

4

A Great Heart

LEARN ▶ Module 1





4 | Module 1

A Great Heart

What does having a great heart mean?

Name



Great Minds® is the creator of *Eureka Math*®, *Eureka Math*²®, *Wit & Wisdom*®, *Arts & Letters*™, and *PhD Science*®.

Published by Great Minds PBC
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Printed in the USA
A-Print

1 2 3 4 5 6 7 8 9 10 XXX 33 32 31 30 29 28 27 26 25 24

ISBN 979-8-88811-299-1

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Knowledge Statements

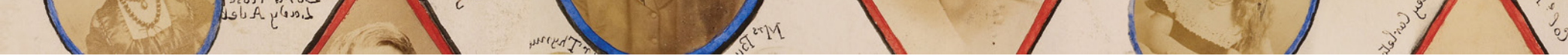




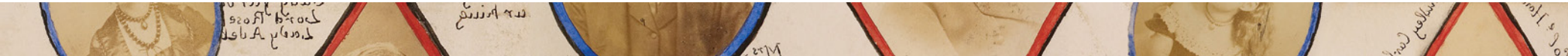
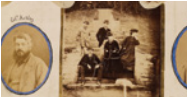
World Knowledge Statements

Module 1 | Write complete sentences about what you learned.





Lessons





M. B.

L. P. 158

S. P. 158



by Rita Dove

1 It's neither red
nor sweet.
It doesn't melt
or turn over,
5 break or harden,
so it can't feel
pain,
yearning,
regret.
10 It doesn't have
a tip to spin on,
it isn't even
shapely—
just a thick clutch
15 of muscle,
lopsided,
mute. Still,
I feel it inside
its cage sounding
20 a dull tattoo:

I want, I want—

but I can't open it:
there's no key.
I can't wear it
25 on my sleeve,
or tell you from
the bottom of it
how I feel. Here,
it's all yours, now—
30 but you'll have
to take me,
too.



M. B.

L. p. 1. 1. 1.

S. p. 1. 1. 1.



L2 | Notice and Wonder Chart

Work of Art 1 | Write what you notice and wonder about the work of art.

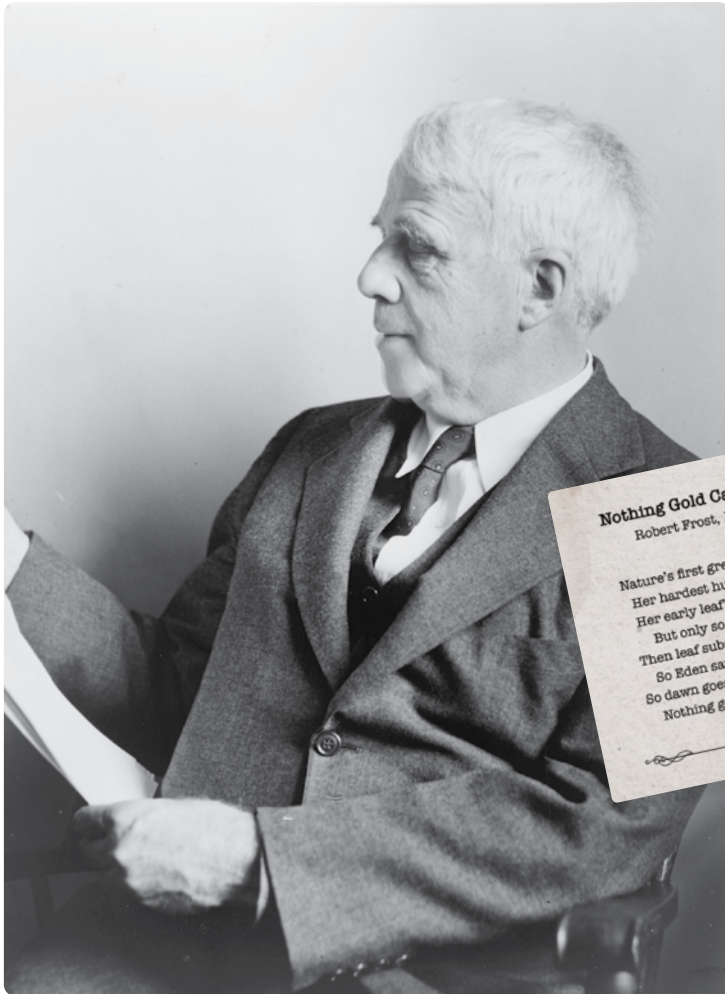
Notice

Wonder

Notice	Wonder

L3 | Gallery

“Poet Laureate”



Robert Frost, the 1958–1959 Consultant in Poetry, alongside two of his famous poems



The Greek god Apollo wearing a laurel wreath



Rita Dove, the 1993–1995 Poet Laureate



L3 | Poem Organizer

“Heart to Heart” | Answer questions about the poem.

Poet: _____

Subject: _____

How many stanzas are there?

Does the poem rhyme?

yes no

How long are the lines?

short long a mix

What words or lines repeat? _____

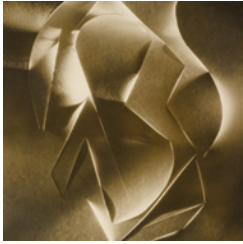
What is happening in this text? _____



L4 | Idiom Chart

“Heart to Heart” | An idiom is an expression that cannot be understood from the meanings of its individual words but that has a separate meaning of its own. Annotate idioms you are familiar with in the Idioms column.

Idioms	Meanings
melts my heart	makes me feel sympathy or affection
my heart turned over	felt strong feelings
a broken heart	feeling very sad
harden my heart	to block myself from feeling love
open my heart	to allow myself to feel something
a key to my heart	way to unlock love
wear my heart on my sleeve	to openly express emotions
from the bottom of my heart	to express something honestly



L8 | Informational Outline 1

The Circulatory Story | Add main ideas and key details from pages 8–13 to the chart.

Topic: _____

Main Idea: _____

- _____
- _____
- _____

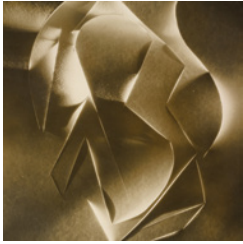
Main Idea: _____

- _____
- _____
- _____

Main Idea: _____

- _____
- _____
- _____

Summary: _____



L10 | Informational Outline 2

The Circulatory Story | Add main ideas and key details from pages 14–22 to the chart.

