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# Module Summary

“You are your most valuable asset. Don’t forget that. You are the best thing you have.”

–Gary Paulsen

This quote from Gary Paulsen’s *Hatchet* epitomizes the importance of perseverance and tenacity in the face of adversity. What makes an environment extreme? What does it take to survive in the wilderness? What do people’s thoughts and actions reveal about their character? Students will explore the answers to these questions as they develop an understanding of the relationship between humans and nature.

The story of this module, titled “Extreme Settings,” is about human responses to challenges of nature. Students learn that challenges can be both big and small and can come from within a person or from the outside environment. Our responses to challenges shape the type of people we become. Students build knowledge about aspects of environment including land features, living creatures, plants, and climate. Students also learn how the environment can be expanded through details to become a key story element in a literary text. Students analyze the protagonist’s actions and thoughts in each poem or story and learn to infer their emotions. This builds on students’ learning in the first module, where they learned to differentiate literal and figurative meanings of *great heart*. In this module, students learn to “read between the lines” of a text to understand the reasons behind characters’ specific words and actions. Students demonstrate understanding of these concepts via answers to Text-Dependent Questions (TDQs), essays, and participation in Socratic Seminars.

An eclectic collection of texts provides rich literature from diverse perspectives to engage and challenge students. The classic science-fiction short story “All Summer in a Day” by Ray Bradbury launches this module. Students analyze how characters respond to different extreme settings and establish a lens for studying the relationship between setting, plot, and characterization. Students then enjoy a gentler look at characters and setting as they study two Robert Frost poems, “Dust of Snow” and “Stopping by Woods on a Snowy Evening.” *Mountains* by Seymour Simon builds students’ factual knowledge of a mountainous environment, and students then transfer this knowledge to a literary setting when they read *Hatchet* by Gary Paulsen. *Hatchet* builds on this knowledge by describing aspects of the wilderness in realistic detail, making the reader believe the situations the main character finds himself in could happen. In addition, the novel expertly describes the actions and inevitable consequences of an inexperienced mountaineer alone in the wilderness, teaching students that we can’t always anticipate how nature will respond to us. Throughout the module, students use the *SAS Survival Handbook: The Ultimate Guide to Surviving Anywhere* by John “Lofty” Wiseman as a reference to build knowledge of actual survival techniques. The best lessons for students in this module revolve around the main character in *Hatchet* and how he learns from his failures, draws on his inner strength, and eventually succeeds in saving himself. Students build knowledge about the effect perseverance and grit have on success.

Students apply this learning of extreme settings and how characters respond to them to write their own survival stories. Throughout the module, students study texts as both readers and writers to understand how an author creates an engaging text. Students learn narrative writing techniques that empower them to develop imaginary stories that captivate an audience. The module concludes with an Author's Chair celebration at which students share their own survival stories, applying what they learned throughout the module.

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# Module at a Glance

## ESSENTIAL QUESTION

How does a challenging setting or physical environment change a person?

## SUGGESTED STUDENT UNDERSTANDINGS

- Adverse weather, rugged terrain, wild animals, and other natural elements can make a setting challenging.
- The challenges of surviving in a wild, unfamiliar setting require a person to be resourceful and tenacious.
- Many extreme environments such as mountains and wooded areas have unique characteristics that make them a challenging place to live.
- The setting of a story can shape a character's attitude and actions.
- People can find strength within themselves to overcome challenges.

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# Texts

## 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 (<http://witeng.link/0084>)
- “Stopping by Woods on a Snowy Evening,” Robert Frost (<http://witeng.link/0083>)

## SUPPLEMENTARY TEXTS

### Art

- *Fallingwater*, Frank Lloyd Wright (<http://witeng.link/0075>)

### Videos

- “All Summer in a Day,” adapted by Learning Corporation of America (Part One: <http://witeng.link/0080>; Part Two: <http://witeng.link/0089>; Part Three: <http://witeng.link/0088>)
- “Tidal Wave,” National Geographic (<http://witeng.link/0090>)
- “Explode a Moment with Barry Lane,” Barry Lane (<http://witeng.link/0078>)
- “Planet Venus: The Deadliest Planet, Venus Surface & Atmosphere,” National Geographic (<http://witeng.link/0076>)
- “Heavy Rain in Tropical Forest,” Pcorf Creations (<http://witeng.link/0079>)
- “4 Hours of Heavy Pouring Rain and Thunder,” RainbirdHD (<http://witeng.link/0091>)
- “Barry Lane writes about ‘His Favorite Day,’” Barry Lane (<http://witeng.link/0087>)
- “Mountains,” Planet Earth (<http://witeng.link/0082>)
- “What Is a Mountain?” Monkey See (<http://witeng.link/0081>)

