# 2019-2020 ELA Curriculum Map, Grade 4, Q1

<table>
<thead>
<tr>
<th>Reading Focus: Literature</th>
<th>Unifying Concept: Everyone Has a Story to Tell</th>
<th>Writing Focus: Narrative</th>
<th>Quarter 1</th>
</tr>
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</table>

## Enduring Understandings

Critically exploring and reading multicultural literature helps us to foster awareness and understanding of self and people from diverse cultures.

## Essential Questions

- What are challenges?
- What are some challenges we face?
- What does it mean to face a challenge?
- What do we learn from overcoming challenges?

## Standards

### Highly-Leveraged Standards

1. **4.RL.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. **4.RL.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
3. **4.RL.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).
4. **4.RL.4** Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters.
5. **4.RL.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.
6. **4.RL.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.
7. **4.RF.3** Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.

### Supporting Standards

- a. Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately.
- b. Apply knowledge of the six syllable patterns to read grade level words accurately.
- c. Use combined knowledge of morphology (e.g., roots and affixes) to read grade level words accurately.
- **4.W.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above).
- **4.W.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **4.W.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
<table>
<thead>
<tr>
<th>Standard</th>
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<tbody>
<tr>
<td><strong>4.W.9a</strong></td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td></td>
<td>a. Apply grade 4 Reading standards to literature.</td>
</tr>
<tr>
<td><strong>4.SL.1</strong></td>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</td>
</tr>
<tr>
<td></td>
<td>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</td>
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<tr>
<td></td>
<td>b. Follow agreed-upon rules for discussions and carry out assigned roles.</td>
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<tr>
<td></td>
<td>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</td>
</tr>
<tr>
<td></td>
<td>d. Review the key ideas expressed and explain their own ideas and understanding based on the discussion.</td>
</tr>
<tr>
<td><strong>4.SL.2</strong></td>
<td>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
</tr>
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</table>

**Constant Standards**

<table>
<thead>
<tr>
<th>Standard</th>
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<tbody>
<tr>
<td><strong>4.RL.10</strong></td>
<td>By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.</td>
</tr>
<tr>
<td><strong>4.RF.4</strong></td>
<td>Read with sufficient accuracy and fluency to support comprehension.</td>
</tr>
<tr>
<td></td>
<td>a. Read grade-level text with purpose and understanding.</td>
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<tr>
<td></td>
<td>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</td>
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<td></td>
<td>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
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<tr>
<td><strong>4.W.5</strong></td>
<td>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4).</td>
</tr>
<tr>
<td><strong>4.W.6</strong></td>
<td>With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.</td>
</tr>
<tr>
<td><strong>4.W.10</strong></td>
<td>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
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<td><strong>4.WF.1</strong></td>
<td>Demonstrate and apply handwriting skills.</td>
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<td></td>
<td>a. read and write cursive letters, upper and lower case.</td>
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<td></td>
<td>b. Transcribe ideas legibly and fluently with appropriate spacing and indentation.</td>
</tr>
<tr>
<td><strong>4.SL.3</strong></td>
<td>Identify the reasons and evidence a speaker provides to support particular points.</td>
</tr>
<tr>
<td><strong>4.SL.4</strong></td>
<td>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</td>
</tr>
</tbody>
</table>
**4.SL.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

**4.SL.6** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).

**4.L.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- b. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).
- c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- g. Correctly use frequently confused words (e.g., to, too, two; there, their).

