Marietta City Schools
2023-2024 District Unit Planner

Fourth Grade			
Module Title	Extreme Settings	**Unit Duration (days)**	34 Days
Enduring Understanding/ Essential Question	How does a challenging setting or physical environment change a person?		

GA DoE Standards

FOCUS STANDARDS

Reading Literature
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Reading Informational Text
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Writing
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.4.8 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.

Speaking and Listening
SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language

L.4.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

L.4.1.e Form and use prepositional phrases.

L.4.3.a Choose words and phrases to convey ideas precisely.

L.4.3.b Choose the correct punctuation for effect.

L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

CONTINUING STANDARDS

RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Assessment	Elements that Support Success on EOM Task/Success Criteria
NR1. Read a section of the SAS Survival Handbook to answer multiple-choice and short-response questions.	Identify main ideas and supporting details in an informational text. Draw inferences from informational text. Explain the text structure of the book and how it aids comprehension of the text.
NR2. 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?	Identify details in a literary text to support a point. Infer changes in a character and support these inferences with text evidence. Identify a character's thoughts, words, and actions that reveal changes in the character.

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EOM. 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 your 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.	Write a narrative to develop real or imagined experiences or events using an organizational structure, descriptive details, and a clear event sequence. Expand narrative writing by adding dialogue, sensory detail, and exploded moments that include thought shots and snap shots.

*Additional Assessments including Focusing Question Tasks, Socratic Seminars, and Vocabulary Assessments are available in the Module Overview of the TE.

Learning Experiences

Focusing Question 1: How does the setting affect the characters or speakers in the text?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
1	"All Summer in a Day," Ray Bradbury	Wonder What do I notice and wonder about "All Summer in a Day"?	Examine Why are sensory details important?	Generate and answer questions after a first reading of "All Summer in a Day." (RL.4.1) Identify examples of sensory detail in an oral telling of a story. (W.4.3.d) Evaluate why Ray Bradbury chose the word civilization to convey life on Venus in "All Summer in a Day." (L.4.3.a)	Slide Deck
2	"All Summer in a Day," Ray Bradbury	Organize What is happening in "All Summer in a Day"?		Identify the story elements of characters, setting, plot, and conflict for "All Summer in a Day" and then summarize the story. (RL.4.1, RL.4.2, RL.4.3, W.4.2)	Slide Deck

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				Use context to determine the meaning of the word consequence. (L.4.4.a)	
3	"All Summer in a Day," Ray Bradbury	Reveal What does a deeper exploration of the setting reveal in "All Summer in a Day"?	Experiment How do sensory details work?	Describe the setting of "All Summer in a Day" by identifying the author's sensory detail and explaining the feeling it creates in the story. (RL.4.1, RL.4.3) Identify and use similes and metaphors to add detail and description to narrative writing. (L.4.5.a)	Slide Deck
4	"All Summer in a Day," Ray Bradbury	Reveal What does a deeper exploration of the setting and characters reveal in "All Summer in a Day"?	Execute How do I use sensory details in a narrative paragraph?	Determine the relationship between setting and characters by inferring and describing the feelings of the characters in "All Summer in a Day" based on their words and actions in specific settings in the story. (RL.4.1, RL.4.3) Compose a narrative paragraph to describe a moment in time using sensory detail in the voice of a character in "All Summer in a Day." (W.4.3.c, W.4.3.d) Use similes and metaphors to add detail and description while "exploding the moment." (L.4.5.a)	Slide Deck
5 SS	"All Summer in a Day," Ray Bradbury	Distill What is the theme of "All Summer in a Day"?	Execute How do I participate effectively in a Socratic Seminar discussion? Examine Why is it important to change how you use punctuation with dialogue?	Determine the theme of "All Summer in a Day" and support it with textual evidence. (RL.4.1, RL.4.2) Explain how the setting impacted the characters in "All Summer in a Day." (RL.4.1, RL.4.3, SL.4.1, SL.4.3, SL.4.6) Explain how punctuation is used to help display characters' personality traits in dialogue. (L.4.3.b)	Slide Deck
6	"All Summer in a Day," Ray Bradbury	Know How does "All Summer in a Day" build my knowledge?	Excel How do I improve writing sensory details?	Generate statements to summarize the knowledge gained by reading "All Summer in a Day." (RL.4.2, W.4.2) Add punctuation to help display personality traits in characters in dialogue. (L.4.3.b)	Slide Deck

