### English Language Development 4th Grade, Quarter 1

**Unifying Concept: Challenges and Change**

#### Big Ideas

**ENDURING UNDERSTANDING:**
- **Folklore:** Reflects the beliefs of a culture through problem solving.

#### Selected Readings of Complex Texts

<table>
<thead>
<tr>
<th>Unit 1: Online with Gary Soto:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fiction:</strong> If the Shoe Fits by Gary Soto T'18a</td>
</tr>
<tr>
<td><strong>Nonfiction:</strong> In Gary Soto's Shoes by Shirelynn Costigan T'40a</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Unit 2: Native Land:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Drama:</strong> Pushing Up the Sky by Joseph Bruchac T'76a</td>
</tr>
<tr>
<td><strong>Nonfiction:</strong> Native Homes by Bobbie Kalman T'98a</td>
</tr>
</tbody>
</table>

#### Short Connected Texts & Media

**Unit 1:** Online with Gary Soto: Level Book and Window on Literacy
- **Good News** by Suzy Blackaby DRA4
- **The History Nook** by Lisa Lerner DRA30
- **Thomas Edison** by Elain Morris DRA14
- **Alexander Graham Bell and the Telephone** by Anita Garmon DRA22

**Level Books and Window on Literacy:**
- **Cloud Brothers** Poem by Ramson Lomatewama
- **I Live in the Rockies** by Joseph Ciciano DRA18
- **The Midwest:** It's History and People by Kate Connell NL
- **Welcome to Our Home** by Susan Buntrock DRA48
- **Hoop Dancers** by Shirley Frederick DRA48

**Language Songs:** CD 1 Big Book: pages 5-8
**Kidspiration CD-ROM Picture Libraries:**
- Everyday for pictures of community devices.
- **Selection Readings CD1**
- **Profile Picture Cards:** E1-E10

**Unit 2:** Native Land: Level Books and Window on Literacy

**Language Songs:** CD 1 Big Book: pages 9-12
**Kidspiration CD-ROM Picture Libraries:**
- Geography for pictures of Landforms, states, and U.S. maps.
- **Selection Readings CD1**
- **Profile Picture Cards:** E11-E32

#### Targeted

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>III-R-4-B-HL-3;13</td>
<td>III-W-1-HL-4</td>
<td>III-L-1(N):B-HL-2;3;6</td>
</tr>
<tr>
<td>III-R-4-B-7</td>
<td>III-W-2-HL-2</td>
<td>III-L-1(Q):B-HL-2;3;6</td>
</tr>
<tr>
<td>III-R-4-B-HL-14;16;18</td>
<td>III-W-2-HL-4;5</td>
<td>III-L-1(SC):B-HL-2</td>
</tr>
<tr>
<td>III-R-4-B-HL-30</td>
<td>III-W-2-B-HL-6;7;8</td>
<td>III-L-1(SC):B-HL-2</td>
</tr>
</tbody>
</table>

#### Standards

**Listening and Speaking**
- III-LS-1:R-HL-2;4 |
- III-LS-1:R-HL-1 |

**Language**
- **Grammar**
  - III-L-1(N):B-HL-2;3;6 |
  - III-L-1(Q):B-HL-2;3;6 |
- **Vocabulary**
  - III-L-2:B-HL-3 |
  - III-L-2:B-HL-4 |
  - III-L-2:B-HL-12 | 4.L.4a

#### Complementary

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>III-R-2-B-HL-4;12</td>
<td>III-W-2-B-HL-3</td>
<td>III-L-1(SC):B-HL-7;12;17</td>
</tr>
<tr>
<td>III-R-4-B-HL-1</td>
<td>III-W-1:B-HL-1</td>
<td>III-L-1(Q):B-HL-5;19</td>
</tr>
</tbody>
</table>

