

El Rancho Unified School District

DRAFT

Grade: 4 Selection: Akiak	Theme: 1 Theme Concept: Travelers who learn about the world and about themselves			
Type of Text: <ul style="list-style-type: none"> • Literary Text 	Selection Writing: <ul style="list-style-type: none"> • Informative/ Explanatory 			
Tier 1 (Standard/academic/skill specific vocabulary)	Tier 2 (Content specific vocabulary)			
Summarize	Specific Details	Sentences	Page 30- Rugged	Blizzard
Predict Outcomes	Support	Context Clues	Page 33- Musher	Page 40- Cautiously
Cause/Effect	Describe	Unknown	Page 34- Vowed	Experience
Story Structure	Setting	Phrase	Page 39- Volunteer	Page 44- Layover
Infer	Sequence	Glossary	Whiteout	Page 46- Squinted
Example	Major/Minor Event	Digital	Refuge	Page 50- Courageous
Details	Definition	Footnote	Burrowed	
Text	Restatement		Checkpoint	

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
RL 4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	I can identify the difference between what a text says explicitly and what it implies using examples from the text
RL 4.2	Determine the theme of a story, drama, or poem from details in the text; summarize the text.	I can determine the theme of a story or text. I can summarize a story.
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 characters thoughts, words, or actions).	I can describe a story's character or events using specific details from the text.
RL 4.4	Determine the meaning of words and phrases as they are used in a text, including those that elude to significant characters in mythology.	I can determine word meaning in a text. I can identify word meaning alluding from classic mythology.

Reading: Informational Text	

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
2	How do you think Mick feels when she sends Akiak home on Day 4? Would you have made the same decision?	52
3	What qualities make Akiak such a good lead dog? Do you think her age is an advantage or disadvantage? Give reasons for your answer.	52
3	One man helps Akiak by opening a door for her. Why do you think he did that?	52
3	Did Akiak really win the race? Give reasons for your answer.	52
3	Why is this particular journey so important to Akiak and Mick?	52

Performance Tasks (DOK 4)
<p>Write a Victory Speech After the race, Mick receives an award for winning the Iditarod. Write a speech that she might give on this special occasion. Remember, Mick didn't win the race alone, so be sure to give credit to all those who lent a helping hand- or paw- along the way. p. 52</p>

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
<p>Writing a Report Have students research the Iditarod and write an informative report that answers the question of whether or not the sled dogs used in the race are treated respectfully. Give details, facts and examples to support their findings.</p>	<p>p. 53 Make a Poster about Sled Dogs Huskies have been used as sled dogs for hundreds of years. Why do you think people choose Huskies to run the Iditarod and not poodles? Make a poster that includes facts and illustrations telling why Huskies are the best dogs for sled-racing. (Be sure to check the Social Studies link on p. 54-57)</p>	

English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging
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Grade: 4 Selection 2: Grandfather's Journey			Theme: 1 Theme Concept: Travelers who learn about the world and about themselves	
Type of Text: • Literary Text			Selection Writing: ▪ Narrative	
Tier 1 (Standard/academic/skill specific vocabulary)			Tier 2 (Content specific vocabulary)	
Infer	Theme	Sentences	Page 64- Reminded	
Example	Support	Context Clues	Bewildered	
Details	Describe	Unknown	Page 65- Marveled	
Text	Setting	Phrase	Longed	
Specific	Sequence	Glossary	Page 68- Surrounded	
Support	Major/Minor Events	Digital	Homeland	
Author's Purpose	Definition	Footnote	Page 71- Warblers	
Explain	Restatement	Message	Silvereyes	
Universal Themes	Theme	Convey		
Dialogue	Mythology	Location		
Environment	Character's Actions			

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
RL 4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	I can identify the difference between what a text says explicitly and what it implies using examples from the text
RL 4.2	Determine the theme of a story, drama, or poem from details in the text; summarize the text.	I can determine the theme of a story or text. I can summarize a story.
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 characters thoughts, words, or actions).	I can describe a story's character or events using specific details from the text.

RL 4.4	Determine the meaning of words and phrases as they are used in a text, including those that elude to significant characters in mythology.	I can determine word meaning in a text. I can identify word meaning alluding from classic mythology.
Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
2	Why was Allen Say’s grandfather so impressed by what he saw on his first trip to North America?	76
2	If you were seeing North America for the first time, what do you think would impress you the most? Why?	76
3	Why do you think Grandfather kept songbirds in North America and in Japan? Why did he stop after the war?	76
3	How are the journeys that Allen Say and his grandfather take similar? How are they different?	76
3	Why do you think Allen Say wanted to tell the story of his grandfather’s journey?	76
3	How do the settings in <i>Grandfather’s Journey</i> and <i>Akiak</i> play an important part in each journey? Be sure to give examples.	76

