

SAUSD Grade Level Curriculum Map

These curriculum maps are designed to address CCSS Literacy outcomes. The overarching focus for all curriculum maps is building student's content knowledge and literacy skills as they develop knowledge about the world.

1. Each unit provides several weeks of instruction. Each unit also includes formative and summative assessments.
2. Taken as a whole, this curriculum map is designed to give teachers recommendations and some concrete strategies to address the shifts required by CCSS.
3. **Note that the curriculum map addresses all components of ELA except for the “green section” of OCR/Language Arts.** Teachers should continue teaching the “the Green Section” as it is sequenced in Open Court Reading. Research (NRP) has shown that systematic phonics instruction produces significant benefits for students in kindergarten through 6th grade and Open Court Reading green section offers a systematic scope and sequence of phonics instruction.
4. **The selected texts in this curriculum map represent only one type of the reading that students must do to become proficient readers. A quality instructional program will include:**
 - **Complex Text for Close Reading**, both informational and narrative (as addressed in this curriculum map)
 - **Decodable Texts for Students** still building phonics skills (as addressed in OCR Green Section)
 - **Reading at student's individual level to build fluency, vocabulary, and comprehension** (as addressed through workshop strategies, intervention or Accelerated Reader, etc.)

Components

- a. **CCSS Shifts:** reviews SAUSD's approach to the Common Core Literacy Shifts which guided the curriculum map.
- b. **Year at a Glance:** provides a quick look into each unit of study. It includes the big idea, and essential questions, core complex texts chosen through close analysis and the performance task. (see further explanation of the criteria below). The amount of time spent for each unit is also included.
- b. **Narrative Overview:** describes the purpose for the unit, the connections with previous and subsequent units, standards addressed, and the unit anchor text(s).
- c. **Curriculum Map:** *The Curriculum Map is presented by trimester. Each trimester includes:*

SAUSD Common Core Aligned Curriculum Map: **Fourth Grade ELA 2014-1015**

- **Unit Title:** These are either the title of the Open Court Unit itself, or when applicable, the SAUSD Common Core Unit of Study
- **Date range and number of weeks:** Includes the approximate dates when the unit will be taught and the estimated number of weeks classrooms will spend on the unit. The flexibility offered by a range of dates allows for teachers to use formative assessment and be responsive to the needs of students. In this vein, an estimated range of dates is conducive to supporting students in developing a deep understanding which promotes transfer of knowledge and skills to other contexts.
- **Performance Task:** The performance task is a culminating activity that allows students to apply the both content knowledge and literacy skills gained throughout the unit. It is a relevant and real-life application that involves reading, writing, and often presenting is tied the big idea and essential questions for the unit. The performance task might be collaborative or independent in nature. Teachers will make decisions about the strategies and scaffolds needed to support students in the task.
- **Big Ideas and Essential Questions:** The big idea for each unit is a statement describing the universal theme of the unit. The essential questions drive the inquiry around the big idea. The texts and tasks are aligned to the big idea and essential questions that students will explore throughout the unit.
- **Complex Texts:** We look at our Open Court selections in a new way. We will spend more time on key selections and have the option to use some other selections in flexible ways based on student needs. In the curriculum maps, text selections are identified **as anchor, standard, read-aloud, or optional** based on their centrality to the unit:
 - **Anchor Text:** These selections are central to the unit. They are complex and closely aligned to the big idea and essential questions of the unit. They provide multiple opportunities for teaching the qualitative aspects of text and the CCSS standards. Teachers will want to spend an extended period of time (up to 2 weeks) in order to teach these selections in depth. With each anchor text, students will closely read for a *variety of purposes to deeply explore the text*, engage in collaborative conversations surrounding the text, and write their own texts using the selection as a source. The anchor text presents many opportunities to address the CCSS literacy shifts as students build knowledge as they read, write, and speak about a complex text using academic language.
 - **Standard Texts:** These selections, while an important part of the unit, won't require the same depth of reading as the anchor texts. Teachers will want to spend about one week of instruction on these selections, to include: reading, asking and answering text dependent questions, and participating in collaborative conversations.
 - **Read-Aloud Texts:** These selections link to the unit big idea and essential questions, but based on qualitative analysis and time constraints, it is suggested that these selection are read aloud to students so as to allow more time for anchor and standard texts. Although teachers will still ask text dependent questions and have students interact during the read aloud,

SAUSD Common Core Aligned Curriculum Map: **Fourth Grade ELA 2014-1015**

this might be accomplished in one sitting and other extended activities aren't required. Read-aloud texts also provide opportunities for students to have access to texts that might otherwise be at their frustration reading level while simultaneously developing listening skills.

- **Optional Texts:** Though many of these selections have merit, they are optional in order to make more time for anchor and standard texts. Teachers may choose to skip these texts or use them in other flexible ways.
- **Content Standards:** When there are connections to History Social/Science or Science standards, those standards are indicated here. Though the unit concepts connect to these standards, additional instruction might be needed to fully address the content standards
- **CCSS Standards:** The Common Core Standards addressed in each unit for reading, writing, speaking and listening, and language are identified. These standards should be addressed through questioning and student tasks. Standards are “bundled” and not taught in isolation so they represent authentic experiences.

Note: the distinction between standards “across units” vs. “central to this unit”. Standards labeled “across units” are foundational to the CCSS shifts, and therefore are taught early and reinforced through the year. Standards central for this unit are the focus for that specific unit.

- **Cross-Content Real World Connection:** To provide relevance to students, as identified in the shifts and SAUSD Theoretical Framework, the cross-content, real world connections to the unit are indicated. The emphasis of learning is the application of knowledge to real world experiences. This gives purpose to learning, which is motivating to students.

Common Core Shifts

<p>Building knowledge through content-rich nonfiction</p>	<p><i>SAUSD's approach emphasizes effective literacy instruction through the use of compelling topics that engage students in informational and literary texts. The texts are sequenced around a topic leading to the big idea and essential questions in order to provide a clear and explicit purpose for instruction.</i></p> <ul style="list-style-type: none"> • Curriculum includes a rich variety of texts, including literature, nonfiction, media, primary sources, visuals. • Curriculum is based in part on what resources teachers likely already have, but also includes additional authentic texts needed to craft a coherent learning progression within and among grade levels.
<p>Reading, writing, and speaking grounded in evidence from text, both literary and informational</p>	<p><i>SAUSD's approach emphasizes working with evidence, including students self-assessing, learning to ask strong text-dependent strategic questions as they read. It emphasizes performance tasks that require students to cite textual evidence, to revise and reflect on their own writing as well as their peers' writing. It emphasizes students building expertise about a topic and often sharing that expertise with classmates or a wider audience.</i></p> <ul style="list-style-type: none"> • Throughout instruction, students are asked to return to the text through sequenced, rich, and rigorous evidence based questioning, discussions, and varied, engaging tasks. • Students write routinely, including a balance of on-demand and process writing. Students will draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms. • All end-of-unit performance tasks directly build on the reading students have been doing in the unit. Many are designed to build students' engagement by asking them to do a more real-world task. • Performance tasks may include narratives, but emphasize informative and argumentative writing.
<p>Regular practice with complex text and its academic language</p>	<p><i>SAUSD's approach emphasizes active reading of complex texts by all students. Students will read a progression of complex texts and focus on building academic language and syntax in context.</i></p> <ul style="list-style-type: none"> • Texts are chosen to reflect a variety of factors: Lexile level, complexity of the topic/concept, the appropriateness of the text given the specific literacy standard or task. • Texts cultivate students' interests, are relevant to their culture, and engage them in reading, writing, and speaking. • Curriculum directly address supports for meeting the needs of a wide range of learners in order for every student to become a more proficient and independent reader. • Curriculum emphasizes academic and domain specific vocabulary as well as other words ELLs or other struggling readers might not know • Curriculum strongly emphasize teaching students how to figure out words in context. • Students are expected to do regular independent reading to build on concepts and ideas in each unit. Research shows that students must read a high volume of text at their reading level in order to build a strong vocabulary.