### Website

- “The 10 Legendary Lost Cities of the World,” World Atlas (<http://witeng.link/0092>)

# Module Learning Goals

## KNOWLEDGE GOALS

- Identify elements of an extreme setting or environment.
- Infer and describe the effect an extreme setting has on a character or speaker in a story or poem.
- Infer and describe the characteristics that help a person overcome the challenges of an extreme setting.
- Identify and describe different techniques used to survive in the wilderness.

## READING GOALS

- Explain how a setting impacts characterization and plot in a story (RL.4.1, RL.4.3).
- Refer to details in a text when describing the elements of an extreme setting or environment and how they affect a person (RL.4.1, RI.4.1).
- Explain the theme of a story or poem using details from the text (RL.4.1, RL.4.2).
- Describe in depth a character, setting, or event in a story, drawing on specific details in the text (RL.4.1, RL.4.3).
- Describe how a character changes throughout a story in response to the setting (RL.4.3).
- Describe the overall structure of events, ideas, or concepts in an informational text (RI.4.5).

## WRITING GOALS

- Write narrative texts in the form of thought shots, exploded moments, and short stories to develop imagined experiences using effective techniques, descriptive details, and clear event sequences (W.4.3, W.4.4, W.4.5).
- Orient the reader by establishing a situation and describing characters (W.4.3.a).
- Incorporate dialogue effectively into narrative writing to show the responses of characters to situations (W.4.3.b, L.4.2.b).
- Describe characters, settings, and events using precise word choice and sensory detail (W.4.3, L.4.3).
- Use transitional words and phrases to manage the sequence of events in narrative writing (W.4.3.c).
- Write informational texts to summarize knowledge gained through reading (W.4.2).

## SPEAKING AND LISTENING GOALS

- 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 (SL.4.4).
- Enhance a presentation with a visual display (SL.4.5).
- Adjust speech to formal or informal English based on the context (e.g., presentation or small-group discussion) (SL.4.6).

## LANGUAGE GOALS

- Determine the words and phrases used in a text, including the meaning of general academic and domain-specific words or phrases in a text (L.4.4).
- Add details and description to writing by expanding sentences using relative clauses (L.4.1.a).
- Add details and description to sentences by adding prepositional phrases (L.4.1.e).
- Choose words and phrases to convey ideas precisely (L.4.3.a).
- Choose the correct punctuation for effect (L.4.3.b).

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# Module in Context

- **Knowledge:** Students will build knowledge about extreme settings and environments and how they affect people. Students will learn the characteristics of mountains, including those of the major mountain ranges around the world. They will learn how elevation, altitude, terrain, and resources affect life in different mountain regions, as well as survival techniques and adaptations that help people live in these regions. Students will also learn about effective story elements and how authors weave these together to create beautiful works of literature. Students then apply these same techniques to their own writing in a way that guides them to create exciting survival stories. Students learn about science fiction, realistic fiction, and poetry genres and how these genres connect readers to ideas.
- **Reading:** Students will learn about extreme settings by reading both literary and informational texts, beginning with a science-fiction story called “All Summer in a Day” by Ray Bradbury. Then, they analyze two poems by Robert Frost—“Dust of Snow” and “Stopping by Woods on a Snowy Evening”—to infer the effect a setting has on a speaker. Next, students read an informational text titled *Mountains* by Seymour Simon. His engaging photographs will draw students in as they build knowledge about mountains. The *SAS Survival Handbook* is another informational text students use, to build knowledge of survival techniques. Finally, students read *Hatchet* by Gary Paulsen, a riveting tale of survival in the Canadian wilderness involving a boy about the same age as the students. All reading takes place in class as students process the reading material through a series of teacher-supported TDQs. TDQs help students complete rigorous literary analysis and build on skills such as returning to the text for information and supporting claims with evidence and commentary. While reading the literary works, students examine elements of setting and

how setting affects character and plot development. Students also analyze texts for themes, including the will to survive and perseverance in the face of adversity, as well as the effect of setting on a text's mood. When studying themes related to setting, students consider how main ideas are conveyed through textual details.

