

**Marietta City Schools**

**District Unit Planner**

**Fourth Grade**

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

**GA DoE Standards**

**FOCUS STANDARDS:**

**Foundations:**

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.

**Language:**

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.

**Texts:**

4.T.SS.1.d Craft related sentences into coherent paragraphs that follow a chosen structure using transitions.

4.T.SS.2.b Use figurative language for intentional effects when expressing ideas or conveying information.

4.TT.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.TT.1.c Identify and describe common themes in texts (e.g., good vs. evil) that are revealed through details about characters.
- 4.TT.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.TT.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.
- 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.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.

Assessment	Elements that Support Success on EOM Task/Success Criteria
<p>FQT1. Imagine you are Margot, one of the characters from “All Summer in a Day,” or one of the speakers in “Dust of Snow,” or “Stopping by Woods on a Snowy Evening.” Write an exploded moment to describe what you are thinking and feeling during a key</p>	<p>Demonstrate an understanding of character development by creating specific thoughts and actions appropriate to a situation.            Incorporate invented dialogue correctly using thought shots.            Use sensory detail to describe details in a story.            Revise and edit for proper use of Grade 4 language standards.            Use punctuation for effect.</p>

<p>moment in the story.</p>	
<p>FQT2. Create a piece of informational writing to accompany a visual display (poster, booklet, video, or multimedia presentation) that teaches hikers about a mountainous environment and what makes it extreme. Use text features like headings, subheadings, diagrams, illustrations, and captions to help readers understand the information better.</p>	<p>Write informational text to teach others about characteristics of mountains and what makes them extreme environments. Include text structures like headings, subheadings, diagrams, illustrations, and captions for a visual display that helps the reader follow the text in a logical order, as well as locate information efficiently. Choose words and phrases to convey ideas precisely, and use prepositional phrases to add description and detail.</p>
<p>FQT3. 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:</p> <ul style="list-style-type: none"> <li>● Brian talking with his mother and father about this request from the government and his final decision.</li> <li>● A TV interview with Brian recapping his first trip and his decision to go back into the wilderness.</li> </ul> <p>Students’ skits should demonstrate their understanding of the Focusing Question and their mastery of new vocabulary words from the module.</p>	<p>Create a skit that demonstrates understanding about what Brian learns about survival in the Canadian wilderness. Explain thoughts and feelings related to overcoming the challenges presented by the setting. Use specific word choice similar to Gary Paulsen’s writing style in Hatchet to convey meaning. Use transition words and phrases to create a smooth flow from one idea to the next.</p>
<p>NR1. Read a section of the SAS Survival Handbook to answer multiple-choice and short-response questions.</p>	<p>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.</p>

<p>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?</p>	<p>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.</p>
<p>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.</p> <p>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.</p>	<p>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.</p>

\*Additional Assessments including Socratic Seminars and 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
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." Identify examples of sensory detail in an oral telling of a story. Evaluate why Ray Bradbury chose the word civilization to convey life on Venus in "All Summer in a Day."

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

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. Use context to determine the meaning of the word consequence.
3  QS	"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. Identify and use similes and metaphors to add detail and description to narrative writing.
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. 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." Use similes and metaphors to add detail and description while "exploding the moment."
5  SS  QS	"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. Explain how the setting impacted the characters in "All Summer in a Day." Explain how punctuation is used to help display characters' personality traits in dialogue.
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?  Experiment	Generate statements to summarize the knowledge gained by reading "All Summer in a Day."  Add punctuation to help display personality traits in characters in dialogue.

			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. Use punctuation to help display traits in characters through dialogue.
8 QS	"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. Identify words and phrases that precisely describe the setting.
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. Select words and phrases to precisely describe the setting.

