

Fourth Grade ELA (Wit & Wisdom) Overview

A Great Heart	
<p>August 16- November 5, 2021</p> <p>Essential Question: What does it mean to have a great heart, literally and figuratively?</p> <p>Core Texts:</p> <ul style="list-style-type: none"> ● Novel (Literary) ● <i>Love That Dog</i>, Sharon Creech ● Scientific Text (Informational) ● <i>The Circulatory Story</i>, Mary K. Corcoran; Illustrations, Jef Czekaj <p>SUPPLEMENTARY TEXTS</p> <p>Painting</p> <ul style="list-style-type: none"> ● <i>Portrait of Dr. Samuel D. Gross (The Gross Clinic)</i>, Thomas Eakins Image ● Image of a subway map system <p>Poems</p> <ul style="list-style-type: none"> ● Videos“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,” ● “Exploring the Heart - The Circulatory System!” ● “Grand Central Terminal, NYC” ● “Gallery Walk” <p>Biographies</p> <ul style="list-style-type: none"> ● Biography of Anne Frank ● Biography of Clara Barton ● Biography of Helen Keller 	<p>Learning Goals:</p> <ul style="list-style-type: none"> ● Define a figurative great heart by synthesizing textual details from biographies. ● Determine the main idea and details of both shorter and longer sections of texts about the heart. ● Interpret information presented visually in text features, and explain how the information contributes to an understanding of the text. ● Make inferences about characters and events based on details in a literary text. ● Explain the structure and meaning of poems. ● Define a figurative great heart by synthesizing textual details from biographies. ● Determine the main idea and details of both shorter and longer sections of texts about the heart. ● Interpret information presented visually in text features, and explain how the information contributes to an understanding of the text. ● Make inferences about characters and events based on details in a literary text. ● Explain the structure and meaning of poems. ● In small- and large-group discussions, concentrate on peers’ contributions to understand and respond to their ideas. ● Build on others’ ideas in small- and large-group discussions. ● Follow agreed-upon rules for discussions. ● Differentiate between literal and figurative uses of <i>heart</i>. ● Demonstrate how punctuation is used with quotations. ● Identify examples of each rule of capitalization in a given text. ● Identify an example of figurative language in a complex text, and explain why the author uses figurative language to describe a scientific concept. ● Use a comma before a coordinating conjunction in a compound sentence. ● Order a series of adjectives within sentences according to conventional patterns.

Focusing Question Tasks:

1. Write an informative paragraph that explains how Clara Barton, Helen Keller, or Anne Frank demonstrated a figurative great heart.
2. Write an informative paragraph that explains what it means to have a literal great heart.
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*.

New-Read Assessments:

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.
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.

Socratic Seminars:

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.
2. Engage effectively in a collaborative discussion about Miss Stretchberry's actions, building on others' ideas and expressing your own clearly.
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.

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*.

November 8, 2021- February 18, 2022

Essential Question: How does a challenging setting or physical environment change a person?

Core Texts:

Hatchet, Gary Paulsen

"All Summer in a Day," Ray Bradbury

Mountains, Seymour Simon

SAS Survival Handbook: The Ultimate Guide to Surviving

Anywhere, John "Lofty" Wiseman

Poems:

"Dust of Snow," Robert Frost

"Stopping by Woods on a Snowy Evening," Robert Frost

Art:

Fallingwater, Frank Lloyd Wright (<http://witeng.link/0075>)

Video:

"All Summer in a Day"

"Tidal Wave"

"Explode a Moment with Barry Lane"

"Planet Venus: The Deadliest Planet, Venus Surface & Atmosphere"

"Costa Rica- Rainforest Heavy Rain"

"4 Hours of Heavy Pounding Rain and Thunder"

"Barry Lane writes about 'His Favorite Day'"

"Planet Earth-Mountains"

"What Is a Mountain?"

Websites:

Fallingwater (<http://witeng.link/0075>)

National Geographic Lost Cities Photos (<http://witeng.link/0092>)

Focusing Question Tasks:

1. Imagine you are Margot or one of the other characters in "All Summer in a Day." Write a narrative thought shot describing what you think and feel related to a certain setting in the story. Describe the setting using sensory detail so peers who read it will be able to visualize the setting and how you react to it.
2. Create a visual display (poster, booklet, video, or multimedia presentation) to teach hikers about a mountainous environment and what makes it extreme. Use text features like headings, subheadings, diagrams,

Learning Goals:

