

What students read



What do students read in Amplify CKLA®?

In Amplify CKLA, texts serve a variety of purposes, from building background knowledge, vocabulary, and comprehension to strengthening decoding and fluency skills.

In grades 3–5, integrated units bring the Skills and Knowledge strands together as students become increasingly automatic and strategic in their word recognition and language comprehension skills.

Student reading and comprehension activities involve a variety of reading materials:

- **Authentic Read-Alouds and trade books** ensure students encounter a variety of perspectives as they use these complex text to increase their knowledge while practicing vocabulary and listening comprehension skills.
- **Student Readers** connect to each theme and are designed to increase in complexity over time, providing a continual challenge as students’ reading and listening comprehension skills develop and strengthen throughout the year.
- **Novel Guides** provide teachers a flexible option for extending authentic reading and text-based activities in the classroom using award-winning and acclaimed novels.
- **ReadWorks articles** give students access to additional high-quality texts aligned to both Amplify CKLA knowledge topics and the topics outlined in the California Framework for Social Studies, Science, and the Arts.

We invite you to take a closer look at the rich and authentic reading opportunities Amplify CKLA provides throughout this grade.

Table of contents



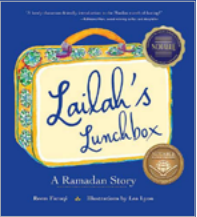

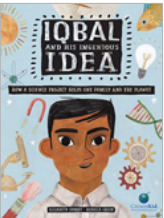
Authentic books	4
Authentic text passages	6
Student Readers	7
Novel Guides	8
ReadWorks	9




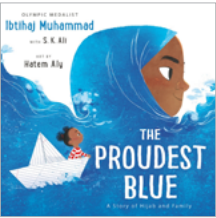
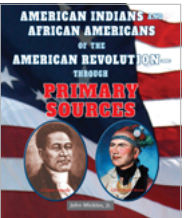
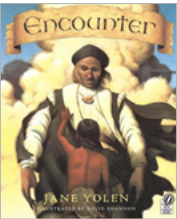
Authentic books

These authentic books have been carefully selected to deepen background knowledge and expose students to a diversity of text types and perspectives.

All grade 4 classrooms across LAUSD will receive five copies of each title.

UNIT	TITLE AND AUTHOR	SYNOPSIS	
Unit 1 Personal Narratives	<i>Dreamers</i> Yuyi Morales	A mother discusses the wondrous possibilities of discovering new places and new beginnings. Her first-person narrative flows gently alongside illustrations rich with symbolism, reminding readers to reach and dream but to never forget where they came from and who they are. The “My Story” section will help readers make connections between the story and the author’s own immigration experience with her infant son in 1994.	
Unit 2, Part 1 Empires in the Middle Ages	<i>Sundiata: Lion King of Mali</i> David Wisniewski	This folktale about King Sundiata introduces readers to the African kingdom of Mali in the 13th century. Dramatic storytelling and vivid illustrations bring to life the oral tradition, beliefs, and culture that was well-established in Mali and other African cities at this time in history.	
Unit 2, Part 2 Empires in the Middle Ages	<i>Lailah’s Lunchbox: A Ramadan Story</i> Reem Faruq	Lailah finds that her excitement to begin fasting at Ramadan is not immediately welcomed at her new school. But when she discovers the school librarian is willing to listen and learn, a story of respect for differing religious beliefs begins to emerge. This contemporary story can be useful in promoting a better understanding of Islamic history and culture.	
Unit 3 Poetry	<i>I Am Every Good Thing</i> Derrick Barnes	This empowering ode to self, written from the perspective of an African American boy, presents readers with a powerfully optimistic message about valuing one’s unique and sometimes conflicting qualities. Extensive figurative language and lively illustrations help teachers and readers explore the various implicit and explicit meanings of poetry.	
Unit 4 Eureka! Student Inventor	<i>Iqbal and His Ingenious Idea: How a Science Project Helps One Family and the Planet</i> Elizabeth Suneby	Iqbal, a boy growing up in Bangladesh, recognizes that open-flame cooking is harming the health of his family, so he sets out to use technology and his creativity to solve the problem. This inspiring story will empower readers to think about their own ability to address real-world problems by devising innovative solutions. Teachers can also use this text to delve into topics such as the challenges of living sustainably in different parts of the world.	