**4.L.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed

**4.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.
- c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**4.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- b. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**4.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them their synonyms and antonyms.
4.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Social Justice Standards

Identity:
- Students will know and like who they are and can talk about their family and themselves and describe our various group identities. (ID.3-5.1)

Diversity:
- Students will like knowing people who are like them and different from them, and they will treat each person with respect. (DI.3-5.6)
- Students will have accurate, respectful words to describe how they are similar to and different from people who share their identities and those who have other identities. (DI.3-5.7)

Justice:
- Students will try and get to know people as individuals because they know it is unfair to think all people in a shared identity group are the same. (JU.3-5.11)
- Students will know that life is easier for some people and harder for others based on who they are and where they were born. (JU.3-5.14)

Action:
- Students will pay attention to how people (including themselves) are treated, and they will try to treat others how they like to be treated. (AC.3-5.16)

Teaching Tolerance Website
https://www.tolerance.org/

Adopted Texts and Materials

**Textbook:** Harcourt Trophies

**Recommended Extended Texts:**
- Classic Starts: Greek Myths, Diane Namm
- Donovan’s Word Jar, Monalisa DeGross
- Pandora’s Box Retold, Anne Rockwell, Grade 5 Harcourt Trophies
- Percy Jackson Series, Rick Riordan
- Tales from the Odyssey, Mary Pope Osborne

**Recommended Short Texts:**
- Chocolate Touch, The Patrick Skene (Cover Only)
- Gifts from the Gods, Lise Lunge-Larsen
- I Love the Look of Words, Maya Angelou p.72
- Meet the Author/Illustrator p.71
- Vocabulary Power p.50
- Words Free as Confetti, Pat Mora TP.50G

**Multicultural Adoptions:**
- Big Turtle, David McLimans
- Coyote in the Sky How the Sun, Emmet Garcia
- Cut from the Same Cloth: American Women of Myth, Legend, and Tall Tale, Robert D. San Souci
- Greek Myths, Marcia Williams
- Harvesting Hope: The Story of Cesar Chavez, Kathleen Krull
- McElderberry Book of Greek Myths, The, Eric Kimmel
- The Composition. Antonio Skarmeta
- The Librarian of Basra: A True Story from Iraq. Jeanette Winter
- Malala and Iqbal. Jeanette Winter
- Nasreen’s Secret School, Jeanette Winter
- Saltypie: A Choctaw Journey from Darkness into Light. Tim Tingle
- Sparrow Girl. Sara Pennypacker
### Scholastic Leveled Bookroom:

- **Level O:**
  - *Anasi Does the Impossible*, Retold Verna Aardema
  - *Million Fish, More or Less, A*, Patricia C. McKissack
  - *Pinduli*, Janell Cannon

- **Level P:**
  - *Hunterman and the Crocodile, The*, Baba Waque
  - *Diakrite*
  - *Talking Eggs, The*, Robert D. San Souci

- **Level Q:**
  - *Skrek*, William Steig
- **Level R:**
  - *Great Kapok Tree, The*, Lynne Cherry

### Reading and Writing Opportunities

#### Research Component

Using the lesson from *Achieve the Core* (pp.7-8) for the story *Donovan’s Word Jar*, students will create a graphic organizer to compare the four major characters and cite specific details by lifting evidence from the text or story that will show changes in the character’s behavior. Students will then trace the impact (influential) points through the story and argue whether or not the author has convinced you that words have power to change lives.

Recommended Extended Texts for Research Component – Using the above lesson from *Achieve the Core*, replace characters from *Donovan’s Word Jar* with characters from any Greek Myth, and/or Southwestern Native American story.

Recommended Short Text for Research Component: In groups, students will select god/goddess to research. Using the information and allusions gathered, students will create a trading card.

#### Narrative Component

After reading the poem *I Love the Look of Words* (*Harcourt*), students will create a narrative story/poem describing their favorite activity/food/etc. Students will be encouraged to use rich descriptive words throughout their writing.

After studying various myths suggested by the Recommended Short Texts, students will create their own version of a myth that includes a Greek god/goddess. They will include their favorite actions, thoughts, and words for the main character.