- Explain how a setting impacts characterization and plot in a story.
- Refer to details in a text when describing the elements of an extreme setting or environment and how they affect a person.
- Explain the theme of a story or poem using details from the text.
- Describe in depth a character, setting, or event in a story, drawing on specific details in the text.
- Describe how a character changes throughout a story in response to the setting.
- Describe the overall structure of events, ideas, or concepts in an informational text.
- Make connections between a story and a visual presentation of the text identifying where the visual presentation reflects specific details and direction in the text.
- Write narrative texts in the form of thought shots, exploded moments, and short stories to develop imagined experiences using effective techniques, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and describing characters.
- Incorporate dialogue effectively into narrative writing to show the responses of characters to situations.
- Describe characters, settings, and events using precise word choice and sensory detail.
- Use transitional words and phrases to manage the sequence of events in narrative writing.
- Write informational texts to summarize knowledge gained through reading.
- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant descriptive details to support main ideas or themes, speak clearly at an understandable pace.
- Enhance a presentation with a visual display.
- Adjust speech to formal English or informational English based on the context (e.g., presentation or small-group discussion).
- Determine the words and phrases used in a text, including the meaning of general academic and domain-specific words or phrases in a text.

illustrations, and captions to help readers understand the information better.

3. Working in small groups, students create a short skit that explores Brian's decision about whether to help the government learn from his ordeal. Display the two options that will "Establish" the context for their skit.

a. Brian talking with his mother and father about this request from the government and his final decision.

b. A TV interview with Brian recapping his first trip and his decision to go back into the wilderness.

Students' skits should demonstrate their understanding of the Focusing Question and their mastery of new vocabulary words from the module. Students will evaluate each other on how well their skit shows how Brian was changed by his experience in the wilderness and what he learned that was of value to others in similar situations. Each group will receive a section of the *SAS Handbook* that illustrates an important piece of knowledge learned by Brian that they will need to include in their skits.

New-Read Assessments:

1. Read a section of the *SAS Survival Handbook* to answer multiple-choice and short-response questions.

2. Read chapter 11 of *Hatchet* and answer a set of questions related to the focus. How has Brian changed to overcome challenges he faces to survive?

Socratic Seminars:

1. Discuss the behavior of the children in "All Summer in a Day." How did the characters respond to the different settings in the story? What would you have done in their situation and why? What is the theme of the story?

2. Present learning about the best ways to survive alone in the woods using information learned from the *SAS Survival Handbook*, *Mountains*, and *Hatchet*. Refer to specific text evidence to support your answers.

End-of-Module Task

Imagine you are lost on a mountain and write a narrative story about your survival. Follow the steps in the acronym ESCAPE to plan out your story. Include specific sensory details, descriptive snap shots, and thought shots to help your story come alive for the reader. Bring your story to a natural conclusion that makes sense for the reader.

Your audience is a group of peers who are knowledgeable about wilderness settings and survival techniques. Your purpose for writing is to create an engaging story that captures the imagination and interest of your peers and demonstrates what you have learned about extreme settings and how they affect you.

- Add details and description to writing by expanding sentences using relative clauses.
- Add details and description to sentences by adding prepositional phrases.
- Choose words and phrases to convey ideas precisely.
- Choose the correct punctuation for effect.

The Redcoats are Coming

February 21- May 13, 2022

Essential Question: Why is it important to understand all sides of a story?

Core Texts:

Woods Runner, Gary Paulsen

The Scarlet Stockings Spy, Trinka Hakes Noble

Poetry:

Colonial Voice: Hear Them Speak, Kay Winters

Historical Account:

George vs. George: The American Revolution as Seen from Both Sides, Rosalyn Schanzer

Articles:

"Massacre in King Street," Mark Clemens

"Detested Tea," Andrew Matthews

Art:

The Boston Massacre, Paul Revere

(<http://witeng.link/0207>)

Washington Crossing the Delaware, Emanuel Leutze

(<http://witeng.link/0205>)

Raising the Flag at Ground Zero, Thomas Franklin

(<http://witeng.link/0211>)

Video:

"Paul Revere- Mini Biography" (<http://witeng.link/0208>)

"Fred Woods Trail- Driftwood, Pennsylvania"

(<http://witeng.link/0210>)

"The Culper Spy Ring: Path through History"

(<http://witeng.link/0269>)

"REBUILD-From the Ashes, The World Trade Center Rises Again" (<http://witeng.link/0212>)

Audio:

Woods Runner, Gary Paulsen

Websites:

EDSITE: Emanuel Leutze's Symbolic Scene of *Washington Crossing the Delaware* (<http://witeng.link/0158>)