Authentic Books

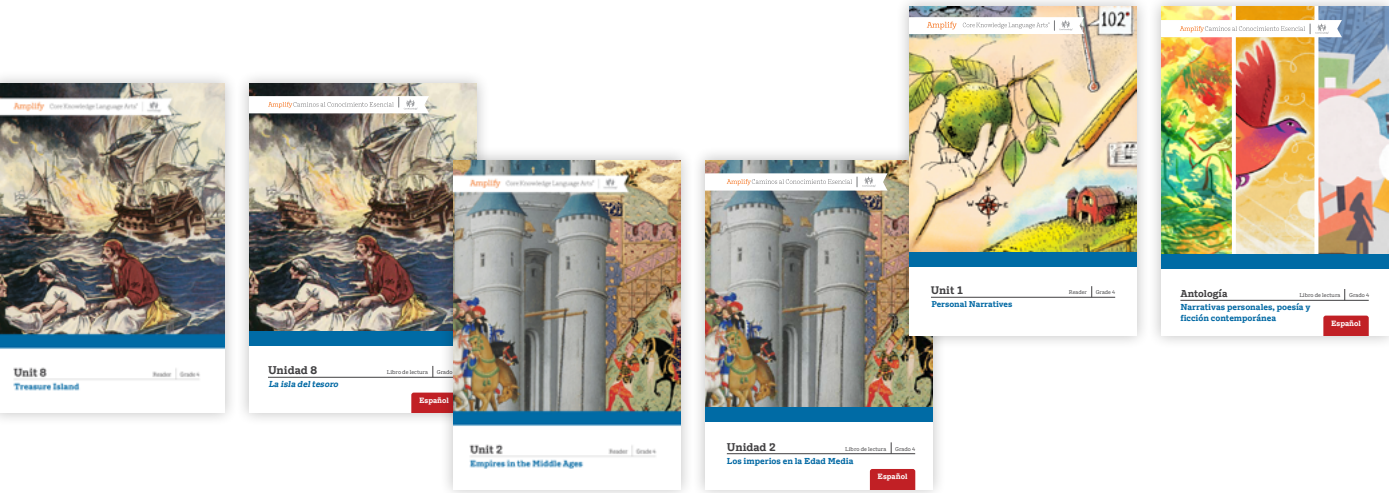
UNIT	TITLE AND AUTHOR	SYNOPSIS	
Unit 5 Geology	<i>Grand Canyon</i> Jason Chin	Detailed illustrations, maps, and diagrams will captivate readers of this book with the geologic history of the Grand Canyon. This book’s simple storyline about a father and daughter’s camping trip is supplemented with sections that provide scientific explanations of the canyon’s origins and strata, as well as discussions about the animals and plants that call the canyon home.	
Unit 6 Contemporary Fiction	<i>The Proudest Blue</i> Ibtihaj Muhammad	<i>The Proudest Blue</i> is the uplifting story of a girl’s experiences as she proudly wears a bright blue hijab. Displaying a balanced sense of self, she ably and inspirationally handles what comes her way, including taunts from classmates. A photo of Ibtihaj Muhammad (the author and first US Olympian to compete while wearing a hijab) and the Author’s Note can be useful for beginning deeper discussions about tolerance and acceptance.	
Unit 7 American Revolution	<i>American Indians and African Americans of the American Revolution-Through Primary Sources</i> John Micklos	This selection highlights the difficulties Native and African Americans faced during revolutionary times. Readers will find profiles of several people of color, including Peter Salem, Crispus Attucks, and Joseph Brant. Reproductions of primary source materials, a timeline, a glossary, and a Further Reading section convey factual information textually and visually. We recommend teachers preview and discuss images showing violence and the use of dated group descriptors with students prior to reading this text.	
Unit 8 Treasure Island	<i>Encounter</i> Jane Yolen	The story of Columbus’ arrival on San Salvador is told from the perspective of a Taino boy. The boy’s fear and foreboding foreshadow the problems that European arrival would bring for native peoples. Teachers might consider this text to discuss this unit theme: “How can you determine if someone is trustworthy or untrustworthy?”	

Authentic text passages in English and Spanish

Note that in some cases, works were edited to ensure age-appropriateness.

