



LAKE TAHOE UNIFIED SCHOOL DISTRICT

Houghton Mifflin/Common Core Basal Alignment

<p>Grade : 4 Theme 1: Journeys</p>	<p>Theme Concept: Travelers learn about the world and about themselves.</p>		<p>CCSS ELA Standards for this Selection</p>
<p>Selection # 1: Akiak <input checked="" type="checkbox"/> Literary Text <input type="checkbox"/> Informational Text Source: Houghton Mifflin Strategy: Summarize Skill: Story Structure Structural Analysis: Base words and endings Spelling: Short vowels, long vowels (a, e) Vocabulary: Multiple meaning words Writing: Personal narrative Grammar: Kinds of sentences</p>	<p>Focus Standards (CCCS)</p>		<p>Key: RL.: Reading for Literature RF.: Reading Foundational Skills W.: Writing SL.: Speaking and Listening L: Language</p>
	<p>Reading for Literature 4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Speaking and Listening 1. Engage effectively in a range of collaborative discussions.</p>	<p>RL.4.1 RL.4.2 RL.4.3 RL.4.4 RF.4.3 RF.4.4 W.4.2 W.3.4 W.4.4 W.4.5 W.4.9 W.4.10 SL.4.1 SL.4.2 SL.4.6 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6</p>
<p>Academic (Tier 2) Vocabulary: (General academic words used across all disciplines) •</p>	<p>Concept(s) for Frontloading: (Building Background Knowledge)</p> <p>Selection-based Vocabulary (Step-asides/words in context): (Content specific, domain-specific words taught DURING reading) harness, layover, snowmobile</p>		
<p>Response to Literature Prompt/ Expressive Task: (refer to RtL teaching sequence handout) Akiak is described as a courageous dog. Using examples from the text support the claim that Akiak is a courageous dog.</p>	<p>Additional Writing Prompt: <input type="checkbox"/> Narrative <input type="checkbox"/> Opinion/Argumentative <input checked="" type="checkbox"/> Informative/Explanatory Describe how people’s attitude towards Akiak changed throughout the story. What did Akiak do to lead people to admire her? Use evidence from story to support your argument</p>		<p>Links: Basal Alignment Lesson Plan and Assessments</p>



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Selection # 2: Grandfather's Journey <input checked="" type="checkbox"/> Literary Text <input type="checkbox"/> Informational Text Source: Houghton Mifflin Strategy: Predict/Infer Skill: Author's Viewpoint Structural Analysis: Suffixes –ly, -y Spelling: Short vowels Vocabulary: Alphabetical order in a dictionary Writing: Personal narrative Grammar: Subject and predicates	Focus Standards (CCCS)		Key: RL.: Reading for Literature RF.: Reading Foundational Skills W.: Writing SL.: Speaking and Listening L: Language RL.4.1 RL.4.2 RL.4.3 RL.4.4 RF.4.4 W.4.2 W.4.4 SL.4.1 SL.4.2 SL.4.6 L.4.1 L.4.2 L.4.4 L.4.5
	Reading for Literature 4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Speaking and Listening 1. Engage effectively in a range of collaborative discussions.	
Writing 3. Write narratives to develop real or imagined experiences or events.	Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (g) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		
Academic (Tier 2) Vocabulary: (General academic words used across all disciplines) <ul style="list-style-type: none"> • period • interpret 	Concept(s) for Frontloading: (Building Background Knowledge) Pg 60 – 61 Discuss what the pictures and caption tell about the differences between Japan and California in the late 1800's and early 1900's		
	Selection-based Vocabulary (Step-asides/words in context): (Content specific, domain-specific words taught DURING reading) homeland, bewildered, marveled, longed, warblers, silvereyes, still, homesick		
Response to Literature Prompt/ Expressive Task: (refer to RtL teaching sequence handout) How are the journeys that Allen Say and his grandfather take similar? How are they different? (Question 4, p. 76)	Additional Writing Prompt: <input checked="" type="checkbox"/> Narrative <input type="checkbox"/> Opinion/Argumentative <input type="checkbox"/> Informative/Explanatory Describe an activity you participated in this summer that you learned something new.*		Links: Basal Alignment Lesson Plan and Assessment



