

El Rancho Unified School District

DRAFT

Grade: 4 Selection: Tomas and the Library Lady				Theme: 2 Theme Concept: The diversity, achievement, and spirit of the United States	
Type of Text: • Literary Text				Selection Writing: • Narrative	
Tier 1 (Standard/academic/skill specific vocabulary)				Tier 2 (Content specific vocabulary)	
Infer	Theme	Selections	Oral	Pg. 161	Pg. 168
Examples	Convey	Presentations	Sequence	Tired	Burrow
Details	Summarize	Visuals	Support	(Old Car) Rusty	Eager
Text	Message	Drama	Definition	Pg. 162	Check out
Specific	Universal Themes	Version	Restatement	Curled	Lap
Author's Purpose	Character's Actions	Major/Minor Event	Sentences	Pg. 164	Pg. 170
Stories	First Person	Describe	Specific Details	Storyteller	Iron
Explain	Third Person	Setting	Context Clues	Chattered	Town Dump
Unknown	Character	Dialogue	Perspective	Glaring	Pg. 172
Phrase	Location	Compare/Contrast	Narrate	Pg. 165	Flapping
Glossary	Environment	Pont of View	Narrator	Thorny	Pg. 173
Digital	Footnote	Mythology	Description	Downtown	Package
Directions				Storyteller	
				Pg. 166	
				Tapped	

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 say 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 allude to significant characters found in mythology (e.g., Herculean).	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.
RL 4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	I can make connections between a text and the text's visuals.
Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
2	Before Tomás meets the library lady, his grandfather is the family storyteller. Why does this change after Tomás starts visiting the library?	p. 176
2	How would you describe the library lady? What kind of person is she?	p. 176
2	What do you think Tomás enjoys most about reading books? Tell about <i>your</i> favorite book and what you enjoy about it.	p. 176
2	Tomás and the library lady become friends. What do you think they learn from each other?	p. 176
3	How do you think Tomás feels when he first sees the library? Give examples from the story to support your opinion.	p. 176
3	Tomás Rivera grew up to be a successful educator and writer. Why do you think the author of this book chose to write about this time in Tomás Rivera's life?	p. 176

Performance Tasks (DOK 4)
<p>Write a Thank-You Note p. 176 Write a note from Tomás thanking the library lady for her help. Include how Tomás felt about the way she treated him and why his visits to the library were so important. Include a greeting, a closing, and a signature.</p>

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
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<p>Informative Writing: A Description Essay Students write an essay that describes and expresses a writer's thoughts and feeling about a topic (need to add details that explain and justify the main idea). TE p. 181M-181N Practice Book p. 92</p>		<p>Find Distance Traveled p. 177 Tomás's family traveled between two states every summer. Use a map of the United States to find the capitals of those states. Then measure the distance between the two cities. Use the scale of miles on the map to figure out the length of their round trip.</p>
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English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging

El Rancho Unified School District

DRAFT

Grade: 4 Selection: Tanya’s Reunion (sequel to The Patchwork Quilt)				Theme: 2 Theme Concept: The diversity, achievement, and spirit of the United States		
Type of Text: • Literary Text				Selection Writing: • Narrative		
Tier 1 (Standard/academic/skill specific vocabulary)				Tier 2 (Content specific vocabulary)		
Infer	Theme	Major/Minor Event	Environment	Pg. 189- Reunion	Familiar	Labeled
Examples	Convey	Glossary	Sequence	Announcement	Pg. 194- Faded	Pg. 204- Persisted
Details	Summarize	Setting	Support	Pg. 190- History	Pg. 196- Aromas	Tilled Pg. 207-
Text	Message	Dialogue	Definition	Arrangement	Fly Strip	Taper
Specific	Universal Themes	Sentences	Restatement	Reassured	Disappointed	Pitches in
Author’s Purpose	Character’s Actions	Describe		Homestead	Pg. 199- Uproar	
Stories	Character	Context Clues		Gathering	Murmured	Pg. 208
Explain	Location	Digital		Satisfaction	Drumroll	Consent
Unknown	Phrase	Footnote		Pg. 193- Memories	Pg. 200 Baptismal	Squealed Hayloft
				(remembering, memory)	Baptismal Gown	Threesome
				Limbs	Blacksmithing	Pg. 210-
				Great-Uncle	Draped	Humid

