

Marietta City Schools			
District Unit Planner			
Grade 4			
Module Title	A Great Heart	Unit Duration (days)	32 days
Enduring Understanding/ Essential Question	What does it mean to have a great heart, literally and figuratively?		

GA ELA Standards
<p><b>FOCUS STANDARDS:</b></p> <p><b>Foundations:</b> 4.F.F.1.c Read a wide range of grade-level texts aloud with accurate prosody (phrasing, expression, juncture/pause, and intonation) to aid comprehension.</p> <p><b>Language:</b> 4.L.GC.2.b: Use a variety of simple, compound, and complex sentences to strengthen clarity and coherence, maintaining consistent verb tense within and between paragraphs. 4.L.V.2.a: Deconstruct words using knowledge of Greek and Latin roots, root words, and affixes to determine meaning. 4.L.V.2.b: Explain how the part of speech and the meaning of a root or root word changes based on the use of different affixes (e.g., beautiful as an adjective vs. beautifully as an adverb). 4.L.V.3.a: Use context (e.g., definitions, examples, or restatements in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases. 4.L.V.3.b: Demonstrate understanding of words by relating them to their synonyms, antonyms, homophones, and homographs. 4.L.V.3.d: Use print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to check spelling and determine or clarify the precise meaning of words and phrases.</p> <p><b>Texts:</b> 4.T.C.1.a Determine audience and identify the development of the purpose across a text. 4.T.SS.1.d Craft related sentences into coherent paragraphs that follow a chosen structure using transitions. 4.T.T.1.a Analyze the use of narrative techniques to present ideas, design texts, and convey information about characters, setting, and plot. 4.T.T.1.b Describe how the text’s protagonist and antagonist function in the plot, drive the conflict, and contribute to the development of other characters. 4.T.T.2.a Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. 4.T.T.2.b Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>

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4.TT.2.c Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section.

4.T.RA.1.c Consider and integrate information from research, including relevant and accurate evidence from two or more credible sources.

4.T.RA.2.a Refer to specific passages or quotations from a text to support an idea, answer, or opinion.

**Practices:**

K-12.P.EICC.1.e Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.

K-12.P.EICC.3.g Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.

K-12.P.EICC.4.f Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.

K-12.P.EICC.4.g Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.

K-12.P.EICC.4.h Edit the text, ensuring it adheres to the conventions of written language.

K-12.P.AC.2.a Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.

K-12.P.AC.3.a Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.

K-12.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.

K-12.P.CP.1.b Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.

K-12.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.

K-12.P.CP.2.a Communicate clearly to present ideas, information, and texts.

K-12.P.CP.2.c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.

K-12.P.CP.2.d Engage in dialogue with audiences by asking and answering questions.

**Click Link to Access Standards by Lesson.**

**Click Link to Access Full List of Continuing Standards.**

Assessment	Elements that Support Success on EOM Task/Success Criteria
FQT1. Write an informative paragraph that explains how Clara Barton, Helen Keller, or Anne Frank demonstrated a figurative great heart.	Demonstrate an understanding of what it means to have a figurative great heart. Develop a focus statement, and support that focus with textual evidence and elaboration in an informative paragraph.

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FQT2. Write an informative paragraph that explains what it means to have a literal great heart.	Demonstrate an understanding of the circulatory system and the importance of a healthy heart. Develop a paragraph that includes a focus statement supported by evidence paraphrased from the text.
FQT3. 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 how Jack changes from the beginning to the end of the story.	Demonstrate understanding of how the main character, Jack, changes over the course of Love That Dog. Develop an informative paragraph that includes a focus statement supported by evidence paraphrased from the text.
NR1. 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.	Determine the main idea and key details for a section of text. Demonstrate understanding of key vocabulary related to healthy heart function.
NR2. Read the poem “Heart to Heart” by Rita Dove, and respond to multiple-choice and constructed-response items to demonstrate literal and inferential understanding.	Determine the main idea and key details for a section of text. Demonstrate understanding of key vocabulary related to healthy heart function.
EOM 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.	Demonstrate an understanding of the difference between literal and figurative uses of the term great heart. Cite textual evidence to support statements about what it means to have a great heart, literally or figuratively. Demonstrate skill with the elements of an informative essay, including topic sentence, supporting evidence, and a conclusion.

\*Additional Assessments including Socratic Seminars and Vocabulary Assessments are available in the Module Overview of the TE.

