Module 1 Summary

The heart: a literal muscle that sustains human life and a figurative center of emotion, love, and desire. In Grade 4 Module 1, *A Great Heart*, students explore, challenge, and explain these various meanings of the word *heart*. The literal and figurative uses of *heart* are presented through quotations from individuals as diverse as Confucius, Bill Nye ("The Science Guy"), and Helen Keller. To build deeper understanding of the people behind these quotations about heart, students study biographies of Clara Barton, Helen Keller, and Anne Frank. These biographies help students see how the thoughts and actions of people demonstrate great compassion and courage, thus exemplifying a figurative *great heart*.

Next, students explore the systemic, pulmonary, and coronary circuits of the literal heart through Mary K. Corcoran's witty and engaging *The Circulatory Story*. In that text, readers follow a red blood cell on its journey through the body, and, in the process, learn how the body combats disease, performs gas exchanges, and fights plaque in the arteries. This text delves deeply into the literal meaning of a *great heart*—a heart that is strong and healthy. Although the text is complex because of the heavy use of scientific terms and concepts, the author weaves in figurative language to make these concepts more understandable for Grade 4 students. The dual study of the science of a great heart and the effect of figurative language in aiding comprehension provides an opportunity for knowledge building in both subjects.

Students then explore the figurative meaning of *heart* in *Love That Dog*, Sharon Creech's poignant story of a boy who finds his voice by examining his broken heart and his great change of heart. *Love That Dog* is written as a series of free-verse poems from the main character's point of view, and students will also read and analyze the classic poetry referenced in this text. Again, this text provides an opportunity for students to study the text at two levels of depth as they develop both the skill of reading and writing poetry, and the ability to infer deeper meaning from the words of the poems. Students learn how carefully chosen words and phrases can communicate powerful emotions and affect the reader.

Students conclude this module by reading "*Heart to Heart,*" a beautiful poem by Rita Dove. This poem provides students with an opportunity to examine the differences between the literal heart and a figurative great heart, and the way in which figurative language provides a powerful vehicle through which these concepts are communicated. Taken together, these rich and varied texts allow students to become adept at distinguishing between the literal and the figurative. In the End-of-Module (EOM) Task, students write an informative essay in which they explain what it means to have a great heart, both literally and figuratively.

Module Learning Goals

KNOWLEDGE GOALS
- Explain why Clara Barton, Helen Keller, and Anne Frank could each be said to have had a great heart, figuratively.
- Explain what makes a human heart great, or healthy.
- Identify people or characters who have a figurative great heart because they are generous, courageous, or heroic.

READING GOALS
- Define a figurative great heart by synthesizing textual details from biographies. (RI.4.2)
- Determine the main idea and details of both shorter and longer sections of texts about the heart. (RI.4.2)
- Interpret information presented visually in text features, and explain how the information contributes to an understanding of the text. (RI.4.7)
- Make inferences about characters and events based on details in a literary text. (RL.4.1)
- Explain the structure and meaning of poems. (RL.4.5)

WRITING GOALS

- Create a focus statement about a famous person, and support it with textual details. (W.4.2, W.4.8, W.4.9)
- Practice integrating paraphrased and quoted evidence from informational and literary texts into a single-paragraph informative/explanatory response. (W.4.8, W.4.9)
- Write an essay describing the figurative and literal uses of the term *great heart*, citing textual evidence as support. (W.4.2, W.4.8, W.4.9)
- Write summaries of narratives and poems. (W.4.2, W.4.8)

SPEAKING AND LISTENING GOALS
- In small- and large-group discussions, concentrate on peers' contributions to understand and respond to their ideas. (SL.4.1)
- Build on others' ideas in small- and large-group discussions. (SL.4.1)
- Follow agreed-upon rules for discussions. (SL.4.1.b)

LANGUAGE GOALS
- Differentiate between literal and figurative uses of *heart*. (L.4.4.a)
- Demonstrate how punctuation is used with quotations. (L.4.2.b)
- Identify examples of each rule of capitalization in a given text. (L.4.2.a)
- Identify an example of figurative language in a complex text, and explain why the author uses figurative language to describe a scientific concept. (L.4.5.a)
- Use a comma before a coordinating conjunction in a compound sentence. (L.4.2.c)

CORE TEXTS
Novel (Literary)
- *Love That Dog*, Sharon Creech

Scientific Text (Informational)
- *The Circulatory Story*, Mary K. Corcoran; Illustrations, Jef Czekaj

SUPPLEMENTARY TEXTS
Painting
- *Portrait of Dr. Samuel D. Gross (The Gross Clinic)*, Thomas Eakins

Image
- Image of a subway map system

Poems
- "The Red Wheelbarrow," William Carlos Williams
- "Stopping by Woods on a Snowy Evening," Robert Frost
- "The Pasture," Robert Frost
- "Love That Boy," Walter Dean Myers
- "dog," Valerie Worth
- "Heart to Heart," Rita Dove
- "The Tiger," William Blake
- "Street Music," Arnold Adoff

Video
- "Exploring the Heart - The Circulatory System!"
- "Grand Central Terminal, NYC"
- "Gallery Walk"

Biographies
- Biography of Anne Frank
- Biography of Clara Barton
- Biography of Helen Keller

TRANSFER GOALS
MODULE 1

Transfer Goals highlight the effective use of understanding, knowledge, and skill that we want students to be able to do when they confront new challenges. It is the ability to transfer learning independently in not just one setting but varied real-world situations.

KNOWLEDGE Students will be able to independently transfer their learning:	READING Students will be able to independently transfer their learning:	WRITING Students will be able to independently transfer their learning:	SPEAKING/LISTENING Students will be able to independently transfer their learning:	LANGUAGE Students will be able to independently transfer their learning:
To differentiate between figurative and literal language to gain meaning from text and real-life situations.	To understand the power of words and images to describe the many meanings of words and how these meanings change in context of the text. Comprehend a variety of texts by tracing the main idea and theme in order to develop a summary of the text.	Effectively use content specific language, style, tone, and text structure to compose and adapt different writing for audiences and purposes.	Follow agreed-upon rules for discussions and carry out assigned roles. Collaborate effectively as group members, who listen actively and respectfully, pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to the group's goal.	Communicate effectively when writing or speaking by applying the conventions of language. Use context clues to determine the meaning of figurative language in a variety of literary texts.

MODULE 1
LESSONS 1-6
ESSENTIAL QUESTION: What does it mean to have a great heart, literally and figuratively?
WRITING: Informative
FOCUS QUESTION: *How does someone show a great heart, figuratively*?

STAGE 1 – DESIRED RESULTS

FOCUS STANDARDS are explicitly taught and practiced throughout the module. **SUPPORTING STANDARDS** are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. **CONTINUING STANDARDS** are taught across modules and not listed as focus standards for any particular module. Standards denoted with the asterisk (*) symbol represent the focus standards.

READING STANDARDS READING LITERATURE	WRITING STANDARDS	SPEAKING AND LISTENING STANDARDS	LANGUAGE STANDARDS
RL.4.2* Examine a grade-appropriate literary text. Provide a summary, determine a theme of a story, drama, or	**W.4.2*** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **W.4.2.a** Introduce a topic clearly and group	**SL.4.1** engage effectively in a range of collaborative discussions one-on-one, in groups, or teacher-led.	**L.4.1** Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 4 when writing or speaking.

poem from details in the text including how characters in a story or drama respond to challenges and how the speaker in a poem reflects upon a topic. **RL.4.5*** Compare and contrast the structural elements of poems (e.g. verse, rhythm, meter), drama, (e.g., casts of characters, settings, descriptions, dialog, stage directions), and prose. **READING INFORMATIONAL TEXT:** **RI.4.2*** Examine a grade-appropriate informational text. Provide a summary. Determine the main idea of a text and explain how it is supported by key details. **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. **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.	related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. **W.4.2.b** Develop the topic with facts, concrete details, quotations, or other information and examples related to the topic. **W.4.2.c** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). **W.4.2.d** Use precise language and domain-specific words to inform about or explain the topic. **W.4.2.f** Provide a concluding statement or section related to the information or explanation presented. **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.4.1.b*** Follow agreed-upon rules for discussions and carry out assigned roles.	**L.4.1.d*** Ensure subject-verb and pronoun-antecedent agreement. **L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, as appropriate for Grade 4 when writing **L.4.2.a*** Use correct capitalization. **L.4.2.b*** Use correct spelling of plurals and possessives in writing. **L.4.2.c*** Use commas and quotation marks to mark direct speech and quotations from a text. **L.4.5** Demonstrate understanding of words by relating them to their opposites, antonyms, and to words with similar but not identical meanings, synonyms. **L.4.5.a*** Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
STUDENT FRIENDLY LANGUAGE: READING LITERATURE **I can…** **RL.4.2** I can explain the theme of a story, poem, or drama. I can pick out details to support my theme choice. I can summarize what I have read. **RL.4.5** I can describe the major difference	**STUDENTFRIENDLY LANGUAGE: WRITING** **I can…** **W.4.2** I can write to inform an audience. I can write an introduction to my topic. I can group related information into paragraphs and sections. I can use facts, definitions, and quotations about my topics when writing. I can use vocabulary specific to my topic.	**STUDENT FRIENDLY LANGUAGE: SPEAKING AND LISTENING** **I can…** **SL.4.1** I can come to a discussion ready to participate with my assignment(s) complete. I can follow the rules of the discussion group and complete my job in the group. I can ask and answer questions and add comments in a discussion to make it more	**STUDENT FRIENDLY LANGUAGE: LANGUAGE** **I can…** **L.4.1** I can use the correct English conventions and grammar when I speak and write. **L.4.2** I can capitalize words correctly. I can use correct spelling of plurals and possessives in writing. I can use commas correctly in compound

between a poem, a drama, and prose (short stories, essays, novels, fables, fairy tales, tall tales, comedy, newspaper articles).
I can list structural elements of poems, dramas, and prose.
I can identify characteristics (structural elements) of poems, dramas, and other written language.

**READING INFORMATIONAL TEXT
I can…**
RI.4.2
I can explain the main idea with key details. I can determine the main idea of a paragraph, passage, or story.
I can summarize the text using key details.
RI.4.4
I can explain the meaning of vocabulary words from a story or passage.
RI.4.7
I can read information such as a graph, diagram, illustration, animation or time line.
I can explain the information on a graph, diagram, illustration, animation or timeline.
I can make connections between what I read in words and the graph, diagram, illustration, animation or timeline on a page.

I can write a conclusion for my informative text.
W.4.8
I can retell important details from what I have read.
I can recall important information from previous experiences.
I can explain and cite the information that I find.
I can take notes and organize my thoughts.
I can put the information I find in order either by time or importance.

clear for me.
I can make connections to the comments in the discussion.
I can retell the main ideas of the discussion and share my thoughts about them.

sentences and quotations.
L.4.5
I can explain the meaning of a simile in context.
I can explain the meaning of a metaphor in context.