#### Constant throughout the year

<table>
<thead>
<tr>
<th>Reading</th>
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</tr>
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<tbody>
<tr>
<td>III-R-1:B-HL-3</td>
<td>III-W-1:B-HL-6</td>
<td>III-L-1(SC):B-HL-1</td>
</tr>
<tr>
<td>III-R-2:B-HL-5;4</td>
<td>III-W-2:B-HL-1;5</td>
<td>III-L-1(SC):B-HL-1</td>
</tr>
<tr>
<td>III-R-3:B-HL-1</td>
<td>III-W-3:B-HL-6</td>
<td>III-L-1(SC):B-HL-1</td>
</tr>
<tr>
<td>III-R-4:B-HL-2</td>
<td>III-W-3:B-HL-7</td>
<td>III-L-1(SC):B-HL-1</td>
</tr>
<tr>
<td>III-R-4:B-HL-4;5</td>
<td>III-W-4:B-HL-3</td>
<td>III-L-1(SC):B-HL-1</td>
</tr>
<tr>
<td>III-R-4:B-HL-6</td>
<td>III-W-5:B-HL-1</td>
<td>III-L-1(SC):B-HL-1</td>
</tr>
<tr>
<td>III-R-4:B-HL-12;17</td>
<td>III-W-5:B-HL-2</td>
<td>III-L-1(SC):B-HL-1</td>
</tr>
<tr>
<td>III-R-4:B-HL-20</td>
<td>III-W-6:B-HL-3</td>
<td>III-L-1(SC):B-HL-1</td>
</tr>
<tr>
<td>III-R-4:B-HL-22;27;28</td>
<td>III-W-7:B-HL-4</td>
<td>III-L-1(SC):B-HL-1</td>
</tr>
<tr>
<td>III-R-4:B-HL-29</td>
<td>III-W-8:B-HL-5</td>
<td>III-L-1(SC):B-HL-1</td>
</tr>
</tbody>
</table>

**Listening and Speaking**
- III-LS-1:B-HL-1 |
- III-LS-1:B-HL-5 |
- III-LS-1:B-HL-6 |
- III-LS-1:B-HL-8 |
- III-LS-2:B-HL-1 |
- III-LS-2:B-HL-2 |
- III-LS-2:B-HL-4 |

**Language**
- **Grammar**
  - III-L-1(N):B-HL-2;3;6 |
  - III-L-1(Q):B-HL-2;3;6 |
- **Vocabulary**
  - III-L-2:B-HL-3 |
  - III-L-2:B-HL-4 |
  - III-L-2:B-HL-12 |

**Listening and Speaking**
- III-LS-1:B-HL-1 |
- III-LS-1:B-HL-5 |
- III-LS-1:B-HL-6 |
- III-LS-1:B-HL-8 |
- III-LS-2:B-HL-1 |
- III-LS-2:B-HL-2 |
- III-LS-2:B-HL-4 |

**Language**
- **Grammar**
  - III-L-1(N):B-HL-2;3;6 |
  - III-L-1(Q):B-HL-2;3;6 |
- **Vocabulary**
  - III-L-2:B-HL-3 |
  - III-L-2:B-HL-4 |
  - III-L-2:B-HL-12 | 4.L.4a
**Research component:**
- Author Fest Oral Report T63a Students will research their favorite author and present facts and opinions on him or her to the class.
- Write to Give Information Biography T69a Students will research a children’s book and author to write a biography about the important events in the person’s life.
- How Native Tribes Lived Class Book T121a

**Narrative Component:**
- Write a narrative biography T65c
- Have children pretend to be one of the animals in the story Pushing Up the Sky and write about the problems they encounter because the sky is too close and how the problem is solved.

**Opinion Component:**
- Write to Entertain: T43c Have children write a story about what clothes they like to wear most and why.
- Literature Journal T60-61 set aside time for children to draw or write as they reflect on the biography In Gary Soto’s Shoes and express their ideas and opinions.
- Respond to a Native American Poem T70g

**Interdisciplinary Connections:**

**Science**
- E-mail a Scientists T12f
- Have scientist as a guest speaker to share information about his/her work.
- Create a Native American Meal T70f
- Research Star Patterns T92b
- Animal Traits T84-85
- Trees T114-115 [http://www.native-languages.org/houses.htm](http://www.native-languages.org/houses.htm)

**Social Studies**
- Communicate with Hieroglyphics T12f
- Make a Celebration Scrapbook T42a
- Make a Dream Catcher T70f
- Make a Map T123a

**Performance Assessment**

**Summative:**
- Avenues Pretest
- Diagnostic Phonics Assessment - Reading Basics

**Formative** (Vocabulary, Grammar, Comprehension/Critical Thinking, High Frequency Words):
- Unit 1
- Unit 2

**Writing Focus Assessment** (Advanced Level Only):

**Avenues Unit 1 Writing Assessment:**
- Process of Writing: Revising and Editing
- Written Composition: *Students will write a composition to tell how they feel when they wear their favorite clothes.*

**Avenues Unit 2 Writing Assessment:**
- Process of Writing: Revising and Editing
- Written Composition: *Students will write a composition to tell you they fee about a place in nature.*