SAUSD Common Core Aligned Curriculum Map: **Fourth Grade ELA 2014-1015**

Year at a Glance

Title	Time	Performance Task	Big Idea	Essential Questions	Core Texts
Unit 1: Risks and Consequences	6-7 Weeks Dates: End of August to Mid-October	<ul style="list-style-type: none"> • The students’ task is to create a mock interview show using characters from the unit selections to show their risks and ultimate consequences. ○ The class will choose a range of characters from the unit selections. ○ As a class develop interview questions that address the Big Idea and Essential Questions along with anything else the class wishes to include. ○ Students will be divided into small groups, with each group becoming an expert on a different character using the interview questions. ○ One expert from each group forms a new group to discuss “in character” their particular risks and consequences. ○ Optional – Select one group to present to the class using a student interviewer. 	People of all ages and cultures take risks that can result in positive and/or negative consequences.	<ul style="list-style-type: none"> • What makes a risk worth taking? • Are there consequences for not taking a risk? • How can a negative consequence prevent you from taking future risks? 	<p>“You’re Under Arrest” (Read Aloud)</p> <p>Mrs. Frisby and the Crow (Standard)</p> <p>Toto (Anchor)</p> <p>Sarah, Plain and Tall (Standard)</p> <p>Escape (Standard)</p> <p>Mae Jemison (Optional)</p> <p>Two Tickets to Freedom (Standard)</p> <p>Daedalus and Icarus (Standard)</p>
Unit 2: Dollars & Sense	6-7 Weeks Dates: Mid-October to end of Nov.	<ul style="list-style-type: none"> • Students will watch an advertising video (Super Crunchies) on Discovery Education http://app.discoveryeducation.com/search?Ntt=advertising&N=18341 to help develop strategies for creating an advertisement or commercial. • In small groups, the students will develop an advertisement or commercial for a product of their choosing. 	Successful businesses begin with an idea and are made up of many crucial components.	<ul style="list-style-type: none"> • What are the necessary steps to forming a successful business? • What motivates people to start a business? • What personal qualities contribute to the success of a business? 	<ul style="list-style-type: none"> • Starting a Business (Read Aloud) • Henry Wells and William G. Fargo (Anchor) • Elias Sifuentes (Optional) • Food From the ‘Hood (Optional) • Business is Looking Up (Standard) • Salt (Standard) • The Milkmaid and Her Pail (Standard)

SAUSD Common Core Aligned Curriculum Map: **Fourth Grade** ELA 2014-1015

		<ul style="list-style-type: none"> • Groups will present their advertisement. • The class will determine the effectiveness of each advertisement. • Optional: Design the product or the packaging for the product students designed. 			
<p>Unit 3:</p> <p>From Mystery to Medicine</p>	<p>6-7 Weeks</p> <p>Dates: Beg. Dec. to Beg. February</p>	<ul style="list-style-type: none"> • The students will choose a character or real person from one of the unit selections. • The students' task is to create journal entries documenting the events through the eyes of that character. 	<p>Great advances have been made in the medical field throughout time.</p>	<ul style="list-style-type: none"> • What discoveries have made the most significant advances in medicine? • What relevance do natural remedies hold in today's scientific world? • What personal qualities are necessary to become an effective healer? 	<ul style="list-style-type: none"> • Medicine: Past and Present (Standard) • Sewed Up His Heart (Anchor) • The Bridge Dancers (Standard) • Emily's hands-On Science Experiment (Optional) • The New Doctor (Standard) • The Story of Susan La Flesche Picotte (Standard) • Shadow of a Bull (Optional) • Where Does Medicine Come From? (Read Aloud)

SAUSD Common Core Aligned Curriculum Map: **Fourth Grade ELA 2014-1015**

<p>Unit 4: Survival</p>	<p>7 Weeks Mid - Feb. to Beg. of April</p>	<ul style="list-style-type: none"> • The students write a newspaper or magazine article reporting the survival story of one of the characters in the unit selections. Special attention should be given to the resourcefulness, courage, and support of the character and the challenges they faced. • Optional – Create a scrapbook documenting the adventures of their character. 	<p>Resourcefulness and courage can enable us to deal with life’s challenges.</p>	<ul style="list-style-type: none"> • What basic needs must be met for people to survive? • What part do others play in our survival? • How can we gain knowledge from people who have overcome obstacles? • How do the Earth’s geographical features interact with human survival? 	<ul style="list-style-type: none"> • Island of the Blue Dolphins (Standard) • Arctic Explorer (Standard) • McBroom and the Big Wind (Standard) • The Big Wave (Anchor) • Anne Frank (Optional) • Music and Slavery (Optional) • The Voyage of the Frog (Read Aloud)
<p>Unit 6: A Changing America</p>	<p>6-7 weeks Mid-April to Mid-June</p>	<ul style="list-style-type: none"> • Students will use multiple sources including maps, artifacts, journals, and other primary source documents to create their own journal during the Gold Rush. 	<p>One moment in time can change the outcome of a country’s history</p>	<ul style="list-style-type: none"> • What motivates people to leave their homes to embark on a journey? • How did different people contribute to the expansion and growth of America? • Why was the railroad important in building America? 	<ul style="list-style-type: none"> • Going West (Standard) • The California Gold Rush (Anchor) • The Golden Spike (Standard -with Social Studies connections) • Journals and Documents will be provided in the mini-unit.

Narrative Overview

Grade:
Unit 1

Risks and Consequences:

In this Open Court Reading unit, students explore the many kinds of risks people take and their associated consequences. Taking risks is a universal fact of life, and the students will deepen their knowledge of risk-taking by learning to differentiate between thoughtless and purposeful risks, along with understanding the choices involved in taking a risk. In addition, the students will recognize what makes people take risks even when the consequences can be dire, and why some people are risk takers while others are not. Through this unit, the students will explore the big idea, “People of all ages and cultures take risks to reach goals and to develop and grow” while also considering the essential questions: 1. What makes a risk worth taking? 2. Are there consequences for not taking a risk?

Key Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7, RL.4.10, RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.8, RI.4.10, RF.4.3, RF.4.4, W.4.3, W.4.4, W.4.5, W.4.10, SL.4.1, SL.4.2, SL.4.4, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6

Builds on Prior Knowledge: Most students at the Fourth Grade level understand what a risk is and what it means to take a risk, but they typically associate risks and consequences with dangerous acts and the possibility of getting into trouble. They are just beginning to differentiate between thoughtless and purposeful risks. This unit provides students with an opportunity to explore the concept in greater depth. Prior connections to OCR units: 2nd: *Courage* and 3rd: *City Wildlife*.