- **Writing:** The writing focus for this module is narrative writing. Students learn the elements of a story, including development of characters, setting, plot, conflict, and resolution. This is taught through the use of the acronym ESCAPE, which captures each component of narrative writing. E represents establishing a context for a story, S represents the setting, C represents the characters—including who the story is about and what they want—A represents the action or plot of a story, P represents the problem or conflict, and E represents an ending that brings closure to a story. In addition to learning narrative structure, students learn engaging narrative writing techniques that use the beauty of language to captivate readers. These techniques include adding sensory details, thought shots, figurative language, and exploded moments to make a story come alive for readers. Students will also deepen their writing by developing characters who respond to a challenging setting.
- **Speaking and Listening:** Students extend their speaking and listening skills in two Socratic Seminars. These Socratic Seminars provide students an opportunity to discuss both informational and literary texts and to synthesize evidence from all texts in the module. In the Socratic Seminars, students will elaborate on and respond to others' thinking and, in the process, revise and rearticulate their own ideas. Students also complete two presentations to synthesize learning about mountains and survival. Students will enjoy creating a skit and acting it out to share their learning from *Hatchet*. The final presentation is a celebration of writing in which students read aloud their own survival stories to peers, applying all the qualities of fluent reading they practiced in the module.
- **Language:** Language study is an integral part of each instructional strand, and it is woven throughout the module. Grammar complements and supports writing, while vocabulary reinforces and deepens reading. Together, these skills help students analyze and articulate a writer's craft and increase the sophistication of students' own writing and speaking. Vocabulary and grammar instruction is grounded in rich, text-centered experiences and authentic applications. In both the central lessons and Deep Dives, students learn strategies to define unknown words and examine how writers employ the rules and patterns of language to communicate with readers. Students then apply their derived understandings to their own reading and writing.

# 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.
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 ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).
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., <i>telegraph, photograph, autograph</i> ).
L.4.5.a	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.

## 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, whined, stammered</i> ) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).

# Major Assessments

Focusing Question Task	Elements That Support Success on the EOM Task	Standards
<p>1. 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 moment in the story.</p>	<ul style="list-style-type: none"> <li>▪ Demonstrate an understanding of character development by creating specific thoughts and actions appropriate to a situation.</li> <li>▪ Incorporate invented dialogue correctly as thoughts in a thought shot.</li> <li>▪ Use sensory detail to describe details in a story.</li> <li>▪ Revise and edit for proper use of Grade 4 language standards.</li> <li>▪ Use punctuation for effect.</li> </ul>	<p>RL.4.1, RL.4.3; W.4.3; L.4.2.b, L.4.3.b</p>
<p>2. 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>	<ul style="list-style-type: none"> <li>▪ Write informational text to teach others about characteristics of mountains and what makes them extreme environments.</li> <li>▪ 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.</li> <li>▪ Choose words and phrases to convey ideas precisely, and use prepositional phrases to add description and detail.</li> </ul>	<p>RI.4.1; W.4.2, W.4.4; L.4.1.e, L.4.3.a</p>
<p>3. 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> <p>a. Brian talking with his mother and father about this request from the government and his final decision.</p> <p>b. A TV interview with Brian recapping his first trip and his decision to go back into the wilderness.</p> <p>Students’ skits should demonstrate their understanding of the Focusing Question and their mastery of new vocabulary words from the module.</p>	<ul style="list-style-type: none"> <li>▪ Create a skit that demonstrates understanding about what Brian learns about survival in the Canadian wilderness.</li> <li>▪ Explain thoughts and feelings related to overcoming the challenges presented by the setting.</li> <li>▪ Use specific word choice similar to Gary Paulsen’s writing style in <i>Hatchet</i> to convey meaning.</li> <li>▪ Use transition words and phrases to create a smooth flow from one idea to the next.</li> </ul>	<p>RL.4.1, RL.4.3; W.4.3, W.4.4; L.4.3.a; SL.4.4, SL.4.6</p>

New-Read Assessment	Elements That Support Success on the EOM Task	Standards
1. Read a section of the <i>SAS Survival Handbook</i> to answer multiple-choice and short-response questions.	<ul style="list-style-type: none"> <li>▪ Identify main ideas and supporting details in an informational text.</li> <li>▪ Draw inferences from informational text.</li> <li>▪ Explain the text structure of the book and how it aids comprehension of the text.</li> </ul>	RI.4.1, RI.4.5
2. Read chapter 11 of <i>Hatchet</i> and answer a set of questions related to the focus. How has Brian changed to overcome challenges he faces to survive?	<ul style="list-style-type: none"> <li>▪ Identify details in a literary text to support a point.</li> <li>▪ Infer changes in a character and support these inferences with textual evidence.</li> <li>▪ Identify a character's thoughts, words, and actions that reveal changes in the character.</li> </ul>	RL.4.1, RL.4.3

