

Fourth Grade Unit 5 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.

Stories of Earth & Sky

“How are the earth and sky portrayed in fiction and nonfiction?”
4 weeks

MARCH 2014						
S	M	T	W	T	F	S
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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					

APRIL 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			

Link to Pacing
Guide
[Unit 5](#)

Sample Activities and Assessments (pg. 320-323 Common Core Curriculum Maps)

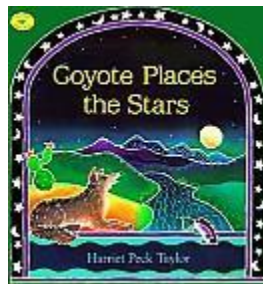
The listed standards appear on the 3rd and/or 4th Quarter Scoring Guides

1. Introductory Activity/Class Discussion

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.
SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

2. Literary Graphic Organizer

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.



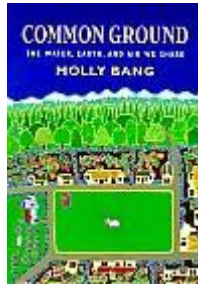
3. Writing About a Favorite Story (Opinion Writing)

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

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4. Class Discussion

- 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.
- 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.*



5. Class Discussion

- 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.
- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- b. Choose punctuation for effect.*



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6. Poetry Response/Fluency

- 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.
- 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.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose words and phrases to convey ideas precisely.

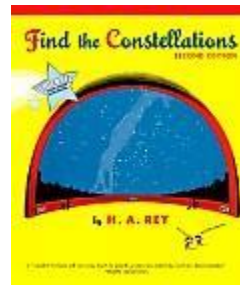


Poem

“Indian Names” (Lydia Howard Huntley Sigourney)

7. Informational Text Graphic Organizer

- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 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.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 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.



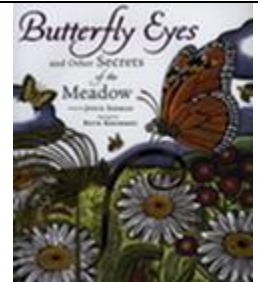
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8. Journal Writing

- 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.
- 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.*
 - 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.
- c. Use a comma before a coordinating conjunction in a compound sentence.*
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- b. Choose punctuation for effect.*

9. 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.
- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

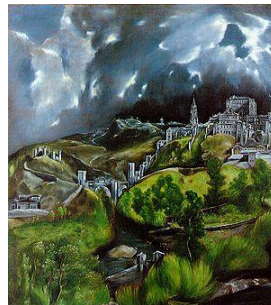


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10. Art/Narrative Writing

- W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- 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.*
 - 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.
- c. Use a comma before a coordinating conjunction in a compound sentence.*
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- b. Choose punctuation for effect.*
- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Vincent van Gogh
The Starry Night
(1889)



El Greco
View of Toledo
(1597)

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.
- 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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12. Class Discussion and Informative/Explanatory Writing

- 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.
- e. Form and use prepositional phrases*
 - f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
 - 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.
- c. Use a comma before a coordinating conjunction in a compound sentence.*
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- b. Choose punctuation for effect.*
- 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).

13. Art/Class Discussion/Informative/Explanatory Writing

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

John Constable
Hampstead
Heath, Looking
Towards Harrow
at Sunset
(1823)



Jean-Francois Millet
Landscape with
Two Peasant
Women
(Early 1870's)

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Text Talk Texts

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

for these titles are available on the district curriculum webpage.

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.



Alfred Stieglitz
Equivalents
(1923)



Vija Celmins
Untitled #13
(Comet)
(1996)

15. 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.

16. Grammar and Usage

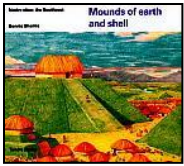

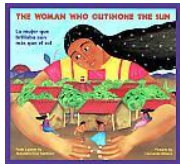

- L.4.3.b. Choose punctuation for effect.



17. 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			
<u>Text Talk Tier II words and kid friendly definitions</u>			
	<i>Mounds of earth and shell</i> (Bonnie Shemie)	inland p3	the interior of a country or region, away from coasts
		vast p5	a large or immense space
		sacred p11	having to do with religion or something shown great respect
	<i>And Still the Turtle Watched</i> (Sheila MacGill-Callahan)	bitter p1	uncomfortably cold or harsh
		reign p2	to exist widely
		forlorn p20	abandoned or deserted
	<i>The Woman who Outshone the Sun</i> (Alejandro Cruz Martinez) <i>Mounds of earth and shell</i> (Bonnie Shemie)	astonished p2	to amaze someone
		dignity p2	pride or self-respect as shown in one's appearance or behavior
		inland p3	the interior of a country or region, away from coasts
	<i>Do Stars Have Points?</i> (Melvin and Gilda Berger)	collisions p5	when two things crash together
		fusion p5	joining together
		magnitude p5	size or extent

Additional Resources

Myth- The Boy Who Flew Too High

<http://www.storynory.com/2008/08/24/the-boy-who-flew-too-high/>