

ELA Curriculum Map

English Language Arts		Grade 4 Year-at-a-Glance					
	Unit	Approx. Duration	Unit Focus	Reading Standards	Writing	Speaking and Listening	Language
Trimester 1 Sept.-Dec.	1	4 weeks	<p>In this unit, students read stories, dramas, and poems in order to determine theme. They will explain major differences between poems, drama and prose and summarize what is read. Students write personal narratives, producing and publishing these and all major pieces of writing using technology. Students should also be using technology to interact with each other (My Big Campus, wikis, etc...). Standard W.4.6 calls for fourth graders to type a minimum of one page in a single sitting.</p> <p>Reading</p> <ul style="list-style-type: none"> Determine theme of stories, dramas, poems, citing evidence from text to support thinking Explain major differences between poems, drama, and prose Summarize what is read Analyze figurative language including similes and metaphors in context <p>Writing</p> <ul style="list-style-type: none"> Daily writing including responses to literature, reflections, journals, etc... Write a personal narrative paying attention to the use of dialogue and description in order to develop experiences and events or show the responses of characters to situations Use technology to produce and publish writing, as well as to interact with others With guidance from adults and peers, develop and strengthen writing through revision (in this and every unit) <p>Speaking and Listening</p> <ul style="list-style-type: none"> Daily discussions in small group, partnerships, and whole group, following agreed upon rules for discussion and building on each other's ideas Come to discussions prepared, having read material ahead of time <p>Language</p> <ul style="list-style-type: none"> Daily practice analyzing complex sentences pulled from text read in class Produce complete sentences using correct capitalization, end punctuation, commas, and quotation marks Recognize and explain the meaning of common idioms, adages, and proverbs Explain similes and metaphors in context Form and use the progressive verb tenses 	<p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.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>Supporting: RL.4.3 RL.4.5 RL.4.10</p>	<p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases</p> <p>d. Use concrete words and phrases and sensory details to convey</p>	<p>SL.4.1a Come to discussions prepared, having read or studied required material.</p> <p>SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>L4.1c. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>L4.1g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L4.2a. Use correct capitalization.</p> <p>L4.2b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>L4.5a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>L4.5b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>

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					experiences and events precisely. e. Provide a conclusion that follows from the experience/event.		
<p>Designated English Language Development</p> <p>Designated ELD is a protected time during the regular school day where teachers use the CA ELD Standards in ways that build into and from content instruction in order to develop critical English Language skills, knowledge, and abilities needed for content learning in English. During this protected time, ELs are grouped by proficiency level and are actively engaged in collaborative discussions where they build awareness about language and develop skills and abilities to use language. Designated ELD supports related to the unit foci are available from the Office of Language Acquisition. –Adapted from Ca Dept. of Educ. ELA/ELD Framework, 2014 draft</p>							
<p>Unit 1 Resources</p>							
2	4 weeks	<p>This unit focuses on reading and analyzing informational text to determine main ideas, key details, and structure of text, as well as determine how visuals contribute to the main idea. Students will annotate or make notes as they read. Students write opinion pieces, supporting their points of view with reasons and information, and including at least one visual to support their opinion.</p> <p>Reading</p> <ul style="list-style-type: none"> Determine main idea and explain how it is supported by key details Summarize the text Determine the meaning of unknown words or phrases Describe the structure of the text or parts of the text (e.g., chronology, comparison, cause/effect, problem/solution) and explain how that structure supports the reader in determining the main idea Explain how visuals contribute to understanding the text and the main idea <p>Writing</p> <ul style="list-style-type: none"> Daily opportunities for writing including response to prompts, analysis of information, annotation of text, note making Write opinion pieces in which they introduce topic and state an opinion, provide reasons organized into paragraphs, use linking words and appropriate academic language, and provide a conclusion; include at least one visual to support ideas 	<p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.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>Supporting: RI.4.3 RI.4.4 RI.4.5 RI.4.7</p>	<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p>	<p>Continue with the same standards as unit 1, building conversation and listening skills. These should continue throughout the year.</p> <p>SL.4.5 SL.4.6</p>	<p>L.4.1d Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4c c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases</p>	