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RL 4.4	Determine the meaning of words and phrases as they are used in a text, including those	I can determine word meaning in a text.

	that allude to significant characters found in mythology (e.g., Herculean).	I can identify word meaning alluding from classic mythology.
RL 4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	I can make connections between a text and the text's visuals.
Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
1	Why is Tanya excited to find the piece of fence with her grandmother's initials? Why is her grandmother excited too?	p. 212
2	How does Tanya's opinion of the farm change during the time she spends there?	p. 212
2	Aunt Kay gathers special family items to display at the reunion. What might these objects add to the reunion?	p. 212
2	If your family had a reunion like Tanya's, what objects would you want to share? What would you say about it?	p. 212
3	Describe the relationship between Tanya and her grandmother. How do you think they feel about each other?	p. 212
3	Both Tanya and Tomás from <i>Tomás and the Library Lady</i> visit new places. What do they learn from their experiences in those places?	p. 212

Performance Tasks (DOK 4)
<p>Write a Story p. 212 Long ago, R.B. And I.F. Carved their initials into a fence post. Write a story about his day. Be sure that your story fits with all you know about Rose Buchanan and Isaac Franklin.</p>

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
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<p>Narrative Writing: Personal Narrative Students write a personal narrative describing a person they know and an event in that person's life (need to add dialogue to show what a person is like, and focus on sentence fluency). TE p. 215M-215N Practice Book p. 112</p>	<p>Make a Diagram p. 213 Tanya learns her way around the farm as the family prepares for the reunion. Use information from the story and your own imagination to make a diagram of the farmhouse and its surroundings. Include the following places on your diagrams: <i>farmhouse, farmyard, barn, orchard, fences</i></p>	
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English Learners (Instructional guidance TBD pending further direction from the state)

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Grade: 4 Selection 3: Boss of the Plains (The Hat that Won the West)			Theme: 2 Theme Concept: The diversity, achievement, and spirit of the United States			
Type of Text: • Literary Text			Selection Writing: • Narrative			
Tier 1 (Standard/academic/skill specific vocabulary)			Tier 2 (Content specific vocabulary)			
Infer	Theme	Setting	Pg. 220-	Pioneer	Scuffed	Pg. 230
Example	Convey	Sequence	Settlers	Form (n. and v.)	Skins	Scorching
Details	Summarize	Major/Minor Event	Derbies	Pg. 224-	Pg. 228-	Picturesque
Text	Message	Definition	Sombreros	Tuberculosis Gear	Pelts	Distinctive
Specific	Universal Themes	Restatement	Homburgs	Adventurers	Hatcher	Pg. 231- Trade
Author's Purpose	Character's Actions	Sentence	Pg. 221-	Determined	Sapling	Pg. 233- Unique
Stories	Support	Context Clues	Drenching	Opportunity	Swig	Drum up
Explain	Describe	Unknown	Frontier	Fortunes	Matted	Wranglers
Phrase	Location	Digital	Suited	Pg. 226	Hide	Gamble
Glossary	Environment	Footnote	Pg. 223-	Prairie	Pg. 229-	Pg. 237- Corral
Character	Dialogue		Territory	Tanned	Felt	Pg. 238- Decoy

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		classic mythology.
Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
2	How did John Stetson's poor health change his life?	p. 240
3	What character traits made John Stetson a good inventor? What made him a good businessman? Give examples.	p. 240
3	What were some of John Stetson's failures? What do you think he learned from them?	p. 240
3	Why do you think John Stetson named his hat Boss of the Plains? What would <i>you</i> have named it?	p. 240
3	The Boss of the Plains hat is still being made today. Why do you think it was a success in the Old West? Why do you think it's still popular?	p. 240
3	John Stetson and Tomás Rivera used their imaginations in different ways. How is imagination important to each of them?	p. 240