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			Experiment How do you help reveal personality traits of characters within dialogue with punctuation?		
7	"Dust of Snow," Robert Frost	Organize What is happening in the poem "Dust of Snow"?	Examine Why are snap shots important? Execute How do I help reveal personality traits of characters within dialogue with punctuation?	Demonstrate understanding of the poem "Dust of Snow" by retelling it in a story format. (RL.4.1, RL.4.2) Use punctuation to help display traits in characters through dialogue. (L.4.3.b)	Slide Deck
8	"Dust of Snow," Robert Frost Fallingwater, Frank Lloyd Wright	Distill What is the theme of the poem "Dust of Snow"?	Experiment How do thought shots work? Examine Why is it important to use words and phrases to convey setting?	Analyze the poem "Dust of Snow" to explain how the setting affects the speaker of the poem. (RL.4.1, RL.4.3) Identify words and phrases that precisely describe the setting. (L.4.3.a)	Slide Deck
9	"Stopping by Woods on a Snowy Evening," Robert Frost Fallingwater, Frank Lloyd Wright	Reveal What does a deeper exploration of the speaker's thoughts reveal in "Stopping by Woods on a Snowy Evening"?	Experiment How do thought shots work? Experiment How do I use words and phrases to convey ideas about setting?	Analyze the poem "Stopping by Woods on a Snowy Evening" to explain how the setting affects the speaker. (RL.4.1, RL.4.3) Select words and phrases to precisely describe the setting. (L.4.3.a)	Slide Deck

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| 10 FQT1 | "Stopping by Woods on a Snowy Evening," Robert Frost "All Summer in a Day," Ray Bradbury "Dust of Snow," Robert Frost | Know How do "All Summer in a Day," "Dust of Snow," and "Stopping by Woods on a Snowy Evening" build my knowledge of narrative writing? | Execute How do I use snap shots and thought shots in a narrative exploded moment? Execute How do I use precise words to convey setting and punctuation to reveal characters? | Create a narrative to show how a setting affects a character, incorporating sensory detail, snap shots, and thought shots. (W.4.3) Integrate punctuation for effect in dialogue to reveal characters and precise selection of words to describe setting in narrative writing. (L.4.3.a, L.4.3.b) | Slide Deck |

Focusing Question 2: What makes a mountainous environment extreme?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
11	Mountains, Seymour Simon SAS Survival Handbook, John "Lofty" Wiseman	Wonder What do you notice and wonder about Mountains and the SAS Survival Handbook?	Examine What do you notice about the text descriptions in the SAS Survival Handbook?	Describe characteristics of an informational text and generate questions to guide further study of the texts. (RI.4.5) After consulting references, clarify the precise meaning of key words and phrases pertaining to mountains. (L.4.4.c)	Slide Deck
12	Mountains, Seymour Simon	Organize What is happening in Mountains?	Examine What makes the text descriptions in Mountains engaging to read?	Explain how the information in Mountains is organized and written, and then describe the main mountain ranges in brief notes. (RI.4.2, RI.4.5) Use context clues to define the word solitary and deepen understanding by identifying examples and non-examples. (L.4.4.b)	Slide Deck
13	Mountains, Seymour Simon SAS Survival Handbook, John "Lofty" Wiseman	Reveal What does a deeper exploration of the main ideas and details reveal in Mountains?	Experiment How do vivid descriptions work?	Identify the main ideas and supporting details in an informational text to build knowledge about mountains. (RI.4.1, RI.4.5) Demonstrate understanding of exposed after gaining clues from its cognate pos. (L.4.4.b)	Slide Deck
14	Mountains, Seymour Simon	Reveal	Execute	Infer details about extreme mountainous settings based on the text. (RI.4.1, RI.4.2, RI.4.5, W.4.2)	Slide Deck