ELP STANDARDS
The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, style and conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English Language Arts. ELP Standards – 4th Grade Correspondence

Stage 2 – ASSESSMENT EVIDENCE – Required
Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module **FOCUS STANDARDS.**
It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned.

Lesson 5: Focusing Question Task 1
Write an informative paragraph that explains how Clara Barton, Helen Keller, or Anne Frank demonstrated a figurative great heart. **FQT 1**

End of Module Task
Write an informative essay that synthesizes evidence from core literary and informational texts and explains the figurative and literal meanings of the term *great heart*. **EOM Task**

STEP UP TO WRITING (SUW)
CORRELATION TO MODULE 1 (Lessons 1-6)
These lessons and tools are included in each lesson, and can provide additional support for the EOM writing prompt. Choose lessons that provide students with a foundation for planning and writing a paragraph.

MODULE 1
LESSONS 1-6
ESSENTIAL QUESTION: What does it mean to have a great heart, literally and figuratively?
WRITING: Informative
FOCUS QUESTION LESSON 1-6: *How does someone show a great heart, figuratively?*

SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS

Differentiated Volume of Reading	Tier 2 Just Words intervention for students who need additional decoding and spelling instruction.	Small group with appropriate text based on student need.	Extended independent reading from Appendix D from Wit and Wisdom Module unit topics.

Stage 3 – LEARNING ACTIVITIES

VOCABULARY:
Clara Barton Biography: independent, relief, organization, international, lobby, educator, collected, distributed, wounded, autocratic
Helen Keller Biography: mission, tutor, strict, braille, translated, dozens, civilian, exceptional, potential
Anne Frank Biography: persecution, hiding, victim, diverse, outskirts, society, sanctions, economy, political, circumstances, emigration, immigrated, inquisitive

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
L1	Differentiate between literal & figurative uses of heart.	None	**Wonder**: What do I notice and	**Examine**: Why is evidence important	**Deep Dive: Vocabulary**

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
Lesson at a Glance TE p. 20 **End of Module Vocabulary Assessment-** use as a pre-assessment and a post-assessment	**(RI.4.2, RI.4.4, L.4.4.a)** Identify text evidence to support a focus & organize ideas, citing the source and attributing direct quotation. **(W.4.8)** Trace the roots of words related to heart, making connections among various cognates. **(L.4.4.b)**		wonder about the word heart? **Launch**: TE p. 22 **Learn**: TE pp. 23-29 **Land**: TE p. 30 **Wrap**: TE pp. 30-31	in informative writing? *Evidence Organizer* *Handout 1A: Quotations by Barnard and Confucius* **RESOURCE: SUW LESSONS & TOOLS** **SUW 4th Edition** **E7-16** Paraphrasing Information from Sources TE p.590 **E7-17** Creating a List of Sources TE p. 591 TOOLS: E7-16 a, E7-16b E7-1b,E7-1c E7-11b E7-17a	**Content Vocabulary** Make connections among various cognates **Vocabulary**: heart, literal, figurative, infinitely, transplant, devour, courageous, cardiac **Launch**: TE p. 32 **Learn**: TE pp. 32-35 **Land**: TE p. 35 **SUW LESSONS & TOOLS** SUW: **E3-15** Using Word Roots to Determine Meaning TE p. 257 TOOLS: E3-15a and b
L2 **Lesson at a Glance TE p. 38**	Analyze quotations to explain their meaning based on the literal or figurative use of the word heart. **(RI.4.4, L.4.4.a)** Identify the parts of an informative essay and the purpose each serves. **(W.4.2)** Demonstrate how	None	**Reveal**: What does a deeper exploration of figurative and literal meanings reveal in heart quotations? **Launch**: TE p. 39-40 **Learn**: TE pp. 40-46 **Land**: TE p. 46 **Wrap**: TE pp. 46-47 Handout 2C: Fluency	**Examine**: Why is each part of a Painted Essay important? Handout 2A: Heart Quotations Handout 2B: Exemplar Essay **RESOURCE: SUW LESSONS &**	**Deep Dive:** **Style and Conventions** Punctuations for Quotations **Examine**: Why is punctuation important? **Vocabulary:** literal, figurative

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
	punctuation is used with quotations. **(L.4.2.c)**		Homework	**TOOLS** **SUW 4th Edition** **E4-1** Color-Coding the Elements of an Informative/Explanatory Paragraph TE p. 285 **E4-6** Elements of Informative/Explanatory Essays and Reports TE p. 294 TOOLS: E2-41a, b E4-6a,b	**Launch**: TE p. 48 **Learn**: TE pp. 48-49 **Land**: TE p.49 **SUW LESSONS & TOOLS** **SUW 4th Edition** **E7-15** Using Quotations TE p. 588 TOOLS: E7-15a
L3 **Lesson at a Glance TE p. 52**	Recount the key achievements from the biography of Clara Barton, Helen Keller, Anne Frank **(RI.4.3)** Clarify the precise meaning of the word greathearted. **(L.4.4.c, L.4.5.c)**	*Biographies of* **Clara Barton** **Helen Keller** **Anne Frank**	**Organize**: What is happening in each biography? **Launch**: TE p. 53 **Learn**: TE pp. 54-55 **Land**: TE p. 56 **Wrap**: TE p. 57 Handout 2C: Fluency Homework	**Examine**: How does a focus statement work? Handout 3A: Frayer Model	**Deep Dive:** **Vocabulary** Content Vocabulary **Vocabulary**: courageous, greathearted **Launch**: TE p. 58 **Learn**: TE pp. 58-59 **Land**: TE p. 59
L4 **Lesson at a Glance TE p. 62**	Define a figurative great heart by synthesizing textual details from a biography. **(RI.4.2)** Create a focus statement about a famous person, and support it with textual	*Biographies of* **Clara Barton** **Helen Keller** **Anne Frank**	**Reveal**: What does a deeper exploration of each person's actions reveal in these biographies? **Launch**: TE p.63-64 **Learn**: TE pp. 64-67	**Experiment**: How does a focus statement work? Handout 4A: Evidence Organizer for a Figurative Great Heart	**Deep Dive:** **Style and Conventions** Punctuation for Quotations **Experiment**: How do punctuation marks for quotations work?

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
	details. **(W.4.2, W.4.8 W.4.9)** Punctuate quotations from given sources. **(L.4.2.b)**		**Land**: TE p. 68 **Wrap**: TE pp. 68-69	**SUW LESSONS & TOOLS** **SUW 4th Edition** **E4-11** Defining a Topic Sentence TE p. 309 TOOLS: E4-11a, E4-11b	**Vocabulary**: greathearted **Launch**: TE p. 70 **Learn**: TE pp. 70-71 **Land**: TE p. 71 **SUW LESSONS & TOOLS** **SUW 4th Edition** **E7-15** Using Quotations TE p. 588 TOOLS: E7-15a
L5 **Lesson at a Glance TE p. 74** **Focusing Question Task** Write an informative paragraph that explains how Clara Barton, Helen Keller, or Anne Frank demonstrated a figurative great heart. **FQT 1**	In a paragraph with an introduction, focus statement, and textual evidence, elaboration, and a concluding statement, explain how a famous woman (Clara Barton, Helen Keller, or Anne Frank) showed great heart. **(RI.4.1, W.4.2, W.4.4, W.4.9.b)** Use punctuation correctly with quoted evidence from a text. **(L.4.2.b)**	*Biographies of* **Clara Barton** **Helen Keller** **Anne Frank**	**Know**: How do the biographies build my knowledge about great heart? **Launch**: TE p. 76 **Learn**: TE pp. 76-80 **Land**: TE pp. 81-82 **Wrap**: TE pp. 82-83 Handout 2C: Fluency Homework	**Execute**: How do I write an informative paragraph using a focus statement and evidence? **SUW LESSONS & TOOLS** **SUW 4th Edition** **E4-2** Planning a Paragraph with an Informal Outline TE p.287 TOOLS: E2-41b E4-2a, E4-2b	**Deep Dive:** **Style and Conventions** Content Vocabulary **Execute**: How do I use punctuation with quotations in my focusing question task response? **Launch**: TE p. 84 **Learn**: TE p. 85 **Land**: TE p. 86 Handout 2A: Heart Quotations

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
					SUW LESSONS & TOOLS **SUW 4th Edition** **E7-15** Using Quotations TE p. 588 TOOLS: E7-15a
L6 **Lesson at a Glance** **TE p. 88**	Synthesize details from a painting and quotations to define a figurative great heart. **(RI.4.4)** Create a focus statement about a famous person, and support it with textual details. **(W.4.2, W.4.8)**	**Portrait of Dr. Samuel D. Gross (The Gross Clinic), Thomas Eakins**	**Distill**: How does Thomas Eakins' painting, *Portrait of Dr. Samuel D. Gross (The Gross Clinic)*, and a close reading of Dr. Gross's quotation, extend my understanding of a figurative great heart? **Launch**: TE pp. 89-91 **Learn**: TE pp. 91-96 **Land**: TE p. 96 **Wrap**: TE pp. 96-97 Handout 6A: Dr. Gross Quotation	**Experiment**: How do I find evidence to support a focus statement? Handout 6B: Evidence Organizer for Dr. Gross **SUW LESSONS & TOOLS** **SUW 4th Edition** **E4-11** Defining a Topic Sentence TE p. 309 TOOLS: E4-11a, E4-11b	**Vocabulary:** greathearted, composition, chiaroscuro

SOCIAL STUDIES Correlation to MODULE Lessons 1-6			
STANDARDS & LEARNING GOALS	**FOCUS VOCABULAY**	**FORMATIVE PERFORMANCE TASK(S)/QUESTIONING/MATERIALS**	**ASSESSMENTS WRITING**
STANDARDS **G.8.4.1** Use geographic representations to examine the spatial organization of Arkansas citing relative and absolute location **G.8.4.3** Construct maps and other graphic representations of Arkansas and other United States, including physical and human characteristic, title, legend, compass rose **C.3.4.1** Examine the creation and enforcement of rules and laws at the state level **C.3.4.2** Evaluate reciprocal relationships between people and rules, laws, and policies **C.3.4.3** Analyze group actions and responses to local and global problems	**SOCIAL STUDIES FOCUS** **Unit:** U.S. REGIONS Studying the regions of the United States through the lenses of social scientists Roles of Social Scientist Tools of a Geographer Tools of a Historian **Essential Questions:** What does a Social Studies classroom look like? How do we learn about the United States and its regions? **Supporting Questions:** How do we learn about the history of the United States and its regions? What information does a historian give us about the U.S. and what tools do they use to provide this information? What is the difference between primary and secondary sources?	**BEFORE READING:** Tell students in Social Studies they will study U.S. regions through the lenses of social scientists. Introduce the question, "What do social scientists do?" Use the TCI textbook to discuss roles and tools of the economist, geographer, historian, and political scientist. Preview: Slides 7-9/Student Notebook p. 1. Write a sentence for each subject, and tell why it is important. **DURING READING:** Read the introduction in the TCI SE p. 3 "Discovering the Social Sciences TE Presentation Slides 8-10. **Days 2 and 3** Learning about Regions—Roles and Tools of Social Scientists—Students will read about Social Scientists to describe them, create a definition for each and decorate a hat that represents each one. TCI SE pp.4-9 TE Presentation Slides 11-25	Read The River Ran Wild by Lynn Cherry to the students. Use the book to reinforce this week's skill lesson to determine the Author's Purpose; discuss the roles of Social Scientists they will be reading about Social Studies textbook. Social Studies Word Wall Vocabulary Words **Social Studies Prompt:** Write one sentence about each of the social scientists telling how they help us learn about the United States--Historian, Economist, Geographer, Political Scientist

| | What information does a geographer give us about the U.S. and what tools do they use to provide this information?