Socratic Seminars	Elements That Support Success on the EOM Task	Standards
1. Discuss the behavior of the children in "All Summer in a Day." How did the characters respond to the different settings in the story? What would you have done in their situation and why? What is the theme of the story?	<ul style="list-style-type: none"> <li>▪ Describe the different settings in the story.</li> <li>▪ Describe a character's behavior in depth, drawing on specific details in the text.</li> <li>▪ Infer characters' feelings based on their actions.</li> <li>▪ Make connections between the setting and how it affects the characters.</li> </ul>	RL.4.1, RL.4.3; SL.4.1, SL.4.4, SL.4.6
2. Present learning about the best ways to survive alone in the woods using information learned from the <i>SAS Survival Handbook</i> , <i>Mountains</i> , and <i>Hatchet</i> . The presentation will be in the form of a skit, with students acting as Brian from <i>Hatchet</i> . Refer to specific textual evidence to support your points.	<ul style="list-style-type: none"> <li>▪ Identify steps Brian took to survive in a mountainous environment.</li> <li>▪ Prioritize survival needs based in textual evidence.</li> <li>▪ Explain the steps of a survival technique in a logical, sequential order.</li> <li>▪ Refer to details in a text to support points.</li> <li>▪ Build on what others say to extend the conversation in a skit format.</li> </ul>	RL.4.3; RI.4.1, RI.4.5; SL.4.1, SL.4.4, SL.4.6

EOM Task	Criteria for Success	Standards
<p>Imagine you are lost on a mountain and write a narrative story about your survival. Follow the steps in the acronym ESCAPE to plan 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>	<ul style="list-style-type: none"> <li>▪ Write a narrative to develop real or imagined experiences or events using an organizational structure, descriptive details, and a clear event sequence.</li> <li>▪ Expand narrative writing by adding dialogue, sensory detail, and exploded moments that include thought shots and snap shots.</li> </ul>	RL.4.1, RL.4.3; RI.4.1; W.4.3

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"> <li>▪ Acquire and use grade-appropriate academic terms.</li> <li>▪ Acquire and use domain-specific or text-critical words essential for communication about the module's topic.</li> </ul>	L.4.4.a, L.4.4.b, L.4.5.c, 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 the setting affect the characters or speakers in the text?				
	Text(s)	Content Framing Question	Craft Question(s)	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?	<ul style="list-style-type: none"> <li>Generate and answer questions after a first reading of “All Summer in a Day” (RL.4.1).</li> <li>Identify examples of sensory detail in an oral telling of a story (W.4.3.d).</li> <li>Evaluate why Ray Bradbury chose the word <i>civilization</i> to convey life on Venus in “All Summer in a Day” (L.4.3.a).</li> </ul>
2	“All Summer in a Day,” Ray Bradbury	Organize What is happening in “All Summer in a Day”?		<ul style="list-style-type: none"> <li>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).</li> <li>Use context to determine the meaning of the word <i>consequence</i> (L.4.4.a).</li> </ul>
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?	<ul style="list-style-type: none"> <li>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).</li> <li>Identify and use similes and metaphors to add detail and description to narrative writing (L.4.5.a).</li> </ul>

Focusing Question 1: How does the setting affect the characters or speakers in the text?				
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?	<ul style="list-style-type: none"> <li>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).</li> <li>Compose a narrative paragraph in the voice of a character in “All Summer in a Day” to describe a moment in time using sensory detail (W.4.3.c, W.4.3.d).</li> <li>Use similes and metaphors to add detail and description while “exploding the moment” (L.4.5.a).</li> </ul>
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?	<ul style="list-style-type: none"> <li>Determine the theme of “All Summer in a Day,” and support it with textual evidence (RL.4.1, RL.4.2).</li> <li>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).</li> <li>Explain how punctuation helps reveal characters’ personality traits in dialogue (L.4.3.b).</li> </ul>
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 How do I help reveal characters’ personality traits using punctuation within dialogue?	<ul style="list-style-type: none"> <li>Generate statements to summarize the knowledge gained by reading “All Summer in a Day” (RL.4.2; W.4.2).</li> <li>Add punctuation to help reveal characters’ personality traits in dialogue (L.4.3.b).</li> </ul>