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<p>Grade : 4 Theme 1: Journeys</p>	<p>Theme Concept: Travelers learn about the world and about themselves.</p>		<p>CCSS ELA Standards for this Selection</p>
<p>Selection # 3: Finding the Titanic <input type="checkbox"/> Literary Text <input checked="" type="checkbox"/> Informational Text Source: Houghton Mifflin Strategy: Monitor/Clarify Skill: Text Organization Structural Analysis: Syllabication Spelling: Short and long u Vocabulary: Using a thesaurus Writing: Personal Narrative Grammar: Compound Sentences</p>	<p>Focus Standards (CCCS)</p>		<p>Key: RL.: Reading for Literature RF.: Reading Foundational Skills W.: Writing SL.: Speaking and Listening L: Language</p>
	<p>Reading for Literature 4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>Speaking and Listening 1. Engage effectively in a range of collaborative discussions.</p>	<p>RIT.4.1 RIT.4.2 RIT.4.4 RIT.4.5 RIT.4.6 RIT.4.8 RIT.4.10 RF.4.4 W.4.2 W.4.4 W.4.6 W.4.7 W.4.9 SL.4.1 SL.4.4 L.4.4 L.4.5 L.4.6</p>
<p>Academic (Tier 2) Vocabulary: (General academic words used across all disciplines) <ul style="list-style-type: none"> • according • consult • obtain </p>	<p>Concept(s) for Frontloading: (Building Background Knowledge) P. 80 - 81 Discuss parts of the ship to enhance the understanding of the size and scope of the ship. Selection-based Vocabulary (Step-asides/words in context): (Content specific, domain-specific words taught DURING reading) funnels, plaques, shipwreck, survivor, unsinkable, voyage, wreckage, iceberg, steward, distress</p>		
<p>Response to Literature Prompt/ Expressive Task: (refer to RtL teaching sequence handout) Both Ruth Becker and Grandfather in Grandfather’s Journey took trips that changed their lives. Compare how they felt as they looked back on their journeys. (question 6 pg 102)</p>	<p>Additional Writing Prompt: <input type="checkbox"/> Narrative <input checked="" type="checkbox"/> Opinion/Argumentative <input type="checkbox"/> Informative/Explanatory Do you agree with Robert Ballard that the artifacts found at the Titanic site should be left as a monument? Give 3 reasons to support your opinion.</p>		<p>Links: Basal Alignment Lesson Plan and Assessment</p>



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<p>Selection # 4: By the Shores of Silver Lake <input checked="" type="checkbox"/> Literary Text <input type="checkbox"/> Informational Text Source: Houghton Mifflin Strategy: Question Skill: Noting Details Structural Analysis: Word Roots: tele, rupt Spelling: Homophones Vocabulary: Dictionary Guide Words Writing: Personal narrative Grammar: Compound Sentences</p>	<p>Focus Standards (CCCS)</p>		<p>Key: RL.: Reading for Literature RF.: Reading Foundational Skills W.: Writing SL.: Speaking and Listening L: Language</p> <p>RL.4.1 RL.4.3 RL.4.4 RL.4.7 RL.4.10 W.4.2 W.4.4 W.4.9 SL.4.1 SL.4.6 L.4.1 L.4.2 L.4.4 L.4.5</p>
	<p>Reading for Literature 4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Speaking and Listening 1. Engage effectively in a range of collaborative discussions.</p>	
	<p>Writing 3. Write narratives to develop real or imagined experiences or events.</p>	<p>Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (g) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	
<p>Academic (Tier 2) Vocabulary: (General academic words used across all disciplines)</p> <ul style="list-style-type: none"> • 	<p>Concept(s) for Frontloading: (Building Background Knowledge)</p> <p>Selection-based Vocabulary (Step-asides/words in context): (Content specific, domain-specific words taught DURING reading) Platform, satchel, homestead, flurry, craned, bristly, callused, shanties, bobs, suspected, depot, jolts, severely</p>		
<p>Response to Literature Prompt/ Expressive Task: (refer to RtL teaching sequence handout) Laura and her family are nervous and even a little scared about their journey. What do the details in the text tell you about travel in the 1870s? What actions tell you how the family was feeling during the trip and as they arrived at their destination?</p>	<p>Additional Writing Prompt: <input type="checkbox"/> Narrative <input type="checkbox"/> Opinion/Argumentative <input checked="" type="checkbox"/> Informative/Explanatory Use specific details from the text to describe Laura. What inference can you make regarding her age and her relationship with her sister Mary?</p>		<p>Links: Basal Alignment Lesson Plan and Assessments</p>