UNIT	ENGLISH TITLE	SPANISH TITLE
Unit 1 Personal Narratives / Narrativas personales	<ul style="list-style-type: none">Laurel Snyder, “A Good Lie,”	<ul style="list-style-type: none">Miguel Delibes, <i>Mi querida bicicleta</i>
	<ul style="list-style-type: none">Condoleezza Rice, <i>Extraordinary, Ordinary People: A Memoir of Family</i>	<ul style="list-style-type: none">Berta Hiriart, <i>¡Adiós, querido Cuco!</i>
	<ul style="list-style-type: none">Esmeralda Santiago, <i>When I was Puerto Rican</i>	<ul style="list-style-type: none">Esmeralda Santiago, <i>Cuando era puertorriqueña</i>
	<ul style="list-style-type: none">Beverly Cleary, <i>A Girl from Yamhill</i>	<ul style="list-style-type: none">Sonia Sotomayor, <i>Mi mundo adorado</i>
	<ul style="list-style-type: none">Peg Kehret, <i>Small Steps: The Year I Got Polio</i>	<ul style="list-style-type: none">Alma Flor Ada, <i>Tesoros de mi isla</i>Eric Velasquez, <i>Los discos de mi abuela</i>
Unit 3 Poetry / Poesía	<ul style="list-style-type: none">Roald Dahl, "Little Red Riding Hood and the Wolf"	<ul style="list-style-type: none">Eustaquio Pérez, “Caperucita Roja”
	<ul style="list-style-type: none">Harryette Mullen, “Ask Aden”	<ul style="list-style-type: none">Pat Mora, “El desierto es mi madre”
	<ul style="list-style-type: none">Norman Ault, “Wishes”	<ul style="list-style-type: none">Francisco X. Alarcón, “Las canciones de mi abuela”
	<ul style="list-style-type: none">Nikki Giovanni, “My First Memory (of Librarians)”	<ul style="list-style-type: none">Luigi Amara, “El baile de la medusa”
	<ul style="list-style-type: none">Langston Hughes, “Harlem”	<ul style="list-style-type: none">Jorge Narváez Ceballos, “Mi tierra de niño”
	<ul style="list-style-type: none">Sherman Alexie, From “Why We Play Basketball”	<ul style="list-style-type: none">Gerardo Diego, “Balón de fútbol”
	<ul style="list-style-type: none">Walt Whitman, “I Hear America Singing”	<ul style="list-style-type: none">J. Ramón Pichardo Arce, “A la unión de Centroamérica”
	<ul style="list-style-type: none">Joy Harjo, From “She Had Some Horses”	<ul style="list-style-type: none">Gloria Fuertes, “El corazón de la Tierra”
	<ul style="list-style-type: none">Pat Mora, “Words Free As Confetti”	<ul style="list-style-type: none">Antonio García Teijeiro, “Son olas verdes”
	<ul style="list-style-type: none">Carl Sandburg, “Fog”	<ul style="list-style-type: none">Germán Machado, “En la calma del trópico”
	<ul style="list-style-type: none">Ernest Lawrence Thayer, “Casey at the Bat”	<ul style="list-style-type: none">Carmen Gil, “Don Quijote y Rocinante”
	<ul style="list-style-type: none">Kshemendra, From <i>Kavikanthabharana</i>	<ul style="list-style-type: none">Gloria Fuertes, “Escribo”
	<ul style="list-style-type: none">Grace Nichols, “They Were My People”	<ul style="list-style-type: none">Francisco X. Alarcón, “Las palabras son pájaros”
	<ul style="list-style-type: none">Henry Wadsworth Longfellow, “Paul Revere’s Ride”	<ul style="list-style-type: none">Rafael Alberti, “Se equivocó la paloma”
	<ul style="list-style-type: none">Emma Lazarus, “The New Colossus”	<ul style="list-style-type: none">José Gautier Benítez, “A Puerto Rico (Regreso)”
Unit 6 Contemporary Fiction / Ficción contemporánea	Sandra Cisneros, <i>House on Mango Street</i>	Sandra Cisneros, <i>La casa en Mango Street</i>
Unit 8 Treasure Island / La isla del tesoro	Robert Louis Stevenson, <i>Treasure Island</i>	Robert Louis Stevenson, <i>La isla del tesoro</i>
Unit 9 Energy: Past, Present, and Future / Energía: pasado, presente y futuro	William Kamkwamba, The Boy Who Harnessed the Wind	William Kamkwamba, El niño que domó el viento
	<ul style="list-style-type: none">Molly Bang & Penny Chisholm, Buried Sunlight: How Fossil Fuels Have Changed the Earth	<ul style="list-style-type: none">William B. Rice, La historia de los combustibles fósiles
	<ul style="list-style-type: none">Jill Sherman, Getting the Job Done: Oil Rig Workers	
	<ul style="list-style-type: none">Allan Drummond, Energy Island	

