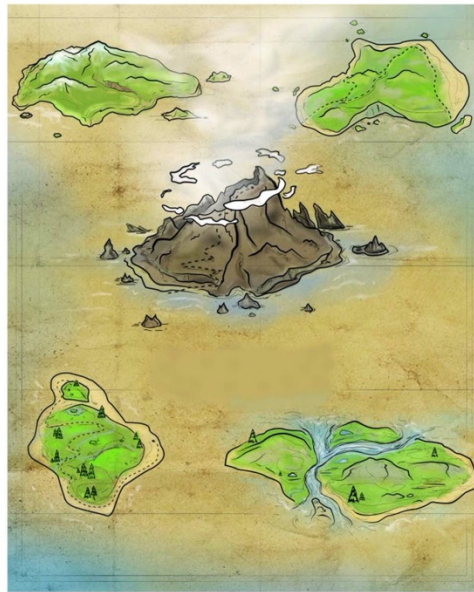


a Novel Study of
The
Four Corners

by C.S. Elston



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The Four Corners is a brilliantly told, imaginative story about the importance of love and family. This literary unit is an excellent companion to further the understanding and application of the book's fundamental principles. Students will delve into this novel using a multifaceted approach of vocabulary examination, graphic organizers to explore culturally and historically relevant concepts, and discussion and debate skills, with assessment components to gauge comprehension.

The unit consists of fourteen lessons that include the reading of two to three chapters in any format chosen by the educator. Group activities as well as individual assignments are included with each lesson as well. Each lesson is designed to take 45-60 minutes and the whole unit can be implemented in a three to four week time frame.

The unit is adaptable to complement any upper elementary to middle school language arts program but is most appropriate for **fifth or sixth grade**, and is aligned to the Common Core State Standards for those grade levels. However, all resources included in this package can easily be aligned to the following Common Core standards:

RL 4.1, 4.2, 4.3, 4.4, 4.10

RL 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.10

RL 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.10

RL 7.1, 7.2, 7.3, 7.4, 7.6

RF 4.3, 4.4, 5.3, 5.4

W 4.1, 4.3, 4.7, 5.1, 5.3, 5.7, 6.1, 6.3, 6.7, 7.1, 7.3, 7.7

SL 4.1, 4.2, 5.1, 5.2, 5.4, 6.1, 6.4, 7.1, 7.4

L 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3, 7.4, 7.5

The artwork used throughout this study is the same artwork found in the novel. A special thanks to Madison McClean whose artistic renderings grace the pages of both.

Common Core Standards for 4th Grade:

RL 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL 4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL 4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

RL 4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RF 4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF 4.4 Read with sufficient accuracy and fluency to support comprehension.

W 4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W 4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W 4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

SL 4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL 4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

L 4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L 4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L 4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Common Core Standards for 5th Grade:

RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL 5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL 5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL 5.6 Describe how a narrator's or speaker's point of view influences how events are described.

RL 5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF 5.4 Read with sufficient accuracy and fluency to support comprehension.

W 5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W 5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W 5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

SL 5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SL 5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SL 5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

L 5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L 5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L 5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Common Core Standards for 6th Grade:

RL 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL 6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL 6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution

RL 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL 6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL 6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W 6.1 Write arguments to support claims with clear reasons and relevant evidence.

W 6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W 6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL 6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

L 6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L 6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

L 6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Common Core Standards for 7th Grade:

RL 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL 7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL 7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

W 7.1 Write arguments to support claims with clear reasons and relevant evidence.

W 7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W 7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

SL 7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL 7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

L 7.1 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

L 7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L 7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

