

Fourth Grade Unit 6 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.

Literary Heroes

“Can heroism be conveyed in words?”

6 weeks

APRIL 2014							MAY 2014						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5				1	2	3	
6	7	8	9	10	11	12	4	5	6	7	8	9	10
13	14	15	16	17	18	19	11	12	13	14	15	16	17
20	21	22	23	24	25	26	18	19	20	21	22	23	24
27	28	29	30				25	26	27	28	29	30	31

Link to Pacing Guide
[Unit 6](#)

Sample Activities and Assessments (pg. 332-334 [Common Core Curriculum Maps](#))
 The listed standards appear on the 4th Quarter Scoring Guide

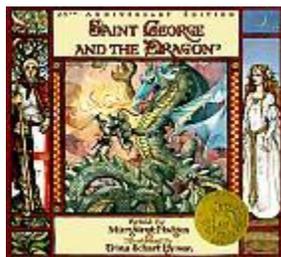
1. Introductory Activity

- 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).
- 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.



2. Literary Response

- 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.



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3. Poetry/Literature Response

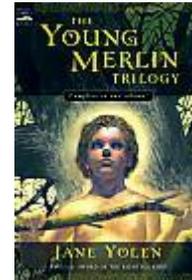
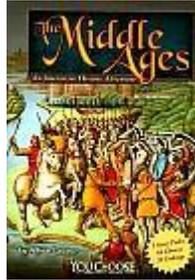
- RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- 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.
- 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.

Poem

“Why Dragons?” by Jane Yolen

4. Literature Response

- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 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). (1st semester focus)
- 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. (3rd Q focus)



6 copies of each title

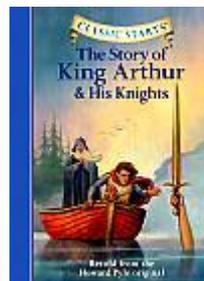
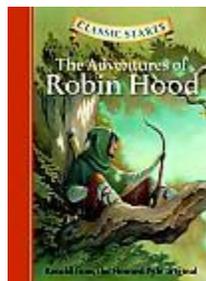
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5. Research Report

- 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.
g. 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.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

6. Opinion Writing

- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
b. Provide reasons that are supported by facts and details.
c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
d. Provide a concluding statement or section related to the opinion presented.
- 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.
- W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
g. 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.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).



15 copies of each title

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7. Literature Response

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.

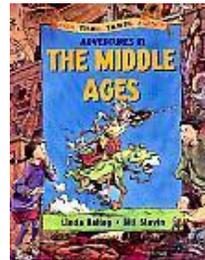
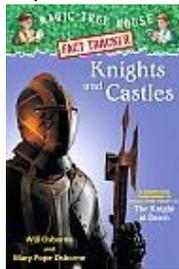


8. Informational Text Graphic Organizer

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).

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

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.



9. Acrostic Poem

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).

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*.

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.

g. 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.

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

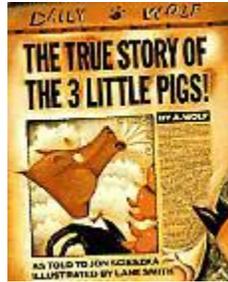
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

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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.



Borrow from
Kindergarten
(Unit 2)

11. 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.4.5. 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. (focus 2nd quarter)

12. Journal Response

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

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

W.4.9.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").

News Article "Foster Parents are the Unsung Heroes of Kids" *The Wichita Eagle*

<http://www.kansas.com/2010/05/16/1315940/foster-parents-are-the-unsung.html>

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13. Multimedia Presentation

- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 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.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
g. 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.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

14. Mechanics/Grammar Wall

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

15. 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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16. Art/Class Discussion

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



The Unicorn Tapestries
The Hunt of the Unicorn
(1400-1500's)

17. Art/Class Discussion

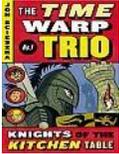
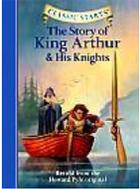
SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

Raphael
St. George and the
Dragon
(1504-1506)



Donatello
St. George
(1415-1417)

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Text Talk Texts			
<u>Text Talk Tier II words and kid friendly definitions</u>			
	The Time Warp Trio- Knights of the Kitchen Table (Jon Scieszka)	halt pg. 1	to stop
		vile pg. 1	evil, bad
		thundered pg. 6	to walk quickly and loudly
	The Adventures of Robin Hood (Retold from the Howard Pyle original)	merry pg. 1	happy
		dodge pg. 3	to move quickly out of the way
		furious pg. 3	very angry and mad
	The Grey King (Susan Cooper)	muttering pg. 2	to say something quietly under your breath
		menace pg. 7	harmful
		delirious pg. 2	being very confused and crazy
	The Story of King Arthur and His Knights (Retold from the Howard Pyle original)	ancient pg. 1	a very long time ago, very old
		grand pg. 4	great
		noble pg. 1	showing a strong character
	The Whipping Boy (Sid Fleischman)	forbidden pg. 2	not allowed
		roused pg. 2	to wake up
		contrite pg. 4	feeling sorry for what has been done
	Saint George and the Dragon (Retold by Margaret Hodges)	sorrow pg. 7	deep sadness
		journeyed pg. 8	to walk or travel
		glorious pg. 11	wonderful, beautiful