

Module Summary

If I were to speak of war, it would not be to show you the glories of conquering armies but the mischief and misery they strew in their tracks; and how, while they marched on with tread of iron and plumes proudly tossing in the breeze, someone must follow closely in their steps, crouching to the earth, toiling in the rain and darkness, shelterless themselves, with no thought of pride or glory, fame or praise, or reward; hearts breaking with pity, faces bathed in tears and hands in blood. This is the side which history never shows.

—Clara Barton

The heart is both a literal muscle that sustains human life and a figurative center of emotion, love, and desire. In Grade 4 Module 1, *A Great Heart*, students explore, explain, and challenge these various meanings of the word *heart*. Students examine literal and figurative uses of *heart* through quotations from individuals including Confucius, Bill Nye (“The Science Guy”), and Helen Keller. Students deepen their understanding of the people behind these quotations about heart as they study biographies of Clara Barton, Helen Keller, and Anne Frank. These biographies show students how people’s thoughts and actions demonstrate great compassion and courage, thus exemplifying a figurative *great heart*.

Next, students explore the systemic, pulmonary, and coronary circuits of the literal heart through Mary K. Corcoran’s witty and engaging *The Circulatory Story*. In that text, readers follow a red blood cell on its journey through the body, and in the process, learn how the body combats disease, performs gas exchanges, and fights plaque in the arteries. This text delves deeply into the literal meaning of a *great heart*—a heart that is strong and healthy. Although the text is complex, the author weaves in figurative language with the scientific terms and concepts to make the ideas more accessible to Grade 4 students. Studying the science of a great heart and the effect of figurative language helps students build knowledge in both areas.

Students then explore the figurative meaning of *heart* in *Love That Dog*, Sharon Creech’s poignant story of a boy who finds his voice. Students first examine his broken heart and then analyze his great change of heart. In *Love That Dog*, students will read and analyze a series of free-verse poems from the main character’s point of view, as well as the classic poetry referenced in this text. Again, this text helps students as they develop skills in both reading and writing poetry, including the ability to infer deeper meaning from the words of the poems. Students learn how carefully chosen words and phrases can communicate powerful emotions and affect the reader.

Students conclude this module by reading “Heart to Heart,” a beautiful poem by Rita Dove. Through this poem, students examine the differences between the literal heart and a figurative great heart, analyzing how figurative language communicates these concepts in powerful and unexpected ways. Taken together, these rich and varied texts help students become adept at distinguishing the literal and the figurative. In the End-of-Module (EOM) Task, students write an informative essay to explain what it means to have a great heart, both literally and figuratively.

Module at a Glance

ESSENTIAL QUESTION

What does it mean to have a great heart, literally and figuratively?

SUGGESTED STUDENT UNDERSTANDINGS

- A great heart, literally, is one that pumps blood to keep one's body healthy. The heart connects to the complex circulatory system, which supplies the body's cells with oxygen and releases carbon dioxide into the air.
- A person who demonstrates a figurative great heart is one who is generous, courageous, or heroic.
- Poetry differs from prose in structure and form, and it provides a writer with another vehicle through which to express thoughts and feelings.

Texts

CORE TEXTS

Novel (Literary)

- *Love That Dog*, Sharon Creech

Scientific Text (Informational)

- *The Circulatory Story*, Mary K. Corcoran; Illustrations, Jef Czekaj

SUPPLEMENTARY TEXTS

Painting

- *Portrait of Dr. Samuel D. Gross (The Gross Clinic)*, Thomas Eakins (<http://witeng.link/0667>)

Image

- Image of a subway map system (<http://witeng.link/0674>)

Poems

- “The Red Wheelbarrow,” William Carlos Williams
- “Stopping by Woods on a Snowy Evening,” Robert Frost (<http://witeng.link/0663>)
- “The Pasture,” Robert Frost (<http://witeng.link/0787>)
- “Love That Boy,” Walter Dean Myers (<http://witeng.link/0743>)
- “dog,” Valerie Worth
- “Heart to Heart,” Rita Dove (<http://witeng.link/0786>)
- “The Tyger,” William Blake (<http://witeng.link/0742>)
- “Street Music,” Arnold Adoff

Videos

- “Exploring the Heart–The Circulatory System!” (<http://witeng.link/0672>)
- “Grand Central Terminal, NYC” (<http://witeng.link/0668>)
- “Gallery Walk” (<http://witeng.link/0669>)

Biographies

- Biography of Anne Frank, Britannica Kids (<http://witeng.link/0666>)
- Biography of Clara Barton, Biography.com (<http://witeng.link/0664>)
- Biography of Helen Keller, Cobblestone

Module Learning Goals

Knowledge Goals

- Explain why Clara Barton, Helen Keller, and Anne Frank could each be said to have had a great heart, figuratively.
- Explain what makes a human heart great, or healthy.
- Identify people or characters who have a figurative great heart because they are generous, courageous, or heroic.