Focusing Question 1: How does the setting affect the characters or speakers in the text?				
7	<p>“Dust of Snow,” Robert Frost</p>	<p>Organize</p> <p>What is happening in the poem “Dust of Snow”?</p>	<p>Examine</p> <p>Why are snap shots important?</p> <p>Execute</p> <p>How do I help reveal characters’ personality traits using punctuation within dialogue?</p>	<ul style="list-style-type: none"> <li>▪ Demonstrate understanding of the poem “Dust of Snow” by retelling it in a story format (RL.4.1, RL.4.2).</li> <li>▪ Use punctuation to help display characters’ traits through dialogue (L.4.3.b).</li> </ul>
8	<p>“Dust of Snow,” Robert Frost</p> <p><i>Fallingwater</i>, Frank Lloyd Wright</p>	<p>Distill</p> <p>What is the theme of the poem “Dust of Snow”?</p>	<p>Experiment</p> <p>How do thought shots work?</p> <p>Examine</p> <p>Why is it important to use words and phrases to convey setting?</p>	<ul style="list-style-type: none"> <li>▪ Analyze the poem “Dust of Snow” to explain how the setting affects the speaker of the poem (RL.4.1, RL.4.3).</li> <li>▪ Identify words and phrases that precisely describe the setting (L.4.3.a).</li> </ul>
9	<p>“Stopping by Woods on a Snowy Evening,” Robert Frost</p> <p><i>Fallingwater</i>, Frank Lloyd Wright</p>	<p>Reveal</p> <p>What does a deeper exploration of the speaker’s thoughts reveal in “Stopping by Woods on a Snowy Evening”?</p>	<p>Experiment</p> <p>How do thought shots work?</p> <p>Experiment</p> <p>How do I use words and phrases to convey ideas about setting?</p>	<ul style="list-style-type: none"> <li>▪ Analyze the poem “Stopping by Woods on a Snowy Evening” to explain how the setting affects the speaker (RL.4.1, RL.4.3).</li> <li>▪ Select words and phrases to precisely describe the setting (L.4.3.a).</li> </ul>
10	<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 in dialogue to reveal characters?</p>	<ul style="list-style-type: none"> <li>▪ Create a narrative to show how a setting affects a character, incorporating sensory detail, snap shots, and thought shots (W.4.3).</li> <li>▪ 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).</li> </ul>

Focusing Question 2: What makes a mountainous environment extreme?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
11	<i>Mountains</i> , Seymour Simon <i>SAS Survival Handbook</i> , John “Lofty” Wiseman	Wonder What do you notice and wonder about <i>Mountains</i> and the <i>SAS Survival Handbook</i> ?	Examine What do you notice about the text descriptions in the <i>SAS Survival Handbook</i> ?	<ul style="list-style-type: none"> <li>Describe characteristics of an informational text, and generate questions to guide further study of the texts (RI.4.5).</li> <li>After consulting references, clarify the precise meaning of key words and phrases pertaining to mountains (L.4.4.c).</li> </ul>
12	<i>Mountains</i> , Seymour Simon	Organize What is happening in <i>Mountains</i> ?	Examine What makes the text descriptions in <i>Mountains</i> engaging to read?	<ul style="list-style-type: none"> <li>Explain how the information in <i>Mountains</i> is organized and written, and then describe the main mountain ranges in brief notes (RI.4.2, RI.4.5).</li> <li>Use context clues to define the word <i>solitary</i>, and deepen understanding by identifying examples and nonexamples (L.4.4.b).</li> </ul>
13	<i>Mountains</i> , Seymour Simon <i>SAS Survival Handbook</i> , John “Lofty” Wiseman	Reveal What does a deeper exploration of the main ideas and details reveal in <i>Mountains</i> ?	Experiment How do vivid descriptions work?	<ul style="list-style-type: none"> <li>Identify the main ideas and supporting details in an informational text to build knowledge about mountains (RI.4.1, RI.4.5).</li> <li>Demonstrate understanding of <i>exposed</i> after gaining clues from its cognate <i>pos</i> (L.4.4.b).</li> </ul>
14	<i>Mountains</i> , Seymour Simon <i>SAS Survival Handbook</i> , John “Lofty” Wiseman	Reveal What does a deeper exploration of the main ideas and details reveal in <i>Mountains</i> ?	Execute How do I use vivid descriptions in my writing?	<ul style="list-style-type: none"> <li>Infer details about extreme mountainous settings based on the text (RI.4.1, RI.4.2, RI.4.5; W.4.2).</li> <li>Explain why the author chose the word <i>spectacular</i> to describe mountains (L.4.3.a, L.4.4.b).</li> </ul>