Performance Tasks (DOK 4)
<p>Write an Advertisement</p> <p>What made Westerners of the 1860s want to buy the Boss of the Plains hat? Create an advertisement for the hat. Describe it and tell why it is the best in the West. Use illustrations to help make the sale.</p> <p>p. 240</p>

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
<p>Informative Writing: A Biography</p> <p>Students write a short biography that tells about an important event in the life of an important person (need to include reliable resources such as books, periodicals, documentaries, speeches, etc.).</p> <p>TE p. 245M-245N Practice Book p. 127</p>	<p>Make a Mineral Chart p. 241</p> <p>When John Stetson went west, he hoped to strike it rich mining for gold. There are many other valuable minerals that can be found underground. Make a chart of the minerals gold, silver, copper, and diamonds. Use a dictionary or encyclopedia to find information about them (include the mineral name, physical properties, where found, and uses).</p>	

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

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Grade: 4 Selection 4: A Very Important Day				Theme: 2 Theme Concept: The diversity, achievement, and spirit of the United States		
Type of Text: • Literary Text				Selection Writing: • Narrative		
Tier 1 (Standard/academic/skill specific vocabulary)				Tier 2 (Content specific vocabulary)		
Infer	Message	Definition	Digital	Pg. 250- DJ	Important	Chamber
Examples	Universal Themes	Restatement	Footnote	Pg. 251- Fire	Pg. 255- Skidded	Pg. 263- Examiner
Details	Character's Actions	Sentences	Compare	Escape	Fortunately	Certificate
Text	Events	Context Clues	Contrast	Bounding	Pg. 256- Ferry	Pg. 264- Aisles
Specific	Traditional	Unknown	Treatment	Pg. 252- Apologized	Pg. 257- Harbor	Petitioners
Author's Purpose	Support	Phrase	Culture	Pg. 253- Subway	Pg. 259- Outstretched	Citizenship
Stories	Describe	Glossary	Patterns	Lobbed	Pg. 261- Courthouse	Oath
Explain	Setting	Character	Summarize	Congratulations	Obliged	Citizens
Theme	Sequence	Location	Event	Stooped	Pg. 262- Defeat	Enrich
Convey	Major/Minor	Environment	Dialogue	Pg. 254- Chorused	Highlands	Allegiance

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RL 4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions	I can make connections between a text and the text's visuals.

	in the text.	
RL 4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	I can compare how similar ideas and stories are portrayed between different cultures.
Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
2	Why do the people in the story react differently to snow?	p. 270
2	Why was Bailong's gift to Yujin (page 206) a good choice on this particular day?	p. 270
3	Why do you think the author writes about so many different families, instead of concentrating on one family?	p. 270
3	How do you know that becoming American citizens means a lot to these families?	p. 270
3	The author waits until the end of the story to show the importance of this day. Why do you think she does this?	p. 270
3	Tanya's family reunion is an important day for her. If she and Yujin could discuss their very important days, what do you think they would say?	p. 270

Performance Tasks (DOK 4)
<p>Write a Newspaper Article p. 270</p> <p>How would you describe the citizenship ceremony in this story? Write a newspaper article about it. Include interviews with the families. Check the Media Link on pages 272-275 for examples of real news articles.</p>

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
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<p>Informative Writing: Autobiography Students write an autobiography that tells about an important event in their life (need to be written in first person and reveal their thoughts, feelings, and personality).</p> <p>TE p. 275M-275N Practice Book p. 142</p>	<p>Use a World Map p. 271 Write the name of each family from each family from the story on a label. Also make a label for New York City. Then use a large world map or globe to locate where each family came from. Attach the labels to the right places on the map. Discuss which families traveled the farthest to get to New York City.</p>	<p>Take a Poll p. 271 Where were students in your class born? Take a poll to find out. Write your birthplace (city, state, and country) on an index card. One person collects everyone's cards. Sort the cards by country, by state, and by city. Tally and discuss the results. How does your class compare to the families in the story? Make a table of the information you collect and present it to the class.</p>
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