

El Rancho Unified School District

DRAFT

Grade: 4 Selection 1: The Stranger		Theme: 3 Theme Concept: Fantastic tales ranging from the mysterious to the hilarious.	
Type of Text: • Literary Text		Selection Writing: • Informative/Explanatory	
Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
infer example details text specific support author's purpose explain theme details convey summarize message universal themes character's actions oral drama version directions	support describe setting sequence major/minor event specific details sentences character location environment dialogue compare presentation visual specific descriptions	page 302- jammed page 306- thermometer mercury page 308- fascinated draft page 310- hypnotized	page 312- timid peculiar autumn page 314- trembling page 316- etched frost

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 4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text,	I can make connections between a text and the text's

	identifying where each version reflects specific descriptions and directions in the text.	visuals.
Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
1	What is the Bailey family like? Use details from the story to support your description.	p. 318
2	What are the first few clues that tell you that something is unusual about the stranger?	p. 318
2	The strange feels that something is “terribly wrong” when he sees green leaves on the trees. What do you think is wrong?	p. 318
2	Who do you think the stranger is? List three clues that help you guess his identity.	p. 318
2	If the stranger stayed for a while in the area where you live, what effect do you think he would have on the climate?	p. 318
3	What does Chris Van Allsburg do to make this story mysterious and amazing? Look at both the words and illustrations.	p. 318

Performance Tasks (DOK 4)
<p>Write a Character Sketch p. 318</p> <p>The stranger is an unusual person. Write a character sketch of him so that someone who has not read this story will understand what he is like. Look for details from the story and the illustrations. Include what the stranger looks like and how he acts.</p>

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
<p>Informative Writing: Explanation</p> <p>Students write an explanation to tell why something happens or how something works. (topic sentence and supporting details with facts)</p> <p>TE p. 323M Practice Book p. 168</p>	<p><i>Reading in Science</i> Center Activity 15</p> <p>Read Science Independent Reader <i>Cave Creatures</i>. Complete the center activity about Cave Creatures-Read, Diagram and Write. Includes leveled activities on side 2.</p>	<p>Find the Average Temperature p. 319</p> <p>Use a thermometer and some math to find the average temperature for a week where you live. Find each day’s average temperature for seven days in a row. Write the temperatures in a notebook. When you have seven readings. Find the average temperature for that week.</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: Cendrillon		Theme: 3 Theme Concept: Fantastic tales ranging from the mysterious to the hilarious.	
Type of Text: • Literary Text		Selection Writing: • Opinion/Argumentative	
Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
infer example details text specific support author's purpose explain specific details definition restatement sentences context clues unknown phrase	support describe setting sequence major/minor event definition restatement sentences context clues unknown phrase glossary character location environment dialogue glossary digital footnote mythology	page 331- orphan godmother proud page 332- peasant page 333- hollow page 335- manioc pallet page 336- riddance	page 339- gilded agoutis elegant page 340- shift chaperone page 342- crossly page 349- commotion page 350- directed or ordered hesitation

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 4.3	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.
Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
1	How do you think Madame and Vitaline felt when they found out that Cendrillon was the mysterious guest at the hall?	p. 354
2	Which events in the story could happen in real life? Which amazing events could never happen in real life?	p. 354
2	Why does Cendrillon want to wear her own clothes when Paul puts the slipper on her foot?	p. 354
3	How would this story have been different if Cendrillon had left the ball on time?	p. 354
2	Many countries have versions of the Cinderella story. Why do you think this story is so popular all over the world?	p. 354
3	Which story do you think is more amazing, <i>Cendrillon</i> or <i>The Stranger</i>? Give reasons for your answer.	p. 354

Performance Tasks (DOK 4)
<p>Write Another Scene How would Cendrillon be different if it were told by another character, such as the stepmother or Paul? Choose one scene from the story. Then pick a different character to narrate the events of that scene. Write the scene from that character’s point of view. p. 354</p>

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
<p>Response to Literature State an opinion to answer this question: Is the element of love important to the tale of Cendrillon? Why or why not? Give your reasons and then include details from the story, as well as prior knowledge, to support your thinking. TE p. 357M Practice Book p. 188</p>	<p>Make a Travel Brochure p. 355 If you were going to Cendrillon’s island home, what would you see there? Make a travel brochure of Martinique. Look in the selection and in the Get Set to Read on pages 326-327 for details about Martinique to include in your brochure.</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: Heat Wave	Theme: 3 Theme Concept: Fantastic tales ranging from the mysterious to the hilarious.
Type of Text: <ul style="list-style-type: none"> • Literary Text 	Selection Writing: <ul style="list-style-type: none"> • Narrative
Tier 1 (Standard/academic/skill specific vocabulary)	Tier 2 (Content specific vocabulary)
infer example details text specific support author's purpose explain theme details compare and contrast point of view perspective narrate narrator first person third person	support describe setting sequence major/minor event definition restatement sentences context clues unknown phrase glossary digital footnote selections stories convey summarize message universal themes character's actions specific details
page 361- clump crinkled horizon page 363- mercury page 365- snagged weather vane harvest blizzard page 367- commotion pasture churned page 368- dog-paddled whiff singe	page 371- yeast trough page 373- resist page 375- lit temperature licked frisky spirits sprouted page 376- affected miscalculated

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	I can describe a story's character or events using

	(e.g., a characters thoughts, words, or actions).	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.
Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
2	What qualities make the girl so good at fighting the heat wave?	p. 378
3	How is the heat wave like a character in the story? If the heat wave could speak, what would it say?	p. 378
2	Many scenes in this selection exaggerate an ordinary event until it becomes amazing. Give three examples.	p. 378
3	If the farm had been out of lettuce seeds, how else could the girl have defeated the heat wave?	p. 378
3	Before the heat wave, the girl's brother teased her that girls couldn't be farmers. What do you think he says about her now?	p. 378
3	What do you think would happen if the stranger from Chris Van Allsburg's story were at the farm during the heat wave attack?	p. 378

Performance Tasks (DOK 4)
<p>Write a Sequel p. 378</p> <p>Think about what would happen if the cool weather caused by the iceberg lettuce became a cold wave. Write a scene involving the girl doing battle with a cold wave that's just as amazing as the heat wave.</p>

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
<p>Practice Book p. 203 and TE p. 381M</p> <p>Writing a Summary</p> <p>Students write a summary, or a brief account written in their own words that recall the main events and main characters in the story.</p>	<p>Make a Fact File p. 379</p> <p>Without the sun, there couldn't be heat waves. Using an encyclopedia or your science book, create a fact file about the sun. How does it heat the earth? How hot is it? How far away is it? Use illustrations to help support the facts you include. Additional Science Link pages 380-381.</p>	

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Level: Emerging	Level: Expanding	Level: Bridging