

Grade 4 Module 4

Heroic Feats

Essential Question: What makes someone a hero?

Overview

Reading Overview: In this module, students will listen to, read, and view a variety of texts that present them with examples of what makes someone a hero. A genre focused on fairy tales and myths provides students with opportunities to identify text and graphic features, point of view, and themes to better understand unfamiliar texts. Students will also encounter narrative nonfiction to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn that with personal courage and confidence, people can face any challenge.

Writing Overview: Students will write a story about how someone they know has made a difference. Students will draw on the author's use of text structure in an informational text, describing personal connections to sources, as well as identifying the main idea of an informational text.

Connections: Goals (Social Studies)

Inquiry and Research Project: Students will work in groups to act out a fairy tale from another culture. Students will create a skit based on the fairy tale they choose and perform their skits on the last day of this unit.

Background: Explain to students that fairy tales come from cultures around the world. In fact, the same basic story may recur in multiple cultures, countries, and languages. Provide an example, such as Cinderella, which has counterparts in many countries.

Goal: Students will be able to perform and memorize a fairy tale-based skit from another culture.

Module 4 Essential Question: What makes someone a hero?

Week 1	Vocabulary			
Big Idea Words: aspire, confidence, endeavor, fearlessness (Lesson 1) 4La , 4L6 Academic Critical Vocabulary: elegant, foreboding, episode, scowled, intimidated, subdued, disheveled, rigid, feisty, sulked (lesson 2) 4R4 , 4L6 Vocabulary Strategy: Homographs and Homophones (Lesson 3) 4L4a , 4R4 * Generative Vocabulary: Prefixes <i>sub-</i> , <i>fore-</i> (Lesson 4) 4L4b *				
Reading		Writing		
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills	
<i>Who's a Hero?</i> <i>Prince Charming Misplaces His Bride</i>	Module Launch Text and Graphic Features: text features, graphic features 4R7 * Read for Understanding Visualize: visualize 4R3 Close Read Point of View: point of view, narrator, first-person, third person 4R6 * Theme: theme 4R2 * Text and Graphic Features: text features, graphic features 4R7 * Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Narrative Story <i>Love Will See You Through</i> Instructional Vocabulary: transition words, antonyms, event, conflict, resolution	Narrative: Story Introducing the Focal Text (Connection- It takes courage to make a difference) 4SL1 p.W54–W56 Vocabulary 4L4 p. W57 Prewriting I: Preparing to Write 4W3a p. W58 Prewriting II: Features of a Narrative* (Plan the first draft of a story) 4W3b p. W59 Prewriting III: Plotting Events* (Plan draft by using event, conflict, resolution) 4W3d p. W60 <i>Grammar p.W246-250*, p.W.234</i> 4L1 , 4L2 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	

Foundational Skills	Communication
Decoding: More Vowel Sounds + /r/ Sounds /ur/, /or/ Spelling: More Vowel Sounds + /r/ Sounds /ur/, /or/ Fluency: Phrasing 4RF3a	Teacher Read-Aloud: <i>Mack and the Hidden Tree House</i> p. T34—37 4R3 Speaking and Listening: Oral Instructions p. T52 4SL2

Week 2	Vocabulary		
Academic Critical Vocabulary: timid, strenuous (Lessons 6 & 7) devised, distress, odyssey, destiny, mortal (Lessons 8 & 9) 4L6 , 4R4			
Vocabulary Strategy: Homographs and Homophones (Lessons 7 & 9) 4L4a , 4R4 *			
Generative Vocabulary: Suffixes <i>-able</i> , <i>-ible</i> (Lesson 10) 4L4b *			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Smokejumpers to the Rescue!</i> <i>Persens and the Fall of Medusa</i>	Read for Understanding Synthesize: synthesizing Ask and Answer Questions: ask and answer questions, clarify 4R1 Close Read Text Structure: text structures, problem/solution 4R5* Elements of Drama: dialogue, stage directions, character tags, acts, scenes, drama, prose 4R1, 4R5 * Figurative Language: figurative language, simile, imagery, allusion 4L5a* Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Narrative Story <i>Love Will See You Through</i> Instructional Vocabulary: punctuation	Narrative: Story Drafting I: Beginning the Draft (Develop first draft with an engaging central idea) 4W3 p. W61 Drafting II: Integrating Narrative Elements 4W3d p. W62 Drafting III: Completing the Draft 4W3e p. W63 Revising I: Integrating Grammar and Punctuation 4L3c p. W64 Revising II: Conferencing 4SL1 p. W65 <i>Grammar: p.W351-353*/W279, W255</i> 4L1, 4L2 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module

	Foundational Skills	Communication
	Decoding: Regular and Irregular Plurals Spelling: Homophones Fluency: Intonation 4RF3a	Research and Media Literacy: Evaluate and Organize Information p. T88 4W7, 4W6

Week 3	Vocabulary		
Academic Critical Vocabulary: occasionally, secure, furious (Lessons 11 & 12) 4L6 , 4R4 Vocabulary Strategy: Synonyms and Antonyms (Lesson 12) 4L5c Generative Vocabulary: Suffixes <i>-en</i> , <i>-ic</i> (Lesson 13) 4L4b *			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>St. Augustine: A Story of America</i>	Read for Understanding Make Inferences: make inferences 4R1 Close Read Text and Graphic Features: text and graphic features, headings, visuals, timeline 4R7 * Text Structure: chronological, problem, solution, cause and effect, description 4R5 * Author’s Purpose: author’s purpose, perspective 4R1 * Module Wrap-Up: Make Connections 4R9 Performance Task: Expository Essay 4R1 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Narrative Story <i>Love Will See You Through</i>	Narrative: Story Revising III: Adding Transitions 4W3c p. W66 Editing I: Mechanics and Spelling (Edit drafts to ensure correct capitalization, punctuation, and spelling) 4L2b p. W67 Editing II: Peer Proofreading 4L2b, 4W3e p. W65 Publishing 4W3 p. W69 Sharing 4W3 p. W70 Grammar: p.W241, p.W242*, pW243*, pW245*, p.W354 4L1, 4L2 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module

	Foundational Skills	Communication
	Decoding: Recognizing Base Words Spelling: Adding <i>–ed</i> , or <i>–ing</i> Fluency: Reading Rate 4RF3a	Research and Media Literacy: Cite Sources p. T120 4W7