### Instructional and Assessment Guides

- **TUSD SPARKS**
- **SPARK Strategies**
- **AzMERIT Sample Tests**
- **AzMERIT Writing Guides and Rubrics**
- **Performance Level Descriptors**
- **DOK Levels**
- **DOK Stems**
- **Hess’s Matrix**
# Reading Focus: Informational

## Writing Focus: Informative/Explanatory

## Unifying Concept:

How the World Works

### Quarter 2

### Enduring Understandings

Observable and unseen changes impact our ecosystems and communities at different rates and on different scales.

### Essential Questions

- How do people, animals, and the environments adapt to their communities?
- How do living things affect communities, environments, and ecosystems?
- How do living things sustain ecosystems and environments?

### Standards

#### Highly-Leveraged Standards \(^1\)

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<tr>
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<td>4.RI.1</td>
<td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
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<td>4.RI.2</td>
<td>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
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<td>4.RI.3</td>
<td>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.</td>
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<td>4.W.2</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
</tr>
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<td>a.</td>
<td>Introduce a topic clearly and group related information in paragraphs and sections, include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</td>
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<td>b.</td>
<td>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
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<td>c.</td>
<td>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</td>
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<td>d.</td>
<td>Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
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<tr>
<td>e.</td>
<td>Provide a concluding statement or section related to the information or explanation presented.</td>
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#### Supporting Standards \(^2\)

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<tr>
<td>4.RI.4</td>
<td>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</td>
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<td>4.RI.7</td>
<td>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</td>
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<td>4.RI.9</td>
<td>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</td>
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<td>Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.</td>
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<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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Office of Curriculum, Instruction, and Professional Development

6/10/2019
### Constant Standards

**4.RI.10** By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.

**4.RF.4** Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**4.W.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4).

**4.W.6** With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.

**4.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**4.WF.1** Demonstrate and apply handwriting skills.

- a. read and write cursive letters, upper and lower case.
- b. Transcribe ideas legibly and fluently with appropriate spacing and indentation.

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**4.SL.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**4.SL.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
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a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

b. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).

c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

e. Form and use prepositional phrases.

f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

g. Correctly use frequently confused words (e.g., to, too, two; there, their).

h. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)

**4.L.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

a. Use correct capitalization.

b. Use commas and quotation marks to mark direct speech and quotations from a text.

c. Use a comma before a coordinating conjunction in a compound sentence.

d. Spell grade-appropriate words correctly, consulting references as needed.

**4.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases to convey ideas precisely.

b. Choose punctuation for effect.

c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**4.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

b. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**4.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Demonstrate understanding of words by relating them to their synonyms and antonyms.

**4.L.6** Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
Social Justice Standards

Identity
- Students will know and like who they are and can talk about their family and themselves and describe our various group identities. (ID.3-5.1)
- Students will know about their family history and culture and about current and past contributions of people in my main identity groups. (ID.3-5.2)

Diversity:
- Students will want to know more about other people’s lives and experiences, and they will know how to ask questions respectfully and listen carefully and non-judgmentally. (DI.3-5.8)
- Students will feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree. (DI.3-5.9)

Justice:
- Students will try and get to know people as individuals because they know it is unfair to think all people in a shared identity group are the same. (JU.3-5.11)

Action:
- Students will work with their friends and family to make their school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals. (AC.3-5.20)

Teaching Tolerance Website
https://www.tolerance.org/

Adopted Texts and Materials

**Textbook:** Harcourt Trophies

**Recommended Extended Texts:**
- Deserts, Gail Gibbons
- How to Babysit an Orangutan, Tara and Kathy Darling
- Look to the North: A Wolf Pup Diary, Jean Craighead George
- Night of the Pufflings, Bruce McMillan
- One Day in the Desert, Jean Craighead George
- Saguaro Cactus, Paul and Shirley Berquist

**Recommended Short Texts:**
- Caring for Crocs, Lyle Prescott p.220
- Desert is Theirs, The, Byrd Baylor
- G is for Grand Canyon, Barbara Gowen
- Meet the Author p.390
- Moon of Falling Leaves, Joseph Bruchac p.392
- Ranger Rick, any magazine
- Saguaro, Frank Ash p.562
- Zoobook, any magazine

