

El Rancho Unified School District

DRAFT

Grade: 4 Selection 1: My Name is Maria Isabel			Theme: 4 Theme Concept: Young people showing initiative, courage, and cooperation.		
Type of Text: • Literary Text			Selection Writing: • Opinion/Argumentative		
Tier 1 (Standard/academic/skill specific vocabulary)			Tier 2 (Content specific vocabulary)		
Infer	Sequence	Alliteration	Pg. 395	Pg. 401	
Example	Major/Minor Event	Symbolism	Revolved	Troublesome	
Details	Definition	Convey	Pageant	Drizzle	
Text	Restatement	Phrase	Temple	Crutch	
Specific	Sentences	Glossary	Rededication	Shepherd	
Support	Context Clues	Digital	Menorah	Volunteered	
Author's Purpose	Unknown	Footnote	Three King's Day	Manger	
Explain	Theme	Selections	Pinata	Pg. 404	
Sequence	Compare/Contrast	Cast	Pg. 396	Attentively	
Describe	Rhythm	Verse	Latkes	Nervously	
Setting	Meter	Stage Directions	Pg. 398	Strumming	
Story	Summarize	Message	Misunderstanding		
Universal Themes	Character's Actions		Disappointed		

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	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 4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	I can describe the differences in structure of poems, drama and prose.
Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
2	Why is the book <i>Charlotte's Web</i> so important to Maria Isabel?	408
2	Why do you think Maria Isabel feels that she is “caught in sticky, troublesome spider’s web of her own”?	408
2	Maria Isabel doesn’t tell her parents that she is upset. Why do you think she keeps her feelings to herself?	408
3	How does writing the essay help Maria Isabel solve her problem?	408
3	If you had a difficult problem to solve, would you solve it the way Maria Isabel did, or would you choose a different way? Explain.	408
2	What does this selection teach you about solving problems?	408

Performance Tasks (DOK 4)
<p>Write a Review Pg. 408</p> <p>At the end of the selection, Maria Isabel participates with her classmates in the Winter Pageant. Write a review of the pageant for a school newspaper. Use information from the story and what you would expect the pageant to be like.</p>

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
<p>Practice Book p. 226 and TE p. 411M</p> <p>Writing an Opinion Students write an opinion that tells what they think or feel about a topic using reasons and details to support their opinion.</p>	<p>Learn About Names Pg. 409</p> <p>Maria Isabel was named after relatives in Puerto Rico. Interview classmates about the stories behind their first and last names. Then tell the class what you learned about the names of one of your classmates.</p> <p><i>Additional Social Studies Link pg. 410-411</i></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: Marvin of the Great North Woods			Theme: 4 Theme Concept: Young people showing initiative, courage, and cooperation.		
Type of Text: • Literary Text			Selection Writing: • Informative/Explanatory		
Tier 1 (Standard/academic/skill specific vocabulary)			Tier 2 (Content specific vocabulary)		
Infer	Sequence	Phrase	Pg. 419- Glowered	En Retard	Pg. 436- Mon Petit
Example	Major/Minor Event	Glossary	Bonjour	Bunkhouse	Pg. 438- Woodsman
Details	Definition	Digital	Latkes	Les	Glinting
Text	Restatement	Footnote	Knishes	Un Retards	Merci Beaucoup
Specific	Sentences		Pg. 421- Horizon	Page 426-	Au Revoir
Support	Context Clues		Landscape	Broche	
Author's Purpose	Unknown		Pg. 422- Fragrance	Leve toi	
Explain	Theme		Timber	Pg. 429- Qui es tu?	
Sequence	Compare/Contrast		Snowshoes	Quel est ton nom?	
Describe	Message		Derriere	Flapjacks	
Setting	Convey		Lumberjacks	Pg. 430- Dismay	
Story	Summarize		Pg. 424- Immense	Cords	
Universal Themes	Character's Actions		Frantic	Pg. 433- Notched	

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	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.
Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
3	What does Marven think of Jean Louis at First? How and why does his opinion change?	444
3	Why is Marven so good at adjusting to life in the logging camp? Give examples of how he solves some problems there.	444
2	How do you think Marven’s experience in the Great North Woods might have changed him?	444
2	What do you think Marven will miss about the logging camp when he returns home?	444
2	If you had to spend the winter at a logging camp, what would you be worried about? What would you look forward to?	444
3	Both Maria Isabel and Marven have problems getting used to a new place. Compare their experiences.	444

Performance Tasks (DOK 4)

Write a Letter Pg. 444

Think about what happens when Marven returns home from the Great North Woods. Write a letter from Marven to his new friend Jean Louis. Marven could tell how he feels about his time in the logging camp or explain the good news he received when he got home.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Practice Book p. 246 and TE p. 449M Write Research Notes Students will use media resources to take notes on a topic. Students choose a topic, organize research, and answer a central idea or question about that topic.	Estimate Latitude and Longitude Pg. 445 Using a map of Minnesota, locate the places at the beginning and end of Marven’s train trip. Then, find the longitude and latitude of each city. On tracing paper, draw the outline of Minnesota and trace the route Marven might have taken. Label the longitude and latitude for the beginning and ending points of his journey.	