Reading Goals

- Define a figurative great heart by synthesizing textual details from biographies (RI.4.2).
- Determine the main idea and details of both shorter and longer sections of texts about the heart (RI.4.2).
- Interpret information presented visually in text features, and explain how the information contributes to an understanding of the text (RI.4.7).
- Make inferences about characters and events based on details in a literary text (RL.4.1).
- Explain the structure and meaning of poems (RL.4.5).

Writing Goals

- Create a focus statement about a famous person, and support it with textual details (W.4.2, W.4.8, W.4.9).
- Practice integrating paraphrased and quoted evidence from informational and literary texts into a single-paragraph informative/explanatory response (W.4.8, W.4.9).
- Write an essay describing the figurative and literal uses of the term *great heart*, citing textual evidence as support (W.4.2, W.4.8, W.4.9).
- Write summaries of narratives and poems (W.4.2, W.4.8).

Speaking and Listening Goals

- In small- and large-group discussions, concentrate on peers' contributions to understand and respond to their ideas (SL.4.1).
- Build on others' ideas in small- and large-group discussions (SL.4.1).
- Follow agreed-upon rules for discussions (SL.4.1.b).

Language Goals

- Differentiate between literal and figurative uses of *heart* (L.4.4.a).
- Demonstrate how punctuation is used with quotations (L.4.2.b).
- Identify examples of each rule of capitalization in a given text (L.4.2.a).
- Identify an example of figurative language in a complex text, and explain why the author uses figurative language to describe a scientific concept (L.4.5.a).
- Use a comma before a coordinating conjunction in a compound sentence (L.4.2.c).
- Order a series of adjectives within sentences according to conventional patterns (L.4.1.d).

Module in Context

Knowledge: In this first module of Grade 4, students learn the difference between the literal and figurative use of words by focusing on the multiple meanings of the word *heart*. Students examine what makes a literal heart “great,” or healthy, by reading an informational text on the circulatory system. Module 1 also explores the concept of a figurative great heart through a series of quotations from famous people, biographies of three women who showed great heart, and a literary text that emphasizes the beauty and power of poetry. These nuanced and abstract concepts prepare Grade 4 students to understand and analyze complex ideas later in the year, such as the struggle to survive in extreme settings, the causes and consequences of war, and the origin and purpose of myths across cultures.

Reading: Students begin Grade 4 by reading a wide range of text types of varying complexity. They read shorter texts, such as brief biographies of famous women and quotations from famous people; a complex scientific text; poetry; and a novel. In *The Circulatory Story*, students focus on the use of figurative language and illustrations that help readers understand the complex scientific terms and concepts in that informational text. Students then read *Love That Dog*, a novel that exposes students to the beauty and power of poetry. While reading the novel, students infer information from the unusual structure of the story, which is written in the form of a journal. Students also explore the poetry of Robert Frost, including “Stopping by Woods on a Snowy Evening” and “The Pasture.” Through these texts, students explore the literal and figurative meanings of the term *great heart*, helping them explain what it means when someone is said to have a “great heart.”

Writing: Students use the Painted Essay® form to examine the structure of an informative text, which includes a focus statement, supporting details, and a conclusion. They then apply that knowledge to write a paragraph describing how a famous woman demonstrated great heart and later, to write a paragraph describing the use of figurative language in a complex science text. Students also learn to summarize both informational and literary texts, and they use their knowledge of a well-constructed essay to write summaries of *The Circulatory Story* and *Love That Dog*. In the EOM Task, students apply their knowledge of a well-constructed paragraph to write an informative essay to explain what it means to have a great heart, both literally and figuratively. Students continue to develop their informative writing in future modules, building on the skills they learned in Module 1.