**Multicultural Adoptions:**
- Birdman, The, Veronika Charles
- Gleam and Glow, Eve Bunting
- Common Ground: The Water, Earth, and Air We Share, Molly Bang
- Crunch, Leslie Connor
- Luz Makes a Splash, Claudia Dávila
- Luz Sees the Light, Claudia Dávila
- Magic Trash: A Story of Tyree Guyton and His Art, J. H. Shapiro
- Planting the Trees of Kenya: The Story of Wangari Maathai, Claire A. Nivola
## Scholastic Leveled Bookroom:

<table>
<thead>
<tr>
<th>Level M:</th>
<th>Level P:</th>
<th>Level S:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Bat Loves the Night</em>, Nicoloa Davies</td>
<td><em>Coral Reefs</em>, Jason Chin</td>
<td><em>Cod’s Tale, The</em>, Mark Kurlansky</td>
</tr>
<tr>
<td><em>Owls</em>, Gail Gibbons</td>
<td><em>All About Manatees</em>, Jim Arnosky</td>
<td><em>Survival at 120 Above</em>, Debbie S. Miller</td>
</tr>
<tr>
<td><em>Bat Loves the Night</em>, Nicoloa Davies</td>
<td></td>
<td><em>Land Predators of North America</em>, Erin Pembrey Swan</td>
</tr>
<tr>
<td><em>Emperor’s Egg, The</em>, Martin Jenkins</td>
<td><em>All About Manatees</em>, Jim Arnosky</td>
<td><em>Seahorses, Pipefishes and Their Kin</em>, Sara Swan Miller</td>
</tr>
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</table>

## Reading and Writing Opportunities

### Research Component

Using on or more Recommended Short Text/Media, students will research a predator, prey or plant found in the Sonoran Desert. Students will develop the topic with facts, definitions, concrete details and quotations. They will create a one-page pop-up or simple illustration with an informative or explanatory text, explaining the important contributions it makes to the Sonoran Desert. Using *The Sonoran Bat Fact Sheet* students will take notes on 2-3 bats in their reading journals, by locating the main idea and supporting details. Then students will write a compare/contrast essay.

### Narrative Component

Students will write a narrative describing the life of a puffling, orangutan, wolf pup (*Harcourt*), or bat (additional literature) during the day. The students will take the role of narrator as one of the animals and describe the activities in their habitat during a specific lifecycle (baby, adolescent, adulthood).

Select a text from the following: *The Birdman*, Gleam and Glow, or *The Desert is Theirs*. Students will write a personal connection or a text to text connection in 1-2 paragraphs describing the theme of how nature can have a positive influence.

## Instructional and Assessment Guides

- TUSD SPARKS
- SPARK Strategies
- AzMERIT Sample Tests
- AzMERIT Writing Guides and Rubrics
- Performance Level Descriptors
- DOK Levels
- DOK Stems
- Hess’s Matrix
# 2019-2020 ELA Curriculum Map, Grade 4, Q3

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<th>Reading Focus: Literature</th>
<th>Writing Focus: Opinion</th>
<th>Unifying Concept: Building Communities</th>
<th>Quarter 3</th>
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<tbody>
<tr>
<td><strong>Enduring Understandings</strong></td>
<td><strong>Essential Questions</strong></td>
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<tr>
<td>A community has certain rules about membership. Members of a community feel responsible to one another.</td>
<td>- What is a community? - What is the relationship between the local and global communities? - How are they interdependent? - How do they build a sustaining relationship? - How do they share responsibilities?</td>
<td></td>
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</tr>
</tbody>
</table>