Student Readers in English and Spanish



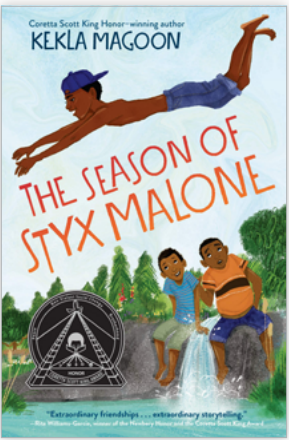
ENGLISH READER	SPANISH READER
Personal Narratives	Narrativas personales
A Good Lie	Mi querida bicicleta
Extraordinary, Ordinary People: A Memoir of Family	Adiós, querido Cuco!
When I Was Puerto Rican: How to Eat a Guava	Cuando era puertorriqueña
The Girl from Yamhill: The Farm	Mi mundo adorado
Small Steps: The Year I Got Polio	Tesoros de mi isla
	Los discos de mi abuela
The Middle Ages: Knights, Castles, and Chivalry	Los imperios en la Edad Media
Scholars, Traders, and Warriors: The Rise of an Empire	
Poet’s Journal	Poesía
Eureka!	¡Eureka!
Geology: The Changing Earth	Geología: la Tierra cambiante
Contemporary Fiction (The House on Mango Street)	Ficción contemporánea (La casa en Mango Street)
American Revolution: The Road to Independence	La Revolución estadounidense: el camino a la independencia
Treasure Island	La isla del tesoro

Novel Guides

Novel Guides offer flexible materials designed around authentic texts students love. Students are introduced to award-winning and acclaimed novels with relatable characters, offering opportunities to develop a love for reading and build ELA skills and Social and Emotional Learning capacities.

Each Novel Guide features a Teacher Edition and a Student Edition. Novel Guides offer five activity types:

- **Ask**—A variety of questions that cover information about the text.
- **Explore**—Prompts that that offer brief research opportunities centered around items mentioned in the text.
- **Imagine**—Activities that promote creativity and further reflection.
- **Observe**—Opportunities for students to take notes or make other kinds of observations about what they have read.
- **Understand**—Opportunities for students to make and explore social-emotional learning connections to the text.



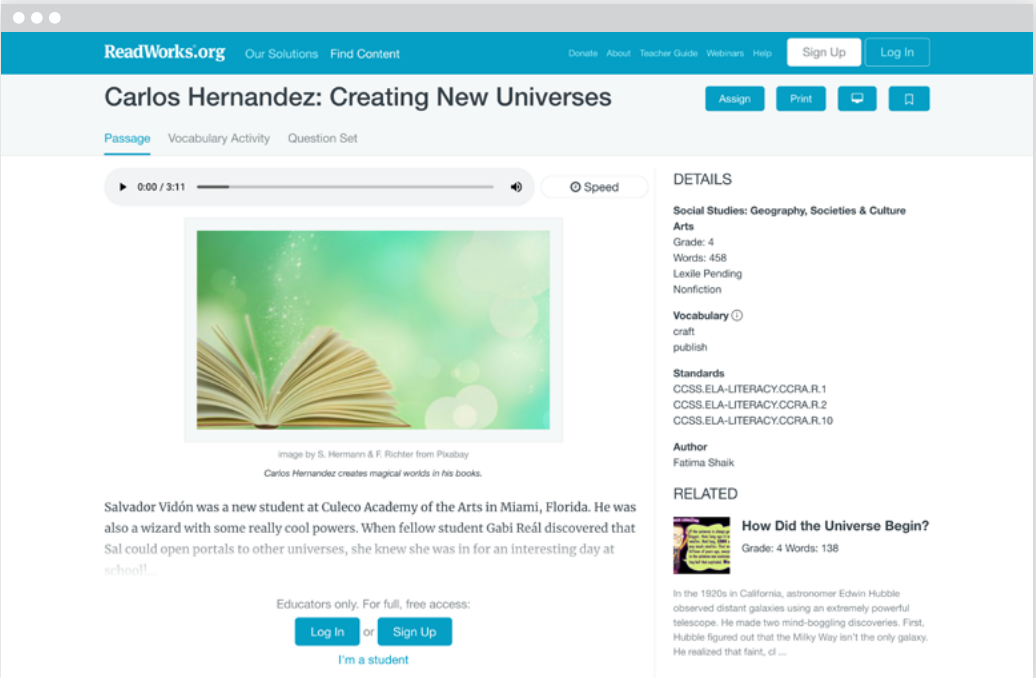
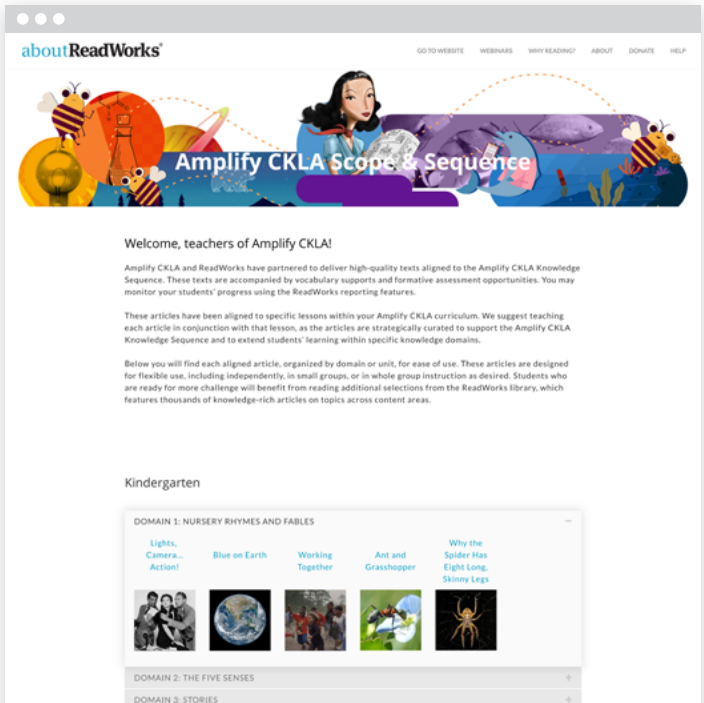
The Season of Styx Malone
Kekla Magoon