Anchor Text: *Toto*

Unit 2

Dollars and Sense:

- In this Open Court Reading unit, the students discover the basic business concepts such as marketing, cost, income, profit, and volume. They will understand the skills necessary for developing an idea into a realistic business plan or to research a business or business concept. Throughout this unit, the students will explore the big idea, “Successful businesses are made up of many components” while also considering the essential questions: 1. What are the necessary steps to forming a successful business? 2. What motivates people to start a business? 3. What personal qualities contribute to the success of a business?

Key Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7, RL.4.10, RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.7, RI.4.8, RI.4.9, RI.4.10, RF.4.3, RF.4.4, W.4.2, W.4.4, W.4.5, W.4.8, W.4.9, W.4.10, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.6, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6

Builds on Prior Knowledge: Most fourth grade students are aware that there are many businesses throughout their community, and in third grade, OCR 3rd *Money*, they learned about the role of money in businesses. This unit will serve to help students build on their knowledge and to understand the many components necessary for a successful business

Anchor Text: *Wells Fargo and Henry Wells and Fargo* (mini-unit of study)

Unit 3

From Mystery to Medicine:

In this Open Court Reading unit, students will experience a variety of selections that present many concepts about medicine, both modern medicine and folk medicine. They will look at medicine not only from a scientific point of view, but also from an insider's point of view. Through this unit, the students will explore the big idea "Great advances have been made in medical knowledge throughout time" while also taking into consideration the essential questions: 1. What discoveries have made the most significant advances in medicine? 2. What relevance do natural remedies hold in today's scientific world? 3. What personal qualities are necessary to become an effective healer?

Key Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7, RL.4.10, RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.7, RI.4.8, RI.4.9, RI.4.10, W.4.1, W.4.4, W.4.5, W.4.6, W.4.8, W.4.9, W.4.10, SL.4.1, SL.4.2, SL.4.3, SL.4.6, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6

Builds on Prior Knowledge: Most students have had some sort of experience with medicine, yet the doctor is a remote person who has little to do with their lives. Despite this, many children have a curiosity about doctors and the world of medicine. This unit will help to build on their knowledge by exposing them to many concepts about medicine.

Anchor Text: *Sewed Up His Heart* (mini-unit of study)

Unit 4

Survival:

In this Open Court Reading unit, students will deepen their understanding of the concept of survival and how one's own life is affected by it. Through this unit, they will explore the Big Idea "Resourcefulness and courage can enable us to deal with life's challenges" while pondering the essential questions: 1. What basic needs must be met for people to survive? 2. What part do others play in our survival? 3. How can we gain knowledge through the survival stories of others?

Key Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7, RL.4.10, RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.7, RI.4.8, RI.4.10, RF.4.3, RF.4.4, W.4.1, W.4.4, W.4.5, W.4.7, W.4.8, W.4.9, W.4.10, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.6, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6

Builds on Prior Knowledge: Students at the fourth grade level often have a strong fascination for the extremes of human experiences and are likely to be attracted by stories of endurance and survival under conditions of extreme deprivation or danger. Many students wonder how they would stand up to such situations. This unit will help deepen the students' understanding of survival by focusing on their reactions to the experiences they read about, and considering how they would react in a similar situation. Prior connections to OCR units: 2nd: *Look Again, Fossils, and Courage* and 3rd: *City Wildlife*.

Anchor Text: *The Big Wave* (mini-unit of study)

Unit 6

A Changing America (Focus on last 3 stories only:

In this Open Court Reading unit, students will have the opportunity to investigate the how one moment in time changed not only our nation, but had an impact on the world. They will deepen their understanding the causes and effects of the discovery of gold in California and its impact on society. The students will explore the big idea “One moment in time can change the outcome of a country’s history.” while taking into consideration the essential questions: 1. What motivates people to leave their homes to embark on a journey? 2. How did different people contribute to the expansion and growth of America? 3. Why was the railroad important in building America?

Key Standards: RI.4.1, RI.4.2 RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RL.4.10, RF.4.3, RF.4.4, W.4.2, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9, W.4.10, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.6, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6

Builds on Prior Knowledge: Students at this age level have been introduced to California (Native Americans, Early Exploration to CA, Colonization through Missions, and some on the Gold Rush. This unit’s selections highlight some of the more remarkable forms of communication, encouraging students to think about the various forms of communication and why they are so essential. Prior connections to OCR units: 1st Grade: *Journeys, Homes*, 3rd: *Dust Bowl* CC unit of study

Anchor Text: *The Gold Rush*

SAUSD Common Core Aligned Curriculum Map: **Fourth Grade** ELA 2014-1015

First Trimester

UNIT 1 Risks and Consequences 6-7 Weeks Dates: End of Aug. – Mid October		UNIT 2 Dollars and Sense 6-7 Weeks Dates: Mid Oct. – End of Nov.
District Assessments	MAP (9/29-10/10)	Writing Proficiency #1 Narrative (11/3 - 11/7) ELA Extended Response #1 (11/12-11/19)
TITLE	Risks and Consequences	Dollars and Sense
END OF UNIT PERFORMANCE TASK	The students will create a mock interview show using characters from the unit selections to show their risks and ultimate consequences. <ul style="list-style-type: none"> The class will choose a range of characters from the unit selections. As a class develop interview questions that address the Big Idea and Essential Questions along with anything else the class wishes to include. Students will be divided into small groups, with each group becoming an expert on a different character using the interview questions. One expert from each group forms a new group to discuss “in character” their particular risks and consequences. Optional – Select one group to present to the class using a student interviewer. 	<ul style="list-style-type: none"> Students will watch an advertising video (Super Crunchies) on Discovery Education http://app.discoveryeducation.com/search?Ntt=advertising&N=18341 to help develop strategies for creating an advertisement or commercial. In small groups, the students will develop an advertisement or commercial for a product of their choosing. Groups will present their advertisement. The class will determine the effectiveness of each advertisement.
BIG IDEAS AND ESSENTIAL QUESTION	<p>Big Idea: People of all ages and cultures take risks that can result in positive and/or negative consequences.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What makes a risk worth taking? 2. Are there consequences for not taking a risk? 3. How can a negative consequence prevent you from taking future risks? 	<p>Big Idea: Successful businesses begin with an idea and are made up of many crucial components.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What are the necessary steps to forming a successful business? 2. What motivates people to start a business? 3. What personal qualities contribute to the success of a business?