Speaking and Listening: In this first module, students begin to develop the essential skill of concentrating on the words of others. Students establish class norms for speaking and listening and extend their speaking and listening skills in three Socratic Seminars about the literal and figurative meanings of *great heart*. These Socratic Seminars allow students to discuss both informational and literary texts, and to synthesize evidence from all module texts. In the Socratic Seminars, students elaborate on and respond to others’ thinking and, in the process, revise and rearticulate their own ideas.

Standards

FOCUS STANDARDS

Reading Literature	
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
Reading Informational Text	
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
Writing	
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.
Language	
L.4.1.d	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).
L.4.2.a	Use correct capitalization.
L.4.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.
L.4.2.c	Use a comma before a coordinating conjunction in a compound sentence.
L.4.5.a	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.
Speaking and Listening	
SL.4.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.

CONTINUING STANDARDS

Reading Literature	
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.
Reading Informational Text	
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.
Language	
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., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).

Major Assessments

Focusing Question Tasks	Elements That Support Success on the EOM Task	Standards
1. Write an informative paragraph that explains how Clara Barton, Helen Keller, or Anne Frank demonstrated a figurative great heart.	<ul style="list-style-type: none"> ▪ 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. 	RI.4.1; W.4.2, W.4.4, W.4.9.b; L.4.2.b
2. Write an informative paragraph that explains what it means to have a literal great heart.	<ul style="list-style-type: none"> ▪ 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. 	RI.4.1, RI.4.2, RI.4.3; W.4.2, W.4.4, W.4.8, W.4.9.b; L.4.2.a, L.4.2.c
3. Write an informative paragraph to identify a theme in Sharon Creech's <i>Love That Dog</i> , and explain how the author develops this theme by showing how Jack changes from the beginning to the end of the story.	<ul style="list-style-type: none"> ▪ Demonstrate understanding of how the main character, Jack, changes over the course of <i>Love That Dog</i>. ▪ Develop an informative paragraph that includes a focus statement supported by evidence paraphrased from the text. 	RL.4.1, RL.4.2, RL.4.3; W.4.2, W.4.4, W.4.9.a; L.4.1.d, L.4.2.a, L.4.2.b, L.4.2.c

New-Read Assessments	Elements That Support Success on the EOM Task	Standards
1. Read an excerpt from <i>The Circulatory Story</i> . 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.	<ul style="list-style-type: none"> Determine the main idea and key details for a section of text. Demonstrate understanding of key vocabulary related to healthy heart function. 	RI.4.2, RI.4.3, RI.4.4, RI.4.7; L.4.4.a
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.	<ul style="list-style-type: none"> Analyze a poem in a New-Read Assessment to demonstrate comprehension, and analyze the language and structural elements of the poem. 	RL.4.1, RL.4.2, RL.4.5; L.4.2.b, L.4.5.a

Socratic Seminars	Elements That Support Success on the EOM Task	Standards
1. Share ideas and build on what others say to answer a Content Framing Question about the essential meaning of <i>The Circulatory Story</i> in a Socratic Seminar.	<ul style="list-style-type: none"> Demonstrate an understanding of the essential meaning of an informational text. Demonstrate an understanding of what it means to have a literal healthy heart. 	SL.4.1
2. Engage effectively in a collaborative discussion about Miss Stretchberry’s actions, building on others’ ideas and expressing your own clearly.	<ul style="list-style-type: none"> Demonstrate an understanding of the relationship between Miss Stretchberry and Jack in <i>Love That Dog</i>, and the way in which Miss Stretchberry demonstrates great heart. 	SL.4.1
3. Engage effectively in a collaborative discussion, synthesizing evidence from literary and informational texts to explain what it means to have a literal and figurative great heart.	<ul style="list-style-type: none"> Synthesize evidence from multiple texts to explain a theme. 	SL.4.1

EOM Task	Criteria for Success	Standards
Write an informative essay that synthesizes evidence from core literary and informational texts and explains the figurative and literal meanings of the term <i>great heart</i> .	<ul style="list-style-type: none"> Demonstrate an understanding of the difference between literal and figurative uses of the term <i>great heart</i>. 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. 	RL.4.1, RI.4.1; W.4.2, W.4.4, W.4.9; L.4.1.d, L.4.2.a, L.4.2.b, L.4.2.c

Vocabulary Assessments*	Elements that Support Success on the EOM Task	Standards
Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts.	<ul style="list-style-type: none"> Acquire and use grade-appropriate academic terms. Acquire and use domain-specific or text-critical words essential for communication about the module’s topic. 	L.4.6

*While not considered Major Assessments in Wit & Wisdom, Vocabulary Assessments are listed here for your convenience. Please find details on Checks for Understanding (CFUs) within each lesson.