Learning Experiences
<b>Focusing Question 1: How does someone show a great heart, figuratively?</b>

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Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
1	None	Wonder: What do I notice and wonder about the word heart?	Examine: Why is evidence important in informative writing?	<p>Differentiate between literal and figurative uses of heart.</p> <p>Identify textual evidence to support a focus and organize ideas, citing the source and attributing direct quotation.</p> <p>Trace the roots of words related to heart, making connections among various cognates.</p>
2	None	Reveal: What does a deeper exploration of figurative and literal meanings reveal in heart quotations?	<p>Examine: Why is each part of a Painted Essay important?</p> <p>Examine: Why is punctuation important?</p>	<p>Analyze quotations to explain their meaning based on the literal or figurative use of the word heart.</p> <p>Identify the parts of an informative essay and the purpose each serves.</p> <p>Demonstrate how punctuation is used with quotations.</p>
3	Biographies of Clara Barton, Helen Keller, and Anne Frank	Organize: What is happening in each biography?	Examine: How does a focus statement work?	<p>Recount the key achievements from the biography of Clara Barton, Helen Keller, or Anne Frank.</p> <p>Clarify the precise meaning of the word greathearted.</p>
4	Biographies of Clara Barton, Helen Keller, and Anne Frank	Reveal: What does a deeper exploration of each person's actions reveal in these biographies?	<p>Experiment: How does a focus statement work?</p> <p>Experiment: How do punctuation marks for quotations work?</p>	<p>Define a figurative great heart by synthesizing textual details from a biography.</p> <p>Create a focus statement about a famous person, and support it with textual details.</p>

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				Punctuate quotations from given sources.
5 FQT1	Biographies of Clara Barton, Helen Keller, and Anne Frank	Know: How do the biographies build my knowledge about great heart?	Execute: How do I write an informative paragraph using a focus statement and evidence? Execute: How do I use punctuation with quotations in my Focusing Question Task 1 response?	In a paragraph with an introduction, focus statement, textual evidence, elaboration, and a concluding statement, explain how a famous woman (Clara Barton, Helen Keller, or Anne Frank) showed great heart.  Use punctuation correctly with quoted evidence from a text.
6	Portrait of Dr. Samuel D. Gross (The Gross Clinic)	Distill: How does Thomas Eakins's 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?	Experiment: How do I find evidence to support a focus statement?	Synthesize details from a painting and a quotation to define a figurative great heart.  Create a focus statement about a famous person, and support it with textual details.
<b>Focusing Question 2: What is a great heart, literally?</b>				
<b>Lesson</b>	<b>Texts</b>	<b>Content Framing Question</b>	<b>Craft Framing Question</b>	<b>Learning Goals</b>
7	"Exploring the Heart—The Circulatory System!"  The Circulatory Story	Wonder: What do I notice and wonder about The Circulatory Story?		Develop a framework for understanding the text by referring to details and examples in a new text.  Formulate a definition for the word circulatory after studying the morphology of the word.
8	The Circulatory Story	Organize: What is happening in The Circulatory Story?		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.

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				Explain the significance of the word chamber in relation to the heart, and show where the chambers of the heart are located.
9	The Circulatory Story “Exploring the Heart—The Circulatory System!”	Reveal: What does a deeper exploration of figurative language reveal in The Circulatory Story?	Examine and Experiment: Why are evidence/elaboration sentence sets important?	Identify and explain an example of figurative language in The Circulatory Story.  Use reference materials to clarify the precise meanings of key words and phrases in content-rich texts.
10	The Circulatory Story “Grand Central Terminal, NYC”	Organize: What is happening in The Circulatory Story?	Examine and Experiment: How does paraphrasing in a summary work? Examine: Why is capitalization important?	Determine the main idea and details to articulate the big ideas of a section of text about the heart.  Summarize information about the heart using notes from a Boxes and Bullets Chart.  Generate a list of rules for capitalization after examining excerpts from the text.
11	The Circulatory Story	Reveal: What does a deeper exploration of text features reveal about The Circulatory Story?	Experiment: How does an evidence/elaboration sentence set work? Experiment: What are the rules of capitalization?	Explain how text features contribute to comprehension of the text about blood vessels.  Identify examples of figurative language in The Circulatory Story, and explain why the author uses figurative language to describe parts of the circulatory system.  Identify examples of each rule of capitalization in a given text.