Performance Tasks (DOK 4)
<p>Write a Travel Brochure</p> <p>Allen Say’s grandfather traveled to many parts of the United States. Pick one of the places he visited and see what the author says about it. Write a travel brochure describing that place and why it’s worth a visit. Then illustrate the brochure with your own pictures.</p> <p>p. 76</p>

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
<p>Response to Literature</p> <p>Write a paragraph that describes Grandfather in <i>Grandfather’s Journey</i>. Use details and examples from the story in your response.</p> <p>TE p. 79M Practice Book p. 36</p>	<p>Plan Your Own Journey p. 77</p> <p>Find a map of the United States and pick four places you want to visit. Make a copy of the map, and then draw the best route for the journey, starting from your hometown. Remember to label every place you will visit.</p>	<p><i>Social Studies Bonus</i> p. 77</p> <p>Use the scale of miles on the map to measure how long your journey would be in both miles and kilometers.</p>

English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging

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Grade: 4 Selection 3: Finding the Titanic	Theme: 1 Theme Concept: Travelers who learn about the world and about themselves			
Type of Text: <ul style="list-style-type: none"> • Literary Text ○ Informational Text 	Selection Writing: <ul style="list-style-type: none"> ▪ Narrative ○ Opinion/ Argumentative ○ Informative/ Explanatory 			
Tier 1 (Standard/academic/skill specific vocabulary)	Tier 2 (Content specific vocabulary)			
Infer	Theme	Sentences	Page 83- Shipwrecks	Page 92- Survivors
Example	Support	Context Clues	Unsinkable	Page 93- Drenched
Details	Describe	Unknown	Voyage	Page 95- Wreckage
Text	Setting	Phrase	Page 85- Hull	Funnels
Specific	Sequence	Glossary	Bow	Page 96- Loomed
Support	Major/Minor Events	Digital	Steward	Portholes
Author's Purpose	Definition	Footnote	Page 86- Third-class	Page 99- Crow's Nest
Explain	Restatement	Message	Page 87- Second-class	Plaques
Perspective	Point of View	Convey	Iceberg	Page 100- Monument
Narrate	Selections	Location	Page 90- Distress	
Narrator	Stories	Compare & Contrast	Stern	
Environment	Specific Details	Third Person		
Summarize	First Person	Character		
Dialogue	Message	Summarize		

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
RL 4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	I can identify the difference between what a text says explicitly and what it implies using examples from the text

RL 4.2	Determine the theme of a story, drama, or poem from details in the text; summarize the text.	I can determine the theme of a story or text. I can summarize a story.
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 characters thoughts, words, or actions).	I can describe a story's character or events using specific details from the text.
RL 4.4	Determine the meaning of words and phrases as they are used in a text, including those that elude to significant characters in mythology.	I can determine word meaning in a text. I can identify word meaning alluding from classic mythology.
RL 4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations.	I can compare and contrast different narrators' points of view.
Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
2	Why do you think Robert Ballard was so determined to find the <i>Titanic</i>?	102
2	What conditions made the <i>Titanic</i> especially hard to find?	102
3	In this selection, Ballard tells two stories that take place at different times. How does he keep the two stories separate?	102
3	How would you feel if you were on the <i>Titanic</i> like Ruth, or if you were with Ballard's crew? Explain.	102
2	Why do you think people are still fascinated today by the <i>Titanic</i>?	102
3	Both Ruth Becker and Grandfather in <i>Grandfather's Journey</i> took trips that changed their lives. Compare how they felt as they looked back on their journeys.	102

Performance Tasks (DOK 4)
<p>Write a Journal Entry How might Ruth Becker have described the disaster on the Titanic? Write a journal entry telling what happened from Ruth's point of view. p. 102</p>

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
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<p>Response to Literature Practice Book p. 51 and TE p. 107M <i>Finding the Titanic</i> discusses the circumstances that surrounded the tragic sinking of the <i>Titanic</i>. Why did so many people lose their lives when the <i>Titanic</i> sank? Use examples from the selection to support your answer.</p>	<p>Organize an Inventory p.103 Robert Ballard found the <i>Titanic</i> with the help of special cameras, ships, submarines, and other technology. Make an inventory chart of the equipment Ballard used. Next to each item, describe what it is and what it does. Additional Science Link pages 104-107.</p>	<p>The <i>Titanic</i> measured 883 feet long and 93 feet wide. Nine decks wrapped around the ship. Have students draw a picture to help them determine how long one circumnavigation of a single deck must be. Point out that 1 mile is 5,280 feet. Ask students to figure out the following: If you walked around all nine decks, would you really walk “for miles”? TE p. 84</p>
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Level: Emerging	Level: Expanding	Level: Bridging