L 7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Lesson #	Novel Reading	Literary Elements and skills	CCSS
-1- Unit Pages 9-11	Chapters 1-3	vocabulary, character development, imagery, figures of speech, analysis, synthesis	RL 5.1, 5.3, 5.4, 6.1, 6.4, 6.5 RF 5.3, 5.4 SL 5.1, 6.1 L 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3, 6.4, 6.5
-2- Unit Pages 12-14	Chapters 4-6	vocabulary, character development, analysis, synthesis, evaluation	RL 5.1, 5.3, 5.4, 6.1, 6.4, 6.5 RF 5.3, 5.4 SL 5.1, 6.1 L 5.4, 5.5, 6.4, 6.5
-3- Unit pages 15-17	Chapters 7-8	vocabulary, thematic development, figures of speech, imagery, analysis using a Venn diagram	RL 5.1, 5.2, 5.4, 6.1, 6.2, 6.4, 6.5 RF 5.3, 5.4 SL 5.1, 6.1 L 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3, 6.4, 6.5
-4- Unit pages 18-20	Chapters 9-11	vocabulary, inference, prediction, simile, metaphor, comprehension, synthesis	RL 5.1, 5.4, 6.1, 6.4 RF 5.3, 5.4 SL 5.1, 6.1 L 5.2, 5.3, 5.4, 5.5, 6.2, 6.3, 6.4, 6.5
-5- Unit pages 21-22	Chapters 12-14	vocabulary, comprehension and synthesis, artistic rendering	RL 5.1, 5.3, 6.1 RF 5.3, 5.4 SL 5.1, 6.1 L 5.1, 5.2, 5.4, 5.5, 6.1, 6.2, 6.4, 6.5
-6- Unit pages 23-24	Chapters 15-16	vocabulary, character development, analysis and evaluation, oral presentation of arguments, artistic rendering	RL 5.1, 6.1, 6.5 RF 5.3, 5.4 SL 5.1, 5.4, 6.1, 6.4 W 5.1, 6.1 L 5.3, 6.3
-7- Unit pages 25-27	Chapters 17-20	vocabulary, summary, analysis, synthesis, imagination/self-insertion	RL 5.1, 5.2, 5.6, 6.1, 6.6 RF 5.3, 5.4 SL 5.1, 6.1 L 5.4, 5.5, 6.4, 6.5
-8- Unit pages 28-29	Chapters 21-22	vocabulary, imagination, application and synthesis of fictional text to real world events	RL 5.1, 5.3, 6.1 RF 5.3, 5.4 SL 5.1, 6.1 W 5.3, 6.3 L 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3, 6.4, 6.5
-9- Unit pages 30-32	Chapters 23-25	vocabulary, collaboration, justification, comprehension through artistic rendering	RL 5.1, 5.3, 6.1 RF 5.3, 5.4 SL 5.1, 6.1 W 5.1, 6.1 L 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3, 6.4, 6.5

-10- Unit pages 33-35	Chapters 26-28	vocabulary, plot development, comprehension, prediction through artistic rendering	RL 5.1, 6.1 RF 5.3, 5.4, SL 5.1, 6.1 L 5.2, 5.4, 5.5, 6.2, 6.4, 6.5
-11- Unit pages 36-37	Chapters 29-30	vocabulary, character point-of-view, comprehension, synthesis, and inference through artistic rendering, map skills	RL 5.1, 5.3, 5.6, 6.1, 6.3 RF 5.3, 5.4 SL 5.1, 6.1 L 5.2, 5.4, 5.5, 6.2, 6.4, 6.5
-12- Unit pages 38-39	Chapters 31-33	vocabulary, plot development, comprehension and synthesis through written informational report and artistic rendering	RL 5.1, 6.1 RF 5.3, 5.4 SL 5.1, 6.1 W 5.7, 6.7 L 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3, 6.4, 6.5
-13- Unit pages 40-41	Chapters 34-35	vocabulary, plot and character development, summary, point of view, comprehension and synthesis of fictional text through real world application	RL 5.1, 5.2, 5.3, 5.6, 6.1, 6.3, 6.6 RF 5.3, 5.4 SL 5.1, 5.2, 5.4, 6.1, 6.4 L 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3, 6.4, 6.5
-14- Unit pages 42-43	Chapters 36-38	vocabulary, character development, point of view, comprehension and synthesis through letter-writing	RL 5.1, 5.2, 5.6, 5.10, 6.1, 6.5, 6.6, 6.10 RF 5.3, 5.4 SL 5.1, 6.1, L 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3, 6.4, 6.5

Part One: Of Interest

Chapters 1-3

Vocabulary: *The following words will be used in today's reading assignment. Match the words to their definitions or synonyms. Use a dictionary if needed. Then circle the words in the chapters when they come up.*

- | | |
|----------------------|---------------------------|
| _____ unforeseen | a. determination |
| _____ subconsciously | b. coming up with |
| _____ generating | c. not expected |
| _____ genuinely | d. done without awareness |
| _____ grit | e. calm, quiet |
| _____ aptitude | f. sincerely |
| _____ tranquil | g. a natural skill for |

Using the words in context: Fill in the vocabulary word that correctly completes each sentence.