## Standards

<table>
<thead>
<tr>
<th>Highly-Leveraged Standards</th>
<th>Supporting Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.RL.1</strong> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td><strong>4.RL.4</strong> Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters.</td>
</tr>
<tr>
<td><strong>4.RL.5</strong> Explain the overall structure and major differences between poetry, drama, and prose.</td>
<td><strong>4.RL.7</strong> 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.</td>
</tr>
<tr>
<td><strong>4.RL.6</strong> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</td>
<td><strong>4.RL.9</strong> 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.</td>
</tr>
<tr>
<td><strong>4.W.1</strong> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</td>
<td><strong>4.W.4</strong> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above).</td>
</tr>
<tr>
<td>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</td>
<td><strong>4.W.7</strong> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</td>
</tr>
<tr>
<td>b. Provide reasons that are supported by facts and details.</td>
<td></td>
</tr>
<tr>
<td>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</td>
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</tr>
<tr>
<td>d. Provide a concluding statement or section to the opinion presented.</td>
<td></td>
</tr>
</tbody>
</table>
4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply grade 4 Reading standards to literature.
4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
   a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
   b. Follow agreed-upon rules for discussions and carry out assigned roles.
   c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
   d. Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Constant Standards

4.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.
4.RF.4 Read with sufficient accuracy and fluency to support comprehension.
   a. Read grade-level text with purpose and understanding.
   b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4).
4.W.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.
4.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
4.WF.1 Demonstrate and apply handwriting skills.
   a. read and write cursive letters, upper and lower case.
   b. Transcribe ideas legibly and fluently with appropriate spacing and indentation.
### 4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.

### 4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### 4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

### 4.SL.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).

### 4.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- b. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).
- c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- g. Correctly use frequently confused words (e.g., to, too, two; there, their).
- h. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)

### 4.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

### 4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.
- c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

### 4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- b. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

### 4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
c. Demonstrate understanding of words by relating them their synonyms and antonyms.

4.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Social Justice Standards

Identity:
- Students will know and like who they are and can talk about their family and themselves and describe our various group identities. (ID.3-5.1)
- Students will know about their family history and culture and about current and past contributions of people in my main identity groups. (ID.3-5.2)

Diversity:
- Students will have accurate, respectful words to describe how they are similar to and different from people who share their identities and those who have other identities. (DI.3-5.7)

Justice:
- Students will know when people are treated unfairly, and they can give examples of prejudice words, pictures and rules. (JU.3-5.12)
- Students will know that words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm. (JU.3-5.13)
- Students will know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world. (JU.3-5.15)

Action:
- Students will pay attention to how people (including themselves) are treated, and they will try to treat others how they like to be treated. (AC.3-5.16)
- Students will know some ways to interfere if someone is being hurtful or unfair, and will do their part to show respect even if they disagree with someone’s words or behavior. (AC.3-5.18)

Teaching Tolerance Website
https://www.tolerance.org/

Adopted Texts and Materials

Textbook: Textbook: Harcourt Trophies

Recommended Extended Texts:
- Blue Willow, Doris Gates
- Fig Pudding, Ralph Fletcher
- Getting to Know the World’s Greatest Artists Series Books, Mike Venzia
- Grow: A Novel in Verse, Juanita Havel
- Hip Hop Speaks to Children, edited Nikki Giovanni
- In My Family, Carmen Lomas Garza
- Locomotion, Jacqueline Woodson
- Love That Boy, Walter Dean Myers
- Love That Dog, Sharon Creech

Multicultural Adoptions:
- Circle Unbroken, Margot Raven
- Each Kindness, Jacqueline Woodson
- Fine, Fine School, A, Sharon Creech
- Frida, Jonah Winter
- Inside and Out and back Again, Thanhha Lai
- White Socks Only, Evelyn Coleman
- 14 Cows for America, Carmen A. Deedy
- Boxes for Katje, Candace Fleming
- My Heart Will Not Sit Down, Mara Rockliff
- The Grand Mosque of Paris, Karen G. Ruelle
### Recommended Short Texts:
- *Awakening the Heart*, Georgia Heard
- *Curious Gardener, The*, Peter Brown
- Harcourt Books for All Learners:
  - *The Little School in the Valley* (Below)
  - *Willow Way* (Adv.)
  - *North of the Rio Grande* (Below)
  - *Olga’s Bakery* (On)
- *Poetry Matters*, Ralph Fletcher
- *Pot that Juan Built, The*, Nancy Andrews-Goebel