Module Map

Focusing Question 1: How does someone show a great heart, figuratively?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
1	None	Wonder What do I notice and wonder about the word <i>heart</i> ?	Examine Why is evidence important in informative writing?	<ul style="list-style-type: none"> Differentiate between literal and figurative uses of <i>heart</i> (RI.4.2, RI.4.4, L.4.4.a). Identify textual evidence to support a focus and organize ideas, citing the source and attributing direct quotation (W.4.8). Trace the roots of words related to <i>heart</i>, making connections among various cognates (L.4.4.b).
2	None	Reveal What does a deeper exploration of figurative and literal meanings reveal in heart quotations?	Examine Why is each part of a Painted Essay® important? Examine Why is punctuation important?	<ul style="list-style-type: none"> Analyze quotations to explain their meaning based on the literal or figurative use of the word <i>heart</i> (RI.4.4, L.4.4.a). Identify the parts of an informative essay and the purpose each serves (W.4.2). Demonstrate how punctuation is used with quotations (L.4.2.b).
3	Biographies of Clara Barton, Helen Keller, and Anne Frank	Organize What is happening in each biography?	Examine How does a focus statement work?	<ul style="list-style-type: none"> Recount the key achievements from the biography of Clara Barton, Helen Keller, or Anne Frank (RI.4.3). Clarify the precise meaning of the word <i>greathearted</i> (L.4.4.c, L.4.5.c).
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?	Experiment How does a focus statement work? Experiment How do punctuation marks for quotations work?	<ul style="list-style-type: none"> Define a figurative great heart by synthesizing textual details from a biography (RI.4.2). Create a focus statement about a famous person, and support it with textual details (W.4.2, W.4.8, W.4.9). Punctuate quotations from given sources (L.4.2.b).

Focusing Question 1: How does someone show a great heart, figuratively?				
5 ✓FQT	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?	<ul style="list-style-type: none"> 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 (RI.4.1, W.4.2, W.4.4, W.4.9.b). Use punctuation correctly with quoted evidence from a text (L.4.2.b).
6	<i>Portrait of Dr. Samuel D. Gross (The Gross Clinic)</i>	Distill How does Thomas Eakins's painting, <i>Portrait of Dr. Samuel D. Gross (The Gross Clinic)</i> , 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?	<ul style="list-style-type: none"> Synthesize details from a painting and a quotation to define a figurative great heart (RI.4.4). Create a focus statement about a famous person, and support it with textual details (W.4.2, W.4.8).

Focusing Question 2: What is a great heart, literally?				
7	"Exploring the Heart—The Circulatory System!" <i>The Circulatory Story</i>	Wonder What do I notice and wonder about <i>The Circulatory Story</i> ?		<ul style="list-style-type: none"> Develop a framework for understanding the text by referring to details and examples in a new text (RI.4.1). Formulate a definition for the word <i>circulatory</i> after studying the morphology of the word (L.4.4.b).
8	<i>The Circulatory Story</i>	Organize What is happening in <i>The Circulatory Story</i> ?		<ul style="list-style-type: none"> Use the text structure of <i>The Circulatory Story</i> to determine the main idea of a short section of text, and show how it is supported by key details (RI.4.2, RI.4.5, RI.4.7). Explain the significance of the word <i>chamber</i> in relation to the heart, and show where the chambers of the heart are located (L.4.5.c).