VOCABULARY
economy/economist; history/historian; political science/political scientist; geography/geographer, history, historian historical maps, artifacts | Homework Assignment (Due date will be after all Social Scientist have been introduced.)
Talking Like a Social Scientist—TE Presentation Slide 26
Ask students to find one small artifact in their home that represents each of the social scientist they have learned about. Have them answer the questions on Handout A about each artifact. Place the artifact in a small bag and bring to class. These will be shared next week.

Artifact Analysis Worksheet Lesson Resource
Social Studies TE Presentation Slide 34 Economists, geographers, political scientists, and historians study the same artifact but for different purposes. How might these social scientists be interested in the old postcard found on Slide 34? (Use at the end of the week after students have learned what each social scientist does). | |

Module 1
Lessons 7-17
ESSENTIAL QUESTION: What does it mean to have a great heart, literally and figuratively?
WRITING: Informative
FOCUS QUESTION: *What is a great heart, literally?*

Module 1
4ᵗʰ Grade Curriculum Map: Literacy & Integrated Content 2019-2020

STAGE 1 – DESIRED RESULTS

FOCUS STANDARDS are explicitly taught and practiced throughout the module. **SUPPORTING STANDARDS** are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. **CONTINUING STANDARDS** are taught across modules and not listed as focus standards for any particular module. Standards denoted with the asterisk (*) symbol represent the focus standards.

READING STANDARDS	WRITING STANDARDS	SPEAKING AND LISTENING STANDARDS	LANGUAGE STANDARDS
READING LITERATURE: **RL4.2*** Examine a grade-appropriate literary text. Provide a summary, determine a theme of a story, drama, or poem from details in the text including how characters in a story or drama respond to challenges and how the speaker in a poem reflects upon a topic. **RL.4.5*** Compare and contrast the structural elements of poems (e.g. verse, rhythm, meter), drama, (e.g., casts of characters, settings, descriptions, dialog, stage directions), and prose. **READING INFORMATIONAL TEXT:** **RI.4.2*** Examine a grade-appropriate informational text. • Provide a summary. • Determine the main idea of a text and explain how it is supported by key details. **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. **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	**W.4.2*** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **W.4.2.a** 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. **W.4.2.b** Develop the topic with facts, concrete details, quotations, or other information and examples related to the topic. **W.4.2.c** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). **W.4.2.d** Use precise language and domain-specific words to inform about or explain the topic. **W.4.2.f** Provide a concluding statement or section related to the information or explanation presented. **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.4.1** Engage effectively in a range of collaborative discussions • one-on-one • in groups • teacher-led **SL.4.1.b*** Follow agreed-upon rules for discussions and carry out assigned roles.	**L.4.1** Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 4 when writing or speaking. **L.4.1.d*** Ensure subject-verb and pronoun-antecedent agreement. **L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, as appropriate for Grade 4 when writing. **L.4.2.a*** Use correct capitalization. **L.4.2.b*** Use correct spelling of plurals and possessives in writing. **L.4.2.c*** Use commas and quotation marks to mark direct speech and quotations from a text. **L.4.5** Demonstrate understanding of words by relating them to their opposites, antonyms, and to words with similar but not identical meanings, synonyms. **L.4.5.a*** Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

contributes to an understanding of the text in which it appears.			

STUDENT FRIENDLY LANGUAGE: READING LITERATURE I can…	STUDENTFRIENDLY LANGUAGE: WRITING I can…	STUDENT FRIENDLY LANGUAGE: SPEAKING AND LISTENING I can…	STUDENT FRIENDLY LANGUAGE: LANGUAGE I can…
RL4.2 I can explain the theme of a story, poem, or drama. I can pick out details to support my theme choice. I can summarize what I have read. **RL.4.5** I can describe the major difference between a poem, a drama, and prose (short stories, essays, novels, fables, fairy tales, tall tales, comedy, newspaper articles). I can list structural elements of poems, dramas, and prose. I can identify characteristics (structural elements) of poems, dramas, and other written language. **READING INFORMATIONAL TEXT** **I can…** **RI.4.2** I can explain the main idea with key details. I can determine the main idea of a paragraph, passage, or story. I can summarize the text using key details. **RI.4.4** I can explain the meaning of vocabulary words from a story or passage. **RI.4.7** I can read information such as a graph, diagram, illustration, animation or time line.	**W.4.2** I can write to inform an audience. I can write an introduction to my topic. I can group related information into paragraphs and sections. I can use facts, definitions, and quotations about my topics when writing. I can use vocabulary specific to my topic. I can write a conclusion for my informative text. **W.4.8** I can retell important details from what I have read. I can recall important information from previous experiences. I can explain and cite the information that I find. I can take notes and organize my thoughts. I can put the information I find in order either by time or importance.	**SL.4.1** I can come to a discussion ready to participate with my assignment(s) complete. I can follow the rules of the discussion group and complete my job in the group. I can ask and answer questions and add comments in a discussion to make it more clear for me. I can make connections to the comments in the discussion. I can retell the main ideas of the discussion and share my thoughts about them.	**L.4.1** I can use the correct English conventions and grammar when I speak and write. **L.4.2** I can capitalize words correctly. I can use correct spelling of plurals and possessives in writing. I can use commas correctly in compound sentences and quotations. **L.4.5** I can explain the meaning of a simile in context. I can explain the meaning of a metaphor in context.

I can explain the information on a graph, diagram, illustration, animation or timeline. I can make connections between what I read in words and the graph, diagram, illustration, animation or timeline on a page.			

ELP STANDARDS

The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, style and conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English Language Arts. ELP Standards – 4th Grade Correspondence

Module 1
Lessons 7-17
ESSENTIAL QUESTION: What does it mean to have a great heart, literally and figuratively?
WRITING: Informative
FOCUS QUESTION: *What is a great heart, literally*?

Stage 2 Assessment Evidence – Required

Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module **FOCUS STANDARDS.**   It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned.

Lesson 14:
New-Read Assessment 1
Read an excerpt from *The Circulatory Story*. Then answer multiple-choice items to demonstrate understanding of key vocabulary, main idea and details, and how illustrations contribute to an understanding of the text. **NR 1**

Lesson 16
Socratic Seminar 1
Share ideas and build on what others say to answer a Content Framing Question about the essential meaning of The Circulatory Story in a Socratic Seminar. **SS**

Lesson 17
Focusing Question Task 2
Write an informative paragraph that explains what it means to have a literal great heart. **FQT 2**

End of Module Task
Write an informative essay that synthesizes evidence from core literary and informational texts and explains the figurative and literal meanings of the term *great heart*. **EOM Task**

LINK TO APPENDIX C - ANSWER KEYS, RUBRICS, AND SAMPLE RESPONSES

Module 1
4th Grade Curriculum Map: Literacy & Integrated Content 2019-2020

Module 1
Lessons 7-17
ESSENTIAL QUESTION: What does it mean to have a great heart, literally and figuratively?
WRITING: Informative
FOCUS QUESTION: *What is a great heart, literally?*

SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS			
Differentiated Volume of Reading	Tier 2 Just Words intervention for students who need additional decoding and spelling instruction.	Small group with appropriate text based on student need.	Extended independent reading from Appendix D from Wit and Wisdom Module unit topics.

Stage 3 – LEARNING ACTIVITIES

VOCABULARY: The Circulatory Story

component, hemoglobin, transport, cell, system, equivalent, branch, pressure, released, reaction, tract, contract, circuit, exchanged, coronary

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
L7 **Lesson at a Glance TE p. 101**	Develop a framework for understanding the text by referring to details and examples in a new text. **(RI.4.1)** Formulate a definition for the word *circulatory* after studying the morphology of the word. **(L.4.4.b)**	**"Exploring the Heart - The Circulatory System!"** *The Circulatory Story*, Mary K. Corcoran; pp. 1–21	**Wonder:** What do I notice and wonder about *The Circulatory Story*? **Launch:** TE pp. 101-102 **Learn:** TE pp. 102-107 **Land:** TE p. 107 **Wrap:** TE pp. 108-109 Handout 7A: Active Listening Strategies		**Deep Dive:** Content Vocabulary **Vocabulary:** circulatory, circular, component, hemoglobin, transport, cell, plasma, pericardium, concentrate **Launch:** TE p. 110 **Learn:** TE pp. 110-111

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
					Land: TE p. 111 Handout 7B: *The Circulatory Story* Vocabulary
L8 **Lesson at a Glance TE p. 114**	Use the text structure of *The Circulatory Story* to determine the main idea of a short section of text, and show how it is supported by key details. **(RI.4.2, RI.4.5, RI.4.7)** Explain the significance of the word *chamber* in relation to the heart, and show where the chambers of the heart are located. **(L.4.5.c)**	*The Circulatory Story,* Mary K. Corcoran; pp. 1–7; 23–39	**Organize**: What is happening in *The Circulatory Story*? **Launch**: TE pp.115-116 **Learn**: TE pp. 116-120 **Land**: TE p. 120 **Wrap**: TE p. 121 Handout 8A: Fluency Homework		**Deep Dive:** Content Vocabulary **Vocabulary:** concentrate, chamber, **Launch**: TE p.122 **Learn**: TE pp. 122-123 **Land**: TE p. 123 Handout 7B: *The Circulatory Story* Vocabulary
L9 **Lesson at a Glance TE p. 126**	Identify and explain an example of figurative language in *The Circulatory Story*. **(L.4.5, W.4.8)** Use reference materials to clarify the precise meanings of key words and phrases in content rich texts. **(L.4.4.c)**	*The Circulatory Story*, Mary K. Corcoran; pp. 6–7 **"Exploring the Heart - The Circulatory System!"**	**Reveal**: What does a deeper exploration of figurative language reveal in *The Circulatory Story*? **Launch**: TE pp.127-128 **Learn**: TE pp. 128-132 **Land**: TE p. 132 **Wrap**: TE pp. 132-133	**Experiment**: Why evidence/elaboration sentence are sets important? Handout 9B: Evidence Organizer for Figurative Language **SUW LESSONS & TOOLS**	**Deep Dive:** **Content Vocabulary** Domain-specific Vocabulary **Vocabulary:** figurative language, simile, metaphor, septum, atrium, ventricle, chamber, mitral valve, aortic valve