SAUSD Common Core Aligned Curriculum Map: **Fourth Grade ELA 2014-1015**

UNIT 1 Risks and Consequences 6-7 Weeks Dates: End of Aug. – Mid October		UNIT 2 Dollars and Sense 6-7 Weeks Dates: Mid Oct. – End of Nov.
COMPLEX TEXTS	<i>You're Under Arrest – Read Aloud</i> <i>Mrs. Frisby and the Crow – Standard</i> <i>Toto - Anchor</i> <i>Sarah Plain and Tall - Standard</i> <i>Escape – Standard</i> <i>Mae Jemison - Optional</i> <i>Two Tickets to Freedom - Standard</i> <i>Daedalus and Icarus - Standard</i>	<i>Starting a Business – Read Aloud</i> <i>Henry Wells and William G. Fargo –Anchor (mini-unit)</i> <i>Elias Sifuentes - Standard</i> <i>Food From the 'Hood – Optional</i> <i>Business is Looking Up - Standard</i> <i>Salt – Standard</i> <i>The Milkmaid and Her Pail - Optional</i>
CONTENT STANDARDS	HSS 4.1.1 Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth. HSS 4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.	Math 4.NF.6 Decimals notation Math 4.NF.7 Comparing decimals HSS 4.4.1 Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.
READING STANDARDS ACROSS UNITS	Citing Evidence and Analyzing Content: RL 4.1 & RI 4.1. Quote accurately from text to answer and infer, RL. 4.2 & RI. 4.2 Summarize text & determine theme or main idea. Studying and applying vocabulary: RL 4.4 & RI 4.4 Academic and domain-specific vocabulary Reading grade-appropriate literature and informational text: RL. 4.10 & RI. 4.10 Complex text	
READING STANDARDS CENTRAL TO THIS UNIT	RL. 4.1 & RI 4.1 Refer to details in a text to answer and infer RL. 4.2 & RI 4.2 Summarize text & determine theme RL. 4.3. Evidence-based descriptions of character, setting, or event RI 4.3. Explain events, procedures, ideas, or concepts RL. 4.4 & RI 4.4 Determine meaning of words and phrases within text RI 4.5. Text Structure RL. 4.6. Compare and contrast the point of view RL. 4.7. Make connections between written text and a visual/oral presentation of text RL 4.9 Compare/ contrast approach of similar themes/topics RL. 4.10 & RI 4.10 Complex text	RL. 4.1 & RI 4.1 Refer to details in a text to answer and infer RL. 4.2 & RI 4.2. Summarize text & determine theme RL. 4.3. Evidence-based descriptions of character, setting, or event RI 4.3. Explain events, procedures, ideas, or concepts RL. 4.4 & RI 4.4 Determine meaning of words and phrases within text RI 4.5. Text Structure RL. 4.6. Compare and contrast the point of view RL. 4.7. Make connections between written text and a visual/oral presentation of text RI 4.7. Interpret information presented visually, orally, or quantitatively RI 4.8. Author's use of reasons & evidence to support his points RI 4.9. Integrate information from 2 texts on the same topic RL. 4.10 & RI 4.10 Complex text

SAUSD Common Core Aligned Curriculum Map: **Fourth Grade ELA 2014-1015**

UNIT 1 Risks and Consequences 6-7 Weeks Dates: End of Aug. – Mid October		UNIT 2 Dollars and Sense 6-7 Weeks Dates: Mid Oct. – End of Nov.	
READING FOUNDATIONAL STANDARDS IN EACH UNIT	RF 4.3 Phonics/decoding, multisyllabic words, RF 4.4 Fluency		
WRITING STANDARDS ACROSS UNITS	Writing Types: W4.1 Opinion; Writing Process and Routine Writing: W. 4.4 development and organization, W. 4.5 Plan, revise, edit, W. 4.8 Gather & sort info, summarize/paraphrase W. 4.10 routine writing		
WRITING STANDARDS CENTRAL TO THIS UNIT	W4.3 Write Narrative pieces W4.4 Development and organization W4.5 Plan, revise, edit	W 4.2 Write to inform or explain (summarize). W 4.5 Plan, revise, edit W 4.8 Take notes, paraphrase, and categorize information W4.9 Draw evidence to support analysis and research	
SPEAKING and LISTENING STANDARDS ACROSS UNITS	Conducting Discussions: SL. 4.1 Participate in collaborative conversations Report Findings: SL. 4.6 Adapt speech/language to a variety of contexts and tasks		
SPEAKING and LISTENING STANDARDS CENTRAL TO THIS UNIT	SL. 4.1 Engage in collaborative discussions. SL. 4.2 Determine the main idea and details of text presented in various formats. SL. 4.4 Report on a topic or experience.	SL 4.1 Engage in collaborative discussions. SL. 4.2 Determine the main idea and details of text presented in various formats. SL4.3 Identify reasons/evidence a speaker or media source provides SL4.4 Report on topic/ experience /opinion	
LANGAGE STANDARDS IN EACH UNIT	Study and apply grammar: L. 4.1 Conventions, Grammar and usage L4.2. Capitalization, punctuation, and spelling L4.3 Knowledge of language. Study and apply vocabulary: L4.4. Clarify meaning of unknown/multi-meaning words L4.5. Understand figurative language, word relationships L4.6 Acquire & use of grade-level words		
LANGUAGE STANDARDS CENTRAL TO THIS UNIT	L4.1. Conventions, Grammar and Usage L4.1a Interrogative, relative pronouns & relative adverbs L4.1b Form & use of progressive L4.1d Order adjectives in conventional patterns L4.1e Form/use prepositional phrases L4.1f Complete sentences L4.2. Capitalization, punctuation, and spelling L4.2.a. Capitalize L4.2b Commas & quotation marks in quotes L4.2c Commas in coordinating conjunction L4.2d. Spell correctly	L4.1 Conventions, Grammar and Usage L4.1 a Interrogative, relative pronouns & relative adverbs L.1d. Order adjectives in conventional patterns L4.1e Form/use prepositional phrases L4.1f Complete sentences L4.1g Correctly use frequently confused words L4.2 Capitalization, punctuation, and spelling L4.2.a Capitalize L4.2b Commas & quotation marks in quotes L4.2c Commas in coordinating conjunction L4.2d. Spell correctly	

SAUSD Common Core Aligned Curriculum Map: **Fourth Grade ELA 2014-1015**

UNIT 1 Risks and Consequences 6-7 Weeks Dates: End of Aug. – Mid October		UNIT 2 Dollars and Sense 6-7 Weeks Dates: Mid Oct. – End of Nov.	
ELD STANDARDS CENTRAL TO THIS UNIT	<p>L4.3 Use knowledge of language in writing, speaking etc. L4.3a Choose words to convey effectively L4.3b Choose punctuation for effect L4.4. Clarify meaning of unknown/multi-meaning words L4.4a. Vocabulary - Context clues L4.4b. Greek and Latin affixes and roots as clues L4.4c Consult reference materials L4.5 Understand figurative language, word relationships L4.5a. Simple similes and metaphors L4.5c. antonyms/ synonyms L4.6 Accurate use of grade-level words</p>	<p>L4.3 Use knowledge of language in writing, speaking etc. L4.3a Choose words to convey words and ideas precisely L4.3c Appropriate formal/informal discourse L4.4. Clarify meaning of unknown/multi-meaning words L4.4a Vocabulary: use context clues L4.4b Greek and Latin affixes and roots as clues L4.4c Consult reference materials L4.5c antonyms/ synonyms L4.6 Accurate use of grade-level words</p>	
	<p>Collaborate: Part 1.A1 Collaborative discussions: from answering yes/no & answering wh- words (emerging) to turn-taking rules, asking questions, affirming others and adding relevant information (expanding) to building on responses and providing useful feedback (bridging). Collaborate: Part 1. A.2 Collaborate with peers on joint writing projects of short to longer literary and informational texts. Listening: Part 1 B5 Active listening of read-alouds and oral presentations by asking & answering basic/detailed questions with differentiated prompting and support. Part 1 B6a Describe ideas, phenomena and text relationships using key details based on close reading of text & viewing of multimedia with substantial/moderate/light support. b. Use knowledge of morphology, linguistic context, reference materials and visual cues to determine the meaning of unknown words. Writing: Part 1.C.10a. Write short to longer literary or informational texts collaboratively – joint construction with adult or peers, moving to independence. Writing: Part 2 A. Structuring Cohesive Texts – how different text types are organized to express ideas (narrative – sequential - predictable stages) to comprehend & write cohesive levels of text.</p>	<p>Collaborate: Part 1.A1 Collaborative discussions: from answering yes/no & answering wh- words (emerging) to turn-taking rules, asking questions, affirming others and adding relevant information (expanding) to building on responses and providing useful feedback (bridging). Collaborate: Part 1. A.2 Collaborate with peers on joint writing projects of short to longer informational texts, using technology where appropriate for publishing, graphics, etc. Listening: Part 1 B5 Active listening of read-alouds and oral presentations by asking & answering basic/detailed questions with differentiated prompting and support. Part 1 B6a Describe ideas, phenomena and text relationships using key details based on close reading of text & viewing of multimedia with substantial/moderate/light support. b. Use knowledge of morphology, linguistic context, reference materials and visual cues to determine the meaning of unknown words. Part 1.C.10b. Write summaries of texts & experiences using complete sentences and key words – joint construction with adult or peers, moving to independence. Writing: Part 2 A. Structuring Cohesive Texts – how different text types are organized to express ideas (expository – organized around ideas) to comprehend & write cohesive levels of text Vocabulary: Part 1 C.12 Use general academic & domain-specific words, expanding to synonyms/antonyms, bridging to figurative language to create precision and shades of meaning.</p>	