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Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
	SAS Survival Handbook, John "Lofty" Wiseman	What does a deeper exploration of the main ideas and details reveal in Mountains?	How do I use vivid descriptions in my writing?	Explain why the author chose to use the word spectacular to describe mountains. (L.4.3.a, L.4.4.b)	
15 FQT2 NR1	Mountains, Seymour Simon SAS Survival Handbook, John "Lofty" Wiseman	Distill What is the essential meaning of Mountains?	Execute How do I use engaging writing techniques in my writing?	Apply reading skills to a new informational text to demonstrate mastery. (RI.4.1, RI.4.5) Determine the essential meaning of an informational text about mountains. (RI.4.5, W.4.5) Illustrate the various reasons for living in a shelter. (L.4.6)	Slide Deck
16	Mountains, Seymour Simon SAS Survival Handbook, John "Lofty" Wiseman	Know How do Mountains and the SAS Survival Handbook build my knowledge of extreme settings?	Execute How do I use my visual display to help me present my main ideas?	Present learning in an organized manner that incorporates facts and descriptive details using a clear, formal voice, enhancing a presentation with audio or visual displays when appropriate. (SL.4.4, SL.4.5, SL.4.6) Create statements to summarize the knowledge gained by reading Mountains. (RI.4.1, RI.4.5, W.4.2, SL.4.1) Use context and the root rupt to determine the meaning of eruption and other related words. (L.4.4.a, L.4.4.b)	Slide Deck

Focusing Question 3: How does setting influence character and plot development?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
17	Hatchet, Gary Paulsen	Wonder What do I notice and wonder about the back cover blurb and chapter 1 of Hatchet?	Examine Why is the plot of a story important?	Generate questions related to story elements to be answered in later chapters of the text, Hatchet. (RL.4.1) Identify the climax of a story and categorize details into rising or falling action. (W.4.3.a) Identify the connection between survival and shelter. (L.4.6)	Slide Deck
18	Hatchet, Gary Paulsen	Organize	Experiment How does the setting of my story influence the plot?	Summarize events of the first three chapters of Hatchet to establish initial understanding of character, plot and setting. (RL.4.2, SL.4.4)	Slide Deck

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		What is happening in chapters 1, 2, and 3 of Hatchet?	Examine Why are prepositional phrases important?	Generate ideas for writing a narrative survival story focusing on setting and plot. (W.4.3.a) Identify prepositional phrases that add sensory details and help create believable characters and settings. (L.4.1.e)	
19	Hatchet, Gary Paulsen	Organize What is happening in chapters 4 and 5 of Hatchet?	Examine How does the setting influence character development? Experiment How do prepositional phrases work?	Summarize events of the story and explain how the setting impacts the character. (RL.4.1) Identify prepositional phrases and add them to writing to help make characters and settings more believable. (L.4.1.e)	Slide Deck
20	Hatchet, Gary Paulsen	Reveal What does a deeper exploration of Brian's thoughts and actions reveal about his ability to adapt and survive?	Execute How does a setting influence character development? Execute How do I use prepositional phrases?	Analyze Brian's thoughts and actions to infer the impact of the challenging setting on Brian. (RL.4.3) Brainstorm narrative ideas that show how the setting influences the development of character and plot. (W.4.3) Form and use prepositional phrases to help make characters and settings more believable. (L.4.1.e)	Slide Deck
21	Hatchet, Gary Paulsen	Reveal What do Brian's thoughts and actions reveal about Brian in chapters 6 and 7 of Hatchet?	Execute How do I write a narrative? Examine Why are relative pronouns important?	Summarize events of the story, and explain how the setting impacts the plot. (RL.4.1, RL.4.3) Write a narrative that shows how the setting influences the development of character and plot. (W.4.3) Identify relative pronouns and clauses, and explain how they provide more description of characters and settings. (L.4.1.a)	Slide Deck
22	Hatchet, Gary Paulsen	Organize:	Execute: How do I write a narrative?	Summarize events of the story, and explain how the setting impacts the plot. (RL.4.1, RL.4.2, RL.4.4)	Slide Deck

