A Great Heart
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: a literal muscle that sustains human life and a figurative center of emotion, love, and desire. In “A Great Heart,” students will explore, challenge, and explain these various meanings of the word heart. The literal and figurative uses of heart are presented through quotations from individuals as diverse as Confucius, Bill Nye (“The Science Guy”), and Helen Keller. To build deeper understanding of the people behind these quotations about heart, students will study biographies of Clara Barton, Helen Keller, and Anne Frank. These biographies help students see how the thoughts and actions of people demonstrate great compassion and courage, thus exemplifying a figurative great heart.

Next, students will explore the systemic, pulmonary, and coronary circuits of the literal heart through a witty and engaging text titled The Circulatory Story. In that text, readers will 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 because of the heavy use of scientific terms and concepts, the author weaves in figurative language to make these concepts more understandable for fourth graders. The dual study of the science of a great heart and the effect of figurative language in aiding comprehension provides an opportunity for knowledge building in both subjects.

Students will then explore the figurative meaning of heart in Love That Dog, a poignant story of a boy who finds his voice by examining his broken heart and his great change of heart. Love That Dog, by Sharon Creech, is written as a series of free-verse poems from the main character’s point of view, and students will also read and analyze the classic poetry referenced in this text. Again, this text provides an opportunity for students to study the text at two levels of depth—the first being the skill of reading and writing poetry and the second being the deeper meaning inferred by the words of the poems. Students will 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. This poem provides students with an opportunity to examine the differences between the literal heart and a figurative great heart, and the way in which figurative language provides a powerful vehicle through which these concepts are communicated. Taken together, these rich and varied texts allow students to become adept at distinguishing between the literal and the figurative, and to explain what it means to have a great heart.
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 another vehicle to express thoughts and feelings.

Texts

CORE TEXTS

Novel (Literary)

- Love That Dog, Sharon Creech

Scientific Text (Informational)

- The Circulatory Story, Mary K. Corcoran

SUPPLEMENTARY TEXTS

Painting

- Portrait of Dr. Samuel D. Gross (The Gross Clinic), Thomas Eakins

Poems

- “The Red Wheelbarrow,” William Carlos Williams
- “Stopping by Woods on a Snowy Evening,” Robert Frost
Module Learning Goals

KNOWLEDGE GOALS

- Explain why Clara Barton, Helen Keller, and Anne Frank could each be said to have a great heart, figuratively.
- Explain what makes a human heart great, or healthy.
- Identify people or characters that 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)
- Use the text structure of a story to determine the main idea of a short section of text and explain how it is supported by key details. (RI.4.2, RI.4.5, RI.4.7)
- Determine main ideas and details to articulate the big ideas of a section of text 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)
- Infer information from 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 & LISTENING GOALS
- In a Socratic Seminar about *The Circulatory Story*, collaborate by building and elaborating on the thinking of others, connecting ideas from multiple speakers, reflecting, and responsively revising or reinforcing their own ideas. (SL.4.1, SL.4.3, SL.4.4)
- In a Socratic Seminar about *Love That Dog*, discuss Jack's change of heart and collaborate by building and elaborating on the thinking of others, connecting ideas from multiple speakers, reflecting, and responsively revising or reinforcing their own ideas. (SL.4.1, SL.4.3, SL.4.4)

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 develop an understanding of the difference between the literal use and the figurative use of words by focusing on the multiple meanings of the word *heart*. Students will 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 had great heart, and a literary text that emphasizes the beauty and power of poetry. These nuanced and abstract concepts prepare students in Grade 4 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 short biographies of famous women and quotations from famous people; a complex scientific text; poetry; and a novel. The Circulatory Story affords students the opportunity to focus on the use of figurative language and illustrations that help a reader understand the complex scientific terms and concepts in that informational text. Students then read Love That Dog, a novel by Sharon Creech that exposes students to the beauty and power of poetry. That text also provides students with an opportunity to infer information from the unusual structure of the story, which is written in the form of a journal. Students will 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, which allows them to explain what it means when it is said that one possesses a “great heart.”