SAUSD Common Core Aligned Curriculum Map: **Fourth Grade** ELA 2014-1015

UNIT 1 Risks and Consequences 6-7 Weeks Dates: End of Aug. – Mid October		UNIT 2 Dollars and Sense 6-7 Weeks Dates: Mid Oct. – End of Nov.
CROSS-CONTENT/ REAL WORLD CONNECTIONS	<p>As students read, write, and speak about the many kinds of risks people take and their ultimate consequences, a strong History and Social Studies connection can be made with this unit. All of California’s residents are ultimately descended from settlers and immigrants, many of which took great risks to come to California. In addition, the risks taken in California bring both positive, and sometimes negative consequences for people all over the United States and the World.</p> <p>Listening and Speaking skills are also embedded throughout the unit and within the theme. Discussions will help to establish effective collaborative group work routines and initiate conversations about the choices involved in taking a risk.</p>	<p>This unit integrates Math, Social Studies, and Literacy as students read, write, and speak about basic business concepts such as, marketing, cost, income, profit, and volume. Moreover, entrepreneurs have played a vital role in the history of California and throughout the United States. Today, small business development is still encouraged through special programs, and venture capital firms provide billions of dollars in funding to start businesses.</p>

SAUSD Common Core Aligned Curriculum Map: **Fourth Grade** ELA 2014-1015

Second Trimester

	UNIT 3 From Mystery to Medicine 6-7 Weeks Dates: Beg. Dec. – Beg. February	Unit 4 Survival First 3 of the 7 Weeks Mid Feb. to Middle of March
District Assessments	MAP (1/29-2/11)	Writing Proficiency #2 Opinion (2/24-2/28), ADEPT (2/23-3/13), ELA Extended Response #2 (3/2-3/13)
TITLE	From Mystery to Medicine	Survival
END OF UNIT PERFORMANCE TASK	<ul style="list-style-type: none"> The students will choose a character from one of the unit selections. The students’ task is to create journal entries documenting the events through the eyes of that character 	<ul style="list-style-type: none"> The students write a newspaper or magazine article reporting the survival story of one of the characters in the unit selections. Special attention should be given to the resourcefulness and courage of the character and the challenges they faced. Optional – Create a scrapbook documenting the adventures of their character.
BIG IDEAS AND ESSENTIAL QUESTION	<p>Big Idea: Great advances have been made in the medical field throughout time.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What discoveries have made the most significant advances in medicine? 2. What relevance do natural remedies hold in today’s scientific world? 3. What personal qualities are necessary to become an effective healer? 	<p>Big Idea: Resourcefulness and courage can enable us to deal with life’s challenges.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What basic needs must be met for people to survive? 2. What part to others play in our survival? 3. How can we gain knowledge from people who have overcome obstacles? 4. How do the Earth’s geographical features interact with human survival?
COMPLEX TEXTS	<ul style="list-style-type: none"> <i>Where Does Medicine Come From- Read Aloud</i> <i>Medicine: Past and Present - Standard</i> <i>Sewed Up His Heart – Anchor (mini-unit)</i> <i>The Bridge Dancers - Standard</i> <i>Emily’s Hands-On Science Experiment - Optional</i> <i>The New Doctor - Standard</i> <i>The Story of Susan La Flesche Picotte - Standard</i> <i>Shadow of a Bull – Optional</i> 	<ul style="list-style-type: none"> <i>The voyage of the Frog-Read Aloud</i> <i>Island of the Blue Dolphins- Standard</i> <i>Arctic Explorer-Standard</i> <i>McBroom and the Big Wind-Standard (Wrting mini-unit)</i> <i>The Big Wave- Anchor (CC mini-unit)</i> <i>Anne Frank-Optional</i> <i>Music and Slavery-Optional</i>

SAUSD Common Core Aligned Curriculum Map: **Fourth Grade ELA 2014-1015**

CONTENT STANDARDS	<p>HSS 4.5.5 Describe the components of California’s governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).</p> <p>NGSS: 4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.</p> <p>4MD.4 Represent and interpret data.</p>	<p>HSS 4.2.2. Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.</p> <p>NGSS: PS4.A: Wave Properties: Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach</p> <p>NGSS: ESS2.A: Earth Materials and Systems □ Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around.</p>
READING STANDARDS ACROSS UNITS	<p>Citing Evidence and Analyzing Content: RL 4.1 & RI 4.1. Quote accurately from text to answer and infer, RL. 4.2 & RI. 4.2 Summarize text & determine theme or main idea.</p> <p>Studying and applying vocabulary: RL 4.4 & RI 4.4 Academic and domain-specific vocabulary</p> <p>Reading grade-appropriate literature and informational text: RL. 4.10 & RI. 4.10 Complex text</p>	
READING STANDARDS CENTRAL TO THIS UNIT	<p>RL. 4.1 & RI 4.1 Refer to details in a text to answer and infer</p> <p>RL. 4.2 & RI 4.2 Summarize text & determine theme</p> <p>RL. 4.3. Evidence-based descriptions of character, setting, or event</p> <p>RI 4.3. Explain events, procedures, ideas, or concepts</p> <p>RL. 4.4 & RI 4.4 Determine meaning of words and phrases within text</p> <p>RI 4.5. Text Structure</p> <p>RL. 4.6. Compare and contrast the point of view</p> <p>RL. 4.7. Make connections between written text and a visual/oral presentation of text</p> <p>RI 4.8. Author’s use of reasons & evidence to support his points</p> <p>RL 4.9 Compare/ contrast approach of similar themes/topics</p> <p>RI 4.9 Compare and contrast points/details in two texts on the same topic.</p> <p>RL. 4.10 & RI 4.10 Complex text</p>	<p>RL. 4.1 & RI 4.1 Refer to details in a text to answer and infer</p> <p>RL. 4.2 & RI 4.2 Summarize text & determine theme</p> <p>RL. 4.3. Evidence-based descriptions of character, setting, or event</p> <p>RI 4.3. Explain events, procedures, ideas, or concepts</p> <p>RL. 4.4 & RI 4.4 Determine meaning of words and phrases within text</p> <p>RI 4.5. Text Structure</p> <p>RL 4.6. Compare and contrast the point of view</p> <p>RI 4.6 Compare and contrast a first & secondhand account of the same event</p> <p>RL. 4.7. Make connections between written text and a visual/oral presentation of text</p> <p>RI 4.8. Author’s use of reasons & evidence to support his points</p> <p>RI 4.9 Compare and contrast points/details in two texts on the same topic.</p> <p>RL. 4.10 & RI 4.10 Complex text</p>
READING FOUNDATIONAL STANDARDS IN EACH UNIT	<p>RF 4.3 Phonics/decoding, multisyllabic words</p> <p>RF 4.4 Fluency</p>	
WRITING STANDARDS ACROSS UNITS	<p>Writing Types: W4.1 Opinion; Writing Process and Routine Writing: W. 4.4 development and organization, W. 4.5 Plan, revise, edit, W. 4.8 Gather & sort info, summarize/paraphrase W. 4.10 routine writing</p>	