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: The Last Dragon			Theme: 4 Theme Concept: Young people showing initiative, courage, and cooperation.		
Type of Text: • Literary Text			Selection Writing: • Informative/Explanatory		
Tier 1 (Standard/academic/skill specific vocabulary)			Tier 2 (Content specific vocabulary)		
Infer	Sequence	Phrase	Pg. 455	Mahjongg	Characters
Example	Major/Minor Event	Glossary	Companions	Pg. 462	Fierce
Details	Definition	Digital	Severed	Suspiciously	Typhoon
Text	Restatement	Footnote	Pg. 456	Errand	Pg. 472
Specific	Sentences	Mythology	Alien	Pg. 465	Celebration
Support	Context Clues	Specific Details	Pg. 459	Plyers	Pg. 475
Author's Purpose	Unknown	Character	Homage	Pg. 467	Vial
Explain	Theme	Location	Pg. 460	Scales	Pg. 476- Raked
Sequence	Compare/Contrast	Environment	Scraggly	Blessed	Snaked
Describe	Setting	Dialogue	Crest	Pg. 468	Teeming

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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 #
2	Peter says, “There’s something about this dragon.” Explain what he means.	480
2	Give examples from the story of how Great Aunt helps Peter with his dragon.	480
2	Why are Great Aunt’s neighbors willing to help Peter?	480
3	How does Peter change because of his experience fixing the dragon?	480
3	Would this story be different if one person had repaired Peter’s entire dragon? Explain.	480
3	Compare Peter’s experiences away from home with the experiences of another character in this theme.	480

Performance Tasks (DOK 4)
<p>Write a Flier A flier announces an event. Create a flier announcing a special performance by Peter’s dragon. Give the date, time, and place of the performance. Include information about how everyone in the neighborhood helped fix the dragon.</p> <p>Page. 480</p>

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Practice Book p. 261 and TE p. 485M Write a Compare and Contrast Essay Students will write a compare and contrast essay describing similarities and differences between two people, places, or things.	Pg. 482-485 Happy New Year Students learn how to follow directions to make a Chinese dragon toy.	Page 481 Estimate Length Peter’s dragon is a “ten-man dragon,” meaning that it takes ten people to carry it. Estimate the length of the dragon. Suppose one person carries the head, which is five feet long. One person carries the tail, which is four feet long. If each remaining person carries three feet of the dragon’s body, figure out the length of the entire dragon.

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

Level: Emerging	Level: Expanding	Level: Bridging

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Grade: 4 Selection 4: Sing to the Stars			Theme: 4 Theme Concept: Young people showing initiative, courage, and cooperation.		
Type of Text: • Literary Text			Selection Writing: • Opinion/Argumentative		
Tier 1 (Standard/academic/skill specific vocabulary)			Tier 2 (Content specific vocabulary)		
Infer	Convey	Character	Pg. 490- Sprightly	Blaring	Pg. 504- Grasps
Example	Summarize	Setting	Strides	Glaring	Debut
Details	Message	Location	Pg. 492- Rhythm	Squalls	Forearm
Text	Universal Themes	Environment	Broadly	Pg. 497- Classical, Jazz	Pg. 499- Hubbub
Specific	Character's Actions	Sequence	Fundraiser	Sultry	Murmur
Author's Purpose	Sentence	Major/Minor Event	Open Mike	Pg. 501-Beam	Pg. 501- Claspings
Explain	Describe	Dialogue	Pg. 494- Stammers	Pulsating	Amplifiers
Theme	Specific Details	Support	Clutching	Brownout	

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Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
2	Why do you think Ephram likes to practice on the roof?	508
2	Mr. Washington tells Ephram, “Music speaks best when someone listens.” What does he mean?	508
2	Why does Ephram want Mr. Washington to perform with him at the concert?	508
2	Why do you think Mr. Washington finally decides to play the piano with Ephram?	508
3	Ephram says that music speaks for him when he can’t talk about his feelings. How do you feel when you listen to music?	508
3	Explain how music helps Ephram and Maria Isabel solve their problems.	508

Performance Tasks (DOK 4)

Write a Sound Poem

Mr. Washington recognizes Ephram by the sound of his walk: *light step, brush, light step, brush*. Write a poem about sounds you hear around you. Create rhythms by repeating words such as *tap tap tap* or *tap-tap, tap-tap*.

Pg. 508

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Practice Book p. 276 and TE p. 511M Writing on Demand: Responding to a Prompt Students will identify key words in the prompt that tell what kind of writing to use and what the focus should be.	Pg. 509 Make Musical Pitches Sounds such as musical pitches are caused by vibrations in the air. To make musical pitches, wrap a rubber band around a paper cup. Pluck the rubber band with your fingers. Try a thinner rubber band or a thicker one. Then, try using more than one rubber band. Discuss the different sounds you hear.	

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

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