### Scholastic Leveled Bookroom:

<table>
<thead>
<tr>
<th>Level</th>
<th>Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level Q:</td>
<td><em>Kids Consequence a Teleplay</em>, PBS Kids</td>
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<tr>
<td></td>
<td><em>Word Girl Episode 101A Tobey or Consequences</em>, PBS Kids</td>
</tr>
<tr>
<td>Level R:</td>
<td><em>Clarice Bean Spells Trouble</em>, Lauren Child</td>
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<tr>
<td></td>
<td><em>Looking Like Me</em>, Walter Dean Myers</td>
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<tr>
<td></td>
<td><em>Sadako and the Thousand Paper Cranes</em>, Eleanor Coerr</td>
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<td></td>
<td><em>When Marian Sang</em>, Pam Munoz Ryan</td>
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<tr>
<td>Level S:</td>
<td><em>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</em>, E.L. Konigsburg</td>
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<td></td>
<td><em>Martin’s Big Words: The Life and Times of Dr. Martin Luther King Jr.</em>, Doreen Rappaport</td>
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<td></td>
<td><em>Neo Leo: The Ageless Ideas of Leonardo da Vinci</em>, Gene Barretta</td>
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<td></td>
<td><em>Thousand Cranes</em>, A, Kathryn Schultz Miller</td>
</tr>
</tbody>
</table>

### Reading and Writing Opportunities

<table>
<thead>
<tr>
<th>Research Component</th>
<th>Narrative Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will research a local artist and study their public artwork around the community and write a short biographical essay explaining about the artist and their work (visual and performance).</td>
<td>Teachers will use the University of Arizona Poetry Center website to find lesson plans for K-12. Teacher will select a poem and lesson that connects with their classroom community.</td>
</tr>
</tbody>
</table>

### Instructional and Assessment Guides

- TUSD SPARKS
- SPARK Strategies
- AzMERIT Sample Tests
- AzMERIT Writing Guides and Rubrics
- Performance Level Descriptors
- DOK Levels
- DOK Stems
- Hess’s Matrix
2019-2020 ELA Curriculum Map, Grade 4, Q4

<table>
<thead>
<tr>
<th>Reading Focus: Informational</th>
<th>Unifying Concept: Journeys and Explorations</th>
<th>Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Focus: Informative/Explanatory</td>
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</tbody>
</table>

### Enduring Understandings

The journey is not the destination but the knowledge, exploration, and connections you make along the way.

### Essential Questions

- What is a journey?
- What journeys we take and why?
- What challenges and difficulties do we face in our journeys?
- What do we learn through overcoming challenges and difficulties?
- How do journeys and explorations change an individual, community, society, and the world?

### Standards

#### Highly-Leveraged Standards

1. **4.RI.5** Describe the overall structure (e.g. chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.
2. **4.RI.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus, and the information provided.
3. **4.RI.8** Explain how an author uses reasons and evidence to support particular points in a text.
4. **4.W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   - a. Introduce a topic clearly and group related information in paragraphs and sections, include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
   - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
   - c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
   - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   - e. Provide a concluding statement or section related to the information or explanation presented.