SAUSD Common Core Aligned Curriculum Map: **Fourth Grade ELA 2014-1015**

WRITING STANDARDS CENTRAL TO THIS UNIT	<p>W 4.1 Write opinion pieces about Character and Theme (from a source – Response)</p> <p>W 4.4 Development and organization</p> <p>W 4.5 Plan, revise, edit</p> <p>W 4.8 Gather & sort info, take notes, paraphrase</p> <p>W 4.9 Draw evidence to support analysis</p>	<p>W 4.2 Informational Writing using multiple sources</p> <p>W 4.4 Development and organization</p> <p>W 4.5 Plan, revise, edit</p> <p>W 4.8 Gather & sort info, summarize/paraphrase</p> <p>W 4.9 Draw evidence to support analysis/explanation</p>
SPEAKING and LISTENING STANDARDS ACROSS UNITS	<p>Conducting Discussions: SL. 4.1 Participate in collaborative conversations</p> <p>Report Findings: SL. 4.6 Adapt speech/language to a variety of contexts and tasks</p>	
SPEAKING and LISTENING STANDARDS CENTRAL TO THIS UNIT	<p>SL 4.1 Engage in collaborative discussions.</p> <p>SL. 4.2 Determine the main idea and details of text presented in various formats.</p> <p>SL4.3 Identify reasons/evidence a speaker or media source provides</p> <p>SL4.4 Report on topic/ experience /opinion</p> <p>SL4.6 Differentiate formal/ informal discourse</p>	<p>SL 4.1 Engage in collaborative discussions.</p> <p>SL. 4.2 Determine the main idea and details of text presented in various formats.</p> <p>SL4.3 Identify reasons/evidence a speaker or media source provides</p> <p>SL4.4 Report on topic/ experience /opinion</p> <p>SL4.6 Differentiate formal/ informal discourse</p>
LANGUAGE STANDARDS IN EACH UNIT	<p>Study and apply grammar: L. 4.1 Conventions, Grammar and usage L4.2. Capitalization, punctuation, and spelling L4.3 Use knowledge of language in speaking, writing, reading, etc.</p> <p>Study and apply vocabulary: L4.4. Clarify meaning of unknown/multi-meaning words L4.5. Understand figurative language, word relationships</p> <p>L4.6 Acquire & use of grade-level words</p>	
LANGUAGE STANDARDS CENTRAL TO THIS UNIT	<p>L4.1 Conventions, Grammar and Usage</p> <p>L4.1 a Interrogative, relative pronouns & relative adverbs</p> <p>L4.1c Use modal auxiliaries (can, may, must)</p> <p>L.1d. Order adjectives in conventional patterns</p> <p>L4.1e Form/use prepositional phrases</p> <p>L4.1f Complete sentences</p> <p>L4.1g Correctly use frequently confused words</p> <p>L4.2 Capitalization, punctuation, and spelling</p> <p>L4.2.a Capitalize</p> <p>L4.2b Commas & quotation marks in quotes</p> <p>L4.2c Commas in coordinating conjunction</p> <p>L4.2d. Spell correctly</p> <p>L4.3 Use knowledge of language in writing, speaking etc.</p> <p>L4.3a Choose words to convey effectively</p> <p>L4.3b Choose punctuation for effect</p> <p>L4.4. Clarify meaning of unknown/multi-meaning words</p> <p>L4.4a Vocabulary: use context clues</p> <p>L4.4b Greek and Latin affixes and roots as clues</p> <p>L4.4c Consult reference materials</p> <p>L4.5. Understand figurative language, word relationships/nuances</p>	<p>L4.1 Conventions, Grammar and Usage</p> <p>L4.1 a Interrogative, relative pronouns & relative adverbs</p> <p>L4.1b Form & use of progressive</p> <p>L4.1c Use modal auxiliaries (can, may, must)</p> <p>L.1d. Order adjectives in conventional patterns</p> <p>L4.1e Form/use prepositional phrases</p> <p>L4.1f Complete sentences</p> <p>L4.1g Correctly use frequently confused words</p> <p>L4.2 Capitalization, punctuation, and spelling</p> <p>L4.2.a Capitalize</p> <p>L4.2b Commas & quotation marks in quotes</p> <p>L4.2c Commas in coordinating conjunction</p> <p>L4.2d. Spell correctly</p> <p>L4.3 Use knowledge of language in writing, speaking etc.</p> <p>L4.3a Choose words to convey effectively</p> <p>L4.3b Choose punctuation for effect</p> <p>L4.3c Appropriate formal/informal discourse</p> <p>L4.4. Clarify meaning of unknown/multi-meaning words</p> <p>L4.4a Vocabulary: use context clues</p> <p>L4.4b Greek and Latin affixes and roots as clues</p>

