathan London & Henri Sorensen)	scorpion p1	a type of spider with poison in its long tail
		waded p2	to walk into the water
		thrashed p13	to move about wildly
	<i>The Long Winter</i> (Laura Ingalls Wilder) (EA)	eagerly p4	happily
		marshy p10	ground that is muddy, flooded
		sober p13	serious
	<i>Hurricane book and CD</i> (David Wiesner)	securing p1	to make safe
		peered p4	to look through
		gusting p6	to blow very hard
	<i>W is for Wind: A Weather Alphabet</i> (Pat Michaels & Melanie Rose)	coats Letter D	to cover and spread over a surface
		fierce Letter F	mean, violent
		glittering Letter I	sparkling and shiny

Myths- Weather Myths

[http://www.windows2universe.org/mythology/planets/Earth/weather\\_myths.html](http://www.windows2universe.org/mythology/planets/Earth/weather_myths.html)