

# 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 1<sup>st</sup> 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.*

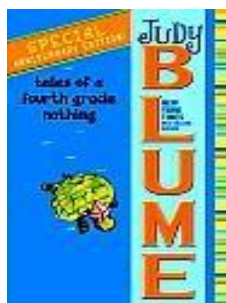
### 2. Class Discussion

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.



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## 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.

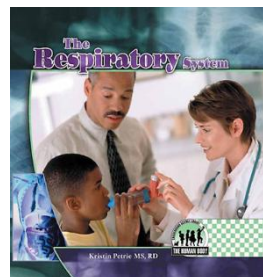
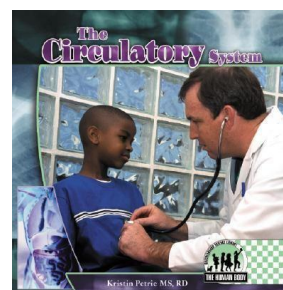
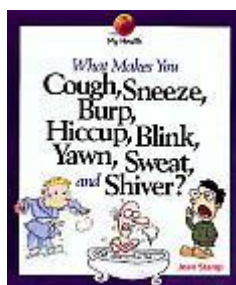
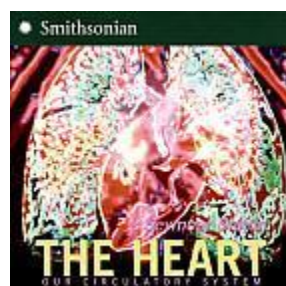
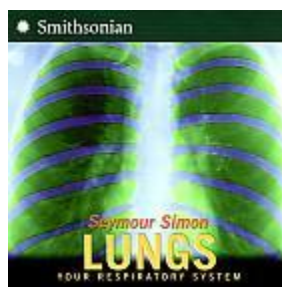
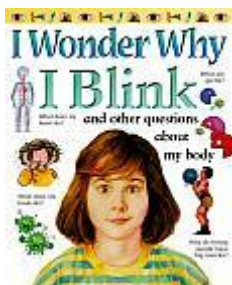
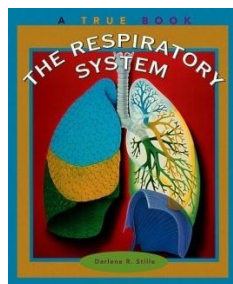
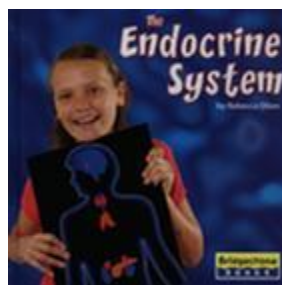
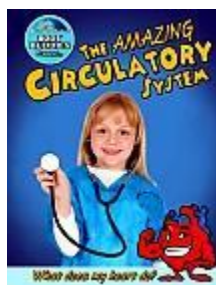
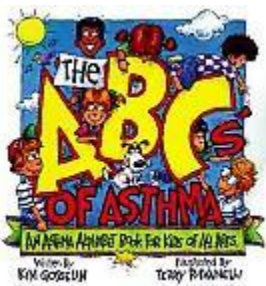
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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.



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## 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.

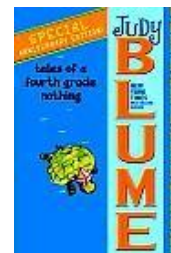


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## 8. Narrative Writing

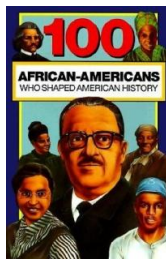
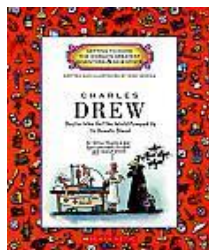
- W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - Develop 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.



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## 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.
- 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.
- 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*.



## 10. Dramatization/Fluency

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

## 11. Word Study

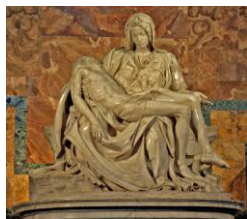
- L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.
- Use *context* (e.g., definitions, examples, or restatements in text) as a *clue to the meaning of a word or phrase*.
- RI.4.4 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.



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## 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 Pieta*, St. Peter's Basilica,  
Vatican City



**Giotto di Bondone**  
*Lamentation*  
(1305- 1306)



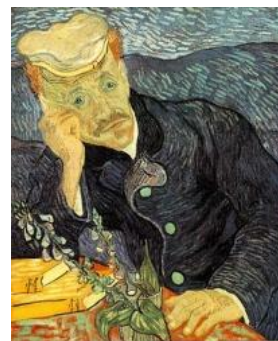
**Jean-Honore'Fragonard**  
*The Swing*  
(1766)

## 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*).

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## 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.)


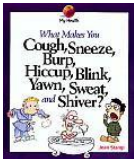

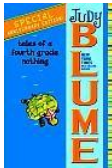
- L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.

## 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