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12	The Circulatory Story	Reveal: What does a deeper exploration of text features reveal about The Circulatory Story?	Experiment: How does an evidence/elaboration sentence set work? Experiment: What are the rules of capitalization?	Determine the main idea and details of a section of text about blood vessels, and organize them in a graphic organizer.  Independently paraphrase and summarize information about blood vessels into a brief paragraph using notes in a Boxes and Bullets Chart.  Integrate rules for capitalization in writing.
13	The Circulatory Story Image of a subway map	Reveal: What does a deeper exploration of text features and figurative language reveal in The Circulatory Story?	Execute: How do I use evidence/elaboration sentence sets to describe how figurative language makes hard ideas easier to understand? Examine: Why are commas in compound sentences important?	Interpret information presented visually in text features, and explain how the information contributes to an understanding of The Circulatory Story.  Identify an example of figurative language in The Circulatory Story, and explain why the author uses figurative language to describe the blood vessels.  Use commas correctly in compound sentences.
14 NR1	The Circulatory Story	Organize: What is happening in The Circulatory Story?	Examine: Why is a well-crafted introduction important? Experiment: How do commas in compound sentences work?	Demonstrate understanding of key vocabulary and main idea as well as how illustrations contribute to an understanding of the text in an excerpt from The Circulatory Story.  Explain why a well-crafted introduction in a text is important.  Incorporate commas before coordinating conjunctions in compound sentences.

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15	The Circulatory Story “Gallery Walk”	Organize: What is happening in The Circulatory Story?	Execute: How do I use commas in compound sentences?	Determine and paraphrase the main idea and figurative language in a section of text.  Correctly use commas and conjunctions in compound sentences that relate to The Circulatory Story.
16 SS	The Circulatory Story	Distill: What is the essential meaning of The Circulatory Story?		Infer what makes a heart healthy, using knowledge learned from reading The Circulatory Story.  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.  Apply knowledge of content-specific vocabulary about the heart to label a heart diagram.
17 FQT2	The Circulatory Story	Know: How does The Circulatory Story build my knowledge about a great heart, literally?	Execute: How do I use evidence from The Circulatory Story in my Focusing Question Task 2 response?	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.
<b>Focusing Question 3: How do the characters in Love That Dog show characteristics of a great heart?</b>				
<b>Lesson</b>	<b>Texts</b>	<b>Content Framing Question</b>	<b>Craft Framing Question</b>	<b>Learning Goals</b>
18	“The Red Wheelbarrow”	Wonder: What do I notice and wonder about “The Red Wheelbarrow”?	Examine: Why are adjectives important in “The Red Wheelbarrow”?	Analyze the rules the poet used to craft “The Red Wheelbarrow” to determine the poem’s structure and organization.  Evaluate writing for vivid use and correct order of adjectives.

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19	Love That Dog	Wonder: What do I notice and wonder about Love That Dog?	Examine: How does a narrative summary work? Experiment: How does the process of ordering adjectives work?	Interpret the journal narrative structure to infer events between Jack's entries.  Analyze the characteristics of an effective narrative summary.  Test text-based phrases to generalize the order of adjectives.
20	Love That Dog  "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"?	Execute: How do I order adjectives when writing?	Analyze a Robert Frost poem for craft (e.g., repetition, rhythm, and rhyme).  Explain how knowing the elements of poetry helps to understand the meaning of a poem.  Order multiple adjectives in a phrase or sentence according to established rules.
21	"dog"  Love That Dog  "The Tyger"	Reveal: What does a deeper exploration of Jack's journal entries reveal in Love That Dog?		Summarize key events from a novel.  Study the root of anonymous, and infer why Jack asks what it means in Love That Dog.
22	"The Tyger"  "Stopping by Woods on a Snowy Evening"  "The Pasture"  Love That Dog	Reveal: What does a deeper exploration of poetry elements reveal in Robert Frost's poems?	Execute: How do I use details in an effective summary?	Summarize Robert Frost's poem "The Pasture."  Describe why William Blake described the creator of the tiger as immortal in the poem "The Tyger."
23	"dog"  Love That Dog	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?	Analyze the text structure of Love That Dog.  Analyze how evidence is used in an informative paragraph.