SAUSD Common Core Aligned Curriculum Map: **Fourth Grade ELA 2014-1015**

	<p>L4.5a Simple similes and metaphors L4.5b Common idioms L4.5c antonyms/ synonyms L4.6 Accurate use of grade-level words</p>	<p>L4.4c Consult reference materials L4.5. Understand figurative language, word relationships/nuances L4.5a Simple similes and metaphors L4.5b Common idioms, adages, and proverbs. L4.5c antonyms/ synonyms L4.6 Accurate use of grade-level words</p>
<p>ELD STANDARDS CENTRAL TO THIS UNIT</p>	<p>Collaborate: Part 1.A1 Collaborative discussions: from answering yes/no & answering wh- words (emerging) to turn-taking rules, asking questions, affirming others and adding relevant information (expanding) to building on responses and providing useful feedback (bridging). Reading: Part 1 B6a Describe ideas, phenomena and text relationships using key details based on close reading of text & viewing of multimedia with substantial/moderate/light support. b. Use knowledge of morphology, linguistic context, reference materials and visual cues to determine the meaning of unknown words. Writing: Part 2 A. Structuring Cohesive Texts – how different text types are organized to express ideas (expository – organized around ideas) to comprehend & write cohesive levels of text Supporting Opinions: Part 1 C11a. Express appropriate/ accurate reasons using textual evidence with substantial/moderate/light support. B. express attitude & opinions using basic (can, will, maybe)/familiar (maybe, probably, must)/nuance (certainly, should, would) modal expressions. Vocabulary: Part 1 C.12 Use general academic & domain-specific words, expanding to synonyms/antonyms, bridging to figurative language to create precision and shades of meaning.</p>	<p>Collaborate: Part 1.A1 Collaborative discussions: from answering yes/no & answering wh- words (emerging) to turn-taking rules, asking questions, affirming others and adding relevant information (expanding) to building on responses and providing useful feedback (bridging). Vocabulary: Part 1 C.12 Use general academic & domain-specific words, expanding to synonyms/antonyms, bridging to figurative language to create precision and shades of meaning. Reading: Part 1 B6a Describe ideas, phenomena and text relationships using key details based on close reading of text & viewing of multimedia with substantial/moderate/light support. b. Use knowledge of morphology, linguistic context, reference materials and visual cues to determine the meaning of unknown words. Writing: Part 1. A.2 Collaborate with peers on joint writing projects of short to longer informational texts, using technology where appropriate for publishing, graphics, etc. Supporting Opinions: Part 1 C11a. Express appropriate/ accurate reasons using textual evidence with substantial/moderate/light support. B. express attitude & opinions using basic (can, will, maybe)/familiar (maybe, probably, must)/nuance (certainly, should, would) modal expressions.</p>
<p>CROSS-CONTENT/ REAL WORLD CONNECTIONS</p>	<p>Throughout history, almost every society has had its caretakers and its healers. Therefore, this unit has a strong Real World connection as doctors, hospitals, pharmaceutical research, and medical technology, etc. are all a vital part of our society. Students will read and learn about the history of different forms of medicine along with the science involved in medical study. They will continue to make Real World connections as they explore and discuss questions about diseases, health and health care from the past to the present.</p>	<p>This unit integrates Social Studies, Science, and Literacy as students read, write, and speak about different stories of survival. A strong link to Social Studies can be made, due to the fact that people throughout history have had to survive hardships to come to California. From the earliest explorers to the hopeful gold miners, to immigrants arriving today, Californians have had to rely on themselves. In addition, a connection to Science can be made as students read and discuss survival stories that include Earth forces and wave properties.</p>

Third Trimester

	Unit 4 Survival Last 4 weeks of 6-7 Weeks Mid March to Mid. of April	UNIT 6 A Changing America 5-6 Weeks End of April to June
District Assessments	Extended Response #2* (3/2-3/13)	MAP - Reading (5/20-6/8) ADEPT (6/3-6/12) Writing Proficiency #3 Informational (6/1-6/5),
TITLE	Survival (continued)	A Changing America
END OF UNIT PERFORMANCE TASK	<ul style="list-style-type: none"> The students write a newspaper or magazine article reporting the survival story of one of the characters in the unit selections. Special attention should be given to the resourcefulness and courage of the character and the challenges they faced. Optional – Create a scrapbook documenting the adventures of their character. 	<ul style="list-style-type: none"> Students will use multiple sources including maps, artifacts, journals, and other primary source documents to create their own journal during the Gold Rush.
BIG IDEAS AND ESSENTIAL QUESTION	<p>Big Idea: Resourcefulness and courage can enable us to deal with life’s challenges.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What basic needs must be met for people to survive? 2. What part to others play in our survival? 3. How can we gain knowledge from people who have overcome obstacles? 4. How do the Earth’s geographical features interact with human survival? 	<p>Big Idea: One moment in time can change the outcome of a country’s history.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What motivates people to leave their homes to embark on a journey? 2. How did different people contribute to the expansion and growth of America? 3. Why was the railroad important in building America?
COMPLEX TEXTS	<ul style="list-style-type: none"> <i>The Voyage of the Frog-Read Aloud</i> <i>Island of the Blue Dolphins- Standard</i> (mini writing unit) <i>Arctic Explorer-Standard or Optional</i> <i>McBroom and the Big Wind-Standard</i> (mini writing unit) <i>The Big Wave- Anchor</i> (CC mini-unit) <i>Anne Frank-Optional</i> <i>Music and Slavery-Optional</i> 	<ul style="list-style-type: none"> <i>Going West (Standard)</i> <i>The California Gold Rush (Anchor)</i> <i>The Golden Spike (Standard -with Social Studies connections)</i> <i>Journals and Documents will be provided in the mini-unit.</i>

SAUSD Common Core Aligned Curriculum Map: **Fourth Grade ELA 2014-1015**

CONTENT STANDARDS	<p>HSS 4.2.2. Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.</p> <p>NGSS: PS4.A: Wave Properties: Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach</p> <p>NGSS: ESS2.A: Earth Materials and Systems Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around.</p>	<p>HSS 4.4.1: Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.</p> <p>HSS 4.4.6: Describe the development and locations of new industries since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.</p>
READING STANDARDS ACROSS UNITS	<p>Citing Evidence and Analyzing Content: RL. 5.1 & RI. 5.1. Quote accurately from text to answer and infer, RL. 5.2 & RI. 5.2 Summarize text & determine theme or main idea.</p> <p>Studying and applying vocabulary: RL. 5.4 & RI. 5.4 Academic and domain-specific vocabulary</p> <p>Reading grade-appropriate literature and informational text: RL. 5.10 & RI. 5.10 Complex text</p>	
READING STANDARDS CENTRAL TO THIS UNIT	<p>RL. 4.1 & RI 4.1 Refer to details in a text to answer and infer</p> <p>RL. 4.2 & RI 4.2 Summarize text & determine theme</p> <p>RL. 4.3. Evidence-based descriptions of character, setting, or event</p> <p>RI 4.3. Explain events, procedures, ideas, or concepts</p> <p>RL. 4.4 & RI 4.4 Determine meaning of words and phrases within text</p> <p>RI 4.5. Text Structure</p> <p>RL. 4.7. Make connections between written text and a visual/oral presentation of text</p> <p>RI 4.7 Interpret information presented visually, orally, or quantitatively</p> <p>RI 4.8. Author’s use of reasons & evidence to support his points</p> <p>RI 4.9 Compare and contrast points/details in two texts on the same topic.</p> <p>RL. 4.10 & RI 4.10 Complex text</p>	<p>RI 4.1 Refer to details in a text to answer and infer</p> <p>RI 4.2 Summarize text & determine theme</p> <p>RI 4.3. Explain events, procedures, ideas, or concepts</p> <p>RI 4.4 Determine meaning of words and phrases within text</p> <p>RI 4.5. Text Structure</p> <p>RI 4.6. Distinguish their own point of view from author of a text.</p> <p>RI 4.7 Interpret information presented visually, orally, or quantitatively</p> <p>RI 4.8. Author’s use of reasons & evidence to support his points</p> <p>RI 4.9 Compare and contrast points/details in two texts on the same topic.</p> <p>RI 4.10 Complex text</p>
READING FOUNDATIONAL STANDARDS IN EACH UNIT	<p>RF 4.3 Phonics/decoding, multisyllabic words</p> <p>RF 4.4 Fluency</p>	