Topic: _____

Main Idea: _____

- _____
- _____
- _____

Main Idea: _____

- _____
- _____
- _____

Main Idea: _____

- _____
- _____
- _____

Summary: _____



L11 | Transitions for Writing Chart

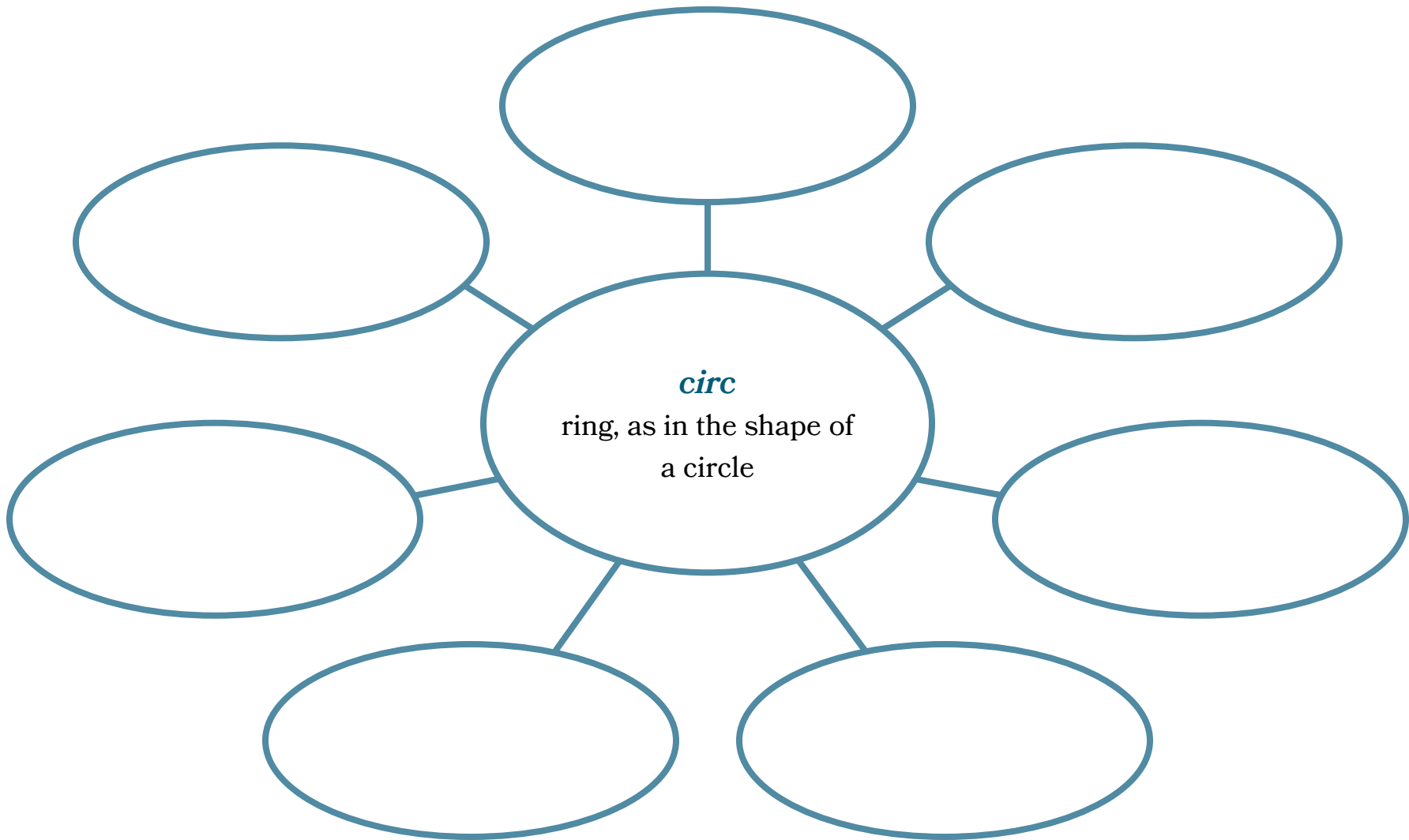
Identify and label the way each group of transition words and phrases signals connection. Then add additional transitions to each group.

<hr/> <p>also another in addition</p>	<hr/> <p>but instead unlike</p>	<hr/> <p>for example for instance one way</p>	<hr/> <p>before finally first</p>
---	---	---	---



L16 | Word Parts Web

circ | In the ovals, write words that contain the root *circ*.





L17 | Notice and Wonder Chart

Work of Art 2 | Write what you notice and wonder about the work of art.

Notice	Wonder



L20 | Gallery

“Dr. Samuel Gross”



A wood engraving of an amputation from around 1840



An operating room from the early 20th century



X-ray image of an arm

“I never enter the lecture-room without a deep sense of the responsibility of my office— without a sense that I have a solemn duty to perform . . .”

Dr. Samuel D. Gross

An excerpt from the *Autobiography of Samuel D. Gross, M.D.*



Portrait of Dr. Samuel D. Gross (The Gross Clinic) by Thomas Eakins (1875)

THE LEGACY OF WALTER DEAN MYERS

by Anne Rouyer, Supervising Librarian
New York Public Library (NYPL)
December 29, 2014

- 1 This past July saw the passing of the legendary young adult (YA) author Walter Dean Myers. Over his lifetime Walter wrote over 100 books for teens and children, won and was nominated for countless literary awards such as the Newbery, Printz, Coretta Scott King, Margaret Edwards, Hans Christian Anderson, among others.... However, what made Walter special wasn't necessarily his books or writing, although those are still pretty special. No, what made Walter stand out was his tireless belief that the telling and reading of all kinds of stories mattered; that teens mattered, communities and families mattered; and that libraries and librarians mattered.
- 2 I remember Walter telling me and other NYPL librarians that he told the stories he told of African American teens in Harlem and New York City because he needed to. He needed to give voice to their lives, their experiences, their realities because at the time he started,

no one else was and he was grateful to YA librarians for helping to get those stories out there into the hands that needed them.

- 3 What I remember most about Walter was his kindness and his sense of humor, his graciousness. When I started at NYPL in 1998, I could count on one hand the number of authors I'd met. Now I'd need at least 20 hands to get through them all, but Walter still stands out. I remember he was tall with a deep, booming voice like James Earl Jones, and I remember thinking he probably did a great Darth Vader impression but I never asked him. Instead, I shyly told him how much I'd loved *Slam* (1998), and he'd told me how wonderful he thought it was that I worked for New York Public Library in Harlem and wished me well.
- 4 He found these authentic voices by endlessly meeting and talking with young people. He visited as many schools as he could across the country. When he had the time, Walter pretty much went anywhere he was asked because he knew teens needed to be heard and listened to, that their stories were important.

5 Walter wrote a little bit of everything. He wrote sport stories, edgy urban stories, love stories, historical fiction, poetry, memoir, nonfiction, biographies, picture books. The list goes on and on and on. All written with the same commitment and assertion that ALL children and teens need books and stories filled with characters and people that look like them. His passing leaves a huge hole in YA literature.

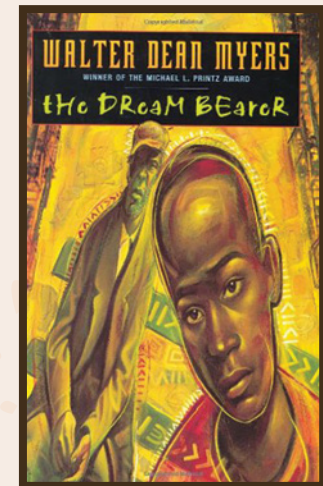
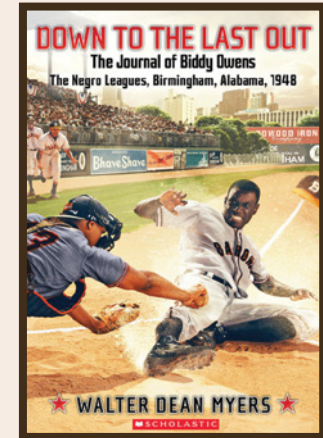
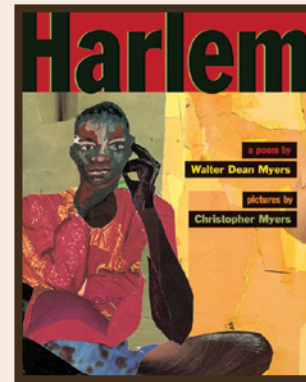
6 In a nutshell, this is who Walter Dean Myers was: giving, encouraging, kind. Yes, he was a great author, but he was a great guy first and foremost.