<table>
<thead>
<tr>
<th>Supporting Standards</th>
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<tbody>
<tr>
<td><strong>4.RI.4</strong> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</td>
</tr>
<tr>
<td><strong>4.RI.7</strong> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</td>
</tr>
<tr>
<td><strong>4.RI.9</strong> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</td>
</tr>
<tr>
<td><strong>4.RF.3</strong> Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.</td>
</tr>
</tbody>
</table>
   - a. Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately.
   - b. Apply knowledge of the six syllable patterns to read grade level words accurately.
   - c. Use combined knowledge of morphology (e.g., roots and affixes) to read grade level words accurately.
<p>| <strong>4.W.4</strong> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above). |
| <strong>4.W.7</strong> Conduct short research projects that build knowledge through investigation of different aspects of a topic. |
| <strong>4.W.8</strong> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources. |</p>
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
</table>
| **4.W.9** | Draw evidence from literary or informational texts to support analysis, reflection, and research.  
| **4.W.9b** | Apply grade 4 reading standards to informational texts.  
| **4.SL.1** | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.  
| **4.SL.1a** | Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  
| **4.SL.1b** | Follow agreed-upon rules for discussions and carry out assigned roles.  
| **4.SL.1c** | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.  
| **4.SL.1d** | Review the key ideas expressed and explain their own ideas and understanding based on the discussion.  
| **4.SL.2** | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  
| **4.RI.10** | By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.  
| **4.RF.4** | Read with sufficient accuracy and fluency to support comprehension.  
| **4.RF.4a** | Read grade-level text with purpose and understanding.  
| **4.RF.4b** | Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  
| **4.RF.4c** | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
| **4.W.5** | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4).  
| **4.W.6** | With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.  
| **4.W.10** | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  
| **4.WF.1** | Demonstrate and apply handwriting skills.  
| **4.WF.1a** | Read and write cursive letters, upper and lower case.  
| **4.WF.1b** | Transcribe ideas legibly and fluently with appropriate spacing and indentation.  
| **4.SL.3** | Identify the reasons and evidence a speaker provides to support particular points.  
| **4.SL.4** | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  
| **4.SL.5** | Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.  

**Constant Standards**

- **4.RI.10**  
- **4.RF.4**  
- **4.W.5**  
- **4.W.6**  
- **4.W.10**  
- **4.WF.1**  
- **4.SL.3**  
- **4.SL.4**  
- **4.SL.5**
4.SL.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).

4.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
   b. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).
   c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
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   e. Form and use prepositional phrases.
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   g. Correctly use frequently confused words (e.g., to, too, two; there, their).
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   a. Use correct capitalization.
   b. Use commas and quotation marks to mark direct speech and quotations from a text.
   c. Use a comma before a coordinating conjunction in a compound sentence.
   d. Spell grade-appropriate words correctly, consulting references as needed.

4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Choose words and phrases to convey ideas precisely.
   b. Choose punctuation for effect.
   c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
   a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
   b. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
   c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
   b. Recognize and explain the meaning of common idioms, adages, and proverbs.
   c. Demonstrate understanding of words by relating them their synonyms and antonyms.

4.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
Social Justice Standards

Identity:
• Students will know and like who they are and can talk about their family and themselves and describe our various group identities. (ID.3-5.1)
• Students will know about their family history and culture and about current and past contributions of people in my main identity groups. (ID.3-5.2)

Diversity:
• Students will have accurate, respectful words to describe how they are similar to and different from people who share their identities and those who have other identities. (DI.3-5.7)
• Students will want to know more about other people’s lives and experiences, and they will know how to ask questions respectfully and listen carefully and non-judgmentally. (DI.3-5.8)
• Students will know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are. (DI.3-5.10)

Justice:
• Students will try and get to know people as individuals because they know it is unfair to think all people in a shared identity group are the same. (JU.3-5.11)
• Students will know when people are treated unfairly, and they can give examples of prejudice words, pictures and rules. (JU.3-5.12)

Action:
• Students will pay attention to how people (including themselves) are treated, and they will try to treat others how they like to be treated. (AC.3-5.16)
• Students will know some ways to interfere if someone is being hurtful or unfair, and will do their part to show respect even if they disagree with someone’s words or behavior. (AC.3-5.18)