Hello, Universe
Erin Entrada Kelly

ReadWorks

Amplify CKLA and ReadWorks have partnered to deliver high-quality texts written by experts and curated by educators to support and extend the Amplify CKLA Knowledge Sequence. Texts include high-interest nonfiction articles in topics in social studies, science, literature, and the arts. These texts are accompanied by vocabulary supports and standards-aligned formative assessment opportunities. Teachers can monitor their students' progress using the ReadWorks reporting features.



ReadWorks articles are designed for flexible use, including independently, in small groups, or in whole group instruction as desired. The following list of articles align to CKLA instruction; however, you may use the articles in ways that best suit your students' needs.

NOVEL GUIDES

UNIT	READWORKS ARTICLE	ALIGNED CKLA LESSON
Unit 1 Personal Narratives	“Behind the Lens”	Lesson 1, Speaking and Listening
	“Telling Her Family’s Story through Comics”	Lesson 2, Speaking and Listening
	“Walking Tall”	Lesson 3, Reading
	“What’s This? Stinky Perfume”	Lesson 4, Reading
	“Composer, Writer, and Actor Lin-Manuel Miranda”	Lesson 4, Reading
	“Weather - The Water Cycle”	Lesson 5, Reading
	“How the Railroad Came to South Florida”	Lesson 6, Reading
	“Alexa Canady, Breaking Barriers in Medicine”	Lesson 7, Reading
Unit 2, Part 1 Empires in the Middle Ages	“John Lewis”	Lesson 7, Reading
	“Sunrise, Sunset...or Not?”	Lesson 1, Reading
	“The Ever-Changing Sky”	Lesson 1, Reading
	“What Causes the Seasons?”	Lesson 2, Reading
	“The Ecosystem of the Forest”	Lesson 2, Reading
	“The Seminole Houses with No Walls”	Lesson 2, Reading
	“Malala Yousafzai”	Lesson 3, Reading
	“Religion and Architecture: A History of Great Buildings”	Lesson 4, Reading
	“What is Heat?”	Lesson 4, Reading
	“Recycling & Conservation: Why Recycle?”	Lesson 6, Reading
Unit 2, Part 2 Empires in the Middle Ages	“The Orchestra: An Overview”	Lesson 8, Reading
	“Shirin Ebadi”	Lesson 16, Reading
	“Mali & African Empires - The Mali Empire”	Lesson 16, Reading
	“Oxen and Transportation in Cambodia”	Lesson 16, Reading
	“What’s This? One ‘Cool’ Fox”	Lesson 17, Reading
	“Ayad Akhatar”	Lesson 21, Reading
Unit 3 Poetry	“The Shahnama”	Lesson 23, Reading
	“Harlem Renaissance: Visual Art”	Lesson 4, Reading
	“Magnetism”	Lesson 5, Speaking and Listening
	“Shoot It Harder, Shoot It Softer”	Lesson 6, Speaking and Listening
	“A Native in the Land of Poetry”	Lesson 6, Reading
	“How Dorothea Lange and John Steinbeck Captured California in the 1930s”	Lesson 7, Reading
	“Famous African Americans: Maya Angelou”	Lesson 10, Reading