Writing: Students will be introduced to and use the Painted Essay form to examine the structure of an informative paragraph, which includes a focus statement, details to support that statement, and a conclusion. They then apply that knowledge to the creation of a paragraph describing the use of figurative language in a complex science text, and a paragraph describing how famous women demonstrated great heart. Students also learn to summarize both informational and literary texts, and use their knowledge of a well-constructed essay to write summaries of The Circulatory Story and Love That Dog. In the End-of-Module (EOM) Task, students apply their knowledge of a well-constructed paragraph to create an informative essay in which they explain what it means to have a great heart, both literally and figuratively. Students continue to experiment with informative writing in future modules, using the skills developed in this first module.

Speaking and Listening: Students extend their speaking and listening skills in four Socratic Seminars about both the literal and figurative meanings of great heart. These Socratic Seminars provide students an opportunity to discuss both informational and literary texts, and to synthesize evidence from all texts read during this module. In the Socratic Seminars, students will elaborate on and respond to others' thinking and, in the process, revise and rearticulate their own ideas.

Standards

FOCUS STANDARDS

<table>
<thead>
<tr>
<th>Reading Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RL.4.2</strong></td>
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<td><strong>RL.4.5</strong></td>
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### Reading Informational Text

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>RI.4.2</td>
<td>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
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<tr>
<td>RI.4.4</td>
<td>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area.</td>
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<tr>
<td>RI.4.7</td>
<td>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</td>
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</table>

### Writing

<table>
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<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>W.4.2</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
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<tr>
<td>W.4.8</td>
<td>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.</td>
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### Language

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<tr>
<th>Standard</th>
<th>Description</th>
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<tr>
<td>L.4.1.d</td>
<td>Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</td>
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<tr>
<td>L.4.2.a</td>
<td>Use correct capitalization.</td>
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<tr>
<td>L.4.2.b</td>
<td>Use commas and quotation marks to mark direct speech and quotations from a text.</td>
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<tr>
<td>L.4.2.c</td>
<td>Use a comma before a coordinating conjunction in a compound sentence.</td>
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<tr>
<td>L.4.5.a</td>
<td>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</td>
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### CONTINUING STANDARDS

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

W.4.10  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Major Assessments

<table>
<thead>
<tr>
<th>Focusing Question Task</th>
<th>Elements that Support Success on EOM</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write an informative/explanatory paragraph that explains how Clara Barton, Helen Keller, or Anne Frank displayed a figurative great heart.</td>
<td>▪ Demonstrate an understanding of what it means to have a figurative great heart. ♦ Develop a focus statement in a paragraph and support that focus with details from the text.</td>
<td>RI.4.2; W.4.2</td>
</tr>
<tr>
<td>2. Write a brief informative/explanatory paragraph synthesizing textual evidence to explain parts of the circulatory system.</td>
<td>▪ Demonstrate an understanding of the circulatory system and the importance of a healthy heart. ♦ Develop a paragraph that includes a focus statement that is supported by evidence paraphrased from the text.</td>
<td>RI.4.2; W.4.2</td>
</tr>
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<tr>
<th>New-Read Assessment</th>
<th>Elements that Support Success on EOM</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read a new section of <em>The Circulatory Story</em>, create a Quick Write to compare the results of an experiment with the text, and then create a Boxes and Bullets chart to gather evidence.</td>
<td>▪ Determine main ideas and key details for a section of text. ♦ Identify what it means to have a healthy literal heart.</td>
<td>RI.4.3</td>
</tr>
<tr>
<td>2. Read the poem “Heart to Heart” by Rita Dove, identify examples of a figurative and a literal great heart in the poem, then respond to questions about the poem to explore the theme of figurative and literal great hearts.</td>
<td>▪ Analyze a poem in a New-Read Assessment to summarize and demonstrate understanding of theme. ♦ Identify examples of both a figurative and a literal great heart.</td>
<td>RL.4.1, RL.4.2</td>
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</table>

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<thead>
<tr>
<th>Socratic Seminars</th>
<th>Elements that Support Success on EOM</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Share ideas and build on what others say to answer a Content Framing Question about the essential meaning of <em>The Circulatory Story</em> in a Socratic Seminar.</td>
<td>▪ Demonstrate an understanding of the essential meaning of an informational text. ♦ Demonstrate an understanding of what it means to have a healthy literal heart.</td>
<td>SL.4.1, SL.4.3, SL.4.4</td>
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2. Engage effectively in a collaborative discussion about Jack's change of heart in *Love That Dog*.