Focusing Question 2: What is a great heart, literally?				
9	<i>The Circulatory Story</i> “Exploring the Heart–The Circulatory System!”	Reveal What does a deeper exploration of figurative language reveal in <i>The Circulatory Story</i> ?	Experiment Why are evidence/ elaboration sentence sets important?	<ul style="list-style-type: none"> Identify and explain an example of figurative language in <i>The Circulatory Story</i> (L.4.5, W.4.8). Use reference materials to clarify the precise meanings of key words and phrases in content-rich texts (L.4.4.c).
10	<i>The Circulatory Story</i> “Grand Central Terminal, NYC”	Organize What is happening in <i>The Circulatory Story</i> ?	Examine and Experiment How does paraphrasing in a summary work? Examine Why is capitalization important?	<ul style="list-style-type: none"> Determine the main idea and details to articulate the big ideas of a section of text about the heart (RI.4.2). Summarize information about the heart using notes from a Boxes and Bullets Chart (W.4.2, W.4.8). Generate a list of rules for capitalization after examining excerpts from the text (L.4.2.a).
11	<i>The Circulatory Story</i>	Reveal What does a deeper exploration of text features reveal about <i>The Circulatory Story</i> ?	Experiment How does an evidence/elaboration sentence set work? Experiment What are the rules of capitalization?	<ul style="list-style-type: none"> Explain how text features contribute to comprehension of the text about blood vessels (RI.4.3, RI.4.4, RI.4.7, L.4.4). Identify examples of figurative language in <i>The Circulatory Story</i>, and explain why the author uses figurative language to describe parts of the circulatory system (L.4.5, W.4.2, W.4.8, W.4.9). Identify examples of each rule of capitalization in a given text (L.4.2.a).
12	<i>The Circulatory Story</i>	Organize What is happening in <i>The Circulatory Story</i> ?	Execute How do I use paraphrasing to write my summaries? Execute How do I use capitalization?	<ul style="list-style-type: none"> Determine the main idea and details of a section of text about blood vessels, and organize them in a graphic organizer (RI.4.2, RI.4.3, W.4.8). Independently paraphrase and summarize information about blood vessels into a brief paragraph using notes in a Boxes and Bullets Chart (W.4.2). Integrate rules for capitalization in writing (L.4.2.a).

Focusing Question 2: What is a great heart, literally?				
13	<i>The Circulatory Story</i> Image of a subway map	Reveal What does a deeper exploration of text features and figurative language reveal in <i>The Circulatory Story</i> ?	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?	<ul style="list-style-type: none"> Interpret information presented visually in text features, and explain how the information contributes to an understanding of <i>The Circulatory Story</i> (RI.4.7). Identify an example of figurative language in <i>The Circulatory Story</i>, and explain why the author uses figurative language to describe the blood vessels (L.4.5, W.4.2, W.4.8). Use commas correctly in compound sentences (L.4.2.c).
14 ✓NR	<i>The Circulatory Story</i>	Organize What is happening in <i>The Circulatory Story</i> ?	Examine Why is a well-crafted introduction important? Experiment How do commas in compound sentences work?	<ul style="list-style-type: none"> Demonstrate understanding of key vocabulary and main idea, as well as how illustrations contribute to an understanding of the text in an excerpt from <i>The Circulatory Story</i> (RI.4.2, RI.4.3, RI.4.4, RI.4.7, L.4.4.a). Explain why a well-crafted introduction in a text is important (W.4.2). Incorporate commas before coordinating conjunctions in compound sentences (L.4.2.c).
15	<i>The Circulatory Story</i> “Gallery Walk”	Organize What is happening in <i>The Circulatory Story</i> ?	Execute How do I use commas in compound sentences?	<ul style="list-style-type: none"> Determine and paraphrase the main idea and figurative language in a section of text (RI.4.2, L.4.5, W.4.8, SL.4.1, SL.4.2). Correctly use commas and conjunctions in compound sentences that relate to <i>The Circulatory Story</i> (L.4.2.c).

Focusing Question 2: What is a great heart, literally?				
16 ✓SS	<i>The Circulatory Story</i>	Distill What is the essential meaning of <i>The Circulatory Story</i> ?		<ul style="list-style-type: none"> ▪ Infer what makes a heart healthy, using knowledge learned from reading <i>The Circulatory Story</i> (RI.4.2, RI.4.7). ▪ 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 (SL.4.1). ▪ Apply knowledge of content-specific vocabulary about the heart to label a heart diagram (L.4.6).
17 ✓FQT	<i>The Circulatory Story</i>	Know How does <i>The Circulatory Story</i> build my knowledge about a great heart, literally?	Execute How do I use evidence from <i>The Circulatory Story</i> in my Focusing Question Task 2 response?	<ul style="list-style-type: none"> ▪ 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 (RI.4.1, RI.4.2, RI.4.3, W.4.2, W.4.4, W.4.8, W.4.9.b, L.4.2.a, L.4.2.c).