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		<ul style="list-style-type: none"> Produce writing using technology <p>Speaking and Listening</p> <ul style="list-style-type: none"> Continue building conversations skills, encouraging students to expand sentences used orally and in writing Use academic language in speaking and writing Ask and answer questions to clarify or follow up on information <p>Language</p> <ul style="list-style-type: none"> Daily practice analyzing complex sentences pulled from text read in class Practice using modal auxiliaries to convey various conditions (e.g., can, may, must) Use context clues and reference materials to determine meaning, and consult digital and print reference materials to identify alternate word choices in all content areas <p>Designated English Language Development for English Learners</p>		<p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition...).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>W.4.6, W.4.10</p>		and to identify alternate word choices in all content areas.
Unit 2 Resources						
3	6 weeks	<p>This unit builds on students' understanding of main idea, as students integrate information from more than one text on the same topic in order to write and speak knowledgeably about it. They will research a topic, write an informational piece about it, and use technology to publish and present the information. As the Common Core Standards call for more integration of literacy and social studies, it is suggested that this unit focus on famous Californians.</p> <p>Reading</p> <ul style="list-style-type: none"> Research a topic to answer guiding questions using at least two texts, integrating important ideas from both texts into an informational report Read sections of informational text and paraphrase important information into own words <p>Writing</p> <ul style="list-style-type: none"> Daily opportunities to write short informational pieces, summarizing, paraphrasing informational text Write informational report using technology and including: an introduction, logically organized paragraphs that develop the topic with facts and details, linking words and academic language appropriate to topic and purpose, and a conclusion Add headings, illustrations, and other features to aid comprehension Publish using technology (Power point is suggested) and orally present 	<p>RI.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>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or</p>	<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts,</p>	<p>SL.4.4 Report on a topic or text, using appropriate facts and relevant, descriptive details to support main ideas; speak clearly at an understandable pace.</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance development of main idea or themes.</p> <p>SL.4.6 Differentiate</p>	<p>L4.3a Choose words and phrases to convey ideas precisely.</p> <p>L4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>L4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g.,</p>

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			<p>Speaking and Listening</p> <ul style="list-style-type: none"> Daily discussions around content of informational text, using academic language and expanding sentences both orally and in writing Oral presentation of information, presenting key facts audibly and in a way that is interesting to audience <p>Language</p> <ul style="list-style-type: none"> Daily practice analyzing complex sentences pulled from text read in class Distinguish between formal English and informal discourse- practice use of formal English for report writing and presentations Choose precise words and phrases to convey ideas Demonstrate understanding of words by relating them to their opposites or to synonyms Use common grade appropriate Greek and Latin affixes and roots as clues to meaning of a word <p>Designated English Language Development for English Learners</p>	<p>speak about the subject knowledgeably.</p> <p>Supporting: RI.4.3 RI.4.5 RI.4.8</p>	<p>definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>Supporting: W.4.7 W.4.8 W.4.10</p>	<p>between contexts that call for formal English and situations where informal discourse is appropriate.</p>	<p>telegraph, photograph, autograph)</p>
Unit 3 Resources							
Trimester 2 (Jan.-Mar)	4	5 weeks	<p>In this unit students read and analyze narrative texts with an emphasis on understanding point of view and its effect on the narrative. Students will use their understanding to write an original narrative with a consistent point of view and appropriate narrative elements.</p> <p>Reading</p> <ul style="list-style-type: none"> Determine theme, considering characters, setting, events in text and how they lead to theme 	<p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and</p>	<p>W.4.3 Write narratives to develop real or imagined experiences or events using</p>	<p>SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners.</p>	<p>L.4.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when,</p>

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		<ul style="list-style-type: none"> Compare and contrast the points of view from which stories are narrated, including the difference between first and third person and the effect different points of view have on narratives Cite textual evidence to support thinking <p>Writing</p> <ul style="list-style-type: none"> Daily writing including response to literature Write narratives portraying various points of view Publish narratives and present to audience <p>Speaking and Listening</p> <ul style="list-style-type: none"> Daily discussions around texts including discussions of point of view and perspective of various characters; discussions should include small group and partnerships, building on each other's ideas and providing evidence from the text to support ideas <p>Language</p> <ul style="list-style-type: none"> Daily practice analyzing complex sentences pulled from text read in class Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when why) in speaking and writing Form and use progressive verb tenses correctly (I was walking, I am walking, I will be walking) Form and use prepositional phrases Correctly use frequently confused words (e.g., to, too, two; their, there) <p>Designated English Language Development for English Learners</p>	<p>when drawing inferences from the text</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words or actions).</p> <p>RL.4.6 Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>Supporting: RL.4.7</p>	<p>effective technique, descriptive details, and clear event sequences. (See unit 1 for further description of narrative writing)</p> <p>W.4.10</p>	<p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.4.4 Report on a topic, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes.</p>	<p>why).</p> <p>L4.1b Form and use the progressive verb tenses (I was walking; I am walking; I will be walking)</p> <p>L4.1f Form and use prepositional phrases.</p> <p>L4.1h. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>
<p>Unit 4 Resources</p>						