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			Examine: Why is using proper punctuation when quoting an author important?	Formulate the proper use of quotation marks when quoting an author or speaker.
24	"Street Music" Love That Dog	Distill: What are the themes in the text and poems of Love That Dog?	Execute: How do I use evidence to write an informative paragraph? Experiment and Execute: How do quotation marks work when quoting text?	Determine the themes in Love That Dog.  Write an informative paragraph about one of the themes in Love That Dog.  Develop the proper use of quotation marks when quoting text.
25	"Love That Boy" Love That Dog	Reveal: What does a deeper exploration of Jack's writing reveal in Love That Dog?	Execute: How do I use evidence to write a supporting paragraph? Execute: How do I use correct punctuation with quotations, commas, and ending marks?	Analyze the text to find evidence of Jack's figurative great heart.  Describe and explain Jack's figurative great heart, supporting points with evidence from the text.  Integrate the proper use of quotation marks when quoting text.
26 SS	Love That Dog	Reveal: What does a deeper exploration of Miss Stretchberry's character reveal in Love That Dog?	Execute: How do I listen closely and build on others' comments in a Socratic Seminar?	Explain how inferences drawn from the text reveal Miss Stretchberry's actions.  Engage effectively in a collaborative discussion about Miss Stretchberry's actions, building on others' ideas and expressing your own clearly.
27	Love That Dog	Reveal: What does a deeper exploration of Jack's dog poem reveal in Love That Dog?		Identify elements of poetry Jack uses in his poem.  Identify what Jack's poem reveals about his great heart.

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				Demonstrate how to synthesize evidence to support a point.
28 FQT3	Love That Dog	Distill: What are the themes of Love That Dog?	Excel: How do I write a well-developed informative paragraph to analyze theme?	<p>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.</p> <p>Build connections between words related to a great heart.</p>
29 VOC	Love That Dog	Know: How does Love That Dog build my knowledge?	Execute: How do I use evidence to show what I know about Love That Dog?	<p>Gather and record evidence to support the point that Jack, Miss Stretchberry, or Walter Dean Myers show figurative great heart in Love That Dog.</p> <p>Summarize learning from reading Love That Dog into knowledge statements.</p> <p>Demonstrate knowledge of module content vocabulary by defining words in context.</p>
<b>Essential Question: What does it mean to have a great heart, literally and figuratively?</b>				
<b>Lesson</b>	<b>Texts</b>	<b>Content Framing Question</b>	<b>Craft Framing Question</b>	<b>Learning Goals</b>
30 NR2 VOC	<p>“Heart to Heart”</p> <p>Student-selected poems</p>	Reveal: What does a deeper exploration of its elements and language reveal about the poem “Heart to Heart”?		<p>Analyze Rita Dove’s poem “Heart to Heart” in a New-Read Assessment to summarize and demonstrate understanding of the poem and its elements.</p> <p>Demonstrate knowledge of module content vocabulary by defining words in context.</p>

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31 SS	All module texts	Know: How do the module texts build my knowledge about a great heart, both literal and figurative?	Excel: How do I synthesize evidence to answer the Focusing Question in a Socratic Seminar? Excel: How do I improve the use of Module 1 Language skills in context?	Synthesize evidence from multiple texts in a Socratic Seminar.  Cite textual evidence to support statements about what it means to have great heart, literally and figuratively.
32 EOM	The Circulatory Story  Love That Dog	Know: How do the module texts build my knowledge about a great heart, both literal and figurative?	Execute: How do I use my informative writing skills to respond to the EOM Task? Excel: How do I improve my use of Module 1 Language skills in the context of my EOM Task response?	Write an informative essay with evidence from the module's core texts that tells what it means to have a great heart, literally and figuratively.  Demonstrate understanding of grade-appropriate style and conventions.

Content Resources	
<p><b>CORE TEXTS</b></p> <p><b>Novel (Literary)</b></p> <ul style="list-style-type: none"> <li>■ <i>Love That Dog</i>, Sharon Creech</li> </ul> <p><b>Scientific Text (Informational)</b></p> <ul style="list-style-type: none"> <li>■ <i>The Circulatory Story</i>, Mary K. Corcoran; Illustrations, Jef Czekaj</li> </ul> <p><b>SUPPLEMENTARY TEXTS</b></p> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>■ <i>Portrait of Dr. Samuel D. Gross (The Gross Clinic)</i>, Thomas Eakins</li> <li>■ Image</li> <li>■ Image of a subway map system</li> </ul> <p><b>Poems</b></p> <ul style="list-style-type: none"> <li>■ "The Red Wheelbarrow," William Carlos Williams</li> <li>■ "Stopping by Woods on a Snowy Evening," Robert Frost</li> <li>■ "The Pasture," Robert Frost</li> </ul>	

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- “Love That Boy,” Walter Dean Myers
- “dog,” Valerie Worth
- “Heart to Heart,” Rita Dove
- “The Tyger,” William Blake
- “Street Music,” Arnold Adoff

#### **Videos**

- “Exploring the Heart—The Circulatory System!”
- “Grand Central Terminal, NYC”
- “Gallery Walk”

#### **Biographies**

- Biography of Anne Frank, *Britannica Kids*
- Biography of Clara Barton, *Biography.com*
- Biography of Helen Keller, *Cobblestone*

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