Focusing Question 3: How do the characters in <i>Love That Dog</i> show characteristics of great heart?				
	TEXTS	CONTENT FRAMING QUESTION	CRAFT QUESTIONS	LEARNING GOALS
18	"The Red Wheelbarrow"	Wonder What do I notice and wonder about "The Red Wheelbarrow"?	Examine Why are adjectives important in "The Red Wheelbarrow"?	<ul style="list-style-type: none"> ▪ Analyze the rules the poet used to craft "The Red Wheelbarrow" to determine the poem's structure and organization (RL.4.5). ▪ Evaluate writing for vivid use and correct order of adjectives (L.4.1.d).
19	<i>Love That Dog</i>	Notice What do I notice and wonder about <i>Love That Dog</i> ?	Examine How does a narrative summary work? Experiment How does the process of ordering adjectives work?	<ul style="list-style-type: none"> ▪ Interpret the journal narrative structure to infer events between Jack's entries (RL.4.1). ▪ Analyze the characteristics of an effective narrative summary (RL.4.2). ▪ Test text-based phrases to generalize the order of adjectives (L.4.1.d).

Focusing Question 3: How do the characters in <i>Love That Dog</i> show characteristics of great heart?				
20	<p><i>Love That Dog</i></p> <p>“The Red Wheelbarrow”</p> <p>“Stopping by Woods on a Snowy Evening”</p>	<p>Reveal</p> <p>What does a deeper exploration of poetic elements reveal about “The Red Wheelbarrow” and “Stopping by Woods on a Snowy Evening”?</p>	<p>Execute</p> <p>How do I order adjectives when writing?</p>	<ul style="list-style-type: none"> Analyze a Robert Frost poem for craft (e.g., repetition, rhythm, and rhyme) (RL.4.1, RL.4.5). Explain how knowing the elements of poetry helps to understand the meaning of a poem (RL.4.2). Order multiple adjectives in a phrase or sentence according to established rules (L.4.1.d).
21	<p>“dog”</p> <p><i>Love That Dog</i></p> <p>“The Tyger”</p>	<p>Reveal</p> <p>What does a deeper exploration of Jack’s journal entries reveal in <i>Love That Dog</i>?</p>		<ul style="list-style-type: none"> Summarize key events from a novel (RL.4.2, W.4.2, W.4.8). Study the root of <i>anonymous</i>, and infer why Jack asks what it means in <i>Love That Dog</i> (L.4.4.b).
22	<p>“The Tyger”</p> <p>“Stopping by Woods on a Snowy Evening”</p> <p>“The Pasture”</p> <p><i>Love That Dog</i></p>	<p>Reveal</p> <p>What does a deeper exploration of poetry elements reveal in Robert Frost’s poems?</p>	<p>Execute</p> <p>How do I use details in an effective summary?</p>	<ul style="list-style-type: none"> Summarize Robert Frost’s poem “The Pasture” (RL.4.3, W.4.2). Describe why William Blake described the creator of the tiger as immortal in the poem “The Tyger” (L.4.4.b).
23	<p>“dog”</p> <p><i>Love That Dog</i></p>	<p>Reveal</p> <p>What does a deeper exploration of the book’s structure reveal in <i>Love That Dog</i>?</p>	<p>Examine</p> <p>How do I use evidence to write a supporting paragraph?</p> <p>Examine</p> <p>Why is using proper punctuation when quoting an author important?</p>	<ul style="list-style-type: none"> Analyze the text structure of <i>Love That Dog</i> (RL.4.3, RL.4.5). Analyze how evidence is used in an informative paragraph (W.4.2, W.4.9). Formulate the proper use of quotation marks when quoting an author or speaker (L.4.2.b).

