**TUSD CURRICULUM MAP**

**English Language Development 4th Grade, Quarter 2**

**Unifying Concept: Storms and Animal Adaptations**

<table>
<thead>
<tr>
<th>Big Ideas</th>
<th>Selected Readings of Complex Texts</th>
<th>Standards</th>
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</thead>
<tbody>
<tr>
<td><strong>ENDURING UNDERSTANDING:</strong> An author chooses a particular genre to develop, shape and communicate environmental ideas.</td>
<td><strong>EXTENDED TEXT(S):</strong></td>
<td><strong>Targeted</strong></td>
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</table>
| **ESSENTIAL QUESTION:** How does an author’s choice of genre influence the way the ideas are presented? | **Unit 3: Once Upon a Storm**  
- **Fiction:** *Twister* by Darlene Bailey Beard  
- **Nonfiction:** *The Big Storm* by Bruce Hiscox T176a  
- **Leveled Books and Window on Literacy:**  
  - *A Year Without Rain* by Evelyn Stone DRAB  
  - *Weather Words* by Gail Gibbons DRAF59  
  - *When a Storm Comes* by Kate McGough DRA15  
  - *Introduction to Weather* by Pamela Bliss (NL)  
  - *Weather Today* by Marvin Buckley DRA11  
  - *Tools Measure Weather* by Lesley Pether DRA12  
  - *Storms* by Andrew Collins DRA22  
  - **Language Songs:** CD 1  
  - **Big Book:** pages 13-16  
  - **Kidspiration CD-ROM Picture Libraries:**  
  - Science for pictures of weather, storms, seasons, and clouds.  
  - **Selection Readings CD1**  
  - **Profile Picture Cards:** E33-E44 | **Reading**  
| **Unit 4: Watery World**  
- **Fiction:** *The Secret Footprints* by Julia Alvarez T208a  
- **Nonfiction:** *Hello Fish!* by Sylvia A. Earle T240a | **Writing**  
| | **Listening and Speaking**  
| | **Grammar**  
| | **Vocabulary**  
| | **Language**  
| | **Reading**  
| | **Writing**  
| | **Listening and Speaking**  
| | **Grammar**  
| | **Vocabulary**  
| | **Reading**  
| | **Writing**  
| | **Listening and Speaking**  
| | **Grammar**  
| | **Vocabulary**  |
| **SHORT CONNECTED TEXTS & MEDIA** | Unit 4: Watery World  
- **Leveled Books and Window on Literacy:**  
  - *Hide and Seek* by Evelyn Stone DRA NF28  
  - *Sharks* by Gail Gibbons DRA40  
  - *What Lives in a Tide Pool* by Lily Richardson DRA14  
  - *Divers of the Deep Sea* by Marianne Morrison DRA24  
  - *The Baby Shark* by Sharon Street DRA3  
  - *What Do You Know About Dolphins* by Harley Chan DRA21  
  - *Living Things Need Food* by Keith Pigdon DRA10  
  - *Life in the Ocean* by George Hazley DRA18  
  - *Exploring Tide Pools* by Monica Halpem DRA21  
  - **Language Songs:** CD 1  
  - **Big Book:** pages 17-20  
  - **Kidspiration CD-ROM Picture Libraries:**  
  - Science for pictures of ocean creatures and imaginary creatures students can use in creating their own folk tales.  
  - **Selection Readings CD2**  
  - **Profile Picture Cards:** E45-E54 | **Writing**  
| | **Listening and Speaking**  
| | **Grammar**  
| | **Vocabulary**  
| | **Reading**  
| | **Writing**  
| | **Listening and Speaking**  
| | **Grammar**  
| | **Vocabulary**  |
| **Constant throughout the year** | **Reading**  
| | **Writing**  
| | **Listening and Speaking**  
| | **Grammar**  
<p>| | <strong>Vocabulary</strong>  |</p>
<table>
<thead>
<tr>
<th>Research component:</th>
<th>Interdisciplinary Connections:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Research a Tornado T170b <a href="http://www.nssl.noaa.gov/research/tornadoes/">http://www.nssl.noaa.gov/research/tornadoes/</a></td>
<td>- Experiment with Air Pressure T128f</td>
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<tr>
<td>- Write to Give Information T197c Students will research a vacation place to present to the class.</td>
<td>- Barometers T182-183 Have children make a simple barometer <a href="http://learnfi.edu/weather/to-do/">http://learnfi.edu/weather/to-do/</a></td>
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<tr>
<td>- Research Legends T234a</td>
<td>- Research Climates T197</td>
</tr>
<tr>
<td>- Underwater Gallery</td>
<td>- Compare Animals T202f</td>
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<tr>
<td>- Write to Inform T261c Have students research ocean vertebrates or animals with backbones to write a paragraph to share with the group. Afterwards the students’ final work can be used to compile a class book.</td>
<td>- Make a Food Chain T260b</td>
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<tr>
<td><strong>Narrative Component:</strong></td>
<td><strong>Social Studies</strong></td>
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<tr>
<td>- Write about experiences that you had with severe weather and what happened.</td>
<td>- Local Weather Extremes T128f</td>
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<tr>
<td>- Write a narrative story pretending to be one of the characters in the legend, <em>The Secret Footprints</em>, and how your life is like living underwater.</td>
<td>- Make a Safety Plan T171a</td>
</tr>
<tr>
<td><strong>Opinion Component:</strong></td>
<td>- Create an Intertidal Poster T202f <a href="http://www.enchantedlearning.com/subjects/ocean/interidal.shtml">www.enchantedlearning.com/subjects/ocean/interidal.shtml</a></td>
</tr>
<tr>
<td>- Literature Journal T164- Set aside time for students to draw or write as they reflect on the story <em>Once Upon a Storm</em> and express their ideas and opinions.</td>
<td>- Cultural Perspectives World Cultures: Foods of the Caribbean T210-211 Have students use books, such as cookbooks, to write about the foods eaten in the Caribbean that they would like to try.</td>
</tr>
<tr>
<td>- Literature Journal T230- Set aside time for students to draw or write as they reflect on the legend, <em>The Secret Footprints</em>, and express their ideas and opinions.</td>
<td>- Dominican Republic T218-219 <a href="http://www.countryreports.org/country/DominicanRepublic.htm">http://www.countryreports.org/country/DominicanRepublic.htm</a></td>
</tr>
<tr>
<td>- Have students write about their favorite kind of weather and why.</td>
<td>- Give an Aquarium Tour T261a <a href="http://www.montereybayaquarium.org/">http://www.montereybayaquarium.org/</a></td>
</tr>
</tbody>
</table>

**Performance Assessment**

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

**Formative (Vocabulary, Grammar, Comprehension/Critical Thinking, High Frequency Words):**
- Unit 3
- Unit 4

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

**Avenues Unit 3 Writing Assessment:**
- Process of Writing: Revising and Editing
- Written Composition: *Students will write a composition to describe a storm.*

**Avenues Unit 4 Writing Assessment:**
- Process of Writing: Revising and Editing
- Written Composition: *Students will write a composition to describe something that lives underwater.*