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
			Handout 8A: Fluency Homework	**SUW 4th Edition** **E3-17** Figurative Language TE p. 261 TOOLS: E3-17a, b, c, and d	**Launch**: TE p. 134 **Learn**: TE pp. 134-136 **Land**: TE p. 136 Handout 9A: *The Circulatory Story* Vocabulary Handout 9C: Booklet
L10 **Lesson at a Glance TE p. 138**	Determine the main idea and details to articulate the big ideas of a section of text about the heart. **(RI.4.2)** Summarize information about the heart using notes from a "Boxes and Bullets Chart". **(W.4.2, W.4.8)** Generate a list of rules for capitalization after examining excerpts from the text. **(L.4.2.a)**	*The Circulatory Story*, Mary K. Corcoran; pp. 8–13 "Grand Central Terminal, NYC"	**Organize**: What is happening in *The Circulatory Story*? **Launch**: TE pp. 139-140 **Learn**: TE pp. 140-143 **Land**: TE p. 143 **Wrap**: TE p. 144 Handout 8A: Fluency Homework	**Examine and Experiment**: How does paraphrasing in a summary work? Handout 10A: Main Ideas in *The Circulatory Story* **SUW LESSONS & TOOLS** **SUW 4th Edition** **E7-16** Paraphrasing Information from Sources TE p. 590 TOOLS: E7-16a and b	**Deep Dive:** Style and Conventions Capitalization **Examine**: Why is capitalization important? **Vocabulary:** septum, atrium, ventricle, chamber, mitral valve, aortic valve **Launch**: TE p. 145 **Learn**: TE pp. 145-146 **Land**: TE p. 146 Handout 9A: *The Circulatory Story* Vocabulary

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
					Handout 9C: Booklet Handout 10B: *The Circulatory Story Vocabulary*
L11 **Lesson at a Glance TE p. 148**	Explain how text features contribute to comprehension of the text about blood vessels. **(RI.4.3, RI.4.4, RI.4.7, L.4.4)** Identify examples of figurative language in *The Circulatory Story,* and explain why the author uses figurative language to describe parts of the circulatory system. **(L.4.5, W.4.2, W.4.8, W.4.9)** Identify examples of each rule of capitalization in a given text. **(L.4.2.a)**	*The Circulatory Story,* Mary K. Corcoran; pp. 8–13	**Reveal**: What does a deeper exploration of text features reveal about *The Circulatory Story*? **Launch**: TE pp. 149-150 **Learn**: TE pp. 150-154 **Land**: TE p. 154 **Wrap**: TE pp. 154-155 Handout 8A: Fluency Homework	**Experiment**: How does an evidence/elaboration sentence set work? Handout 9B: Evidence Organizer for Figurative Language **SUW LESSONS & TOOLS** **SUW 4th Edition** **E3-17** Figurative Language TE p. 261 TOOLS: E3-17a, b, c, and d	**Deep Dive:** **Style and Conventions** Capitalization **Experiment**: What are the rules of capitalization? **Launch**: TE p. 156 **Learn**: TE p. 156 **Land**: TE p. 157 Handout 9A: *The Circulatory Story Vocabulary* Handout 9C: Booklet
L12 **Lesson at a Glance TE p.160**	Determine the main idea and details of a section of text about blood vessels, and organize them in a graphic organizer. (RI.4.2, RI.4.3, W.4.8)	*The Circulatory Story,* Mary K. Corcoran; pp. 14–19	**Organize**: What is happening in *The Circulatory Story*? **Launch**: TE pp. 160-162 **Learn**: TE pp. 162-164 **Land**: TE p.164	**Execute**: How do I use paraphrasing to write my summaries? **SUW LESSONS & TOOLS** **SUW 4th Edition**	**Deep Dive:** **Style and Conventions** Capitalization **Execute**: How do I use capitalization?

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
	Independently paraphrase and summarize information about blood vessels into a brief paragraph using notes in a Boxes and Bullets Chart. **(W.4.2)** Integrate rules for capitalization in writing. **(L.4.2.a)**		**Wrap**: TE p.165 Handout 12A: Fluency Homework	**E7-16** Paraphrasing Information from Sources TE p. 590 TOOLS: E7-16a and b	**Launch**: TE p. 166 **Learn**: TE p. 166 **Land**: TE p. 166 **Vocabulary:** concentrate Handout 12B: Capitalization Practice
L13 **Lesson at a Glance TE p. 168**	Interpret information presented visually in text features, and explain how the information contributes to an understanding of *The Circulatory Story*. **(RI.4.7)** Identify an example of figurative language in *The Circulatory Story*, and explain why the author uses figurative language to describe the blood vessels. **(L.4.5, W.4.2, W.4.8)** Use commas correctly in compound sentences. **(L.4.2.c)**	*The Circulatory Story,* Mary K. Corcoran; pp. 14–19 **Image of a Subway Map**	**Reveal**: What does a deeper exploration of text features and figurative language reveal in *The Circulatory Story?* **Launch**: TE pp. 169-170 **Learn**: TE pp. 170-172 **Land**: TE p. 173 **Wrap**: TE p. 173 Handout 12A: Fluency Homework	**Execute**: How do I use evidence/elaboration sentence sets to describe how figurative language makes hard ideas easier to understand? Handout 9B: Evidence Organizer for Figurative Language **SUW LESSONS & TOOLS** **SUW 4th Edition** **E3-17** Figurative Language TE p. 261 TOOLS: E3-17a, b, c, and d	**Deep Dive:** **Style and Conventions** Commas in Compound Sentence **Execute**: Why are commas in compounds sentences important? **Launch**: TE p. 175 **Learn**: TE pp. 176-177 **Land**: TE p. 177 Handout 9C: Booklet Handout 13A: Commas before Conjunctions Rules Handout 13B: Commas before Conjunctions Practice

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
					SUW LESSONS & TOOLS **SUW 4th Edition** **E2-39** Using Commas Correctly TE p. 180 TOOLS: E2-39a and b
L14 **Lesson at a Glance TE p. 180** **New-Read Assessment 1** Read an excerpt from *The Circulatory Story*. Then answer multiple-choice items to demonstrate understanding of key vocabulary, main idea and details, and how illustrations contribute to an understanding of the text. NR 1	Demonstrate understanding of key vocabulary, main idea, and how illustrations contribute to an understanding of the text in an excerpt from *The Circulatory Story*. **(RI.4.2, RI.4.3, RI.4.4, RI.4.7, L.4.4.a)** Explain why a well-crafted introduction in a text is important. **(W.4.2)** Incorporate commas before coordinating conjunctions in compound sentences. **(L.4.2.c)**	*The Circulatory Story*, Mary K. Corcoran; pp. 2–5; 20–22	**Organize**: What is happening in *The Circulatory Story*? **Launch**: TE pp. 181-182 **Learn**: TE pp. 182-186 **Land**: TE p. 186 **Wrap**: TE p. 186 Handout 12A: Fluency Homework	**Examine**: Why is a well-crafted introduction important? **SUW LESSONS & TOOLS** **SUW 4th Edition** **E4-14** Creating Two-Sentence Introductions TE p.318 TOOLS: E4-14a and b	**Deep Dive:** **Style and Conventions** Commas in Compound Sentences **Experiment**: How do commas in compound sentences work? **Launch**: TE p. 188 **Learn**: TE pp. 188-189 **Land**: TE p. 189 **Vocabulary:** simile, metaphor Handout 14A: Compound Sentences Handout 9C: Booklet (optional; see extension)
L15	Determine and paraphrase	*The Circulatory Story,* Mary	**Organize**:	**SUW LESSONS &**	**Deep Dive:**

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
Lesson at a Glance TE p. 192	the main idea and figurative language in a section of text. (RI.4.2, L.4.5, W.4.8, SL.4.1, SL.4.2) Correctly use commas and conjunctions in compound sentences that relate to *The Circulatory Story*. (L.4.2.c)	K. Corcoran; pp. 23–34 "Gallery Walk"	What is happening in *The Circulatory Story*? **Launch**: TE pp. 193-194 **Learn**: TE pp. 194-196 **Land**: TE p. 196 **Wrap**: TE p. 197 Handout 12A: Fluency Homework	**TOOLS** **SUW 4th Edition** **E7-16** Paraphrasing Information from Sources TE p. 590 TOOLS: E7-16a and b	**Style and Conventions** Commas in Compound Sentences **Execute**: How do I use commas in compound sentences? **Launch**: TE p. 198 **Learn**: TE p. 198 **Land**: TE p. 199
L16 **Lesson at a Glance TE p. 202** **Socratic Seminar 1** Share ideas and build on what others say to answer a Content Framing Question about the essential meaning of *The Circulatory Story* in a Socratic Seminar. **SS**	Infer what makes a healthy heart using knowledge learned from reading *The Circulatory Story*. **(RI.4.2, RI.4.7)** Share ideas and build on what others say to answer a "Content Framing Question" about the essential meaning of a text in a "Socratic Seminar". **(SL.4.1)** Apply knowledge of content-specific vocabulary about the heart to label a heart diagram. **(L.4.6)**	*The Circulatory Story,* Mary K. Corcoran; pp. 35–39	**Distill**: What is the essential meaning of *The Circulatory Story*? **Launch**: TE p. 203 **Learn**: TE pp. 204-206 **Land**: TE p. 207 **Wrap**: TE p. 207 Handout 16A: A Healthy Heart Handout 16B: Heart Diagram		**Deep Dive:** **Vocabulary** Content Vocabulary **Launch:** TE p. 209 **Learn:** TE p. 209 **Land:** TE p. 210 Handout 16B

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
L17 **Lesson at a Glance TE p. 212** **Focusing Question Task 2** Write an informative paragraph that explains what it means to have a literal great heart. **FQT 2**	Gather evidence about a literal great heart, and explain what it means to have a literal great heart, by writing an informative paragraph with a focus statement, evidence, and elaboration, and a conclusion. **(RI.4.1, RI.4.2, RI.4.3, W.4.2, W.4.4, W.4.8, W.4.9.b, L.4.2.a, L.4.2.c)**	*The Circulatory Story*, Mary K. Corcoran	**Know**: How does *The Circulatory Story* build my knowledge about a literal great heart? **Launch**: TE p. 213 **Learn**: TE pp. 214-217 **Land**: TE p. 217 **Wrap**: TE p. 218	**Execute**: How do I use evidence from *The Circulatory Story* in my Focusing Question Task 2 response? Handout 17A: Evidence Organizer for *The Circulatory Story* Figurative language booklets—Handout 9C **SUW LESSONS & TOOLS** **SUW 4th Edition** **E4-19** Increasing Elaboration TE p. 328 TOOLS: E4-19a and b	