7 The legacy of Walter Dean Myers looms large here at the New York Public Library and he'll never be forgotten. He'll be remembered for his commitment to YA literature and for writing authentically for and about New York City teens, his commitment to making a difference not just in New York but around the country, and his commitment to libraries and librarians, who he knew worked so hard to help the teens in their neighborhoods, communities, and schools.

8 So on behalf of the New York Public Library and its librarians, Thank You Walter for all you did for us and for the youth of New York City. It's been a pleasure.



Walter Dean Myers





L22 | Notice and Wonder Chart

“The Legacy of Walter Dean Myers” | Write what you notice and wonder about the text.

Notice

Wonder

Notice	Wonder

L23 | Summary

“The Legacy of Walter Dean Myers” | Respond to the question in each row.



Who?

What?

Why?

How?

Summary



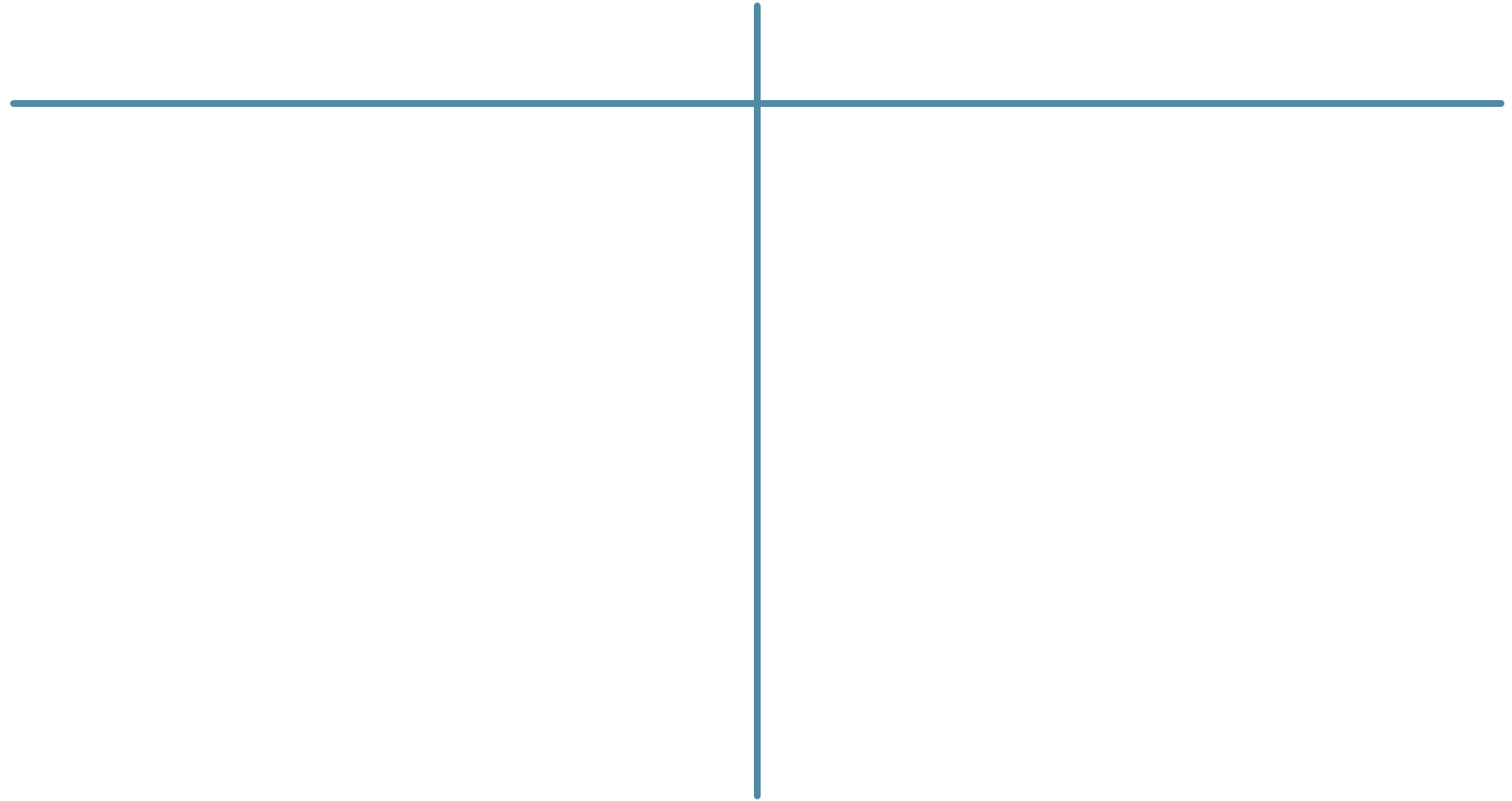
L24 | Legacy Chart

Walter Dean Myers | At the top of each of the four columns, write a cause or group that Walter Dean Myers was committed to. In each column, add evidence from the blog post that shows his commitment to each cause or group. Then add a subtitle for the blog post.

Walter Dean Myers is remembered for being committed to:

--	--	--	--

Walter Dean Myers is remembered for being committed to:

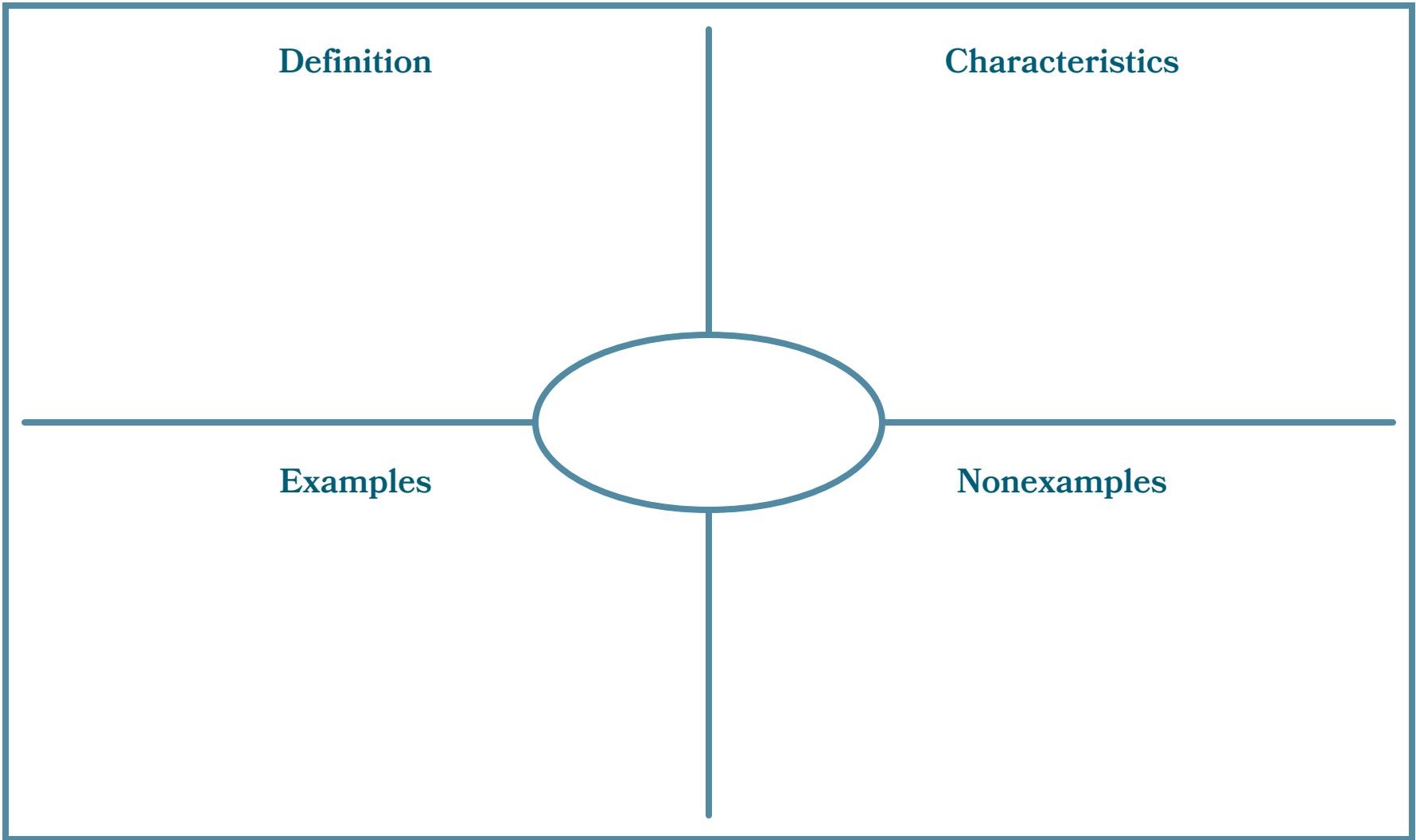


Subtitle: _____



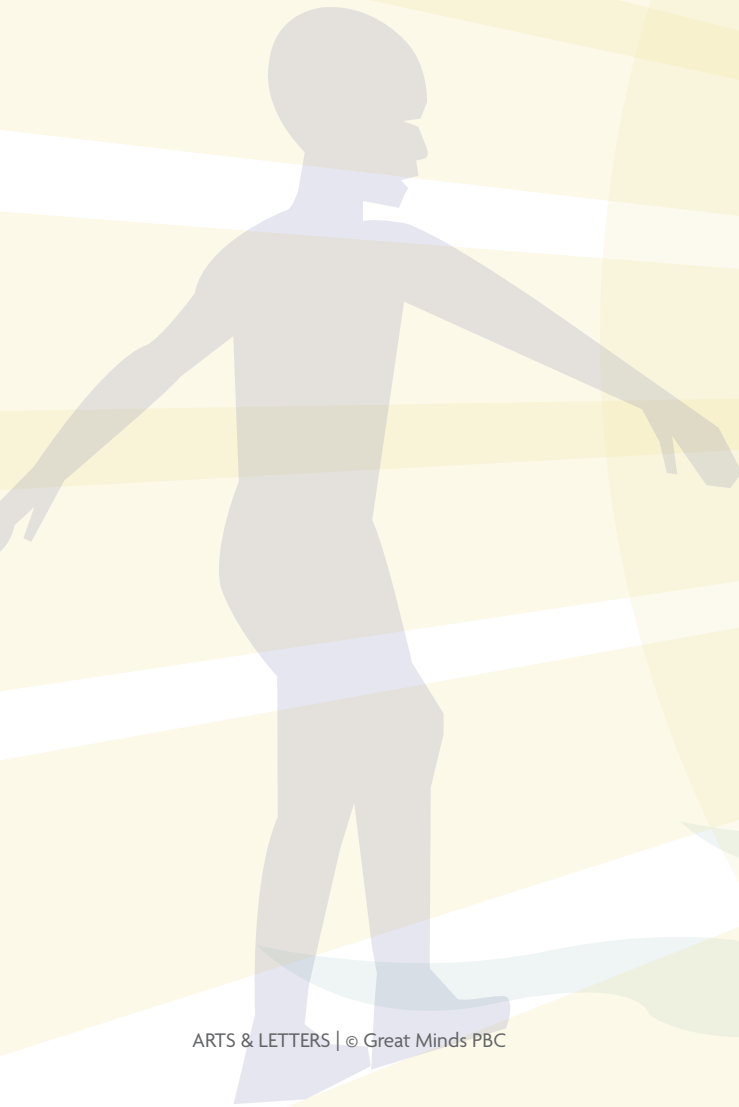
L24 | Frayer Model

courageous, generous, empathetic | Write your assigned term in the oval. Complete the graphic organizer.



LOVE THAT BOY

by Walter Dean Myers



1 Love that boy,
like a rabbit loves to run
I said I love that boy
like a rabbit loves to run

5 Love to call him in the morning
love to call him
“Hey there, son!”

He walk like his grandpa
grins like his uncle Ben

10 I said he walk like his grandpa
and grins like his uncle Ben
Grins when he happy
when he sad he grins again

His mama like to hold him

15 like to feed him cherry pie

I said his mama like to hold him
feed him that cherry pie

She can have him now
I’ll get him by and by

20 He got long roads to walk down,
before the setting sun

I said he got a long, long road
to walk down,

before the setting sun

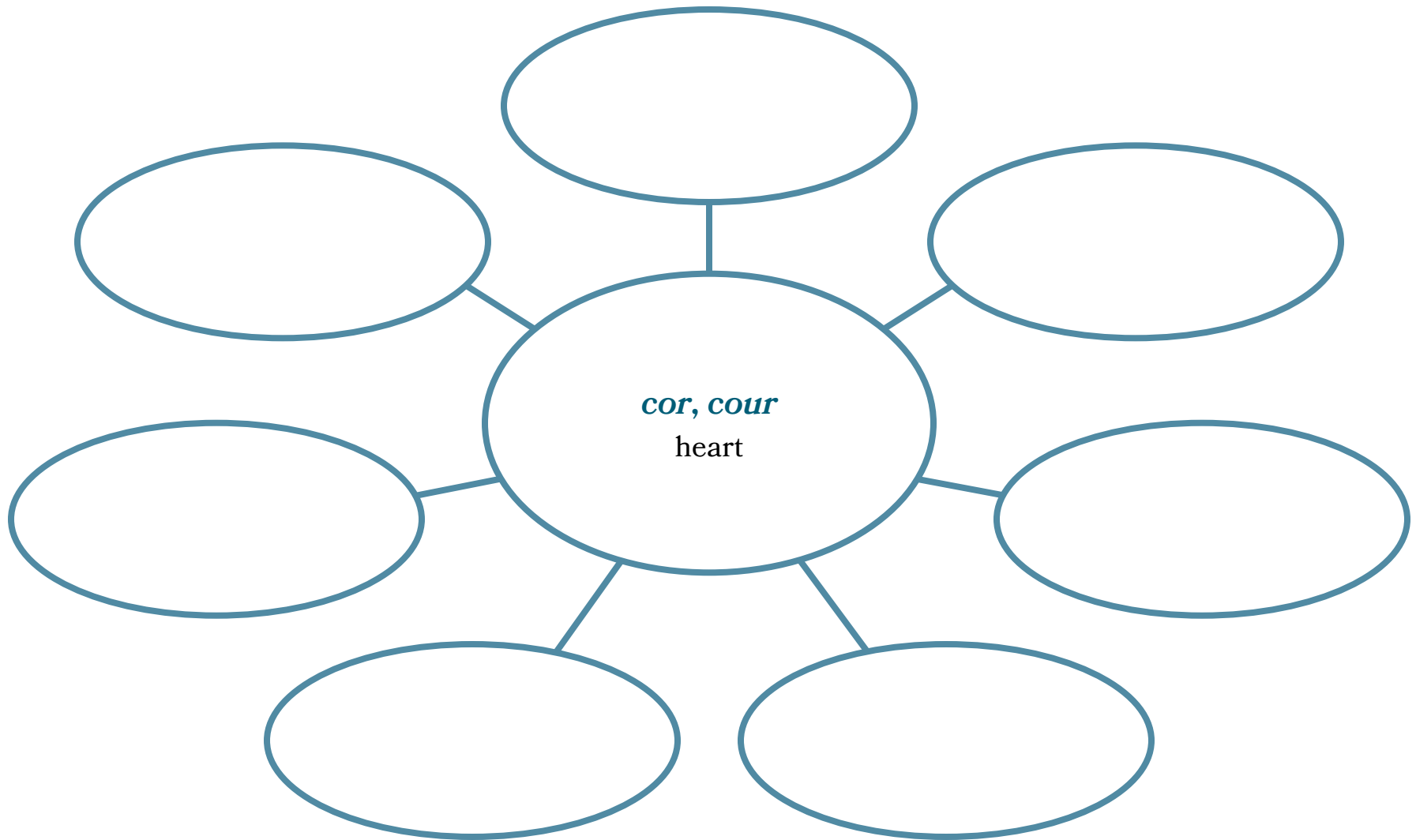
25 He’ll be a long stride walker
and a good man before he done