- Demonstrate an understanding of the unique structure of *Love That Dog* and the way in which that structure reveals the way in which Jack's heart changes throughout the story.
- Explain how Jack demonstrates a figurative great heart in *Love That Dog*.

SL.4.1, SL.4.3

3. Engage effectively in a collaborative discussion about Miss Stretchberry's actions, building on others' ideas and expressing their own clearly.

- Demonstrate an understanding of the relationship between Miss Stretchberry and Jack in *Love That Dog*, and the way in which Miss Stretchberry demonstrates great heart.

SL.4.1, SL.4.3

4. Engage effectively in a collaborative discussion, synthesizing evidence from literary and informational texts to explain what it means to have a literal and a figurative great heart.

- Synthesize evidence from multiple texts to explain a theme.

SL.4.1, SL.4.3

End-of-Module Task

<table>
<thead>
<tr>
<th>Criteria for Success</th>
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<tbody>
<tr>
<td>Write an informative essay that synthesizes evidence from multiple literary and informational texts and explains the figurative and literal meanings of the term <em>great heart</em>.</td>
</tr>
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</table>

- Demonstrate an understanding of the difference between literal and figurative uses of the term *great heart*.
- Cite textual evidence to support statements about what it means to have a great heart, literally or figuratively.

RL.4.1; RI.4.1; W.4.2, L.4.1.d, L.4.2.a, L.4.2.b, L.4.2.c, L.4.5.a

Module Map

Focusing Question 1: How does someone show a great heart, figuratively?

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text(s)</th>
<th>Content Framing Question</th>
<th>Craft Question(s)</th>
<th>Learning Goals</th>
</tr>
</thead>
</table>
| 1      | None    | Organize What is happening in these quotations? | Examine Why is evidence important? | - Differentiate between literal and figurative uses of *heart*. (RL.4.2, RL.4.4, L.4.4.a)  
- Identify text evidence to support a focus and articulate its relationship to writing an explanatory essay. (W.4.4, W.4.8)  
- Distinguish between the literal and figurative meanings of the word *heart*. (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? | • Analyze quotations to explain their meaning based on the literal or figurative use of the word heart. (RI.4.4; L.4.4.a)  
• With support, identify the parts of an exemplar essay and analyze their purposes. (W.4.2)  
• Demonstrate how punctuation is used with quotations. (L.4.2.b) |
| 3 | Online biographies of Clara Barton, Helen Keller, and Anne Frank | Organize | What is happening in each biography? | Examine | How does a focus statement work? | • Recount details from the biographies of Clara Barton, Helen Keller, and Anne Frank. (RI.4.3)  
• Clarify the precise meaning of the word greathearted. (L.4.4.c, L.4.5.c) |
| 4 | Online 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? | • Define a figurative great heart by synthesizing textual details from biographies. (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) |
| 5 | Heart Quotations; Online 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 a paragraph using a focus statement and evidence? | • Summarize learning about great heart into knowledge statements. (RI.4.2)  
• Compose a paragraph with an introduction, focus statement, evidence chunks, and a conclusion. (W.4.2)  
• Use punctuation correctly to record evidence from a text. (L.4.2.b) |
| 6 | Painting: Portrait of Dr. Samuel D. Gross (The Gross Clinic), Thomas Eakins | Distill | How does Thomas Eakins' painting, Portrait of Dr. Samuel D. Gross (The Gross Clinic), and a close reading of Dr. Gross's quotation, extend my understanding of a figurative great heart? | Experiment | How do I find evidence to support a focus statement? | • Synthesize details from a painting and a quotation to define a figurative great heart. (RI.4.2)  
• 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?