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5	6 weeks	<p>This unit focuses on reading and analyzing informational texts from multiple sources, with an emphasis on understanding the importance of comparing and contrasting first and second hand accounts (primary and secondary sources). Because Common Core calls for integration of literacy in the content areas, it is suggested that teachers use “The Gold Rush” as the topic for this unit. Students will write informational paragraphs, a two-voice poem to compare and contrast perspectives, and diary entries from first person point of view.</p> <p>Reading</p> <ul style="list-style-type: none"> • Explain the differences between primary and secondary sources • Compare and contrast primary and secondary sources about a topic or event • Read multiple text and synthesize information • Cite evidence from the text to support thinking <p>Writing</p> <ul style="list-style-type: none"> • Daily opportunities to write about informational text • Annotation/note making • Write informational paragraphs synthesizing ideas from multiple text • Compare and contrast two points of view (suggested: two-voice poem) • Write diary entries from first person point of view <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Daily opportunities to participate in conversations about text and tasks, using academic language appropriate to audience and purpose • Orally paraphrase text to show understanding • Evaluate a speaker’s point of view, reasoning, and use of evidence • Orally present two-voice poem with a partner <p>Language</p> <ul style="list-style-type: none"> • Daily practice analyzing complex sentences pulled from text read in class • Expand sentences and correctly use commas • Use correct capitalization, and punctuation • Determine meaning of words using context, Greek and Latin roots and affixes, reference materials <p>Designated English Language Development for English Learners</p>	<p>RI.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>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>Supporting: RI.4.3 RI.4.5 RI.4.8 RI.4.9</p>	<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (see unit 3 for further description of info/explanatory writing)</p> <p>Supporting: W.4.7 W.4.8 W.4.9 W.4.10</p>	<p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.3 (anchor standard) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.4.4</p>	<p>L.4.2c Use a comma before a coordinating conjunction in a compound sentence.</p> <p>L.4.2 a. Use correct capitalization.</p> <p>L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>L.4.4c Consult reference materials both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.</p>
		Unit 5 Resources				

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Trimester 3 (Mar-June)	6	6 weeks	<p>This unit focuses on archetype: themes, settings, or character types that reoccur in different times and places in myths, literature, and folktales. Students will also study basic patterns of action and plot, such as the quest, rags to riches, overcoming evil, and trickster plots. Students will write an informational essay in which they compare and contrast the representation of archetype across more than one story.</p> <p>Reading</p> <ul style="list-style-type: none"> Determine theme in literature, myths, and folktales Compare and contrast treatment of similar themes and topics in stories, myths, and traditional literature from different cultures Describe character types across stories (hero, villain, trickster....) Understand basic patterns of action and plot (quest, rags to riches, trickster plots...) Explain the meaning of figurative language including similes and metaphors as well as the meaning of common idioms, adages, and proverbs <p>Writing</p> <ul style="list-style-type: none"> Daily opportunities to write in response to literature Summarize stories read, describing character types Compare-contrast informational essay, comparing archetypes across more than one story <p>Speaking and Listening</p> <ul style="list-style-type: none"> Engage effectively in conversations through multiple exchanges Come to discussion prepared, having independently read material Practice using formal English when speaking and writing <p>Language</p> <ul style="list-style-type: none"> Figurative language, similes, metaphors, nuances in word meaning Explain meaning of Idioms, adages, and proverbs Explain the meaning of words by relating them to antonyms or finding synonyms <p>Designated English Language Development for English Learners</p>	<p>RL.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>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text</p> <p>RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>Supporting: RL.4.3 RL.4.4 RL.4.7</p>	<p>W.4.2 Write informative/explanatory texts (compare-contrast essays) to examine a topic and convey ideas and information clearly. (see unit 3 for further description of info/explanatory writing)</p> <p>W.4.10</p>	<p>SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners.</p> <p>SL.4.6 Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation</p>	<p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
	Unit 6 Resources						
	http://safari.sandi.net/?p=688ab652-c3e2-11e3-85a3-842b2b64e69e (Overview, texts, tasks, assessment)						
	7		In this culminating unit, students will use all they have learned about reading, writing, and use of	RI.4.1 Refer to	W.4.1 Write	SL.4.1 Engage	L.4.1 Demonstrate

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		<p>technology to research and present information. Because Common Core calls for integration of literacy in the content areas, it is suggested that this research focus on science, specifically researching a biome of their choice. Writing will include note making and informational paragraphs, as well as opinion writing, where students make a claim and provide evidence to support that claim.</p> <p>Reading</p> <ul style="list-style-type: none"> • Explain events, procedures, ideas or concepts in a scientific text • Interpret information presented visually and explain how it contributes to the main idea • Read and paraphrase information while researching guiding questions • Cite textual evidence • Integrate information from more than one source <p>Writing</p> <ul style="list-style-type: none"> • Write short informative/explanatory paragraphs to convey ideas clearly • Write opinion piece: introduction, claim, evidence, conclusion • Use technology to publish and present information <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Orally rehearse and present about a topic, using visuals to enhance presentation • Use academic language when speaking and writing • Participate in collaborative group work, with all members of the group participating and building on each other's ideas and carrying out assigned roles <p>Language</p> <ul style="list-style-type: none"> • Demonstrate command of conventions of English in writing and speaking • Choose words and phrases to convey ideas precisely <p>Designated English Language Development for English Learners</p>	<p>details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a scientific text, including what happened and why, based on specific information from the text.</p> <p>Supporting: RI.4.2 RI.4.4 RI.4.5 RI.4.6 RI.4.7 RI.4.8 RI.4.9 RI.4.10</p>	<p>opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.6 Use technology to produce and publish writing.</p> <p>W.4.10</p>	<p>effectively in a range of collaborative discussions.</p> <p>SL.4.4 Report on a topic or text, speaking clearly and at an understandable pace.</p> <p>SL.4.5 Add audio recordings and visual displays to presentations.</p>	<p>command of the conventions of standard English grammar</p> <p>L.4.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling</p> <p>L.4.3 Choose words and phrases to convey ideas precisely.</p>
	<p>Unit 7 Resources</p>					