



EXPEDITIONARY
LEARNING

Grade 4: Module 1B: Unit 2: Overview



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Unit 2: Writing to Learn about Poetry

In this unit, students apply what they have learned in Unit 1 to further explore poetry through writing. Students begin the unit with a shared writing experience, writing a summary of the first half of the novel *Love That Dog* by Sharon Creech. Then, they complete their reading of the book with a focus on what inspired Jack as a writer. Students are guided in finding and organizing evidence for this prompt in preparation for a book discussion with peers. For the mid-unit assessment, students write a summary of the full novel (RL.4.2, W.4.9, W.4.2.a, b).

In the second half of the unit, students are introduced to the performance task (which has three parts; see stand-alone document). They continue to focus on learning about poetry through writing, now by writing their own poems. Students choose from a selected group of poets to study more deeply, and in small “poet groups” will read and analyze new poems by these poets. Then, students will write an inspired poem as one part of the performance task. Students will then be introduced to the peer critique process and use what they have learned about poetry to revise their original poems with a focus on imagery. The unit ends with students reading and analyzing a new poem for the end of unit assessment (RL.4.5, L.4.5a).

Guiding Questions and Big Ideas

- **What makes a poem a poem?**
- **What inspires writers to write poetry?**
- *Poetry has characteristics that are unique and distinct from prose.*
- *Writers draw inspiration from many places, including the work of other writers and their own lives.*

Mid-Unit 2 Assessment

Writing a Summary of the Full Novel *Love That Dog*

This assessment centers on NYSP12 ELA CCLS standards RL.4.2, W.4.2a and b, and W.4.9. For this assessment, students will write an informative paragraph that summarizes the full novel.

End of Unit 2 Assessment

Reading and Analyzing a New Poem

This assessment centers on NYSP12 ELA CCLS standards RL.4.5 and L.4.5a. For this assessment, students will read and analyze a new poem by William Carlos Williams, “Metric Figure,” by giving the gist of the poem and then answering text-dependent questions about the meaning and structure of the poem.



Content Connections

This module is designed to address English Language Arts standards as students read literature and informational texts about poets' lives and what inspired their writing. This module does not directly tie into New York State Social Studies or Science standards.

Texts

1. Sharon Creech, *Love That Dog* (New York, NY: Harper Collins Publishers, 2001), ISBN: 0-06-029287-3.
2. William Carlos Williams, "The Great Figure" (no purchase necessary; included in lesson supporting materials).
3. Valerie Worth, "safety pin" (no purchase necessary; included in lesson supporting materials).
4. Walter Dean Myers, "Lawrence Hamm, 19 Student Athlete" (no purchase necessary; included in lesson supporting materials).
5. Robert Frost, "A Patch of Old Snow" (no purchase necessary; included in lesson supporting materials).
6. Williams Carlos Williams, "Metric Figure" (no purchase necessary; included in lesson supporting materials).



This unit is approximately 2.5 weeks or 12 sessions of instruction.

| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|-----------------|--|---|---|--|--|
| Lesson 1 | Shared Writing: Organizing Information to Summarize the First Half of <i>Love That Dog</i> | <ul style="list-style-type: none"> I can effectively engage in discussions I can explain what a text says, using specific details from the text. (RL.4.1) I can summarize a story, drama, or poem. (RL.4.2) I can write informative/explanatory texts that convey ideas and information clearly. (W.4.2) <ul style="list-style-type: none"> b. I can develop the topic with facts, definitions, details, and quotations. I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9) | <ul style="list-style-type: none"> I can gather and organize details from the text to summarize pages 1–41 of <i>Love That Dog</i>. I can plan an informative paragraph that summarizes pages 1–41 of <i>Love That Dog</i>. | <ul style="list-style-type: none"> Participation in shared writing of Topic Expansion graphic organizer | <ul style="list-style-type: none"> Quality Paragraphs anchor chart. |
| Lesson 2 | Shared Writing: Drafting an Informative Paragraph that Summarizes the First Half of <i>Love That Dog</i> | <ul style="list-style-type: none"> I can summarize a story, drama, or poem. (RL.4.2) I can write informative/explanatory texts that convey ideas and information clearly. (W.4.2) <ul style="list-style-type: none"> a. I can introduce a topic clearly. a. I can group supporting facts together about a topic in an informative/explanatory text. b. I can develop the topic with facts, definitions, details, and quotations. I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9) | <ul style="list-style-type: none"> I can write an informative paragraph that summarizes pages 1–41 of <i>Love That Dog</i>. | <ul style="list-style-type: none"> Participation in shared writing of informative paragraph | <ul style="list-style-type: none"> Quality Paragraphs anchor chart |