L35 | Word Parts Web

cor, cour | In the ovals, write words that contain the roots *cor* or *cour*.





Talking Tool







Listen Closely

What do you mean by _____?
Can you tell me more about _____?
What evidence supports your idea?
How does your idea relate to _____?



Share What You Think

I think _____ because _____.
First, _____. Also, _____. Finally, _____.
I agree and I will add that _____.
I disagree because _____.
I hear you say that _____. This makes me think that _____.
I hear you say that _____. However, _____.



Support What You Say

In the text, _____.
For example, _____.
One reason is _____. Another reason is _____.
This evidence shows _____.
This evidence means _____.
This evidence is important because _____.



Writing





Introduction

catches the reader's attention, gives some background context

Thesis

point # 1

point # 2

Proof Paragraph # 1 (evidence)

transition

Proof Paragraph # 2 (evidence)

Conclusion

What? (restate your thesis)
So What? (reflect)

Key: ∷∷ red, ▣ green, ≡ yellow, ||| blue



On-Target Writing Model

Prompt: How does the author of “Heart to Heart” use literal and figurative language to describe the human heart?

How would you describe a heart? Rita Dove, who is the author of “Heart to Heart,” uses literal and figurative language to describe the human heart. She uses literal language to describe what the heart looks like and figurative language to describe what it feels like to have a heart.

Rita Dove uses literal language to describe how a heart looks. In the second stanza, she mentions that the heart is made of muscle. A heart is a muscle that pumps blood. Also, she describes the heart as lopsided. A human heart is not symmetrical like a heart on a greeting card.

In addition, Dove uses figurative language to describe what it feels like to have a heart. She says that a heart is in a cage. This shows that feelings can be trapped. She also uses figurative language when she says a heart cannot be opened. A heart that is closed cannot share feelings.

The author of “Heart to Heart” uses literal and figurative language to describe the heart. This helps readers understand that the word *heart* has different meanings.

Notes 



On-Target Writing Model

Prompt: How does the author of “Heart to Heart” use literal and figurative language to describe the human heart?

How would you describe a heart? Rita Dove, who is the author of “Heart to Heart,” uses literal and figurative language to describe the human heart. She uses literal language to describe what the heart looks like and figurative language to describe what it feels like to have a heart.

Rita Dove uses literal language to describe how a heart looks. In the second stanza, she mentions that the heart is made of muscle. A heart is a muscle that pumps blood. Also, she describes the heart as lopsided. A human heart is not symmetrical like a heart on a greeting card.

In addition, Dove uses figurative language to describe what it feels like to have a heart. She says that a heart is in a cage. This shows that feelings can be trapped. She also uses figurative language when she says a heart cannot be opened. A heart that is closed cannot share feelings.

The author of “Heart to Heart” uses literal and figurative language to describe the heart. This helps readers understand that the word *heart* has different meanings.

Notes 





Advanced Writing Model

Prompt: How does the author of “Heart to Heart” use literal and figurative language to describe the human heart?

How would you describe a heart? Rita Dove, who is the author of “Heart to Heart,” uses literal and figurative language to describe the human heart. She uses literal language to describe the appearance of the heart and figurative language to describe the experience of having a heart.

Rita Dove uses literal language to describe the appearance of the heart. In the second stanza, she mentions that the heart is made of muscle. This is literal language that means exactly what it says. A heart is a muscle that pumps blood. She also describes the heart as lopsided. This is another literal description because a human heart is not symmetrical like a heart on a greeting card.

In addition to describing the heart by using literal language, Dove uses figurative language to describe the experience of having a heart. She says in the second stanza that a heart is in a cage. This means that the feelings within a heart are trapped. She also uses figurative language when she says that a heart cannot be opened. This idiom means that a heart that is closed cannot share feelings.

Notes 

The author of “Heart to Heart” uses literal and figurative language to describe the heart. Literal descriptions and idioms help her readers understand that the word *heart* has different meanings.

Notes 





Advanced Writing Model

Prompt: How does the author of “Heart to Heart” use literal and figurative language to describe the human heart?

How would you describe a heart? Rita Dove, who is the author of “Heart to Heart,” uses literal and figurative language to describe the human heart. She uses literal language to describe the appearance of the heart and figurative language to describe the experience of having a heart.

Rita Dove uses literal language to describe the appearance of the heart. In the second stanza, she mentions that the heart is made of muscle. This is literal language that means exactly what it says. A heart is a muscle that pumps blood. She also describes the heart as lopsided. This is another literal description because a human heart is not symmetrical like a heart on a greeting card.

In addition to describing the heart by using literal language, Dove uses figurative language to describe the experience of having a heart. She says in the second stanza that a heart is in a cage. This means that the feelings within a heart are trapped. She also uses figurative language when she says that a heart cannot be opened. This idiom means that a heart that is closed cannot share feelings.

Notes 

The author of “Heart to Heart” uses literal and figurative language to describe the heart. Literal descriptions and idioms help her readers understand that the word *heart* has different meanings.

Notes



Checklist

Writing Model | Prompt: How does the author of “Heart to Heart” use literal and figurative language to describe the human heart?

	Review 1	Review 2
Knowledge		
shows knowledge of the difference between literal and figurative language	<input type="checkbox"/>	<input type="checkbox"/>
shows knowledge of how the author of “Heart to Heart” uses literal and figurative language to describe the human heart	<input type="checkbox"/>	<input type="checkbox"/>
Writing		
uses a hook to catch the reader’s attention	<input type="checkbox"/>	<input type="checkbox"/>
uses the first sentence of the thesis to state a clear focus	<input type="checkbox"/>	<input type="checkbox"/>
uses the second sentence of the thesis to name two main points	<input type="checkbox"/>	<input type="checkbox"/>
uses a transition word or phrase to begin proof paragraph 2	<input type="checkbox"/>	<input type="checkbox"/>
writes about each point in a proof paragraph	<input type="checkbox"/>	<input type="checkbox"/>

	Review 1	Review 2
uses a topic sentence to begin each proof paragraph	<input type="checkbox"/>	<input type="checkbox"/>
uses evidence from “Heart to Heart” to support each point	<input type="checkbox"/>	<input type="checkbox"/>
uses elaboration to develop each piece of evidence	<input type="checkbox"/>	<input type="checkbox"/>
uses a transition word or phrase to connect ideas within proof paragraphs	<input type="checkbox"/>	<input type="checkbox"/>
has a concluding paragraph that answers the <i>so what?</i> question	<input type="checkbox"/>	<input type="checkbox"/>
Language		
uses topic-specific vocabulary to explain the topic	<input type="checkbox"/>	<input type="checkbox"/>
uses relative pronouns and relative adverbs correctly	<input type="checkbox"/>	<input type="checkbox"/>
writes in complete sentences	<input type="checkbox"/>	<input type="checkbox"/>
uses correct capitalization	<input type="checkbox"/>	<input type="checkbox"/>
spells grade-level-appropriate words correctly	<input type="checkbox"/>	<input type="checkbox"/>



Checklist

Module Task 1 | Prompt: How does the author of *The Circulatory Story* use figurative language?

