

El Rancho Unified School District

DRAFT

Grade: 4 Selection 1: Salmon Summer	Theme: 6 Theme Concept: Nature Friend or Foe				
Type of Text: • Literary Text	Selection Writing: • Informative/ Explanatory				
Tier 1 (Standard/academic/skill specific vocabulary)	Tier 2 (Content specific vocabulary)				
Inference	Example	Sequence	Page 637	Page 642	
Text	Details	Message	Fry	Abundance	
Purpose	Specific	Evidence	Spawn	Cure	
Key Details	Support	Proof	Ancestors	Excess	
Summarize	Author	Explanation	Page 638	Page 644	
Ideas	Message	Points	Filets	Lure	
Concepts	Explain	Reasons	Page 640	Expending	
Figurative Language	Events	Main Idea	Scavengers		
Determine	Summary		Slinks		

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 4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	I can explain the main points in a non-fiction text accurately. I can support my explanation using specific details in the 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 4.8	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.

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
2	How are salmon important to life on Kodiak Island? Use details from the story to support your answer.	648
2	Why does the author begin the selection by telling about tamuq?	648
1	Give examples of how Alex keeps the traditions of his ancestors.	648
2	Why do you think Alex likes fishing with a line more than fishing with a net?	648

Performance Tasks (DOK 4)
<p>Make a Fishing Catalog: What items does Alex use when he goes fishing? Make a fishing catalog. Go back to the selection and list all the fishing equipment. Draw or cut out pictures of each item. Then, label and add a description of each item.</p>

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
<p>How To Paragraph T653M</p> <p>Explain a Process T652-653 Students research a process and explain the process in an oral presentation.</p>	<p>Science: Make a Food Web: T649 All the inhabitants of Kodiak Island- from humans to animals- eat salmon. Make a food web showing all the creatures that eat salmon.</p> <p>Social Studies: I'm Kodiak Bound R9 Plan a trip from their town to Kodiak Island. Using maps/atlasses, students determine modes of transportation and map out their trip. They will identify any obstacles/concerns (weather, geographical features, languages).</p>	<p>I'm Kodiak Bound R9</p> <p>Students will determine the cost to travel to Kodiak Island. Students will be given a budget. Their budget should include transportation costs, food, and shelter. They will determine the distance and how long it will take to travel from their home to Kodiak Island.</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: Wildfires		Theme: 6 Theme Concept: Nature Friend or Foe	
Type of Text: • Literary Text		Selection Writing: • Informative/ Explanatory	
Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
inference text purpose key details summarize ideas concepts compare and contrast narrate narrator example details specific support author's purpose explain sentences describe character	major/minor event point of view perspective first person third person selections figurative language theme convey message universal themes character's actions setting location environment sequence dialogue	Page 662 sequoias ember ablaze Page 664 adjusted cycles aggressively decreased renew accumulate Page 666 structures abandoned Page 668 geyser flammable tinderbox Page 670 consumed	Page 672 extent charred mosaic inhalation Page 674 fledglings scavengers Page 676 species flourish periodic deprive Page 680 interval ponderosa

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 4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	I can explain the main points in a non-fiction text accurately. I can support my explanation using specific details in the 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 4.6	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

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
3	How do some plants, trees, and animals depend on wildfires? Use details to support your answers.	682
2	Why do some people think it is a good idea to let certain wildfires burn?	682
3	What is the author's viewpoint on wildfires?	682
3	In <i>Salmon Summer</i>, nature was a source of food, work, and enjoyment for people. How would you describe nature in <i>Wildfires</i>?	682

Performance Tasks (DOK 4)
<p>Hold a Debate about Wildfires: 683 One team will argue that wildfires are destructive. The other team will support the position that wildfires are helpful. Research current policy regarding wildfires in your state and create an advertisement to let the public know about the policy.</p>

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
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<p>Write a Magazine Article: 682</p> <p>Read about the Yellowstone fire in this and research other articles. Write a magazine article about the fire include in the article.</p>	<p>Science: Make a Cause-Effect Diagram 683 Make a diagram that shows the cause of a wildfire and the chain of events that result.</p> <p>Social Studies: Investigating Local Nature Patterns R26 Each group investigates the categories in their season. Complete the information on the graphic organizer.</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 3: Skylark			Theme: 6 Theme Concept: Nature Friend or Foe		
Type of Text: • Literary Text			Selection Writing: • Informative/ Explanatory		
Tier 1 (Standard/academic/skill specific vocabulary)			Tier 2 (Content specific vocabulary)		
infer text author's purpose theme convey summarize setting	support explain message specific details universal theme dialogue specific details character's actions	sentence describe character location environment sequence major/minor event	Page 690 prairie paddock coyote Page 692 barrel slumped sharply	Page 695 phonograph drought	Page 700 corral trembling timbers

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 a 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 character's 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 #
1	Why is Sarah so upset about the coyote at the beginning of the selection?	705
2	Who do you think removes the glass from the fence post and why? Why does Sarah want it put back?	705
3	How does Anna feel about Sarah? What details in the selection tell you about how she shows her feelings?	705
3	Why is it so hard for the family to decide whether to stay or leave the farm? Why does Papa stay behind?	705
3	How is nature portrayed differently in <i>Skylark</i> than in the other two selections in this theme?	705

Performance Tasks (DOK 4)

Multimedia Report - T707d

Choose a historical topic suggested by *Skylark* (the Dust Bowl). Get a general overview of the topic by reading an article, encyclopedia, visual graphic aids, and reliable websites. Create a presentation: annotated slide show, power point, visual/graphic display with background music from the era, etc.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Informative Writing: Speech T707m Personal Narrative: T704 Write about a time you experienced some interesting weather.	Social Studies: Make a Comparison Chart T705. Science: Write a Weather News Broadcast R25 Ask students to select a natural disaster and do research to gather information about it. Have students use the information to write a weather newscast.	

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

Level: Emerging	Level: Expanding	Level: Bridging