Focusing Question 3: How do the characters in <i>Love That Dog</i> show characteristics of great heart?				
24	“Street Music” <i>Love That Dog</i>	Distill What are the themes in the text and poems of <i>Love That Dog</i> ?	Execute How do I use evidence to write an informative paragraph? Experiment and Execute How do quotation marks work when quoting text?	<ul style="list-style-type: none"> Determine the themes in <i>Love That Dog</i> (RL.4.2). Write an informative paragraph about one of the themes in <i>Love That Dog</i> (RL.4.2, W.4.2, W.4.9). Develop the proper use of quotation marks when quoting text (L.4.2.b).
25	“Love That Boy” <i>Love That Dog</i>	Reveal What does a deeper exploration of Jack’s writing reveal in <i>Love That Dog</i> ?	Execute How do I use evidence to write a supporting paragraph? Execute How do I use correct punctuation with quotations, commas, and ending marks?	<ul style="list-style-type: none"> Analyze the text to find evidence of Jack’s figurative great heart (RL.4.3, W.4.8). Describe and explain Jack’s figurative great heart, supporting points with evidence from the text (RL.4.3, W.4.2). Integrate the proper use of quotation marks when quoting text (L.4.2.b).
26 ✓SS	<i>Love That Dog</i>	Reveal What does a deeper exploration of Miss Stretchberry’s character reveal in <i>Love That Dog</i> ?	Execute How do I listen closely and build on others’ comments in a Socratic Seminar?	<ul style="list-style-type: none"> Explain how inferences drawn from the text reveal Miss Stretchberry’s actions (RL.4.3, W.4.8). Engage effectively in a collaborative discussion about Miss Stretchberry’s actions, building on others’ ideas and expressing your own clearly (SL.4.1).
27	<i>Love That Dog</i>	Reveal What does a deeper exploration of Jack’s dog poem reveal in <i>Love That Dog</i> ?		<ul style="list-style-type: none"> Identify elements of poetry Jack uses in his poem (RL.4.3). Identify what Jack’s poem reveals about his great heart (RL.4.3). Demonstrate how to synthesize evidence to support a point (L.4.6).
28 ✓FQT	<i>Love That Dog</i>	Distill What are the themes of <i>Love That Dog</i> ?	Excel How do I write a well-developed informative paragraph to analyze theme?	<ul style="list-style-type: none"> Articulate a theme of <i>Love That Dog</i>—and how it relates to a change in Jack’s character—by writing a well-developed informative paragraph (RL.4.1, RL.4.2, RL.4.3, W.4.2, W.4.4, W.4.9.a, L.4.1.d, L.4.2.a, L.4.2.b, L.4.2.c). Build connections between words related to a great heart (L.4.4.c, L.4.5.c).

Focusing Question 3: How do the characters in <i>Love That Dog</i> show characteristics of great heart?				
29 ✓V	<i>Love That Dog</i>	Know How does <i>Love That Dog</i> build my knowledge?	Execute How do I use evidence to show what I know about <i>Love That Dog</i> ?	<ul style="list-style-type: none"> Gather and record evidence to support the point that Jack, Miss Stretchberry, or Walter Dean Myers show figurative great heart in <i>Love That Dog</i> (RL.4.3, W.4.8). Summarize learning from reading <i>Love That Dog</i> into knowledge statements (RL.4.2, RL.4.3, W.4.8). Demonstrate knowledge of module content vocabulary by defining words in context (L.4.6).

Focusing Question 4: What does it mean to have a great heart, literally and figuratively?				
	TEXTS	CONTENT FRAMING QUESTION	CRAFT QUESTIONS	LEARNING GOALS
30 ✓NR ✓V	“Heart to Heart” Student-selected poems	Reveal What does a deeper exploration of its elements and language reveal about the poem “Heart to Heart”?		<ul style="list-style-type: none"> Analyze Rita Dove’s poem “Heart to Heart” in a New-Read Assessment to summarize and demonstrate understanding of the poem and its elements (RL.4.1, RL.4.2, RL.4.5, L.4.2.b, L.4.5.a). Demonstrate knowledge of module content vocabulary by defining words in context (L.4.6).
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?	<ul style="list-style-type: none"> Synthesize evidence from multiple texts in a Socratic Seminar (RL.4.1, RI.4.1, RI.4.9). Cite textual evidence to support statements about what it means to have great heart, literally and figuratively (RL.4.1, RI.4.1, SL.4.1).

Focusing Question 4: What does it mean to have a great heart, literally and figuratively?				
32 ✓ EOM	<i>The Circulatory Story</i> <i>Love That Dog</i>	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?	<ul style="list-style-type: none"> ▪ 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 (RL.4.1, RI.4.1, W.4.2, W.4.4, W.4.9, L.4.1.d, L.4.2.a, L.4.2.b, L.4.2.c). ▪ Demonstrate understanding of grade-appropriate style and conventions (L.4.1.d, L.4.2.a, L.4.2.b, L.4.2.c).