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		What is happening in chapters 8, 9, and 10 of Hatchet?	Experiment How do relative clauses work?	Write a narrative that shows how the setting influences the development of character and plot. (W.4.3) Integrate relative clauses into writing to provide more sentence variety and description of characters and settings. (L.4.1.a)	
23	Hatchet, Gary Paulsen	Reveal What does a deeper exploration of Brian's thoughts and actions in chapters 8, 9, and 10 reveal about how Brian is learning and changing in the wilderness?	Excel How do I make my narrative more interesting to read? Execute How can I use relative clauses in exploded moments to add more description of characters and setting?	Analyze Brian's actions and thoughts to infer how Brian is changing in response to his challenging environment. (RL.4.3) Apply understanding of an exploded moment to make a narrative more interesting to read. (W.4.3) Integrate relative clauses into writing to provide more sentence variety and description of characters and settings. (L.4.1.a)	Slide Deck
24 NR2	Hatchet, Gary Paulsen	Organize What is happening in chapter 11 of Hatchet?	Excel How do I make my narrative more interesting to read?	Identify the main events of the story and explain how the setting impacts the plot. (RL.4.1, RL.4.2, RL.4.3, RL.4.4) Apply understanding of an exploded moment to make a narrative more interesting to read. (W.4.3) Demonstrate understanding of a challenge through context clues. (L.4.4.a)	Slide Deck
25	Hatchet, Gary Paulsen	Distill What are the emerging themes in Hatchet?	Excel How do I make my narrative more interesting to read?	Analyze Hatchet for emerging themes. (RL.4.1, RL.4.2, RL.4.3) Apply understanding of an exploded moment to make a narrative more interesting to read. (W.4.3) Demonstrate understanding of overcome by relating it to its opposite. (L.4.5.c)	Slide Deck
26	Hatchet, Gary Paulsen Fallingwater, Frank Lloyd Wright	Reveal What does a deeper exploration of Brian's thoughts and actions in	Excel How do I make my narrative more interesting to read?	Analyze the text to explain how Brian is "new" and what brought about that change. (RL.4.3) Apply understanding of an exploded moment to make a narrative more interesting to read. (W.4.3)	Slide Deck

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		chapters 13 and 14 reveal in this text?		Unlock the meanings of an author's words with the suffixes –less, –ly, –ness, –ment, –ogy, –able, and –ize. (L.4.4.b)	
27	SAS Survival Handbook, John "Lofty" Wiseman Hatchet, Gary Paulsen	Organize What is happening in chapters 15 and 16 in Hatchet?	Excel How do I improve my narrative? Excel How do I improve the use of Module 2 language skills in context?	Summarize chapters 15 and 16 of Hatchet and analyze the impact of the setting on Brian. (RL.4.1, RL.4.2, RL.4.4) Develop and strengthen narrative as needed by revising and editing. (W.4.3, W.4.4, W.4.6) Demonstrate understanding of punctuation for effect (helping to reveal characters), using words and phrases to convey ideas, and using prepositional phrases and relative clauses to provide more variety and description in narrative writing. (L.4.1.a, L.4.1.e, L.4.3.a, L.4.3.b)	Slide Deck
28	Hatchet, Gary Paulsen	Reveal What does a deeper exploration of Brian's mistakes reveal about what he learned in order to survive?	Execute How do I write my own survival story? Excel How do I improve the use of Module 2 language skills in context?	Analyze the mistakes Brian made to explain the lessons he learned in order to survive. (RL.4.3, SL.4.1, SL.4.4) Demonstrate understanding of punctuation for effect (helping to reveal characters), using words and phrases to convey ideas, and using prepositional phrases and relative clauses to provide more variety and description in narrative writing. (L.4.1.a, L.4.1.e, L.4.3.a, L.4.3.b)	Slide Deck
29	Hatchet, Gary Paulsen	Organize What is happening in Hatchet in chapter 18 to the end of the book?	Excel How do I improve my narrative?	Identify the climax of Hatchet and explain how the author resolves the conflict and brings the story to closure. (RL.4.1, RL.4.2, RL.4.3) Revise and edit a narrative story using a writing checklist to guide revisions. (W.4.3)	Slide Deck
30	Hatchet, Gary Paulsen	Distill What is the theme of Hatchet?	Excel How can I improve the conclusion of my narrative?	Describe the ending of the novel and determine theme(s). (RL.4.1, RL.4.2, RL.4.3) Revise the conclusion for a narrative to provide closure to the story and emphasize an important lesson. (W.4.3.e)	Slide Deck
Essential Question: How does a challenging setting or physical environment change a person?					

