

El Rancho Unified School District

DRAFT

Grade: 4 Selection 1: Happy Birthday, Dr. King!			Theme: 5 Theme Concept: Making a difference with courage, dignity, and perseverance.		
Type of Text: • Literary Text			Selection Writing: • Informative/ Explanatory		
Tier 1 (Standard/academic/skill specific vocabulary)			Tier 2 (Content specific vocabulary)		
Infer	Convey	Character	Pg. 536	Pg. 541	Civil Rights
Example	Summarize	Setting	Assignment	Celebration	Power
Details	Message	Location	Assembly	Fare	Chimed
Text	Universal Themes	Environment	Slip	Rear	Speech
Specific	Character's Actions	Sequence	Slush	Pg. 542	Pg. 547
Author's Purpose	Sentence	Major/Minor Event	Pg. 539	Protest	Skit
Explain	Describe	Dialogue	Crumpled	Boycott	Stupendous
Theme	Specific Details	Support	Basement	Pg. 544	Pg. 548- Dopey

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.
Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
2	Why is Jamal’s grandfather so unhappy that Jamal fought to sit at the back of the bus?	550
2	What does Jamal learn from talking with his grandfather? How is he different after the talk?	550
2	How does Jamal use what he learns from his grandfather in his skit?	550
3	Jamal says that he did something “really stupid that turned out to be stupendous instead.” What do you think he means?	550
3	What would you like to do for a school celebration of Dr. King’s birthday?	550
3	Who do you think are the heroes in this story? What makes them heroic?	550

Performance Tasks (DOK 4)

Write a Scene

Jamal has an idea for a skit to honor Dr. King. Write the opening scene for the skit. Use the style of writing as described in Focus on Plays (pages 278-291). Share your scene with other students so they can act it out.

Page 550

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
<p>Informative Writing: Informational Paragraph</p> <p>Students write a paragraph, which gives facts, not opinions about a topic. The informational paragraph needs to have a main idea and facts organized to support it. Students can order facts by chronological or in time order, in order of importance; or in spatial order.</p> <p>TE p. 555M-555N Practice Book p. 302</p>	<p>Pg. 552</p> <p>Dear Mrs. Parks</p> <p><i>Skill: How to Take Notes</i></p> <p>To begin, write the title at the top of a piece of paper. As you read, look for important ideas, facts, and opinions. Write a heading for each main idea. List important details and key words below each heading.</p> <p>Key Vocabulary: <i>theme, stand, oppression, endure</i></p>	

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

Level: Emerging	Level: Expanding	Level: Bridging

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DRAFT

Grade: 4 Selection 2: Gloria Estefan				Theme: 5 Theme Concept: Making a difference with courage, dignity, and perseverance.		
Type of Text: • Informational Text				Selection Writing: • Informative/ Explanatory		
Tier 1 (Standard/academic/skill specific vocabulary)				Tier 2 (Content specific vocabulary)		
Inference	Main Idea	Multiple Meanings	Accounts	Pg. 561- Officer	Pg. 566- Marketing	Record
Example	Key Ideas	Figurative Language	Compare/Contrast	Refugee	Director	Pg. 569- Single
Details	Determine	Dictionary	Firsthand	Settled	Passion	Pg. 570- Demonstrated
Text	Summarize	Glossary	Secondhand	Pg. 562- Duty	Pg. 567- Album	Pg. 571- Prevention
Specific	Summary	Order	Experience	Pg. 563-Nerves	Crippling	Tragedy
Support	Domain	Events	Focus	Ballads	Veterans	Pg. 572-Tractor Trailer
Author	Prefixes	Ideas	Topic	Constant	Ballads	Jackknifed
Message	Suffixes	Sequence	Describe	Page 564- Rehearsals	Passionate	Pg. 573- Recovery
Purpose	Greek	Describe	Difference	Scholarship	Pop	Suspected
Explain	Latin	Tell	Information	Permanently	Disco	Paralyzed
Reasons	Evidence	Proof	Explanation	Pg. 565- Career	Original	Therapy
Points	Organization	Structure	Chronology	Calling	Grief	Pg. 574- Congressional
Comparison	Cause/Effect	Problem/Solution	Comprehend		Pg. 568-Contract	Pg. 575- Passionate
Understand	Technical Text	Science	History		Specializes	Tireless
Social Studies	Complexity	Level	Range		Eventually	Pg. 576- Petty
					Worldwide	Fortunate

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
Reading: Informational Text		
RI 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 use details and examples to explain explicit information and inferences in informational text
RI 4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	I can determine the main idea using specific details from the text I can summarize informational or persuasive text.
RI 4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	I can determine the meaning of academic words or phrases in an informational text. I can determine the meaning of content words or

		phrases in an informational text.
RI 4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	I can describe the organizational structure in informational or persuasive text (chronology, comparison, cause/effect, problem/solution)
RI 4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	I can compare and contrast a first-hand and second-hand account of the same event or topic
RI 4.8	Explain how an author uses reasons and evidence to support particular points in a text.	I can explain how an author uses reasons and evidence to support particular points in a text.
RI 4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I can read grade-level informational texts proficiently and independently. I can read above-grade informational texts with scaffolding and support.