1. I _____ felt sorry for the homeless man on the corner.
2. Her reaction was totally _____ and caught me off guard.
3. The _____ setting was interrupted by the piercing scream.
4. The woman's _____ caused her to keep going even though she wanted to quit.
5. My dad has an _____ for solving difficult math problems.
6. I had a hard time _____ an answer for my mom's question.
7. I _____ grabbed an apple from the fruit bowl and started eating, even though I wasn't hungry at all.



Group activity: After being assigned a group, discuss the corresponding questions with the other group members and then share your answers with the class as a whole.

Group A:

1. Kinsey is not a particularly interesting boy. Do you agree with that? What are some of the things that make you interesting?
2. What does it mean to make lemonade out of life's lemons?

Group B:

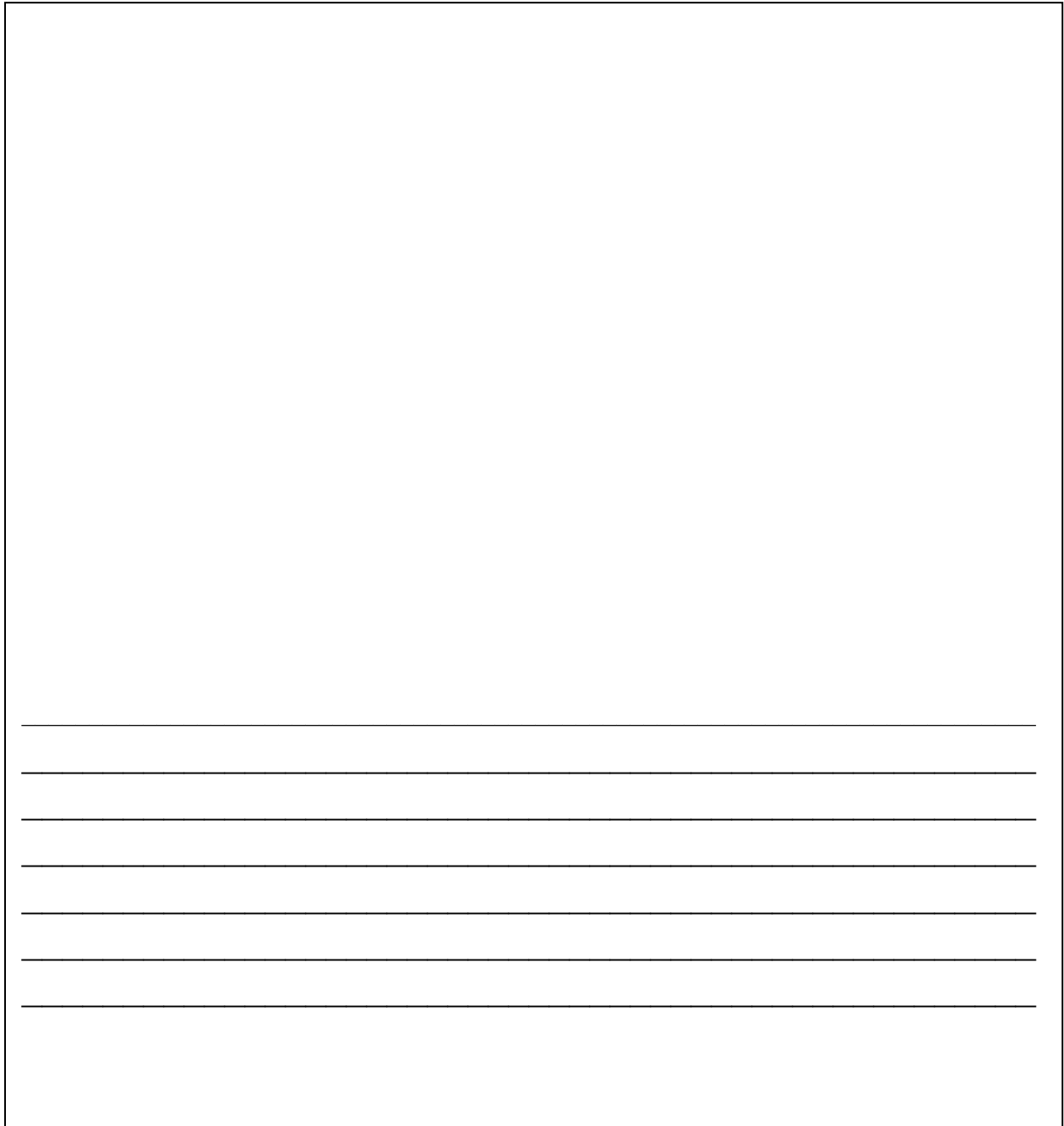
3. Tatum was reading A Wrinkle in Time by Madeleine L'Engle because it was assigned to her. What part of the story tell you she probably would've read it even if had not been required?
4. Both Tatum and Kinsey had a favorite time of day. How are they the same? How are they different?