SOCIAL STUDIES Correlation to MODULE 1, Lessons 7-17			
STANDARDS & LEARNING GOALS	**FOCUS**	**FORMATIVE PERFORMANCE TASKS RESOURCES/MATERIALS**	**ASSESSMENTS WRITING**
Week 1			
C.1.4.2 Examine responsibilities and powers of government officials at various levels and branches of local and state government **C.1.4.3** Examine the origins, functions, and structure of state and federal government **C.2.4.3** Evaluate changes in citizens' rights and responsibilities over time **C.3.4.1** Examine the creation of rules and laws at the state level **C.3.4.2** Evaluate reciprocal relationships between people and rules, and polices	**Unit: Building a Learning Community** **Lesson:** Role of the Political Scientist **Essential Question:** What does a Social Studies classroom look like? How do we learn about the United States and its regions? **Supporting Questions:** 1. What role would an economist have in addressing the issues in the book *A River Ran Wild*? 2. What role would a political scientist have in addressing the issues in the book *A River Ran Wild*? **VOCABULARY** Economy/Economist Political Scientist	<u>Lesson---A River Ran Wild</u> **BEFORE READING**: **Day 2**: Introduce the following economic terms: scarcity, natural resources, human capital, opportunity cost. Inform students that Have students reread the book <u>A River Ran Wild</u> through the lenses of an economics and political scientist to examine how the river affected people economically and the role of government in addressing issues related to the river. **DURING READING**: Stop throughout to the book to discuss and have students take notes on 1) the economic impact of the Nashua River for people, 2) changes of the river over time, 3) problems associated with these changes and 4) how these problems were addressed. i.e. how Native Americans used the river for their economic needs (food, clothing, shelter).	**T-Chart**—Use to identify positive and negative impact of human interaction with the environment in the story read. Identify the responsibilities of each branch of government in addressing the pollution on the Nashua River. Legislative/Judicial/Executive **Class discussion:** What information does a political scientist give us about our country and what tools do they use to provide this information? **Taking Informed Action** Use the lesson below to identify an issue or problem in the school or school community and decide on a possible action that could be taken to address the issue or problem. Use a decision making model to address the issue. <u>Bill to Law Lesson</u> Taking Informed Action (Optional)

		Economic Terms	**AFTER READING**:	Working as a whole group and teams identify the problems, events, and community activities in A River Ran Wild

AFTER READING:

Review the economic terms introduced earlier. Have students refer to their notes on the economic impact of the Nashua River and use economic terms to add to their notes.

Gather additional information on the Nashua River, Nashua River Watershed Association, & Clean Water Act. Refer to author's notes in front of book.

Background Information on River Ran Wild

Discuss the role of the Political Scientist and Government. in addressing the problems of the Nashua River.

- Identify laws and agencies related to the story.
- Discuss the Clean Water Act

Use a graphic representation such as a flow chart to explain the process for how the Clean Water Act became a law. Collect evidence from different sources of text to research how laws are made.

Bill to Law Lesson

Let's Journey with a Law Lesson—

Working as a whole group and teams identify the problems, events, and community activities in A River Ran Wild

- Identify any existing policies that were in place to deal with the problem.
- Did the citizens in the book propose a specific public policy to deal with the problem? Identify steps taken by the citizens to influence government. What was their action plan?

Week 2			
STANDARDS & LEARNING GOALS	**FOCUS**	**FORMATIVE PERFORMANCE TASKS RESOURCES/MATERIALS**	**ASSESSMENTS WRITING**
G.8.4.1 Use thematic maps (e.g., climate, political, topographical) and other *geographic representations* to compare *physical* and human *characteristics* of a region to those of another region in the United States and the interactions that shape them. **G.8.4.2** Use thematic maps (e.g., climate, political, topographical) and other geographic representations to compare physical and human characteristics of a region to those of another region in the United States and the interactions that shape them **G.9.4.2** Analyze ways *cultural characteristics* influence population distribution in regions of the United States and the world **G.9.4.3** Analyze ways *environmental characteristics* affect population distribution in Arkansas, the United States, and the world **G.10.4.1** Compare *natural resources* in various geographic regions to influence human settlement patterns	**Unit: Building a Learning Community UNIT TITLE: Module 1 Lesson**: Regions of United States **Essential Questions:** How can maps be used to study regions of the United States? **Supporting Questions:** What is a region? What do different types of maps tell us about regions of the United States? What are the regions of the United States? **Bully Proofing Your School**	How to Read and Create a Map Lesson (Regions of United States) **BEFORE READING:** Introduce the vocabulary word region and have students complete a vocabulary map (SUW E3-6B). Introduce the U.S. regions that students will be studying this year. Tell students that they will be examining a number of maps in their textbook to learn how to read different kinds of maps and how they can use the information on the maps as they study the different regions of the United States this year. Go to google earth and look at satellite image of the United States to see how it actually looks before looking at a political map with state. **DURING READING**: Have students gather information from the maps they find in the textbook to determine what types of maps they find and what information each type of map provides. Take notes to record findings. (Physical, Political, Climate, Population, Resource) **AFTER READING**: Introduce the regions of U.S. and have students use a U.S. map to outline each of the regions. Instructions for this activity are provided in How to	Have students identify the regions of the United States and provide 5 facts about each region that they gathered when conducting the textbook survey. Remind them that they will be studying the regions through the lenses of the Geography/Geographer, Economy/Economist, Government/Political Scientist, and History/Historian. Ask that they include facts about each. Have students work in small groups to create an advertisement for each region studied. Include information about each region's climate, population, natural resources, and physical features.

		Read and Create a Map Lesson. After completing the political map on the regions of the United States, use other maps such as population maps, climate maps, physical maps, and resource maps to make inferences regarding the different regions. Economy/Why People Live Where They Live/How People Make a Living/ **Take out the lesson not linked. Find TCI lesson or content that addresses reading a map** Blank U.S. Map Tell students they will be exploring National Parks in each of the regions they study this year and share a map of National Parks. National Parks Map National Park Timeline	

Module 1
Lessons 18-29
ESSENTIAL QUESTION: What does it mean to have a great heart, literally and figuratively?
WRITING: Informative
FOCUS QUESTION: *How do the characters in Love That Dog show characteristics of great heart?*

STAGE 1 – DESIRED RESULTS

FOCUS STANDARDS are explicitly taught and practiced throughout the module. **SUPPORTING STANDARDS** are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. **CONTINUING STANDARDS** are taught across modules and not listed as focus standards for any particular module. Standards denoted with the asterisk (*) symbol represent the focus standards.

READING STANDARDS READING LITERATURE	WRITING STANDARDS	SPEAKING AND LISTENING STANDARDS	LANGUAGE STANDARDS
	W.4.2* Write informative/explanatory texts		**L.4.1** Demonstrate command of the

RL4.2* Examine a grade-appropriate literary text. Provide a summary, determine a theme of a story, drama, or poem from details in the text including how characters in a story or drama respond to challenges and how the speaker in a poem reflects upon a topic. **RL.4.5*** Compare and contrast the structural elements of poems (e.g. verse, rhythm, meter), drama, (e.g., casts of characters, settings, descriptions, dialog, stage directions), and prose. **READING INFORMATIONAL TEXT:** **RI.4.2*** Examine a grade-appropriate informational text. • Provide a summary. • Determine the main idea of a text and explain how it is supported by key details. **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. **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.	to examine a topic and convey ideas and information clearly. **W.4.2.a** 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. **W.4.2.b** Develop the topic with facts, concrete details, quotations, or other information and examples related to the topic. **W.4.2.c** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). **W.4.2.d** Use precise language and domain-specific words to inform about or explain the topic. **W.4.2.f** Provide a concluding statement or section related to the information or explanation presented. **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.4.1** engage effectively in a range of collaborative discussions one-on-one in groups teacher-led **SL.4.1.b*** Follow agreed-upon rules for discussions and carry out assigned roles.	conventions of standard English grammar and usage as appropriate for Grade 4 when writing or speaking. **L.4.1.d*** Ensure subject-verb and pronoun-antecedent agreement. **L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, as appropriate for Grade 4 when writing. **L.4.2.a*** Use correct capitalization. **L.4.2.b*** Use correct spelling of plurals and possessives in writing. **L.4.2.c*** Use commas and quotation marks to mark direct speech and quotations from a text. **L.4.5** Demonstrate understanding of words by relating them to their opposites, antonyms, and to words with similar but not identical meanings, synonyms. **L.4.5.a*** Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
STUDENT FRIENDLY LANGUAGE: **READING LITERATURE** **I can…** **RL4.2** I can explain the theme of a story, poem, or drama. I can pick out details to support my theme	**STUDENTFRIENDLY LANGUAGE:** **WRITING** **I can…** **W.4.2** I can write to inform an audience. I can write an introduction to my topic. I can group related information into	**STUDENT FRIENDLY LANGUAGE:** **SPEAKING AND LISTENING** **I can…** **SL.4.1** I can come to a discussion ready to participate with my assignment(s) complete.	**STUDENT FRIENDLY LANGUAGE:** **LANGUAGE** **I can…** **L.4.1** I can use the correct English conventions and grammar when I speak and write. **L.4.2**

choice. I can summarize what I have read. **RL.4.5** I can describe the major difference between a poem, a drama, and prose (short stories, essays, novels, fables, fairy tales, tall tales, comedy, newspaper articles). I can list structural elements of poems, dramas, and prose. I can identify characteristics (structural elements) of poems, dramas, and other written language. **READING INFORMATIONAL TEXT** **RI.4.2** I can explain the main idea with key details. I can determine the main idea of a paragraph, passage, or story. I can summarize the text using key details. **RI.4.4** I can explain the meaning of vocabulary words from a story or passage. **RI.4.7** I can read information such as a graph, diagram, illustration, animation or time line. I can explain the information on a graph, diagram, illustration, animation or timeline. I can make connections between what I read in words and the graph, diagram, illustration, animation or timeline on a page.	paragraphs and sections. I can use facts, definitions, and quotations about my topics when writing. I can use vocabulary specific to my topic. I can write a conclusion for my informative text. **W.4.8** I can retell important details from what I have read. I can recall important information from previous experiences. I can explain and cite the information that I find. I can take notes and organize my thoughts. I can put the information I find in order either by time or importance.	I can follow the rules of the discussion group and complete my job in the group. I can ask and answer questions and add comments in a discussion to make it more clear for me. I can make connections to the comments in the discussion. I can retell the main ideas of the discussion and share my thoughts about them.	I can capitalize words correctly. I can use correct spelling of plurals and possessives in writing. I can use commas correctly in compound sentences and quotations. **L.4.5** I can explain the meaning of a simile in context. I can explain the meaning of a metaphor in context.