Teaching Tolerance Website
https://www.tolerance.org/

Adopted Texts and Materials

Textbook: Harcourt Trophies,

Recommended Extended Texts:
Brothers in Hope: Lost Boys of Sudan, Mary Williams
Color Me Dark, Patricia McKissack
Grandfather’s Journey, Allen Say
Hear my Sorrow: The Diary of Angela Denota (Dear America Series), Deborah Hopkinson
I Have Heard of a Land, Joyce Carol Thomas
Very Important Day, A, Maggie Rugg Herold

Recommended Short Texts:
Harcourt Books for All Learners:
- Today I Am an America (Below)
- Am I an American? (On)
- Citizenship (Advanced)
- Big Town (ELL)

Days of the Exodusters (Below)
-Walking to Nebraska (On)
-Prairie Neighbors (Advanced)
If Your Name was Changed at Ellis Island, Ellen Levine

Multicultural Adoptions:
Blacker the Berry, The, Joyce Carol Thomas
Denied, Detained, Deported, Ann Bausum
Faraway Island, A, Annika Thor
# 2019-2020 ELA Curriculum Map, Grade 4, Q4

**If the World Were a Village**, David J. Smith  
**Immigrant Kids**, Russell Freedman  
**This is the Rope**, Jacqueline Woodson  
**Ruby’s Wish**, Shirin Bridges  
**The Birdman. Veronika Martenova Charles**  
**Coming on Home Soon. Jacqueline Woodson**  
**El Deafo, Cece Bell**  
**Frida. Jonah Winter**  
**Tight Times. Barbara Shook Hazen**  
**Waiting for Mama. Lee Tae-Jun**

**Scholastic Leveled Bookroom:**  
**Level P:**  
**La Mariposa**, Francisco Jimenez  
**Tar Beach**, Faith Ringgold  
**Level Q:**  
**La Rue: Across America Postcard from the Vacation**, Barb Rosenstock

<table>
<thead>
<tr>
<th>Level</th>
<th>Title</th>
<th>Author</th>
</tr>
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<tbody>
<tr>
<td>P</td>
<td>La Mariposa</td>
<td>Francisco Jimenez</td>
</tr>
<tr>
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<td>Q</td>
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</table>

**Reading and Writing Opportunities**

<table>
<thead>
<tr>
<th>Research Component</th>
<th>Narrative Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>After reading <em>I Have Heard of Land</em> and <em>Days of the Exodusters (Harcourt Trophies)</em>, students conduct research, using the Internet/books, reasons why different types of people (race, gender) moved to Oklahoma in the 1880’s.</td>
<td>Students imagine being an immigrant like the character from the text, <em>I Have Heard of a Land</em>, who is moving across the country to start a new life. Students explain with details the challenges their character faces in this personal narrative by adding the character’s opinion for the changes. Students use information they have read about in the various articles and stories to support their writing.</td>
</tr>
<tr>
<td>Using the Recommended Extended Text, <em>Grandfather’s Journey</em>, students create a graphic organizer to distinguish chronologically the various events in the story. The students then go back to the timeline and add the narrator’s opinion citing details from the text.</td>
<td></td>
</tr>
</tbody>
</table>

**Instructional and Assessment Guides**

- **TUSD SPARKS**
- **SPARK Strategies**
- **AzMERIT Sample Tests**
- **AzMERIT Writing Guides and Rubrics**
- **Performance Level Descriptors**
- **DOK Levels**
- **DOK Stems**
- **Hess’s Matrix**
1Highly-Leveraged Standards are essential knowledge and skills that are emphasized during the quarter because they have endurance (relevant throughout a student’s lifetime); leverage (used across multiple content areas); and are necessary for success in future grade levels. Mastery of these standards is measured using classroom and/or benchmark assessments.

2Supporting Standards are integral to achieve grade-level mastery. Mastery of these standards is measured using classroom and/or benchmark assessments.

3Constant Standards are routinely addressed to reinforce grade-level mastery.