Focusing Question 2: What makes a mountainous environment extreme?				
15 ✓NR	<i>Mountains</i> , Seymour Simon  <i>SAS Survival Handbook</i> , John “Lofty” Wiseman	Distill  What is the essential meaning of <i>Mountains</i> ?	Execute  How do I use engaging writing techniques in my writing?	<ul style="list-style-type: none"> <li>▪ Apply reading skills to a new informational text to demonstrate mastery (RI.4.1, RI.4.5).</li> <li>▪ Determine the essential meaning of an informational text about mountains (RI.4.5; W.4.5).</li> <li>▪ Illustrate the various reasons for living in a <i>shelter</i> (L.4.6).</li> </ul>
16	<i>Mountains</i> , Seymour Simon  <i>SAS Survival Handbook</i> , John “Lofty” Wiseman	Know  How do <i>Mountains</i> and the <i>SAS Survival Handbook</i> build my knowledge of extreme settings?	Execute  How do I use my visual display to help me present my main ideas?	<ul style="list-style-type: none"> <li>▪ 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).</li> <li>▪ Create statements to summarize the knowledge gained by reading <i>Mountains</i> (RI.4.1, RI.4.5; W.4.2; SL.4.1).</li> <li>▪ Use context and the root <i>rupt</i> to determine the meaning of <i>eruption</i> and other related words (L.4.4.a, L.4.4.b).</li> </ul>

Focusing Question 3: How does setting influence character and plot development?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
17	<i>Hatchet</i> , Gary Paulsen	Wonder  What do I notice and wonder about the back cover blurb and chapter 1 of <i>Hatchet</i> ?	Examine  Why is the plot of a story important?	<ul style="list-style-type: none"> <li>▪ Generate questions related to story elements to answer in later chapters of the text, <i>Hatchet</i> (RL.4.1).</li> <li>▪ Identify the climax of a story, and categorize details into rising or falling action (W.4.3.a).</li> <li>▪ Identify the connection between <i>survival</i> and <i>shelter</i> (L.4.6).</li> </ul>
18	<i>Hatchet</i> , Gary Paulsen	Organize  What is happening in chapters 1–3 of <i>Hatchet</i> ?	Experiment  How does the setting of my story influence the plot?  Examine  Why are prepositional phrases important?	<ul style="list-style-type: none"> <li>▪ Summarize the first three chapters of <i>Hatchet</i> to establish initial understanding of character, plot, and setting (RL.4.2; SL.4.4).</li> <li>▪ Generate ideas for writing a survival story, focusing on setting and plot (W.4.3.a).</li> <li>▪ Identify prepositional phrases that add sensory details and help create believable characters and settings (L.4.1.e).</li> </ul>
19	<i>Hatchet</i> , Gary Paulsen	Organize  What is happening in chapters 4–5 of <i>Hatchet</i> ?	Examine  How does the setting influence character development?  Experiment  How do prepositional phrases work?	<ul style="list-style-type: none"> <li>▪ Summarize story events, and explain how the setting impacts the character (RL.4.1).</li> <li>▪ Identify prepositional phrases, and add them to writing to help make characters and settings more believable (L.4.1.e).</li> </ul>