ELP STANDARDS

The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, style and conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English Language Arts. ELP Standards – 4th Grade Correspondence

Module 1
Lessons 18-29
ESSENTIAL QUESTION: What does it mean to have a great heart, literally and figuratively?
WRITING: Informative
FOCUS QUESTION: *How do the characters in Love That Dog show characteristics of great heart?*
Stage 2 Assessment Evidence – Required
Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module **FOCUS STANDARDS.** It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned.
Lesson 26: Socratic Seminar 2   Engage effectively in a collaborative discussion about Miss Stretchberry's actions, building on others' ideas and expressing your own clearly. **SS**   **Lesson 28: Focusing Question Task 3**   Write an informative paragraph to identify a theme in Sharon Creech's *Love That Dog*, and explain how the author develops this theme by showing a change in Jack from the beginning to the end of *Love That Dog*. **FQT 3**   **Lesson 29: Vocabulary Assessment 1**   Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts. **Vocabulary Assessment 1**   **End of Module Task**   Write an informative essay that synthesizes evidence from core literary and informational texts and explains the figurative and literal meanings of the term *great heart*. **EOM Task**

Module 1
Lesson 18-29
ESSENTIAL QUESTION: What does it mean to have a great heart, literally and figuratively?
WRITING: Informative
FOCUS QUESTION LESSON: *How do the characters in Love That Dog show characteristics of great heart?*
Stage 3 – LEARNING ACTIVITIES

VOCABULARY: <u>Love That Dog</u>			
wheelbarrow, glazed, harness, symmetry, pasture, fetch, typed, shelter, publisher, company, honored, assaulting, inspired			
SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS			
Differentiated Volume of Reading	Tier 2 Just Words intervention for students who need additional decoding and spelling instruction.	Small group with appropriate text based on student need.	Extended independent reading from Appendix D from Wit and Wisdom Module unit topics.

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
L18 **Lesson at a Glance TE p. 220**	Analyze the rules the poet used to craft "*The Red Wheelbarrow*" to determine the poem's structure and organization. **(RI.4.5)** Evaluate writing for vivid use and correct order of adjectives. **(L.4.1.d)**	"*The Red Wheelbarrow*"	**Wonder:** What do I notice and wonder about "*The Red Wheelbarrow*"? **Launch:** TE p. 221 **Learn:** TE pp. 222-224 **Land:** TE p. 225 **Wrap:** TE p. 225 Handout 18A: Fluency Homework		**Deep Dive:** **Style and Conventions** Ordering of Adjectives **Examine:** Why are adjectives important in "*The Red Wheelbarrow*"? **Launch:** TE p. 227 **Learn:** TE pp. 227-228 **Land:** TE p. 228 **SUW LESSONS & TOOLS** SUW 4th Edition E2-22 Using adjectives TE p.142 TOOLS: E2-22a and b
L19 **Lesson at a Glance TE p. 230**	Interpret the journal narrative structure to infer events between Jack's entries. **(RL.4.1)** Analyze the characteristics of an effective narrative summary. **(RL.4.2)** Test text-based phrases to generalize the order of	*Love That Dog* pp. 1-5	**Notice:** What do I notice and wonder about *Love That Dog*? **Launch**: TE p. 231 **Learn**: TE pp. 232-236 **Land**: TE p. 236 **Wrap**: TE p. 237	**Examine:** How does narrative summary work?	**Deep Dive:** **Style and Conventions** Ordering Adjectives **Experiment:** How does the process of ordering adjectives work? **Launch**: TE p. 238 **Learn**: TE p. 239

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
	adjectives. **(L.4.1.d)**		Handout 18A: Fluency Homework		**Land**: TE p. 240 **Vocabulary:** inferring, inference Handout 19A: Order of Adjectives
L20 **Lesson at a Glance TE p. 242**	Analyze Robert Frost's poem for craft (e.g. repetition rhythm, and rhyme). **(RL.4.1, RL.4.5)** Explain how knowing the elements of poetry helps to understand the meaning of a poem. **(RL.4.2.)** Order multiple adjectives in a phrase or sentence according to established rules. **(L.4.1.d)**	*Love That Dog* pp. 4-7 "*The Red Wheelbarrow*" **"Stopping by Woods on a Snowy Evening"**	**Reveal:** What does a deeper exploration of poetic elements reveal about "The Red Wheelbarrow" and "*Stopping by Woods on a Snowy Evening*"? **Launch**: TE p. 243 **Learn**: TE pp. 244-249 **Land**: TE p. 250 **Wrap**: TE p. 250 Handout 18A: Fluency Homework	**Execute:** How do I order adjectives when writing?	**Deep Dive:** Ordering Adjectives **Vocabulary:** structure, line, stanza, pattern, rhythm, rhyme, repetition, imagery **Launch**: TE p.252 **Learn**: TE p. 253 **Land**: TE p. 253
L21 **Lesson at a Glance TE p. 256**	Summarize key events from a novel. **(RL.4.2)** Study the root of *anonymous,* and infer why Jack asks what it means *in*	*Love That Dog* pp. 8-16 **"The Tiger"**	**Reveal:** What does a deeper exploration of Jack's journal entries reveal in *Love That Dog?*		**Deep Dive:** **Vocabulary** Morphology

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
	Love That Dog. **(L.4.4.b)**		**Launch**: TE pp. 257-258 **Learn**: TE pp. 258-262 **Land**: TE p. 262 **Wrap**: TE p. 263 Handout 18A: Fluency Homework		**Launch**: TE p. 264 **Learn**: TE pp. 264-265 **Land**: TE p. 265
L22 **Lesson at a Glance TE p. 268**	Summarize Robert Frost's poem *"The Pasture."* **(RL.4.3, W.4.2)** Describe why William Blake described the creator of the tiger as immortal in the poem *"The Tiger."* **(L.4.4.b)**	*"The Tiger"* *"Stopping by Woods on a Snowy Evening"* *"The Pasture"* *Love That Dog* pp. 15-21	**Reveal:** What does a deeper exploration of poetry elements reveal in Robert Frost's poems? **Launch**: TE pp. 269-270 **Learn**: TE pp. 270-274 **Land**: TE p. 275 **Wrap**: TE p. 275 *Poetry Elements* Handout 18A: Fluency Homework	**Execute:** How do I use details in an effective summary? **RESOURCE: SUW LESSONS & TOOLS SUW 4th Edition** TOOLS: E2-56 Quick Check for Sentences and Topic Sentences TE pp. 218-219 *Use as a lesson	**Deep Dive : Vocabulary** Morphology **Launch**: TE p. 276 **Learn**: TE p. 277 **Land**: TE p. 277 **Vocabulary:** anonymous, antonym, synonym, immortal, meter
L23 **Lesson at a Glance TE p. 280**	Analyze the text structure of *Love That Dog.* **(RL.4.3, RL.4.5)** Analyze how evidence is	*Love That Dog* pp. 15-29	**Reveal:** What does a deeper exploration of the book's structure reveal in *Love That Dog?*	**Examine:** How do I use evidence to write a supporting paragraph?	**Deep Dive: Style and Conventions** Using Quotation Marks When Citing

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
	used in an informative paragraph.**(W.4.3, W.4.9)** Formulate the proper use of quotation marks when quoting an author or speaker. **(L.4.2.b)**		**Launch**: TE p. 281 **Learn**: TE pp. 282-287 **Land**: TE p. 287 **Wrap**: TE p. 288 Handout 23A: Fluency Homework	**RESOURCE: SUW LESSONS & TOOLS** **SUW 4th Edition** **E2-45** Perfect Three-Sentence Paragraphs TE p.194 TOOLS: E2-45a, b, c, and d	**Examine:** Why is using proper punctuation when quoting an author important? **Launch**: TE p. 289 **Learn**: TE pp. 289-290 **Land**: TE p. 291 **Vocabulary:** free verse, prose, poetry
L24 **Lesson at a Glance TE p. 294**	Determine the themes in *Love That Dog.* **(RL.4.2)** Write an informative paragraph about one of the themes in *Love That Dog.* **(RL.4.2, W.4.2, W.4.9)** Develop the proper use of quotation marks when quoting text. **(L.4.2.b)**	"Street Music", Arnold Adoff *Love That Dog* pp. 30-41	**Distill:** What are the themes in the text and poems of *Love That Dog?* **Launch**: TE pp. 295-296 **Learn**: TE pp. 296-300 **Land**: TE p. 300 **Wrap**: TE p. 300 Handout 23A: Fluency Homework	**Execute:** How do I use evidence to write an informative paragraph?	**Deep Dive:** **Style and Conventions** Using Quotation Marks **Experiment & Examine:** How do quotation marks work when quoting text? **Launch**: TE p. 302 **Learn**: TE p. 303 **Land**: TE p. 304 **Vocabulary:** onomatopoeia, alliteration, theme

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
L25 **Lesson at a Glance TE p. 306**	Analyze the text to find evidence of Jack's figurative great heart. **(RL.4.3, W.4.2)** Describe and explain Jack's figurative great heart, supporting points with evidence from the text. **(RL.4.3, W.4.2)** Integrate the proper use of quotations marks when quoting a text. **(L.4.2.b)**	**"Love That Boy"** *Love That Dog* pp. 42-49	**Reveal:** What does a deeper exploration of Jack's writing reveal in *Love That Dog?* **Launch**: TE pp. 301-308 **Learn**: TE pp. 308-311 **Land**: TE p. 312 **Wrap**: TE p. 312 Handout 23A: Fluency Homework	**Execute:** How do I use evidence to write a supporting paragraph?	**Deep Dive:** **Style and Conventions** Using Quotation Marks **Execute:** How do I use correct punctuation with quotations, commas, and ending marks? **Launch**: TE p. 313 **Learn**: TE p. 313 **Land**: TE p. 314
L26 **Lesson at a Glance TE p. 316** **Socratic Seminar 2** Engage effectively in a collaborative discussion about Miss Stretchberry's actions, building on others' ideas and expressing your own clearly. **SS**	Explain how inferences drawn from the text reveal Miss Stretchberry's actions. **(RL.4.3, W.4.8)** Engage effectively in a collaborative discussion about Miss Stretchberry's actions, building on others' ideas and expressing your own clearly. **(SL.4.1)**	*Love That Dog* pp. 50-64	**Reveal:** What does a deeper exploration of Miss Stretchberry reveal in *Love That Dog?* **Execute:** How do I listen closely and build on others' comments in a Socratic Seminar? **Launch**: TE pp. 317-318 **Learn**: TE pp. 318-320 **Land**: TE p. 321 **Wrap**: TE p. 321 Handout 23A: Fluency Homework		