The Gilder Lehrman Institute of American History

(<http://witeng.link/0209>)

Focusing Question Tasks:

Learning Goals:

- Refer to details and examples from both literary and informational texts when explaining key points about the American Revolution.
- Determine themes in literary texts, as well as summarize the text.
- Compare and contrast different points of view of the same event including the difference between first- and third-person narrations.
- Explain the difference between point of view and perspective in relation to understanding texts about the American Revolution.
- Explain historical events related to the American Revolution including what happened and why, based on specific information in a text.
- Explain how an author uses reasons and evidence to support particular points in a text.
- Write explanatory essays on topics about the American Revolution supporting a focus statement with text evidence and explanations.
- Write opinion essays on topics and texts related to the American Revolution, supporting a point of view with reasons and textual evidence.
- Integrate information from two texts on the same topic related to the American Revolution in order to write or speak knowledgeably about the topic.
- Use technology, including the internet, to research a topic related to the American Revolution, and then produce and publish writing that is shared electronically.
- Conduct short research to build knowledge about the American Revolution.
- Come to discussions prepared, having read and studied the texts in order to participate fully in the discussions.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Participate effectively in collaborative discussions by building and elaborating on the thinking of others, connecting ideas from multiple speakers, reflecting, and responsively revising or reinforcing their own ideas.
- Identify reasons and evidence a speaker gives to support points in a discussion.

1. Write an explanatory essay to respond to the following prompt: what were the perspectives of the two main sides of the American Revolution? Use evidence from the article “Massacre in King Street” and *George vs. George* to support your explanation. Include information learned through research to further explain and support your ideas.
2. Write a letter to the Sons of Liberty as one of the following characters from the story: *Colonial Voices: Hear Them Speak*. In the letter, state your opinion and perspective on the Boston Tea Party. Defend your opinion with evidence that shows how your job and family have influenced your perspective. Use text evidence from *Colonial Voices: Hear Them Speak* and one of two informational texts.
3. For an audience who is unfamiliar with the story, *The Scarlet Stockings Spy*, write an essay to explain Maddy Rose’s perspective on the American Revolution and how it influenced her actions in the story. Use evidence in *The Scarlet Stockings Spy* to support your explanation. You may also use evidence from *George vs. George* to support your explanation.
4. In *Woods Runner*, Gary Paulsen writes about the American Spirit and how it drove Patriots to continue fighting despite devastating odds. In your opinion, who best demonstrates American Spirit in *Woods Runner*? Write an essay that presents a strong opinion about one character in the story to convince others who have read the book to agree with you that this character best demonstrates American Spirit.

New-Read Assessments:

1. Read an informational article called “Detested Tea” as a new read and answer eleven multiple choice and short response questions. Apply reading and language skills learned in lessons 1–12.
2. Read chapter 12 in *Woods Runner* and answer a set of TDQs about story elements, theme, and summary. Express an opinion about a scene in the story.

Socratic Seminars:

1. Students discuss the perspectives of the two main sides of the American Revolution focusing on what led to each perspective and how different groups demonstrated their perspective.
2. Participate in a Town Meeting to share your opinion as a colonist in *Colonial Voices* about whether or not you support dumping the English tea in Boston Harbor as protest for the tax placed on the tea by King George and Parliament.

- Give a report, tell a story, or recount an experience related to the American Revolution using facts and descriptive details.
- Produce complete sentences recognizing and correcting inappropriate fragments and run-ons.
- Incorporate progressive verb tenses and relative adverbs when writing to increase specificity.
- Use a comma before a coordinating conjunction in a compound sentence.
- Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
- Consult reference materials, both print and digital, to find the pronunciation to determine or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings.

3. Discuss whether or not the American Patriots were justified in fighting the War for Independence from Britain. Support opinions with reasons and evidence. Respond to questions and challenges appropriately and effectively, citing knowledge about the conflict gained through reading and research.

End-of-Module Task

In a well-developed essay, respond to the following question: "In your opinion, were the American patriots justified in fighting for their independence from Britain?" Your purpose for writing is to convince a friend that your opinion is the strongest. Your friend is unfamiliar with the topic and the texts you have read, so you need to provide information to help them understand the context for your opinion.

Use information from two or more of the module texts to support the reasons for your opinion:

- *George vs. George: The American Revolution as Seen from Both Sides*, Rosalyn Schanzer
- "Massacre in King Street," Mark Clemens
- "Detested Tea," Andrew Matthews
- *Woods Runner*, Gary Paulsen—informational section