Focusing Question 3: How does setting influence character and plot development?				
20	<i>Hatchet</i> , Gary Paulsen	<p>Reveal</p> <p>What does a deeper exploration of Brian's thoughts and actions reveal about his ability to adapt and survive?</p>	<p>Execute</p> <p>How does a setting influence character development?</p> <p>Execute</p> <p>How do I use prepositional phrases?</p>	<ul style="list-style-type: none"> <li>▪ Analyze Brian's thoughts and actions to infer the impact of the challenging setting on his character (RL.4.3).</li> <li>▪ Brainstorm narrative ideas that show how the setting influences the development of character and plot (W.4.3).</li> <li>▪ Form and use prepositional phrases to make characters and settings more believable (L.4.1.e).</li> </ul>
21	<i>Hatchet</i> , Gary Paulsen	<p>Reveal</p> <p>What do Brian's thoughts and actions reveal about Brian in chapters 6–7 of <i>Hatchet</i>?</p>	<p>Execute</p> <p>How do I write a narrative?</p> <p>Examine</p> <p>Why are relative pronouns important?</p>	<ul style="list-style-type: none"> <li>▪ Summarize story events, and explain how the setting impacts the plot (RL.4.1, RL.4.3).</li> <li>▪ Write a narrative that shows how the setting influences the development of character and plot (W.4.3).</li> <li>▪ Identify relative pronouns and clauses, and explain how they provide more description of characters and settings (L.4.1.a).</li> </ul>
22	<i>Hatchet</i> , Gary Paulsen	<p>Organize:</p> <p>What is happening in chapters 8–10 of <i>Hatchet</i>?</p>	<p>Execute:</p> <p>How do I write a narrative?</p> <p>Experiment</p> <p>How do relative clauses work?</p>	<ul style="list-style-type: none"> <li>▪ Summarize story events, and explain how the setting impacts the plot (RL.4.1, RL.4.2, RL.4.4).</li> <li>▪ Write a narrative that shows how the setting influences the development of character and plot (W.4.3).</li> <li>▪ Integrate relative clauses into writing to provide more sentence variety and description of characters and settings (L.4.1.a).</li> </ul>

Focusing Question 3: How does setting influence character and plot development?				
23 ✓NR	<i>Hatchet</i> , Gary Paulsen	Reveal  What does a deeper exploration of Brian's thoughts and actions in chapters 8–10 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?	<ul style="list-style-type: none"> <li>▪ Analyze Brian's actions and thoughts to infer how he changes in response to his challenging environment (RL.4.3).</li> <li>▪ Apply understanding of an exploded moment to make a narrative more interesting to read (W.4.3).</li> <li>▪ Integrate relative clauses into writing to provide more sentence variety and description of characters and settings (L.4.1.a).</li> </ul>
24	<i>Hatchet</i> , Gary Paulsen	Organize  What is happening in chapter 11 of <i>Hatchet</i> ?	Excel  How do I make my narrative more interesting to read?	<ul style="list-style-type: none"> <li>▪ 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).</li> <li>▪ Apply understanding of an exploded moment to make a narrative more interesting to read (W.4.3).</li> <li>▪ Demonstrate understanding of <i>challenge</i> through context clues (L.4.4.a).</li> </ul>
25	<i>Hatchet</i> , Gary Paulsen	Distill  What are the emerging themes in <i>Hatchet</i> ?	Excel  How do I make my narrative more interesting to read?	<ul style="list-style-type: none"> <li>▪ Analyze <i>Hatchet</i> for emerging themes (RL.4.1, RL.4.2, RL.4.3).</li> <li>▪ Apply understanding of an exploded moment to make a narrative more interesting to read (W.4.3).</li> <li>▪ Demonstrate understanding of <i>overcome</i> by relating it to its opposite (L.4.5.c).</li> </ul>

Focusing Question 3: How does setting influence character and plot development?				
26	<p><i>Hatchet</i>, Gary Paulsen</p> <p><i>Fallingwater</i>, Frank Lloyd Wright</p>	<p>Reveal</p> <p>What does a deeper exploration of Brian's thoughts and actions in chapters 13–14 reveal in this text?</p>	<p>Excel</p> <p>How do I make my narrative more interesting to read?</p>	<ul style="list-style-type: none"> <li>▪ Analyze the text to explain how Brian is “new” and what brings about that change (RL.4.3).</li> <li>▪ Apply understanding of an exploded moment to make a narrative more interesting to read (W.4.3).</li> <li>▪ Unlock the meanings of an author's words with the suffixes <i>-less</i>, <i>-ly</i>, <i>-ness</i>, <i>-ment</i>, <i>-ogy</i>, <i>-able</i>, and <i>-ize</i> (L.4.4.b).</li> </ul>
27	<p><i>SAS Survival Handbook</i>, John “Lofty” Wiseman</p> <p><i>Hatchet</i>, Gary Paulsen</p>	<p>Organize</p> <p>What is happening in chapters 15–16 in <i>Hatchet</i>?</p>	<p>Excel</p> <p>How do I improve my narrative?</p> <p>Excel</p> <p>How do I improve the use of Module 2 language skills in context?</p>	<ul style="list-style-type: none"> <li>▪ Summarize chapters 15–16 of <i>Hatchet</i>, and analyze the impact of the setting on Brian (RL.4.1, RL.4.2, RL.4.4).</li> <li>▪ Develop and strengthen narrative as needed by revising and editing (W.4.3, W.4.4, W.4.6).</li> <li>▪ Demonstrate understanding of using punctuation for effect (to help reveal characters), using words and phrases to convey ideas, and using prepositional phrases and relative clauses to provide variety and description in narrative writing (L.4.1.a, L.4.1.e, L.4.3.a, L.4.3.b).</li> </ul>