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
L27 **Lesson at a Glance TE p. 325**	Identify elements of poetry Jack uses in his poem. **(RL.4.3)** Identify what Jack's poem reveals about his great heart. **(RL.4.3)** Demonstrate how to synthesize evidence to support a point. **(L.4.6)**	*Love That Dog* pp. 65-74	**Reveal:** What does a deeper exploration of Jack's dog poem reveal in *Love That Dog?* **Launch**: TE p. 325 **Learn**: TE pp. 326-328 **Land**: TE p. 329 **Wrap**: TE p. 329		**Deep Dive:** Academic Vocabulary **Vocabulary:** theme, synthesize **Launch**: TE p. 330 **Learn**: TE pp. 330-331 **Land**: TE p. 331
L28 **Lesson at a Glance TE p. 334** **Focusing Question Task** Write an informative paragraph to identify a theme in Sharon Creech's *Love That Dog*, and explain how the author develops this theme by showing a change in Jack from the beginning to the end of *Love That Dog*. **FQT 3**	Articulate a theme of *Love That Dog*, and how it relates to a change in Jack's character, by writing a well-developed, informative paragraph. **(RL.4.1, RL.4.2, RL.4.3, W.4.2, W.4.4, W.4.9.a, L.4.1.d, L.4.2.a, L.4.2.b, L.4.2.c)** Build connections between words related to a great heart. **(L.4.4.c, L.4.5.c)**	*Love That Dog* pp. 75-86	**Distill:** What are the themes of *Love That Dog?* **Launch**: TE pp. 335-336 **Learn**: TE pp. 336-341 **Land**: TE p. 341 **Wrap**: TE p. 342 Handout 23A: Fluency Homework	**Excel:** How do I write a well-developed informative paragraph to analyze theme?	**Deep Dive::** Content Vocabulary **Vocabulary:** sympathetic, courageous, selfless, honorable **Launch**: TE p. 343 **Learn**: TE p. 343 **Land**: TE p. 344
L29	Gather and record evidence to support the point that Jack, Miss	*Love That Dog*	**Know:** How does *Love That Dog* build my knowledge?	**Execute:** How do I use evidence to show what I know about	**Deep Dive:** **Vocabulary** Assessment

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ STYLE AND CONVENTIONS
Lesson at a Glance TE p. 346 **Vocabulary Assessment** Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts. **Vocabulary Assessment 1**	Stretchberry, or Walter Dean Myers show figurative great heart in *Love That Dog.* **(RL.4.3, W.4.8)** Summarize learning from reading *Love That Dog* into knowledge statements. **(RL.4.2, RL.4.3, W.4.8)** Demonstrate knowledge of module content vocabulary by defining words in context. **(L.4.6)**		**Launch**: TE pp. 347-348 **Learn**: TE pp. 348-352 **Land**: TE p. 352 **Wrap**: TE p. 353	*Love That Dog?* Handout 29A: Evidence Organizer for *Love That Dog*	**Vocabulary:** courageous **Launch**: TE p. 354 **Learn**: TE p. 354 **Land**: TE p. 354

SOCIAL STUDIES
Correlation to MODULE 1, Lessons 18-29
Week 1

STANDARDS & LEARNING GOALS	FOCUS	FORMATIVE PERFORMANCE TASKS RESOURCES/MATERIALS	ASSESSMENTS WRITING
G.8.4.2 Use thematic maps (e.g. climate, political, topographical) and other geographic representations to compare physical and human characteristics of a region to those of another region in the United States and the interactions that shape them D2.Geo.2.3-4 **G.8.4.3** Construct maps and graphic	**UNIT TITLE:** **Southeast Region/Arkansas** **Lesson:** Introduction to the Southeast Region **Essential Questions:** What is unique about the Southeast region? What characteristics make this a region?	**Introduction to the Southeast Region** Divide students into groups. Each group will be assigned the role of one of the social scientists. They are to survey the textbook and collect information that would be important/relate to the social scientist their group has been assigned. Preview: Student Interactive Notebook—	**ASSESSMENTS** Have each group provide 5-8 important facts about the Southeast region that relate to the role they were assigned. Additionally, they should provide 5-8 vocabulary words important to what they read.

representations of Arkansas and the United States, including physical and human characteristics, title, legend, compass rose D2.Ge0.1.3-5

G.9.4.2 Analyze ways cultural characteristics influence population distribution in regions of the united states and the world D2 Geo.6.3-5

H.12.4.5 Reference historic places to guide inquiry about history (e.g., What do the Toltec Mounds tell us about the people who lived there?)

H.13.4.3 Develop claims in response to compelling questions about Arkansas and United States history using evidence from a variety of primary and secondary sources D.1.2, 5. 3-

Guiding Questions:
What factors have shaped the culture of the Southeast?
How do geography, climate and natural resources affect the way people live and work in the Southeast Region/Arkansas?
What are the major physical and human features of the Southeast region?

VOCABULARY: abstract, bayou, delta, hurricane, mineral, petroleum, plantation, savanna, segregation, strip mine, swamp, Mississippi River, French Quarters, Shuttle Launch, Kennedy Space Center, Everglades, flatlands, coastlines, port city,

Look at images of places in the Southwest. After viewing and discussing the images respond to the following prompt: If you could take a trip to any one place in the Southeast, which one would you most want to visit? Why?

TCI Lesson 6 Boat and Bus Tour of the Southeast
BEFORE READING: TCI Presentation Guide---Preview---Introduce the Southeast Region. Slides 1-19
 Lesson Slides 11-13 Use to Introduce Geography of the Southwest

DURING READING: Use print copy or online version of Preview Assignment (Slide 14) to have student write about the place in the Southeast they would most like to visit. Interactive Notebook—

AFTER READING: Use the resources below to provide additional geographic information about the Southeast. Students will be taking a boat and bus tour of the Southeast region of the country. TCI Presentation Guide---Preview---Introduce the Southeast Region. Slides 1-19
  - Interactive Notebook—My Southeast Trip and Geography Challenge

Social Studies Prompt:
After looking at the images of places in the Southeast, which one in your opinion would be the best place to visit? Create a topic sentence that states your opinion of the best place to visit in the southeast and identify 2-3 reasons why you think so.

| | | • Geography Challenge Cards

 Student Section: Introduction
 PowerPoint—Geography of Southeast Region

 Gather information as you read about the Southeast region to complete the United States Region Chart---Complete States, Physical Geography and Climate, and Leading Products/Resources. Add possible environmental Issues as you discuss the information you put on the chart.

 Introduce the Southeast---Song— | |

| **Week 2** |||||

STANDARDS & LEARNING GOALS	FOCUS	FORMATIVE PERFORMANCE TASKS RESOURCES/MATERIALS	ASSESSMENTS WRITING
G.8.4.2 Use thematic maps (e.g. climate, political, topographical) and other geographic representations to compare physical and human characteristics of a region to those of another region in the US and the interactions that shape them D2.Geo.2.3-4 **G.8.4.3** Construct maps and graphic representations of Arkansas and the United States, including physical and human characteristics, title, legend,	**UNIT TITLE:** **Southeast Region/Arkansas** **Essential Question:** What is unique about the Southeast Region? What factors shaped the culture of the Southeast/Arkansas? **Guiding Questions:** How do geography, climate and natural resources affect the way people live and work in the Southeast Region/Arkansas?	Use the following reading selections to discuss the role of government in each. Look for examples in the selections that show the government's role. The Everglades-Life in the Balance---Teachers' Domain Population Growth Everglades The Everglades Reteach the above lesson using the article "The Everglades". Is the author trying to	United States Region Chart-- Geography/ Economics/ Political Scientist U.S. Map---Northeast Region States and Physical Features Data Chart—Political Scientist As a class, review information collected when comparing and contrasting different type of maps. Divide students into groups and assign one type of map. Have them prepare a presentation for the class on

compass rose D2.Ge0.1.3-5 **G.9.4.1**Analyze effects over time of human generated changes in the physical environment (e.g., deforestation, dams, pollution) D2.Geo5.35 **G.9.4.2** Analyze ways cultural characteristics influence population distribution in regions of the united states and the world D2 Geo.6.3-5	How is the American Southeast affected by climate change? How will the people living in the Southeast be affected? What difficulties did the early colonists in Jamestown face? What is the significance of each of the sites that were included on the tour of the Southeast region? **Bully Proofing Your School**	convince us that people and animals can live together? **ADDITIONAL CONTENT LESSONS** **Geography Southeast Region** Southeast Region Climate PowerPoint What can you infer from studying about the climate of the Southeast Region? Geography of Southeast Region Map Activity View and discuss the PowerPoint and then complete the Southeast Region Map Activity Southeast Region Climate PowerPoint Southeast Region Chart Divide students into three groups and assign each group to one of the following: Atlantic Coast States Gulf Coast States Inland South State Students may work in pairs within their groups to complete the Southeast Region Chart (States/Capitals, Physical Geography/Climate and Major Cities) for states assigned and to plan a one-week trip through the states they were assigned. In their plan, list each day and each stop. Have the pairs share with the whole group. Have students from different groups rotate	what information you can get from the map they have been assigned and when you might use the information (physical, political, historical, population density, products & resources)

		as a pair to another group to get information to complete the chart for another group of states.	

Module 1
Lessons 30-32
ESSENTIAL QUESTION: What does it mean to have a great heart, literally and figuratively?
WRITING: Informative
FOCUS QUESTION: *What is a great heart, literally?*

STAGE 1 – DESIRED RESULTS

FOCUS STANDARDS are explicitly taught and practiced throughout the module. **SUPPORTING STANDARDS** are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. **CONTINUING STANDARDS** are taught across modules and not listed as focus standards for any particular module. Standards denoted with the asterisk (*) symbol represent the focus standards

READING STANDARDS READING LITERATURE	WRITING STANDARDS	SPEAKING AND LISTENING STANDARDS	LANGUAGE STANDARDS
RL.4.2* Examine a grade-appropriate literary text. Provide a summary, determine a theme of a story, drama, or poem from details in the text including how characters in a story or drama respond to challenges and how the speaker in a poem reflects upon a topic. **RL.4.5*** Compare and contrast the structural elements of poems (e.g. verse, rhythm, meter), drama, (e.g., casts of characters, settings, descriptions, dialog, stage directions), and prose. **READING INFORMATIONAL TEXT:** **RI.4.2*** Examine a grade-appropriate informational text. • Provide a summary. • Determine the main idea of a text and explain how it is supported by key	**W.4.2*** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **W.4.2.a** 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. **W.4.2.b** Develop the topic with facts, concrete details, quotations, or other information and examples related to the topic. **W.4.2.c** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). **W.4.2.d** Use precise language and domain-specific words to inform about or explain the topic.	**SL.4.1** engage effectively in a range of collaborative discussions • one-on-one • in groups • teacher-led **SL.4.1.b*** Follow agreed-upon rules for discussions and carry out assigned roles.	**L.4.1** Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 4 when writing or speaking. **L.4.1.d*** Ensure subject-verb and pronoun-antecedent agreement. **L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, as appropriate for Grade 4 when writing. **L.4.2.a*** Use correct capitalization. **L.4.2.b*** Use correct spelling of plurals and possessives in writing. **L.4.2.c*** Use commas and quotation marks to mark direct speech and quotations from a text. **L.4.5** Demonstrate understanding of words by relating them to their opposites, antonyms, and to words with similar but not