Write proof paragraph 1 and proof paragraph 2 to complete the essay.

	Review 1	Review 2
Knowledge		
shows knowledge of figurative language	<input type="checkbox"/>	<input type="checkbox"/>
shows knowledge of how the author of <i>The Circulatory Story</i> uses figurative language to describe the circulatory system	<input type="checkbox"/>	<input type="checkbox"/>
Writing		
writes about each point in a proof paragraph	<input type="checkbox"/>	<input type="checkbox"/>
uses a transition word or phrase to begin proof paragraph 2	<input type="checkbox"/>	<input type="checkbox"/>
uses a topic sentence to begin each proof paragraph	<input type="checkbox"/>	<input type="checkbox"/>
uses evidence from <i>The Circulatory Story</i> to support each point	<input type="checkbox"/>	<input type="checkbox"/>
uses elaboration to develop each piece of evidence	<input type="checkbox"/>	<input type="checkbox"/>
uses a transition word or phrase to connect ideas within proof paragraphs	<input type="checkbox"/>	<input type="checkbox"/>

Review 1

Review 2

Language

uses topic-specific vocabulary to explain the topic

uses correct capitalization

writes in complete sentences

spells grade-level-appropriate words correctly

Review 1 Comments

Review 2 Comments

Evidence Organizer

Module Task 1 | Collect evidence to support each point in your thesis. Elaborate on the evidence.

Prompt: How does the author of *The Circulatory Story* use figurative language? Write proof paragraph 1 and proof paragraph 2 to complete the essay.

Thesis: In *The Circulatory Story*, the author uses figurative language to describe the circulatory system.

The author uses similes and metaphors to describe parts of the circulatory system.

Source	Point	Evidence	Elaboration

Source	Point	Evidence	Elaboration

Source	Point	Evidence	Elaboration



Healthy valves help blood move in the correct direction through the chambers of the heart by opening and closing. In *The Circulatory Story*, it says that when blood goes into one chamber of the heart, a valve closes behind it to keep blood from flowing in the wrong direction. This shows that valves are like one-way doors because valves keep blood flowing in just one direction. Healthy valves close all the way and do not leak. Without healthy valves, blood could go in the wrong direction and the heart would have to work harder.

In addition, there are also valves in the body's veins that keep blood flowing. The valves in the veins are called venous valves. They are similar to valves in the heart because they open and close to keep blood moving in one direction. Sometimes blood needs to flow up to get back to the heart, and the venous valves work together by opening and closing to help the blood climb to the heart. This is important because the blood is flowing against gravity.



Checklist

Module Task 2 | Prompt: What do healthy valves do for the circulatory system? Write the introductory paragraph and concluding paragraph to complete the essay.

	Review 1	Review 2
Knowledge		
shows knowledge of what healthy valves do for the circulatory system	<input type="checkbox"/>	<input type="checkbox"/>
Writing		
uses a hook to catch the reader's attention	<input type="checkbox"/>	<input type="checkbox"/>
uses the first sentence of the thesis to state a clear focus	<input type="checkbox"/>	<input type="checkbox"/>
uses the second sentence of the thesis to name two main points	<input type="checkbox"/>	<input type="checkbox"/>
has a concluding paragraph that answers the <i>so what?</i> question	<input type="checkbox"/>	<input type="checkbox"/>
Language		
uses correct capitalization	<input type="checkbox"/>	<input type="checkbox"/>
writes in complete sentences	<input type="checkbox"/>	<input type="checkbox"/>
spells grade-level-appropriate words correctly	<input type="checkbox"/>	<input type="checkbox"/>

Review 1 Comments

Review 2 Comments



Checklist

Module Task 3 | Prompt: How was Walter Dean Myers greathearted? Write proof paragraph 1, proof paragraph 2, and the concluding paragraph to complete the essay.

	Review 1	Review 2
Knowledge		
shows knowledge of how Walter Dean Myers was greathearted	<input type="checkbox"/>	<input type="checkbox"/>
Writing		
writes about each point in a proof paragraph	<input type="checkbox"/>	<input type="checkbox"/>
uses a transition word or phrase to begin proof paragraph 2	<input type="checkbox"/>	<input type="checkbox"/>
uses a topic sentence to begin each proof paragraph	<input type="checkbox"/>	<input type="checkbox"/>
uses evidence from “The Legacy of Walter Dean Myers” to support each point	<input type="checkbox"/>	<input type="checkbox"/>
uses elaboration to develop each piece of evidence	<input type="checkbox"/>	<input type="checkbox"/>
uses a transition word or phrase to connect ideas within proof paragraphs	<input type="checkbox"/>	<input type="checkbox"/>
has a concluding paragraph that answers the <i>so what?</i> question	<input type="checkbox"/>	<input type="checkbox"/>

Review 1 **Review 2**

Language

uses topic-specific vocabulary to explain the topic

uses relative pronouns and relative adverbs correctly

uses correct capitalization

writes in complete sentences

Review 1 Comments

Review 2 Comments

Evidence Organizer

Module Task 3 | Collect evidence to answer the prompt. Select evidence to support two points and elaborate on that evidence.

Prompt: How was Walter Dean Myers greathearted? Write proof paragraph 1, proof paragraph 2, and the concluding paragraph to complete the essay.

Thesis: Walter Dean Myers was greathearted. He showed empathy for others, and he was generous.

Source: “The Legacy of Walter Dean Myers”

Point	Evidence	Elaboration

Point	Evidence	Elaboration



Checklist

End-of-Module Task | Prompt: What does having a great heart mean, both literally and figuratively?

Write an essay to explain.