Focusing Question 3: How does setting influence character and plot development?				
28	<i>Hatchet</i> , Gary Paulsen	<p>Reveal</p> <p>What does a deeper exploration of Brian's mistakes reveal about what he learned in order to survive?</p>	<p>Execute</p> <p>How do I write my own survival story?</p> <p>Excel</p> <p>How do I improve the use of Module 2 language skills in context?</p>	<ul style="list-style-type: none"> <li>Analyze the mistakes Brian makes to explain the lessons he learns to survive (RL.4.3; SL.4.1, SL.4.4).</li> <li>Demonstrate understanding of using punctuation for effect (to help reveal characters), using words and phrases to convey ideas, and using prepositional phrases and relative clauses to provide variety and description in narrative writing (L.4.1.a, L.4.1.e, L.4.3.a, L.4.3.b).</li> </ul>
29	<i>Hatchet</i> , Gary Paulsen	<p>Organize</p> <p>What is happening in <i>Hatchet</i> in chapter 18 to the end of the book?</p>	<p>Excel</p> <p>How do I improve my narrative?</p>	<ul style="list-style-type: none"> <li>Identify the climax of <i>Hatchet</i> and explain how the author resolves the conflict and brings the story closure (RL.4.1, RL.4.2, RL.4.3).</li> <li>Revise and edit a story using a writing checklist to guide revisions (W.4.3).</li> </ul>
30	<i>Hatchet</i> , Gary Paulsen	<p>Distill</p> <p>What is the theme of <i>Hatchet</i>?</p>	<p>Excel</p> <p>How can I improve the conclusion of my narrative?</p>	<ul style="list-style-type: none"> <li>Describe the ending of the novel and determine theme(s) (RL.4.1, RL.4.2, RL.4.3).</li> <li>Revise the conclusion for a narrative to provide closure and emphasize an important lesson (W.4.3.e).</li> </ul>

Essential Question: How does a challenging setting or physical environment change a person?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
31	<i>Hatchet</i> , Gary Paulsen <i>SAS Survival Handbook</i> , John “Lofty” Wiseman	Know How does <i>Hatchet</i> build my knowledge of how to survive in an extreme setting?	Excel How do I use evidence from the text to reflect on the overall importance of the text?	<ul style="list-style-type: none"> <li>Synthesize information from multiple sources to create a skit that explains how Brian is affected by the challenges of the extreme setting (RL.4.2, RL.4.3, RI.4.9).</li> </ul>
32	<i>Hatchet</i> , Gary Paulsen <i>SAS Survival Handbook</i> , John “Lofty” Wiseman <i>Fallingwater</i> , Frank Lloyd Wright	Know How does <i>Hatchet</i> build my knowledge of how to survive in an extreme setting?	Excel How do I use evidence from the text to reflect on the overall importance of the text?	<ul style="list-style-type: none"> <li>Synthesize information from the entire text to create a skit that explains how Brian and others are affected by the challenges of the extreme setting (RL.4.2, RL.4.3).</li> </ul>
33	<i>Hatchet</i> , Gary Paulsen <i>SAS Survival Handbook</i> , John “Lofty” Wiseman	Know How do the module texts build my knowledge of extreme settings and survival?	Execute How do I read my story in a way that hooks my audience?	<ul style="list-style-type: none"> <li>Read a story, speaking clearly, with expression, and at an understandable pace (SL.4.1, SL.4.4).</li> <li>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).</li> </ul>
34	<i>Fallingwater</i> , Frank Lloyd Wright <i>Hatchet</i> , Gary Paulsen <i>SAS Survival Handbook</i> , John “Lofty” Wiseman	Know How do the module texts build my knowledge of extreme settings and survival?	Execute How do I read my story in a way that hooks my audience?	<ul style="list-style-type: none"> <li>Read a story, speaking clearly, with expression, and at an understandable pace (SL.4.1, SL.4.4).</li> <li>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).</li> </ul>