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<thead>
<tr>
<th>Lesson</th>
<th>Text(s)</th>
<th>Content Framing Question</th>
<th>Craft Question(s)</th>
<th>Learning Goals</th>
</tr>
</thead>
</table>
| 7      | Video: “Exploring the Heart: The Circulatory System”  
*The Circulatory Story*, Mary K. Corcoran; Illustrations, Jef Czekaj, pages 1-23  
Video: “Exploring the Heart: The Circulatory System” | Wonder  
What do I notice and wonder about *The Circulatory Story*? |  
• Develop a framework for understanding the text by referring to details and examples in a new text. (RI.4.1)  
• Formulate a definition for the word *circulatory* after studying the etymology of the word. (L.4.4.b) | |
| 8      | *The Circulatory Story*, Mary K. Corcoran; Illustrations, Jef Czekaj, pages 6-7 | Organize  
What is happening in *The Circulatory Story*? |  
• Use the text structure of *The Circulatory Story* to determine the main idea of a short section of text and explain how it is supported by key details. (RI.4.2, RI.4.5, RI.4.7)  
• Explain the significance of the word *chamber* in relation to the heart, and show where the chambers of the heart are located. (L.4.5.c) | |
| 9      | *The Circulatory Story*, Mary K. Corcoran; Illustrations, Jef Czekaj, pages 6-7  
Video: “Exploring the Heart: The Circulatory System” | Reveal  
What does a deeper exploration of figurative language reveal in *The Circulatory Story*? | Experiment  
Why are evidence/elaboration sentence sets important? |  
• Identify and explain an example of figurative language in *The Circulatory Story*. (L.4.5, W.4.8)  
• Synthesize evidence into evidence/elaboration sentence sets to explain the effect of the author’s use of figurative language to describe parts of the circulatory system. (W.4.9)  
• Use reference materials to clarify the precise meaning of key words and phrases in content-rich texts. (L.4.4) | |
| 10     | *The Circulatory Story*, Mary K. Corcoran; Illustrations, Jef Czekaj, pages 8-13  
Video: “Grand Central Terminal – New York” ([http://tinyurl.com/pgmpczb](http://tinyurl.com/pgmpczb)) | Organize  
What is happening in *The Circulatory Story*? | Examine and Experiment  
How does paraphrasing in a summary work? |  
• Determine main ideas and details to articulate the big ideas of a section of text about the heart. (RI.4.2)  
• Orally paraphrase and summarize information into a brief paragraph about the heart using notes in 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 | **The Circulatory Story**. Mary K. Corcoran; Illustrations, Jef Czekaj, pages 8-13 | **Reveal** | **Experiment** | - 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 *The Circulatory Story* and explain why the author uses figurative language to describe parts of the circulatory system. (L.4.5, W.4.8, W.4.2)  
- Identify examples of each rule of capitalization in a given text. (L.4.2.a) |
| 12 | **The Circulatory Story**. Mary K. Corcoran; Illustrations, Jef Czekaj, pages 14–19 | **Organize** | **Execute** | - Determine main ideas 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) |
| 13 | **The Circulatory Story**. Mary K. Corcoran; Illustrations, Jef Czekaj, pages 14–19 | **Reveal** | **Execute** | - Interpret information presented visually in text features and explain how the information contributes to an understanding of *The Circulatory Story*. (RI.4.7)  
- Identify an example of figurative language in *The Circulatory Story* and explain why the author uses figurative language to describe the blood vessels. (L.4.5, W.4.2, W.4.8)  
- Construct a framework for using commas in compound sentences. (L.4.2.c) |
| 14 | ✔NR | **Organize** | **Examine** | - Determine main ideas and key details for a new section of *The Circulatory Story*. (RI.4.3)  
- Explain why a well-crafted introduction in a text is important. (W.4.2)  
- Incorporate commas before coordinating conjunctions in a compound sentence. (L.4.2.c) |
<table>
<thead>
<tr>
<th>15</th>
<th><strong>The Circulatory Story</strong>, Mary K. Corcoran; Illustrations, Jef Czekaj, pages 23–34</th>
<th><strong>Organize</strong></th>
<th>What is happening in <em>The Circulatory Story</em>?</th>
</tr>
</thead>
</table>
| **Learning Goals** | 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 *The Circulatory Story*. (L.4.2.c) |