details. **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. **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.	**W.4.2.f** Provide a concluding statement or section related to the information or explanation presented. **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.		identical meanings, synonyms. **L.4.5.a*** Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
STUDENT FRIENDLY LANGUAGE: READING LITERATURE **I can…** **RL.4.2** I can explain the theme of a story, poem, or drama. I can pick out details to support my theme choice. I can summarize what I have read. **RL.4.5** I can describe the major difference between a poem, a drama, and prose (short stories, essays, novels, fables, fairy tales, tall tales, comedy, newspaper articles). I can list structural elements of poems, dramas, and prose. I can identify characteristics (structural elements) of poems, dramas, and other written language. **READING INFORMATIONAL TEXT** **I can…** **RI.4.2** I can explain the main idea with key details. I can determine the main idea of a	**STUDENTFRIENDLY LANGUAGE: WRITING** **I can…** **W.4.2** I can write to inform an audience. I can write an introduction to my topic. I can group related information into paragraphs and sections. I can use facts, definitions, and quotations about my topics when writing. I can use vocabulary specific to my topic. I can write a conclusion for my informative text. **W.4.8** I can retell important details from what I have read. I can recall important information from previous experiences. I can explain and cite the information that I find. I can take notes and organize my thoughts. I can put the information I find in order either by time or importance.	**STUDENT FRIENDLY LANGUAGE: SPEAKING AND LISTENING** **I can…** **SL.4.1** I can come to a discussion ready to participate with my assignment(s) complete. I can follow the rules of the discussion group and complete my job in the group. I can ask and answer questions and add comments in a discussion to make it more clear for me. I can make connections to the comments in the discussion. I can retell the main ideas of the discussion and share my thoughts about them.	**STUDENT FRIENDLY LANGUAGE: LANGUAGE** **I can…** **L.4.1** I can use the correct English conventions and grammar when I speak and write. **L.4.2** I can capitalize words correctly. I can use correct spelling of plurals and possessives in writing. I can use commas correctly in compound sentences and quotations. **L.4.5** I can explain the meaning of a simile in context. I can explain the meaning of a metaphor in context.

paragraph, passage, or story. I can summarize the text using key details. **RI.4.4** I can explain the meaning of vocabulary words from a story or passage. **RI.4.7** I can read information such as a graph, diagram, illustration, animation or time line. I can explain the information on a graph, diagram, illustration, animation or timeline. I can make connections between what I read in words and the graph, diagram, illustration, animation or timeline on a page.			

ELP STANDARDS

The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, style and conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English Language Arts. ELP Standards – 4th Grade Correspondence

Module 1
Lessons 30-32
ESSENTIAL QUESTION: What does it mean to have a great heart, literally and figuratively?
WRITING: Informative
FOCUS QUESTION: *What is a great heart, literally*?

Stage 2 Assessment Evidence – Required

Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module **FOCUS STANDARDS.** It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned

Lesson 30: New-Read Assessment 2 and Vocabulary Assessment 2

Read the poem "Heart to Heart" by Rita Dove, and respond to multiple-choice and constructed-response items to demonstrate literal and inferential understanding. **NR 2**

Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts. **Vocabulary Assessment 2**

Lesson 31: Socratic Seminar 3

Engage effectively in a collaborative discussion, synthesizing evidence from literary and informational texts to explain what it means to have a literal and a figurative great heart. **SS**

Lesson 32: End of Module Task

Write an informative essay that synthesizes evidence from core literary and informational texts and explains the figurative and literal meanings of the term *great heart*. **EOM Task**

LINK TO APPENDIX C - ANSWER KEYS, RUBRICS, AND SAMPLE RESPONSESLINK TO APPENDIX C - ANSWER KEYS, RUBRICS, AND SAMPLE RESPONSES

| **Module 1** |
| **Lessons 30-32** |
| **ESSENTIAL QUESTION: What does it mean to have a great heart, literally and figuratively?** |
| **WRITING: Informative** |
| **FOCUS QUESTION:** *What is a great heart, literally?* |
| **Stage 3 – LEARNING ACTIVITIES** |

SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS			
Differentiated Volume of Reading	Tier 2 Just Words intervention for students who need additional decoding and spelling instruction.	Small group with appropriate text based on student need.	Extended independent reading from Appendix D from Wit and Wisdom Module unit topics.

LESSON & ASSESSMENTS	**LEARNING GOALS & STANDARDS**	**TEXT**	**CONTENT FRAMING QUESTION READING**	**CRAFT QUESTIONS WRITING**	**DEEP DIVE VOCABULARY/ GRAMMAR**
L30 **Lesson at a Glance TE p. 356** **New-Read Assessment 2** Read the poem "*Heart to Heart*" by Rita Dove, and respond to multiple-choice and constructed-response items to demonstrate literal and inferential understanding. **NR 2** **Vocabulary Assessment 2** Demonstrate understanding of academic,	Analyze Rita Dove's poem "*Heart to Heart*" in a New-Read Assessment to summarize and demonstrate understanding of the poem and its elements. **(RL.4.1, RL.4.2, RL.4.5, L.4.2.b, L.4.5.a)** Demonstrate knowledge of module content vocabulary by defining words in context. **(L.4.6)**	"Heart to Heart" Student-selected poems	**Reveal:** What does a deeper exploration of its elements and language reveal about the poem "*Heart to Heart*"? **Launch**: TE pp. 357-358 **Learn**: TE pp.358-359 **Land**: TE pp. 359-360 **Wrap**: TE p. 360 Handout 30A: Poetry Performance Exit Ticket		**Deep Dive:** **Vocabulary:** Vocabulary Assessment 2 **Launch**: TE p. 363 **Learn**: TE p. 363 **Land**: TE p. 363

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ GRAMMAR
text-critical, and domain-specific words, phrases, and/or word parts. **Vocabulary Assessment 2**					
L31 **Lesson at a Glance TE p. 364** **Socratic Seminar 3** Engage effectively in a collaborative discussion, synthesizing evidence from literary and informational texts to explain what it means to have a literal and a figurative great heart. **SS**	Synthesize evidence from multiple texts in Socratic Seminar. **(RL.4.1, RI.4.1, RI.4.9)** Cite textual evidence to support statements about what it means to have a great heart, literally and figuratively. **(RL.4.1, RI.4.1, SL.4.1)** Demonstrate understanding of using punctuation with quotations and in compound sentences, capitalization, and ordering adjectives. **(L.4.1.d, L.4.2.a, L.4.2.b, L.4.2.c)**	All module texts	**Know:** How do the module texts build my knowledge about a great heart, both literal and figurative? **Launch**: TE pp. 365-366 **Learn**: TE pp. 366-367 **Land**: TE p. 367 **Wrap**: TE p. 368	**Excel:** How do I synthesize evidence to answer the Focusing Question in a Socratic Seminar? Handout 31A: Socratic Seminar Self-Assessment	**Deep Dive:** **Style and Conventions** Checklists **Excel:** How do I improve the use of Module 1 Language skills in context? Handout 31B: Style and Conventions Checklist
L32 **Lesson at a Glance TE p. 372** **End of Module Task**	Write an informative essay, with evidence from the module's core texts that explains what it means to have a great heart, literally and figuratively. **(RL.4.1, RI.4.1, W.4.2, W.4.4, L.4.1.d, L.4.2.a, L.4.2.b,**	*The Circulatory Story* *Love That Dog*	**Know:** How do the module texts build my knowledge about a great heart, both literal and figurative? **Launch**: TE p. 373 **Learn**: TE pp. 374-376	**Execute:** How do I use my informative writing skills to respond to the End-of-Module Task? Handout 32A: End-of-Module Evidence	**Deep Dive:** **Style and Conventions** Revision **Excel:** How do I improve my use of Module 1 Language skills in the context of my

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ GRAMMAR
Write an informative essay that synthesizes evidence from core literary and informational texts and explains the figurative and literal meanings of the term *great heart*. **EOM Task**	**L.4.2.c)** Demonstrate understanding of grade-appropriate style and conventions. **(L.4.1.d, L.4.2.a, L.4.2.b, L.4.2.c)**		**Land**: TE p. 377 **Wrap**: TE p. 377 Handout 17A: Evidence Organizer for *The Circulatory Story* Handout 29A: Evidence Organizer for *Love That Dog*	Organizer (optional) Handout 32B: Essay Planner for the End-of-Module Task	End-of-Module Task response? Handout 31B: Style and Conventions Checklist

SOCIAL STUDIES FOR
Correlation to MODULE 1, Lessons 30-32

STANDARDS & LEARNING GOALS	FOCUS	FORMATIVE PERFORMANCE TASKS RESOURCES/MATERIALS	ASSESSMENTS WRITING
G.8.4.1 Use geographic representations to examine the spatial organization of Arkansas citing relative and absolute location D2.Geo.2.3-5 **G.8.4.2** Use thematic maps (e.g. climate, political, topographical) and other geographic representations to compare physical and human characteristics of a region to those of another region in the United States and the interactions that shape them D2.Geo.2.3-4 **G.8.4.3** Construct maps and graphic representations of Arkansas and the United States, including physical and human	**UNIT TITLE: Southeast Region/Arkansas** **Essential Question:** What is unique about the Southeast Region? What factors shaped the culture of the Southeast/Arkansas? What makes Arkansas a unique state? **Guiding Questions:** How do geography, climate and natural resources affect the way people live and work in the	**Geography Arkansas** Use one or more of the resources below to teach about the regions and geography of Arkansas. Choose one of the maps of Arkansas and choose parts of the **Arkansas Geography Activity** for students to put on the map. **Collection of Arkansas Maps** **Arkansas Geography Activity** **Arkansas Regions PDF Presentation** Arkansas: A Six Region Journey (Video) Video clips on all six regions of Arkansas	You just opened a new hotel and need guests? You need to create an advertisement to convince travelers to travel to this place in Arkansas where your hotel is located. You will create a print advertisement or commercial to pitch the place in an organized way and including enough information to persuade people to visit this place in Arkansas. Include information you learned about the region in which this place is located. **Role**-Hotelier **Audience**—Potential hotel guest

characteristics, title, legend, compass rose D2.Ge0.1.3-5 **G.9.4.1**Analyze effects over time of human generated changes in the physical environment (e.g., deforestation, dams, pollution) D2.Geo5.35 **G.9.4.2** Analyze ways cultural characteristics influence population distribution in regions of the united states and the world D2 Geo.6.3-5 **G.9.4.3** Analyze ways environmental characteristics affect population distribution in Arkansas, the United States, and the world D2.4.3-5 **G.11.4.2** Analyze ways communities cooperate in providing relief efforts during and after natural and human-made disasters D2 12.3-5	Southeast Region/Arkansas? What characteristics make this a region? **Bully Proofing Your School**	http://www.arhistoryhub.com/a-six-region-journey-video/	**Situation**—You need to convince people that this is a place they want to visit! Ballooning Through Arkansas –Modify the activity for your classroom. *Southeast Region Chart* Complete the Geography Region Map of Arkansas—Label the regions of Arkansas on a map. **Resources for Assessment** http://www.arkansas.com/ Great website for students to use as a resource to create their advertisement. Historic Sites and Natural Wonders of Arkansas Provides links Southeast Region Landmark Scavenger Hunt PowerPoint