	Review 1	Review 2
Knowledge		
shows knowledge of how a healthy heart functions	<input type="checkbox"/>	<input type="checkbox"/>
shows knowledge of what it means to be greathearted	<input type="checkbox"/>	<input type="checkbox"/>
Writing		
uses a hook to catch the reader's attention	<input type="checkbox"/>	<input type="checkbox"/>
uses the first sentence of the thesis to state a clear focus	<input type="checkbox"/>	<input type="checkbox"/>
uses the second sentence of the thesis to name two main points	<input type="checkbox"/>	<input type="checkbox"/>
writes about each point in a proof paragraph	<input type="checkbox"/>	<input type="checkbox"/>
uses a transition word or phrase to begin proof paragraph 2	<input type="checkbox"/>	<input type="checkbox"/>
uses a topic sentence to begin each proof paragraph	<input type="checkbox"/>	<input type="checkbox"/>

	Review 1	Review 2
uses textual evidence to support each point	<input type="checkbox"/>	<input type="checkbox"/>
uses elaboration to develop each piece of evidence	<input type="checkbox"/>	<input type="checkbox"/>
uses a transition word or phrase to connect ideas within proof paragraphs	<input type="checkbox"/>	<input type="checkbox"/>
has a concluding paragraph that answers the <i>so what?</i> question	<input type="checkbox"/>	<input type="checkbox"/>
Language		
uses topic-specific vocabulary to explain the topic	<input type="checkbox"/>	<input type="checkbox"/>
uses relative pronouns and relative adverbs correctly	<input type="checkbox"/>	<input type="checkbox"/>
uses correct capitalization	<input type="checkbox"/>	<input type="checkbox"/>
writes in complete sentences	<input type="checkbox"/>	<input type="checkbox"/>
spells grade-level-appropriate words correctly	<input type="checkbox"/>	<input type="checkbox"/>

Review 1 Comments

Review 2 Comments



Evidence Organizer

End-of-Module Task | Collect evidence to support each point in your thesis. Elaborate on the evidence.

Prompt: What does having a great heart mean, both literally and figuratively?

Thesis: _____

Source	Context	Evidence	Elaboration

Source	Context	Evidence	Elaboration

Source	Context	Evidence	Elaboration



Sentence Strategies

Module 1

Strategy 1: Use a coordinating conjunction to expand or link ideas.

Examples: and, but, or, for, so, yet

Sample Sentences: Blood contains red blood cells **and** white blood cells.

Blood contains red blood cells, **and** it contains white blood cells.

Your Turn

The heart has two sides **and** _____.

Veins are smaller than arteries **but** _____.

A cut may heal **or** _____.

Strategy 2: Use a relative pronoun to add more information about a noun.

Examples: that, which, who

Sample Sentence: Walter Dean Myers wrote books, **which** won many awards.

Your Turn

Walter Dean Myers was a giving person **who** _____.

Walter Dean Myers wrote books **that** _____.

Strategy 3: Use a relative adverb to provide information about a time, place, or reason.

Examples: when, where, why

Sample Sentences: Walter Dean Myers was famous in New York City, **where** he was a popular speaker in schools. Myers wrote about African American teens **when** few others were writing about them. Myers cared about children's stories, and this is the reason **why** he wrote so many books about them.

Your Turn

Walter Dean Myers was giving **when** _____

_____.

Walter Dean Myers's kindness was the reason **why** _____

_____.

Walter Dean Myers visited schools **where** _____

_____.

Fluency







Fluency Practice

“Heart to Heart”

1. Ask a friend or adult to listen to you read.
2. Read aloud the fluency passage three to five times.
3. Focus on the day’s fluency element as you read.
4. Ask the listener to initial and comment below.

	Initials	Comments
Day 1 Accuracy		
Day 2 Phrasing		
Day 3 Expression		
Day 4 Rate		
Retelling		

Fluency Elements

Accuracy: Correctly decode the words.

Phrasing: Group words into phrases, and pause for punctuation.

Expression: Use voice to show feeling.

Rate: Read at an appropriate speed.

“Heart to Heart”

by Rita Dove

It's neither red

nor sweet.

It doesn't melt

or turn over,

break or harden,

so it can't feel

pain,

yearning,

regret.

It doesn't have

a tip to spin on,

it isn't even

shapely—

just a thick clutch

of muscle,

lopsided,

mute. Still,

I feel it inside

its cage sounding

a dull tattoo:

I want, I want—

but I can't open it:

there's no key.

I can't wear it

on my sleeve,

or tell you from

the bottom of it

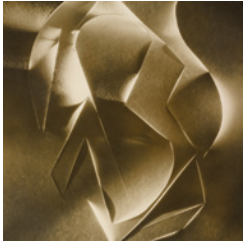
how I feel. Here,

it's all yours, now—

but you'll have

to take me,

too.



Fluency Practice

The Circulatory Story, passage 1

1. Ask a friend or adult to listen to you read.
2. Read aloud the fluency passage three to five times.
3. Focus on the day's fluency element as you read.
4. Ask the listener to initial and comment below.

	Initials	Comments
Day 1 Accuracy		
Day 2 Phrasing		
Day 3 Expression		
Day 4 Rate		
Retelling		

Fluency Elements

Accuracy: Correctly decode the words.

Phrasing: Group words into phrases, and pause for punctuation.

Expression: Use voice to show feeling.

Rate: Read at an appropriate speed.

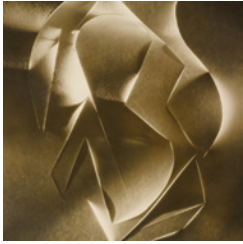
The Circulatory Story, passage 1, pages 12–13

by Mary K. Corcoran

If you look up, you'll see that you just went through the mitral valve. That thump was the sound of the valve closing. Heart valves are one-way doors that keep blood flowing in the correct direction.

When the left atrium contracts, or squeezes, the mitral valve opens; this lets blood go through to the left ventricle. Then the valve closes and the ventricle contracts, pushing the blood out to the rest of the body. There are thin, strong cords that connect the valve to the ventricle wall and help keep the valve shut.

Like most pumps, the heart can function with slightly leaky valves. With more serious valve problems, the valve doesn't close or stay closed properly; this lets blood flow back from the ventricle into the atrium. This makes the heart have to work harder, which could damage it. But when everything works well, blood goes through the valve and keeps going where it is supposed to go.



Fluency Practice

The Circulatory Story, passage 2

1. Ask a friend or adult to listen to you read.
2. Read aloud the fluency passage three to five times.
3. Focus on the day's fluency element as you read.
4. Ask the listener to initial and comment below.

	Initials	Comments
Day 1 Accuracy		
Day 2 Phrasing		
Day 3 Expression		
Day 4 Rate		
Retelling		

Fluency Elements

Accuracy: Correctly decode the words.

Phrasing: Group words into phrases, and pause for punctuation.

Expression: Use voice to show feeling.

Rate: Read at an appropriate speed.

The Circulatory Story, passage 2, pages 36–37

by Mary K. Corcoran

Oh no . . . look at that sticky gunk on the walls of this coronary artery. It's plaque—no, not the kind that can build up on your teeth. The plaque in arteries is a fatty substance. An unhealthy diet, especially lots of fatty foods, can cause plaque to build up in people's arteries, which can lead to a clog in a coronary artery. Think of the pipes below your kitchen sink. If too much gunk builds up, water can't pass through the pipes. Then it's time to get the plunger.

Adults with lots of plaque in their coronary arteries are at risk of having a heart attack. Some of this nasty plaque may prevent blood from reaching heart cells. Without oxygen, these cells become damaged. When this happens, a doctor has to unclog that artery.

Treating your heart well helps prevent heart trouble. Two heart-smart ideas are to eat right and to exercise. This way the heart can be buff and healthy. This advice is straight from the heart!



Fluency Practice

“Stopping by Woods on a Snowy Evening”

1. Ask a friend or adult to listen to you read.
2. Read aloud the fluency passage three to five times.
3. Focus on the day’s fluency element as you read.
4. Ask the listener to initial and comment below.

	Initials	Comments
Day 1 Accuracy		
Day 2 Phrasing		
Day 3 Expression		
Day 4 Rate		
Retelling		

Fluency Elements

Accuracy: Correctly decode the words.

Phrasing: Group words into phrases, and pause for punctuation.

Expression: Use voice to show feeling.