Group C:

5. How does the author's use of imagery help you picture the way the sky looked in chapter three?
6. Do you feel that Tatum's promise to Kinsey is a realistic one? Why or why not?



Independent activity: Kinsey and Tatum were both compared to animals that shared their personality traits. What animal best represents you? Draw yourself as that animal you and write three sentences that describe your reason for making that choice.

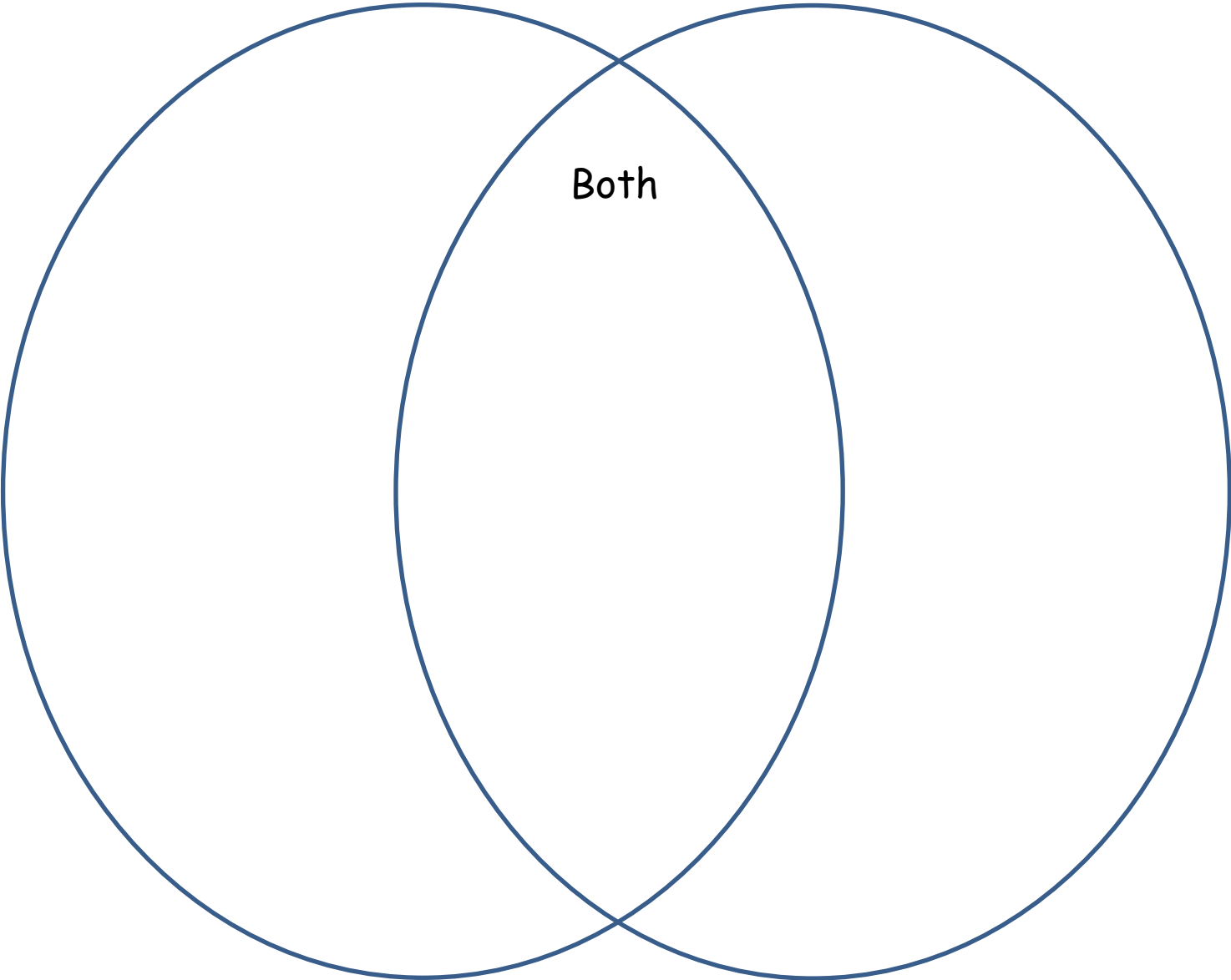


A large empty rectangular box with a thin black border, intended for a drawing and writing. At the bottom of the box, there are seven horizontal lines for writing.

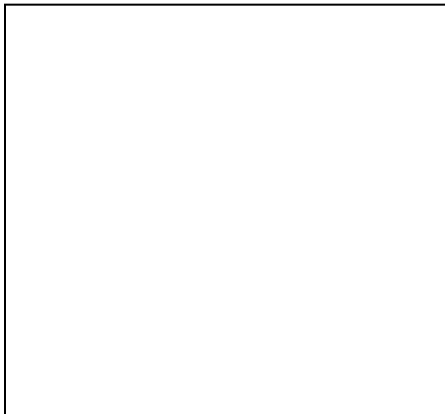
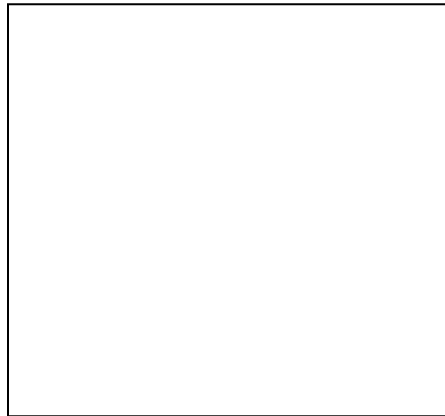
Independent Activity: using a Venn diagram, compare and contrast the Snyder family's dinner with your own family's usual dinner experience.

Snyder Family

My Family



Independent Activity: Draw a picture of what each island's storm looks like. Use what you know from previous chapters, as well as what the girls see from their boat in chapter 29.



Group Activity: Pretend you are a newscaster. With a partner, develop a breaking news report on what is happening on Raum's island. With the class divided in two groups, act out your newscast to the other pairs in your group.

Independent Activity: Change the title of each chapter then get together with another group of students and share ideas. List all the ideas for each chapter and take a class vote to determine what the new titles should be.

"The Class has spoken..."

Chapter 34: *Yin* is now:

Chapter 35: *Yang* is now:



Part Seven: The Gathering

Chapters 36-38

Vocabulary: The following words will be used in today's reading assignment. Match the words to their definitions or synonyms. Use a dictionary if needed. Then circle the words in the chapters when they come up.

_____ repugnant

a. difficult, tiring, demanding

_____ vehement

b. done with conviction

_____ arduous

c. offensive, revolting

_____ transcend

d. to go beyond the limits

_____ auspicious

e. promising well for the future

_____ bewilderment

f. complete confusion

Group Activity. Find the words in the chapter and write them in their sentence context.

1. _____
_____.

2. _____
_____.

3. _____
_____.

4. _____
_____.

5. _____
_____.

6. _____
_____.

Independent Activity: Decide to be Grant, Jill, Tatum, or Kinsey. Write a letter to the leader of the island you just left (or one who stayed behind) telling them that escape is possible and you're coming back for them. Include details on what you endured and provide instructions on how they can prepare for your arrival and their own escape.

Dear _____,

From,