NOVEL GUIDES

UNIT	READWORKS ARTICLE	ALIGNED CKLA LESSON
Unit 3 Poetry	“The Structure and Themes of Renga”	Lesson 11, Writing
	“Baseball in Latin America”	Lesson 12, Reading
	“Astronomy”	Lesson 14, Reading
Unit 4 Eureka! Student Inventor	“Magnetism - Magnets: Types and Uses”	Lesson 1, Collaboration Building Challenge
	“Now Hear This!”	Lesson 2, Introduction to Research
	“Electricity and Energy - Energy”	Lesson 3, Researching the Lightbulb
	“Thomas David Petite”	Lesson 3, Invention Pitch
	“Puerto Rican Migration to the U.S. in the Twentieth Century”	Lesson 4, Louis Braille Inventor Card
	“Space Centers Across the U.S.A.”	Lesson 5, Timeline of Invention
	“Eugenie Clark: ‘The Shark Lady’”	Lesson 5, Invention Breeds Invention
	“Sea Turtles Find Their Beach”	Lesson 5, Invention Breeds Invention
	“Getting the Wrinkles Out”	Lesson 8, An Inventing Opportunity
Unit 5 Geology	“Energy for Life”	Lesson 1, Reading
	“What’s the Big Idea about Water?: The Amazing Water Molecule”	Lesson 1, Reading
	“Frogs at Risk”	Lesson 2, Reading
	“Up to Speed”	Lesson 2, Language
	“Kusala Rajendran: Earthquake Expert”	Lesson 4, Reading
	“The Ohe Hano Ihu”	Lesson 6, Reading
	“What Happens When It Rains?”	Lesson 8, Reading
	“Rock Art”	Lesson 8, Reading
	“Secrets of the Past”	Lesson 8, Reading
	“Catch the Breeze”	Lesson 10, Reading
	“How Glaciers Change the World”	Lesson 11, Reading
	“After the Floods”	Lesson 11, Reading
	“The Calusa Tribe: The First Shell Collectors”	Lesson 12, Reading
	“Going Up a Mountain”	Lesson 12, Reading

NOVEL GUIDES

UNIT	READWORKS ARTICLE	ALIGNED CKLA LESSON
Unit 6 Contemporary Fiction	“A Los Angeles Land Boom... and Bust”	Lesson 1, Reading
	“Caryl Churchill”	Lesson 3, Reading
	“Carlos Hernandez: Creating New Universes”	Lesson 5, Writing
	“How Charlie Got Her Chopsticks”	Lesson 7, Reading
	“Mali & African Empires - The Legend of Sundiata”	Lesson 10, Reading
	“A Butterfly’s Life Cycle”	Lesson 11, Reading
Unit 7 American Revolution	“Native Americans”	Lesson 1, Core Connections
	“The Buzz about Native Bees”	Lesson 1, Reading
	“The British Empire - Mohandas K. Gandhi”	Lesson 1, Reading
	“The Jonkonnu”	Lesson 2, Reading
	“State Constitutions in the U.S.”	Lesson 6, Reading
	“Congress Speaks Spanish”	Lesson 7, Reading
	“Forms of Art - Abstract Art”	Lesson 8, Reading
	“The Three Branches of State Government”	Lesson 12, Reading
	“The Changing Night Sky”	Lesson 13, Reading
	“Amusement Park Motion”	Lesson 15, Reading
Unit 8 Treasure Island	“One Way to Find a Planet”	Lesson 2, Reading
	“Hooray for Hummingbirds”	Lesson 5, Reading
	“Reefs at Risk”	Lesson 6, Reading
	“Pythons Invade the Florida Everglades”	Lesson 8, Reading
	“Why Does the Sun Burn Us?”	Lesson 8, Reading
	“The Woman Who Saved the Everglades”	Lesson 8, Reading
	“Buried Treasure”	Lesson 8, Reading
	“The Penny Experiment”	Lesson 13, Reading

Notes

For more information on Amplify CKLA
visit **amplify.com/amplify-ckla-laUSD**.

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