Rate: Read at an appropriate speed.

“Stopping by Woods on a Snowy Evening”

by Robert Frost

Whose woods these are I think I know.

His house is in the village, though;

He will not see me stopping here

To watch his woods fill up with snow.

My little horse must think it queer

To stop without a farmhouse near

Between the woods and frozen lake

The darkest evening of the year.

He gives his harness bells a shake

To ask if there is some mistake.

The only other sound's the sweep

Of easy wind and downy flake.

The woods are lovely, dark, and deep,

But I have promises to keep,

And miles to go before I sleep,

And miles to go before I sleep.



Fluency Practice

Love That Dog

1. Ask a friend or adult to listen to you read.
2. Read aloud the fluency passage three to five times.
3. Focus on the day's fluency element as you read.
4. Ask the listener to initial and comment below.

	Initials	Comments
Day 1 Accuracy		
Day 2 Phrasing		
Day 3 Expression		
Day 4 Rate		
Retelling		

Fluency Elements

Accuracy: Correctly decode the words.

Phrasing: Group words into phrases, and pause for punctuation.

Expression: Use voice to show feeling.

Rate: Read at an appropriate speed.

Poetry from *Love That Dog*

Choose one of the following poems that appear at the end of the text in the section “Some of the Poems Used by Miss Stretchberry.” Circle your choice.

1. “dog” by Valerie Worth
2. “The Pasture” by Robert Frost
3. “Street Music” by Arnold Adoff



Fluency Practice

“Love That Boy”

1. Ask a friend or adult to listen to you read.
2. Read aloud the fluency passage three to five times.
3. Focus on the day’s fluency element as you read.
4. Ask the listener to initial and comment below.

	Initials	Comments
Day 1 Accuracy		
Day 2 Phrasing		
Day 3 Expression		
Day 4 Rate		
Retelling		

Fluency Elements

Accuracy: Correctly decode the words.

Phrasing: Group words into phrases, and pause for punctuation.

Expression: Use voice to show feeling.

Rate: Read at an appropriate speed.

“Love That Boy”

by Walter Dean Myers

Love that boy,
like a rabbit loves to run
I said I love that boy
like a rabbit loves to run
Love to call him in the morning
love to call him
“Hey there, son!”

He walk like his grandpa
grins like his uncle Ben
I said he walk like his grandpa
and grins like his uncle Ben
Grins when he happy
when he sad he grins again

His mama like to hold him
like to feed him cherry pie
I said his mama like to hold him
feed him that cherry pie
She can have him now
I’ll get him by and by

He got long roads to walk down,
before the setting sun
I said he got a long, long road
to walk down,
before the setting sun
He’ll be a long stride walker
and a good man before he done

Volume of Reading





Volume of Reading Questions

Module 1 | After reading or listening to a text, add to your reading log for module 1. Then follow your teacher's instructions for which questions to answer in your journal.

Wonder	What do I notice and wonder about this text?
Organize	What is happening in this text?
Reveal	What does a deeper look at a character's actions and words reveal? What does a deeper look at figurative language reveal?
Distill	What is a central idea in this text?
Know	How does this text build our knowledge about having a great heart?
Essential Question	What does having a great heart mean?
Your Knowledge	How do people in your family or community display a great heart? How do you take care of your heart?



Reading Log

After reading or listening to a text, write the date and text title. If you did not read a whole text, write the page numbers for the section that you did read.

Date	Title	Pages

Date	Title	Pages

Date	Title	Pages

Date	Title	Pages

Date	Title	Pages

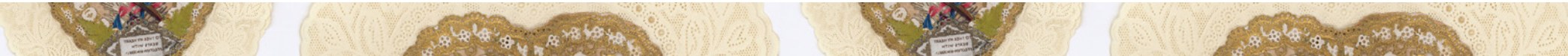
Date	Title	Pages

Date	Title	Pages

Date	Title	Pages



Glossary





Glossary

Module 1 | Parts of Speech Key: **(n.)** noun, **(v.)** verb, **(adj.)** adjective

abstract art

a work of art that does not try to show the world as it actually is but still uses line, color, shape, form, texture, value, and space; includes works that evoke or react to other ideas or images

Notes 

artery (n.)

a blood vessel that carries blood away from the heart

background (n.)

in a work of art, the area that appears to be farthest away from the viewer

blood vessel

a tube in which blood travels through the body



capillary (n.)

a tiny, one-cell-thick blood vessel that carries blood between an artery and a vein

cellular respiration

the reaction that occurs when glucose and oxygen, in the presence of water, meet in body cells; the result is the release of carbon dioxide and energy

chiaroscuro (n.)

an Italian word meaning “light-dark” that describes when bright light and deep dark come together in a work of art to show objects and their volumes

circulate (v.)

to move without stopping through a closed system



circulatory system

the heart and a group of connected tubes that together move blood throughout the body

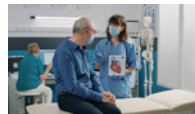


commitment (n.)

the attitude of someone who works very hard to do or support something

coronary (adj.)

of or relating to the heart and especially the vessels through which blood travels before reaching heart cells



courageous (adj.)

very brave



elaboration (n.)

details that develop evidence and connect it to a point

empathetic (adj.)

understanding and sharing another person's experiences and emotions



evidence (n.)

information from a text that supports an idea

Notes 

figurative (adj.)

involving the meaning of a word or phrase that is different from its ordinary or usual meaning



fluency (n.)

the ability to read with accuracy, phrasing, and expression at an appropriate rate

focal point

in a work of art, the area that the artist draws your attention to

foreground (n.)

in a work of art, the area that appears to be closest to the viewer

form (n.)

1. an element of art; a three-dimensional object in a work of art
 2. the overall physical nature of a work of art
 3. the final product that a work of art aspires to
-

generous (adj.)

showing kindness and concern for others by giving or sharing valuable things



greathearted (adj.)

courageous, generous, and empathetic



healthy (adj.)

well or free from disease



heart (n.)

the organ in a person's chest that pumps blood through their veins and arteries



idiom (n.)

an expression that cannot be understood from the meanings of its individual words but that has a separate meaning of its own

inform (v.)

to give information

inspire (v.)

to make a person want to do something; to give a person an idea about what to create

legacy (n.)

contributions a person makes to the world;
memorable actions or characteristics of a person

literal (adj.)

involving the ordinary or usual
meaning of a word or phrase



metaphor (n.)

a phrase that shows how two things are similar by
saying one thing is the other

negative space

the empty areas between and around a subject in a work of art; in a three-dimensional work of art (e.g., a sculpture), the area not occupied by the art itself

plaque (n.)

a fatty substance that can build up in blood vessels and cause a clog

simile (n.)

a phrase that uses the words *like* or *as* to compare two things that are similar

Notes

theme (n.)

a universal idea or message

tribute (n.)

something that you say, give, or do to show gratitude, respect, or admiration for someone

valve (n.)

a structure that controls the flow of a fluid by opening and closing mechanically

vein (n.)

a blood vessel that carries blood toward the heart

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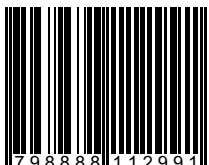
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Module 2 | Myths and Enduring Stories

Module 3 | The American Revolution

Module 4 | Let's Play Ball

ISBN 979-8-88811-299-1



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ON THE COVER

Mother and Child, 1934

Dame Barbara Hepworth

Cumberland alabaster on marble base,
230 × 455 × 189 mm

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every child
is capable of
greatness