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|-----------------|---|---|--|--|---|
| Lesson 3 | Reading Closely: <i>Love That Dog</i> , Pages 42–67 | <ul style="list-style-type: none"> I can explain what a text says, using specific details from the text. (RL.4.1) I can describe a story’s character, setting, or events using specific details from the text. (RL.4.3) | <ul style="list-style-type: none"> I can summarize pages 42–67 of <i>Love That Dog</i>. I can describe what inspires Jack to write poetry, based on evidence from the text. | <ul style="list-style-type: none"> Participation in writing of Frayer models Summary notes What Inspires Jack? graphic organizer | <ul style="list-style-type: none"> Guiding Questions anchor chart Close Readers Do These Things anchor chart. |
| Lesson 4 | Reading, Writing, and Emotion: <i>Love That Dog</i> , Pages 68–72 | <ul style="list-style-type: none"> I can explain what a text says, using specific details from the text. (RL.4.1) I can describe a story’s character, setting, or events using specific details from the text. (RL.4.3) | <ul style="list-style-type: none"> I can reflect in writing about my thoughts and feelings after reading “My Sky.” I can infer why Jack wrote the poem “My Sky.” I can respect the feelings of my classmates during a discussion of “My Sky.” | <ul style="list-style-type: none"> What Inspires Jack? graphic organizer | <ul style="list-style-type: none"> Discussion Norms anchor chart |
| Lesson 5 | Preparing to Discuss a Literary Text: Gathering and Organizing Evidence | <ul style="list-style-type: none"> I can explain what a text says, using specific details from the text. (RL.4.1) I can describe a story’s character, setting, or events using specific details from the text. (RL.4.3) I can write informative/explanatory texts that convey ideas and information clearly. (W.4.2) <ul style="list-style-type: none"> I can develop the topic with facts, definitions, details, and quotations. I can prepare myself to participate in discussions. (SL.4.1a) | <ul style="list-style-type: none"> I can describe what inspired Jack, using evidence from <i>Love That Dog</i>. I can prepare for a discussion about <i>Love That Dog</i> by using evidence from the text. | <ul style="list-style-type: none"> Summary notes What Inspires Jack? graphic organizer Preparing for a Literary Discussion note-catcher | |



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| Lesson 6 | Discussing a Literary Text: <i>Love That Dog</i> | <ul style="list-style-type: none"> I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1) | <ul style="list-style-type: none"> I can describe what inspires Jack, using evidence from <i>Love That Dog</i>. I can effectively participate in a discussion about <i>Love That Dog</i>. <ul style="list-style-type: none"> I can prepare for the discussion by using evidence from <i>Love That Dog</i>. I can ask questions so I am clear about what is being discussed. I can ask questions on the topic being discussed. I can follow our class norms when I participate in a conversation. | <ul style="list-style-type: none"> Preparing for a Literary Discussion note-catcher Literary Discussion recording form Participation in literary discussion | <ul style="list-style-type: none"> Discussion Norms anchor chart Participating in a Literary Discussion anchor chart Fishbowl protocol |
| Lesson 7 | Mid-Unit Assessment: Writing a Summary of the Full Novel <i>Love That Dog</i> | <ul style="list-style-type: none"> I can summarize a story, drama, or poem. (RL.4.2) I can write informative/explanatory texts that convey ideas and information clearly. (W.4.2) <ol style="list-style-type: none"> I can introduce a topic clearly. I can group supporting facts together about a topic in an informative/explanatory text. I can develop the topic with facts, definitions, details, and quotations. I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9) | <ul style="list-style-type: none"> I can write a topic sentence supported by evidence from the text for my summary of <i>Love That Dog</i>. I can plan and write an informative paragraph that fully summarizes the novel <i>Love That Dog</i>. | <ul style="list-style-type: none"> Mid-Unit 2 Assessment: Writing a Summary of the Full Novel <i>Love That Dog</i> | <ul style="list-style-type: none"> Quality Paragraphs anchor chart. |