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<thead>
<tr>
<th>16</th>
<th><strong>The Circulatory Story</strong>, Mary K. Corcoran; Illustrations, Jef Czekaj, pages 35–39</th>
<th><strong>Distill</strong></th>
<th>What is the essential meaning of <em>The Circulatory Story</em>?</th>
</tr>
</thead>
</table>
| **Learning Goals** | Infer what makes a healthy heart using knowledge learned from reading *The Circulatory Story*. (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, SL.4.3, SL.4.4)  
Apply knowledge of content-specific vocabulary about the heart to label a heart diagram. (L.4.6) |

| 17 | **The Circulatory Story**, Mary K. Corcoran; Illustrations, Jef Czekaj | **Know** | How does *The Circulatory Story* build my knowledge about a great heart, literally? |
| **Learning Goals** | Define a literal great heart using evidence from the text as supporting points. (RI.4.2, RI.4.3, W.4.8)  
Summarize learning from reading *The Circulatory Story* into knowledge statements. (RI.4.2, RI.4.3, W.4.8) |

**Focusing Question 3: How do the characters in *Love That Dog* show characteristics of great heart?**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text(s)</th>
<th>Content Framing Question</th>
<th>Craft Question(s)</th>
<th>Learning Goals</th>
</tr>
</thead>
</table>
| 18 | “The Red Wheelbarrow,” William Carlos Williams | **Wonder**  
What do I notice and wonder about “The Red Wheelbarrow”? | **Craft Question(s)** | **Learning Goals** |
| **Learning Goals** | Analyze the rules the poet used to craft “The Red Wheelbarrow” to determine the poem’s structure and organization. (RL.4.5)  
Examine adjective use in poetry and evaluate writing for vivid use and correct order of adjectives. (L.4.1.d) |
<table>
<thead>
<tr>
<th>19</th>
<th><strong>Love That Dog</strong>, Sharon Creech</th>
<th><strong>Notice</strong></th>
<th>What do I notice and wonder about <em>Love That Dog</em>?</th>
<th><strong>Examine</strong></th>
<th>How does a narrative summary work?</th>
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<td>• Interpret the journal narrative structure to infer events between Jack's entries. (RL.4.1)</td>
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<td>• Analyze the characteristics of an effective narrative summary. (RL.4.2)</td>
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<td>• Test text-based phrases to generalize order of adjectives. (L.4.1.d)</td>
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<td>• Analyze a Robert Frost poem for craft (i.e., repetition, rhythm, and rhyme). (RL.4.1, RL.4.5)</td>
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<td>• Explain how knowing the elements of poetry helps to understand the meaning of a poem. (RL.4.2)</td>
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<td>• Order multiple adjectives in a phrase or sentence according to established rules. (L.4.1.d)</td>
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<td>• Summarize key events from a novel. (RL.4.2, W.4.2, W.4.8)</td>
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<td>• Based on an understanding of the root of anonymous, infer why Jack asks what it means in <em>Love That Dog</em>. (L.4.4.b)</td>
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<td>• Summarize Robert Frost’s poem “The Pasture.” (RL.4.3, W.4.2)</td>
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<td>• Describe why William Blake described the creator of the tiger as immortal in the poem “The Tiger.” (L.4.4.b)</td>
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<td>23</td>
<td>“dog;” Valerie Worth; <em>Love That Dog</em>, Sharon Creech</td>
<td><strong>Reveal</strong></td>
<td>What does a deeper exploration of the book’s structure reveal in <em>Love That Dog</em>?</td>
<td><strong>Examine</strong></td>
<td>How do I use evidence to write a supporting paragraph?</td>
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<td>• Analyze the text structure of <em>Love That Dog</em>. (RL.4.3, RL.4.5)</td>
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<td>• Analyze how evidence is used in a support paragraph. (W.4.2, W.4.9)</td>
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<td>• Formulate proper use of quotation marks when quoting an author or speaker. (L.4.2.b)</td>
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</table>
## Distill

