ELA/ Literacy Unit Map Template

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| **Title of Unit** | CA Regions |
| **Grade Level** | 4 |
| **Suggested Timeline** | 4-5 Weeks |
| **Key Components** |  |
| **Summative Performance Assessment/ Authentic Audience** | Using a box of multiple mediums, students will design an animal that could survive in their group’s region. Students would present to the class giving reasons why this new animal could survive in the chosen region. (DOK 4) |
| **Targeted ELA/ Literacy CCSS** | RI4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  RI4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. **(See grade 4 Language standards 4-6 for additional expectations.) CA**  RI4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.,  W4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).  L4.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content,* choosing flexibly from a range of strategies.  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), 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***. **CA**  L4.6  W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  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.  b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Provide a concluding statement or section related to the information or explanation presented.  SL4.4a Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  a. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable. CA |
| **Targeted Standards from Other Content Areas (ex. Science, History/ Social Studies, etc.)** | HSS.4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in CA  Science.4.3 Living organisms depend on one another and their environment for survival. b Students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all. |
| **Targeted ELD Standards** | A.1 Exchanging information and ideas  B.5. Listen Actively  C.9 Expressing information and ideas |
| **Big Ideas** | California is a state of great diversity. The geography, climate, and natural resources of a region affect the people and animals that live there. |
| **Essential Questions** | How does the diversity of a California region affect the way of life in that region? |
| **Content** | California Regions  adaptation  landforms  climate  animal body coverings  environment  survival  geography |
| **Skills** | * use academic vocabulary * consult reference materials * interpret visually presented information (graphs, charts, maps) * write an explanatory/informative essay * Report on a topic * Use appropriate and relevant facts * Add descriptive details to support main ideas |
| **Vocabulary**  **(Academic and Content)** | natural resources, regions, physical characteristics, climate, adaptation,  writing: informative/explanatory essay |
| **Activities** | note taking \*  using a graphic organizer identify the four regions based on its climate, landforms, and animals  inductive thinking using four regions  use animal cards to classify animals based on characteristics |
| **Formative Assessments** | Using a selected response assessment, students identify the four regions based on its climate, landforms, plants, and animals. (DOK 1)  Classify body parts and body coverings of different animals (DOK 2)  Write an essay explaining how the animals’ characteristics help them adapt/survive in their particular region (DOK 3)  Using a box of multiple mediums, design an animal that could survive in your group’s region. Present to the class giving reasons why this new animal could survive in the chosen region. (DOK 4) |
| **21st Century Skills Targeted**  **(E- Encouraged; T- Directly taught)** | \_E\_ Communication  \_T\_ Collaboration  \_T\_ Creativity  \_T\_Critical Thinking  \_T\_Research  \_\_E\_Technology  \_\_E\_\_\_ Multimedia |
| **Reflection on Learning** | \_X\_\_\_\_ Self-Assessment  \_\_X\_\_\_ Peer Assessment |
| **Resources**  **(print and multimedia)** | Sierra  Mojave  Science and Social Studies textbooks  animal cards  Ranger Rick magazines |