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
2	Why do you think Gloria Estefan enjoyed music so much while she was growing up?	578
2	Do you think Gloria and Emilio Estefan make a good musical team? Explain.	578
2	Why was it such a great achievement for Gloria Estefan’s song “Conga” to appear on four different music charts at the same time?	550
3	What do you learn about Gloria Estefan’s personality from the way she recovered from her accident?	578
3	Would you enjoy having the kind of fame that Gloria Estefan has achieved? Why or why not?	578
3	What qualities and accomplishments make Gloria Estefan a hero?	578

Performance Tasks (DOK 4)

Write a Book Jacket Summary Pg. 578

Many book jackets present highlights of the story to tempt people to buy and read the book. Write a summary of Sue Boulais’s book *Gloria Estefan* that could be printed on its jacket. Include the most important events.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
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<p>Informative Writing: Problem-Solution Students write a problem-solution paragraph that identifies a problem, possible solutions, and the best solution. A good problem-solution paragraph has a topic sentence that states the problem or poses it as a question. The body points out the pros and cons of possible solutions to answer the question. The concluding sentence states the best solution. TE p. 581M-581N Practice Book p. 322</p>	<p>Create a Time Line Pg. 579 Make a time line showing the most important events in Gloria Estefan’s life. Draw a horizontal or vertical line plotting out every ten years: 1950, 1960, etc. Place the events and their dates on the appropriate places on the time line. Bonus: Using the same time line, add at least three historical events that occurred during this time period.</p>	
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English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging

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DRAFT

Grade: 4 Selection: Lou Gehrig: The Luckiest Man		Theme: 5 Theme Concept: Making a difference with courage, dignity, and perseverance.	
Type of Text: • Literary Text		Selection Writing: • Informative/ Explanatory	
Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
infer text support convey author's purpose message universal themes	character's actions environment major/minor event dialogue restatement context clues phrase	immigrants modest consecutive apparent specialists array	p. T586 p. T590 p. T589 p. T590 p. T592 p. T596

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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). (See grade 4 Language standards 4-6 on page 15 for additional expectations.)	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	Why did Lou Gehrig earn the nickname of “Iron Horse”?	590
1	What do you know about Lou Gehrig’s career?	590
1	What problem did Lou Gehrig have with his batting during the 1938 season? How did he deal with it?	591
2	How did Gehrig balance his respect for his mother’s opinion about sports with his love of sports?	586
2	What made Lou Gehrig a great ballplayer? Give facts about both his achievements and his character.	604
2	How did Gehrig’s childhood habits help him when he joined the Yankees?	604
2	What does Gehrig’s life teach you about good sportsmanship?	604

Performance Tasks (DOK 4)

Re-read, Think, Discuss, Write

Lou Gehrig never gave up no matter how difficult life became for him. He always remained positive. Design a trading card to illustrate how he dealt with his challenges and remained positive. The front of the card should detail where and when he was born, as well as some details about his baseball career. On the back of the card, you should include the challenges he faces, his positive responses to those challenges, and the page numbers where you found this information. (Resource: edmodo: Basil Alignment Project/HMH Medallion/Reading Grade 4)

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Informative Writing: Summary 5 Day writing process TE p. 607M and 607N Practice Book p. 337, 338 Rubric: Practice Book p. 472	<i>Social Studies:</i> Viewing p. 605 <i>Compare Baseball Then and Now</i> Work with a partner. Go back to the story and look at the illustrations of baseball uniforms, and the fans. Then compare those with modern pictures from magazines or television. How are the styles different? How are they similar? <i>Reading in Science:</i> Center Activity #25 (Reading in Science and Social Studies Flip Chart) Independent activities: 1. Read About It, 2. Research It, 3. Play a Game Additional Leveled Activities on side 2	Math: 1. Find the Difference p. 605 2. Math Link: How to Read a Chart pp. 606-607

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