### 24

**“Street Music,”** Arnold Adoff; *Love That Dog*, Sharon Creech, pages 31–41

**Distill**

What are the themes in the text and poems of *Love That Dog*?

**Execute**

How do I use evidence to write a supporting paragraph?

- Determine the themes in *Love That Dog*? (RL.4.2)
- Write a supporting paragraph about one of the themes in *Love That Dog*.
- Develop proper use of quotation marks when quoting text. (L.4.2.b)

## Reveal

### 25

**“Love That Boy,”** Walter Dean Myers; *Love That Dog*, Sharon Creech, pages 42–49

**Reveal**

What does a deeper exploration of Jack’s writing reveal in *Love That Dog*?

**Execute**

How do I use evidence to write a supporting paragraph?

- 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 proper use of quotation marks when quoting text. (L.4.2.b)

## Reveal

### 26

**Love That Dog**, Sharon Creech, pages 50–64

**Reveal**

What does a deeper exploration of Miss Stretchberry reveal in *Love That Dog*?

**Execute**

How do I listen closely and build on other's comments in a Socratic Seminar?

- 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 their own clearly. (SL.4.1, SL.4.3)

## Reveal

### 27

**Love That Dog**, Sharon Creech, pages 64–74

**Reveal**

What does a deeper exploration of Jack’s dog poem reveal in *Love That Dog*?

**Execute**

- 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)
- Define *synthesize* and explain how to synthesize evidence to support a point. (L.4.6)

## Distill

### 28

**Love That Dog**, Sharon Creech, pages 75–86

**Distill**

What are the themes of *Love That Dog*?

**Excel**

How do I improve a supporting paragraph?

- Determine the themes of *Love That Dog*. (RL.4.2, SL.4.4)
- Revise ideas in a supporting paragraph. (RL.4.3, W.4.2, W.4.5)
- Build connections between words related to a great heart. (L.4.4.c, L.4.5.c)
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text(s)</th>
<th>Content Framing Question</th>
<th>Craft Question(s)</th>
<th>Learning Goals</th>
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</thead>
</table>
| 30     | “Heart to Heart,” Rita Dove | Reveal What are ways that we can talk about a great heart, literally and figuratively? | Excel How do I use evidence in the text to explain my ideas about the differences between a literal and figurative great heart? | • Analyze a poem in a New-Read Assessment to summarize and demonstrate understanding of theme. (RL.4.1, RL.4.2)  
• Express understanding of poetry structure in a poetry performance. (RL 4.5)  
• 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) |
| 31     | 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? | • Synthesize evidence from multiple texts in a Socratic Seminar. (RL.4.1, RL.4.9)  
• Cite textual evidence to support statements about what it means to have a great heart, literally or figuratively. (RL.4.1, RL.4.1, SL.4.1) |
| 32     | All module texts | Know How do the module texts build my knowledge about a great heart, both literal and figurative? | Excel How do I write an informative essay about what it means to have a great heart, literally and figuratively? | • Write an informative essay that synthesizes evidence from multiple texts in an End-of-Module Task. (RL.4.1, RL.4.1, L.4.1.d, L.4.2.a, L.4.2.b, L.4.2.c, L.4.5.a)  
• Cite textual evidence to support statements about what it means to have a great heart, literally or figuratively. (RL.4.1, RL.4.1, W.4.2, L.4.1.d, L.4.2.a, L.4.2.b, L.4.2.c, L.4.5.a) |