10 FQT1	<p>“Stopping by Woods on a Snowy Evening,” Robert Frost</p> <p>“All Summer in a Day,” Ray Bradbury</p> <p>“Dust of Snow,” Robert Frost</p>	<p>Know</p> <p>How do “All Summer in a Day,” “Dust of Snow,” and “Stopping by Woods on a Snowy Evening” build my knowledge of narrative writing?</p>	<p>Execute</p> <p>How do I use snap shots and thought shots in a narrative exploded moment?</p> <p>Execute</p> <p>How do I use precise words to convey setting and punctuation to reveal characters?</p>	<p>Create a narrative to show how a setting affects a character, incorporating sensory detail, snap shots, and thought shots.</p> <p>Integrate punctuation for effect in dialogue to reveal characters and precise selection of words to describe setting in narrative writing.</p>
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**Focusing Question 2: What makes a mountainous environment extreme?**

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

	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?	
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. Determine the essential meaning of an informational text about mountains. Illustrate the various reasons for living in a shelter.
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. Create statements to summarize the knowledge gained by reading Mountains. Use context and the root rupt to determine the meaning of eruption and other related words.

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

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
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. Identify the climax of a story and categorize details into rising or falling action. Identify the connection between survival and shelter.
18	Hatchet, Gary Paulsen	Organize  What is happening in chapters 1, 2, and 3 of Hatchet?	Experiment  How does the setting of my story influence the plot?  Examine  Why are prepositional phrases important?	Summarize events of the first three chapters of Hatchet to establish initial understanding of character, plot and setting. Generate ideas for writing a narrative survival story focusing on setting and plot. Identify prepositional phrases that add sensory details and help create believable characters and settings.

19 QS	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. Identify prepositional phrases and add them to writing to help make characters and settings more believable.
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. Brainstorm narrative ideas that show how the setting influences the development of character and plot. Form and use prepositional phrases to help make characters and settings more believable.
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. Write a narrative that shows how the setting influences the development of character and plot. Identify relative pronouns and clauses, and explain how they provide more description of characters and settings.
22 QS	Hatchet, Gary Paulsen	Organize:  What is happening in chapters 8, 9, and 10 of Hatchet?	Execute:  How do I write a narrative?  Experiment  How do relative clauses work?	Summarize events of the story, and explain how the setting impacts the plot. Write a narrative that shows how the setting influences the development of character and plot. Integrate relative clauses into writing to provide more sentence variety and description of characters and settings.

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. Apply understanding of an exploded moment to make a narrative more interesting to read. Integrate relative clauses into writing to provide more sentence variety and description of characters and settings.
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. Apply understanding of an exploded moment to make a narrative more interesting to read. Demonstrate understanding of a challenge through context clues.
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. Apply understanding of an exploded moment to make a narrative more interesting to read. Demonstrate understanding of overcome by relating it to its opposite.
26  QS	Hatchet, Gary Paulsen  Fallingwater, Frank Lloyd Wright	Reveal  What does a deeper exploration of Brian's thoughts and actions in chapters 13 and 14 reveal in this text?	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. Apply understanding of an exploded moment to make a narrative more interesting to read. Unlock the meanings of an author's words with the suffixes -less, -ly, -ness, -ment, -ogy, -able, and -ize.
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	Summarize chapters 15 and 16 of Hatchet and analyze the impact of the setting on Brian. Develop and strengthen narrative as needed by revising and editing. 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.

			How do I improve the use of Module 2 language skills in context?	
28 QS	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.  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.
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. Revise and edit a narrative story using a writing checklist to guide revisions.
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). Revise the conclusion for a narrative to provide closure to the story and emphasize an important lesson.

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

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
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.
32 SS	Hatchet, Gary Paulsen	Know	Excel	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.

	SAS Survival Handbook, John “Lofty” Wiseman  Fallingwater, Frank Lloyd Wright	How does Hatchet build my knowledge of how to survive in an extreme setting?	Speaking and Listening: How do I use evidence from the text to reflect on the overall importance of the text?	
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. Demonstrate knowledge of module content vocabulary by defining words in context.
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. Demonstrate knowledge of module content vocabulary by defining words in context.

### Content Resources

#### 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