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| Lesson 8 | Launching the Performance Task | <ul style="list-style-type: none"> I can explain what a text says, using specific details from the text. (RI.4.1) I can use literary terms to describe parts of a story, poem, or drama (e.g., verse, rhythm, meter, casts of characters, settings, descriptions, dialogue, stage directions). (RL.4.5) | <ul style="list-style-type: none"> I can synthesize my understanding of the What Makes a Poem a Poem? by describing the characteristics of poetry. I can choose a poet to study whose poems inspire me as a writer. | <ul style="list-style-type: none"> Poetry journal | <ul style="list-style-type: none"> What Makes a Poem a Poem? anchor chart Four Corners protocol. |
| Lesson 9 | Reading and Analyzing New Poems: Selected Poets | <ul style="list-style-type: none"> I can explain what a text says, using specific details from the text. (RI.4.1) I can use literary terms to describe parts of a story, poem, or drama (e.g., verse, rhythm, meter, casts of characters, settings, descriptions, dialogue, stage directions). (RL.4.5) I can explain the meaning of simple similes and metaphors in context. (L.4.5a) | <ul style="list-style-type: none"> I can explain how authors use vivid words and phrases to show their thoughts and feelings about a topic. I can use literary terms to describe the characteristics of my selected poet's poem. | <ul style="list-style-type: none"> Close Read Questions and Notes: Reading and Analyzing a New Poem by My Selected Poet | <ul style="list-style-type: none"> Close Read Questions and Notes: Reading and Analyzing a New Poem by My Selected Poet |
| Lesson 10 | Poetry Workshop: Writing an Inspired Poem for the Performance Task | <ul style="list-style-type: none"> I can use the writing process to produce clear and coherent writing (with support). (W.4.4) I can write a poem in response to a particular author or theme studied in class. (W.4.11) I can explain the meaning of simple similes and metaphors in context. (L.4.5a) | <ul style="list-style-type: none"> I can plan a poem that includes characteristics of poetry used by the poet I am studying. I can write a poem inspired by the poet I am studying. | <ul style="list-style-type: none"> Writing a Poem: Planning graphic organizers Students' poem drafts | <ul style="list-style-type: none"> Performance Task anchor chart What Makes a Poem a Poem? anchor chart Concentric Circles protocol |



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| Lesson 11 | Poetry Workshop: Critiquing and Revising for Vivid Imagery | <ul style="list-style-type: none"> I can develop and strengthen my writing through planning, revising, and editing with guidance and support from peers and adults. (W4.5) I can use the writing process to produce clear and coherent writing (with support). (W.4.4) I can write a poem in response to a particular author or theme studied in class. (W.4.11) | <ul style="list-style-type: none"> I can give kind, helpful, and specific feedback on a classmate's poem during a critique session. I can revise my inspired poem to include vivid imagery. | <ul style="list-style-type: none"> Students' revised poems | <ul style="list-style-type: none"> What Makes a Poem a Poem? anchor chart Peer Critique Protocol anchor chart Give One, Get One, Move On protocol Peer Critique protocol |
| Lesson 12 | End of Unit Assessment: Reading and Analyzing a New Poem | <ul style="list-style-type: none"> I can explain what a text says, using specific details from the text. (RL.4.1) I can make inferences using specific details from text. (RL.4.1) I can explain the meaning of simple similes in context. (L.4.5a) I can use literary terms to describe parts of a story, poem, or drama (e.g., verse, rhythm, meter, casts of characters, settings, descriptions, dialogue, stage directions). (RL.4.5) | <ul style="list-style-type: none"> I can explain the meaning of a new poem. I can explain the meaning of a simile or metaphor in a poem. I can use literary terms to describe characteristics of poetry. | <ul style="list-style-type: none"> End of Unit 2 Assessment: Reading and Analyzing a New Poem | <ul style="list-style-type: none"> What Makes a Poem a Poem? anchor chart |



Optional: Experts, Fieldwork, and Service

Experts:

- Invite a local author to speak to students about the writing process and what inspires her or him as a writer. Ask the author to share how writing is improved through critique and revision.

Fieldwork:

- Arrange for students to visit a family-friendly poetry reading.

Service:

- Arrange for students to practice their fluent reading skills by visiting classrooms and reading poems to younger students.

Optional: Extensions

- Consider collaborating with your school's art specialist to have students create their own artwork inspired by the poem they select to read by their poet as an added component of the performance task. This artwork could be added to students' presentation of their poems and essay during the performance task Poet's Performance at the end of Unit 3 and could be an additional assessment of NYS ELA CCLS standard RL.4.11.

Preparation and Materials

Reader's Notebook and Poetry Journal

In this unit, the reader's notebook will continue to be referenced as students continue to read and analyze poems and study poets in preparation for the final performance task, A Poet's Performance. *Note: Each lesson contains a completed page of the reader's notebook for teacher reference.* In addition, students will continue to use their poetry journal from Unit 1. In the last half of the unit students will receive additional poems and graphic organizers for writing, consider having students keep their reader's notebook, poetry journal, and other module related materials together in a folder.

Independent Reading and Volume of Reading

Students are encouraged to continue independent reading; see the Unit 2 Recommended Texts lists, and also the stand-alone document Foundational Reading and Language Standards: Grades 3-5 Resources Package overview. See also Lesson 1 teaching notes.

Fluency Resource

In this unit students begin to practice reading a poem from their selected poet aloud to prepare for part of their performance task –see Fluency Resource in the stand-alone document Foundational Reading and Language Standards: Grades 3-5 Resources Package.