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Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
31 FQT3	Hatchet, Gary Paulsen SAS Survival Handbook, John "Lofty" Wiseman	Know How does Hatchet build my knowledge of how to survive in an extreme setting?	Excel Speaking and Listening: How do I use evidence from the text to reflect on the overall importance of the text?	Synthesize information from multiple sources to create a skit that explains how Brian was affected by the challenges of the extreme setting. (RL.4.2, RL.4.3, RL.4.9)	Slide Deck
32 SS	Hatchet, Gary Paulsen SAS Survival Handbook, John "Lofty" Wiseman Fallingwater, Frank Lloyd Wright	Know How does Hatchet build my knowledge of how to survive in an extreme setting?	Excel Speaking and Listening: How do I use evidence from the text to reflect on the overall importance of the text?	Synthesize information from the entire text to create a skit that explains how Brian and others were affected by the challenges of the extreme setting. (RL.4.2, RL.4.3)	Slide Deck
33 VOC1	Hatchet, Gary Paulsen SAS Survival Handbook, John "Lofty" Wiseman	Know How do the module texts build my knowledge of extreme settings and survival?	Execute Speaking and Listening: How do I read my story in a way that hooks my audience?	Read a story, speaking clearly, with expression, and at an understandable pace. (SL.4.1, SL.4.4) Demonstrate knowledge of module content vocabulary by defining words in context. (L.4.4.a, L.4.4.b, L.4.5.c, L.4.6)	Slide Deck
34 VOC2 EOM	Fallingwater, Frank Lloyd Wright Hatchet, Gary Paulsen SAS Survival Handbook, John "Lofty" Wiseman	Know How do the module texts build my knowledge of extreme settings and survival?	Execute Speaking and Listening: How do I read my story in a way that hooks my audience?	Read a story, speaking clearly, with expression, and at an understandable pace. (SL.4.1, SL.4.4) Demonstrate knowledge of module content vocabulary by defining words in context. (L.4.4.a, L.4.4.b, L.4.5.c, L.4.6)	Slide Deck

Content Resources

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CORE TEXTS

    Novel (Literary)
- *Hatchet*, Gary Paulsen

    Short Story (Literary)
- "All Summer in a Day," Ray Bradbury

    Scientific Texts (Informational)
- *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

SUPPLEMENTARY TEXTS

    Art
- *Fallingwater*, Frank Lloyd Wright

    Videos
- "All Summer in a Day," adapted by Learning Corporation of America
  - Part One
  - Part Two
  - Part Three
- "Tidal Wave," National Geographic
- "Explode a Moment with Barry Lane," Barry Lane
- "Planet Venus: The Deadliest Planet, Venus Surface & Atmosphere," National Geographic
- "Heavy Rain in Tropical Forest," Pcorf Creations
- "4 Hours of Heavy Pouring Rain and Thunder," RainbirdHD
- "Barry Lane writes about 'His Favorite Day,'" Barry Lane
- "Mountains," Planet Earth
- "What Is a Mountain?" Monkey See

    Website
- "The 10 Legendary Lost Cities of the World," World Atlas

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