SAUSD Common Core Aligned Curriculum Map: **Fourth Grade ELA 2014-1015**

WRITING STANDARDS ACROSS UNITS	Writing Types: W4.1 Opinion; Writing Process and Routine Writing: W. 4.4 development and organization, W. 4.5 Plan, revise, edit, W. 4. 8 Gather & sort info, summarize/paraphrase W. 4.10 routine writing	
WRITING STANDARDS CENTRAL TO THIS UNIT	W4.2 Write to inform/ explain using multiple sources W4.4 Development and organization W 4.5 Plan, revise, edit W 4.8 Gather & sort info, summarize/paraphrase	W4.2 Write to inform/ explain using multiple sources W4.4 Development and organization W 4.5 Plan, revise, edit W 4.8 Gather & sort info, summarize/paraphrase
SPEAKING and LISTENING STANDARDS ACROSS UNITS	Conducting Discussions: SL. 4.1 Participate in collaborative conversations Report Findings: SL. 4.6 Adapt speech/language to a variety of contexts and tasks	
SPEAKING and LISTENING STANDARDS CENTRAL TO THIS UNIT	SL 4.1 Participate in collaborative discussions. SL. 4.2 Determine the main idea and details of text presented in various formats. SL4.3 Identify reasons/evidence a speaker or media source provides SL4.4 Report on topic/ experience /opinion SL4.6 Differentiate formal/ informal discourse	SL4.1 Participate in collaborative conversations SL4.2 Paraphrase portions of a text read aloud or information from diverse formats SL4.3 Identify reasons/evidence a speaker or media source provides SL4.5 Add audio recordings and visual displays to presentations
LANGAGE STANDARDS ACROSS UNITS	Study and apply grammar: L. 4.1 Conventions, Grammar and usage L4.2. Capitalization, punctuation, and spelling L4.3 Knowledge of language Study and apply vocabulary: L4.4. Clarify meaning of unknown/multi-meaning words L4.5. Understand figurative language, word relationships L4.6 Acquire & use of grade-level words	
LANGUAGE STANDARDS CENTRAL TO THIS UNIT	L4.1 Conventions, Grammar and Usage L4.1 a Interrogative, relative pronouns & relative adverbs L4.1b Form & use of progressive L4.1c Use modal auxiliaries (can, may, must) L.1d. Order adjectives in conventional patterns L4.1e Form/use prepositional phrases L4.1f Complete sentences L4.1g Correctly use frequently confused words L4.2 Capitalization, punctuation, and spelling L4.2.a Capitalize L4.2b Commas & quotation marks in quotes L4.2c Commas in coordinating conjunction L4.2d. Spell correctly L4.3 Use knowledge of language in writing, speaking etc.	L4.1 Conventions, Grammar and Usage L4.1 a Interrogative, relative pronouns & relative adverbs L4.1b Form & use of progressive L4.1c Use modal auxiliaries (can, may, must) L.1d. Order adjectives in conventional patterns L4.1e Form/use prepositional phrases L4.1f Complete sentences L4.1g Correctly use frequently confused words L4.2 Capitalization, punctuation, and spelling L4.2.a Capitalize L4.2b Commas & quotation marks in quotes L4.2c Commas in coordinating conjunction L4.2d. Spell correctly L4.3 Use knowledge of language in writing, speaking etc.

SAUSD Common Core Aligned Curriculum Map: **Fourth Grade ELA 2014-1015**

	<p>L4.3a Choose words to convey effectively L4.3b Choose punctuation for effect L4.3c Appropriate formal/informal discourse L4.4. Clarify meaning of unknown/multi-meaning words L4.4a Vocabulary: use context clues L4.4b Greek and Latin affixes and roots as clues L4.4c Consult reference materials L4.5. Understand figurative language, word relationships/nuances L4.5a Simple similes and metaphors L4.5b Common idioms, adages, and proverbs. L4.5c antonyms/ synonyms L4.6 Accurate use of grade-level words</p>	<p>L4.3a Choose words to convey effectively L4.3b Choose punctuation for effect L4.3c Appropriate formal/informal discourse L4.4. Clarify meaning of unknown/multi-meaning words L4.4a Vocabulary: use context clues L4.4b Greek and Latin affixes and roots as clues L4.4c Consult reference materials L4.5. Understand figurative language, word relationships/nuances L4.5a Simple similes and metaphors L4.5b Common idioms, adages, and proverbs. L4.5c antonyms/ synonyms L4.6 Accurate use of grade-level words</p>
<p>ELD STANDARDS CENTRAL TO THIS UNIT</p>	<p>Collaborate: Part 1.A1 Collaborative discussions: from answering yes/no & answering wh- words (emerging) to turn-taking rules, asking questions, affirming others and adding relevant information (expanding) to building on responses and providing useful feedback (bridging). Vocabulary: Part 1 C.12 Use general academic & domain-specific words, synonyms/antonyms, and figurative language to create precision and shades of meaning. Reading: Part 1 B6a Describe ideas, phenomena and text relationships using key details based on close reading of text & viewing of multimedia with substantial/moderate/light support. b. Use knowledge of morphology, linguistic context, reference materials and visual cues to determine the meaning of unknown words. Writing: Part 1. A.2 Collaborate with peers on joint writing projects of short to longer informational texts, using technology where appropriate for publishing, graphics, etc. Supporting Opinions: Part 1 C11a. Express appropriate/accurate reasons using textual evidence with substantial/moderate/light support. B. express attitude & opinions using basic (can, will, maybe)/familiar (maybe, probably, must)/nuance (certainly, should, would) modal expressions.</p>	<p>Collaborate: Part 1.A1 Collaborative discussions: from answering yes/no & answering wh- words (emerging) to turn-taking rules, asking questions, affirming others and adding relevant information (expanding) to building on responses and providing useful feedback (bridging). Vocabulary: Part 1 C.12 Use general academic & domain-specific words, synonyms/antonyms, and figurative language to create precision and shades of meaning. Reading: Part 1 B6a Describe ideas, phenomena and text relationships using key details based on close reading of text & viewing of multimedia with substantial/moderate/light support. b. Use knowledge of morphology, linguistic context, reference materials and visual cues to determine the meaning of unknown words. Writing: Part 1. A.2 Collaborate with peers on joint writing projects of short to longer informational texts, using technology where appropriate for publishing, graphics, etc. Supporting Opinions: Part 1 C11a. Express appropriate/accurate reasons using textual evidence with substantial/moderate/light support. B. express attitude & opinions using basic (can, will, maybe)/familiar (maybe, probably, must)/nuance (certainly, should, would) modal expressions.</p>
<p>CROSS-CONTENT/ REAL WORLD CONNECTIONS</p>	<p>This unit integrates Social Studies, Science, and Literacy as students read, write, and speak about different stories of survival. A strong link to Social Studies can be made, due to the fact that people throughout history have had to survive hardships to come to California. From the earliest explorers to the hopeful gold miners, to immigrants arriving today, Californians have had to rely</p>	<p>In this unit, students understand the basic need of communication and how it can be made through many avenues. As a student of Santa Ana, communication, especially for our ELD students is essential and must be practiced. As our students move through collaborative conversations, their communication skills will improve and they will begin to understand that communication is essential to</p>

SAUSD Common Core Aligned Curriculum Map: **Fourth Grade** ELA 2014-1015

	on themselves. In addition, a connection to Science can be made as students read and discuss survival stories that include Earth forces and wave properties.	learning as well as improving social interaction. Making this connection for students is of the utmost importance.
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