

Grades 4-6 Sequenced Pattern of Instruction and Core Literature List with standards

January

LANGUAGE ARTS	LITERATURE	MATH	HISTORY-SOCIAL SCIENCE	SCIENCE
Objectives/standards	Core selections	Objectives & Standards	Objectives & Standards	Objectives & Standards
<p style="text-align: center;">Written and Oral Language Conventions</p> <ul style="list-style-type: none"> • Spelling (4-1.7, 5-1.5, 6-1.5) • Grammar (4-1.3, 5-1.2, 6-1.2) • Punctuation (4-1.1, 4-1.4, 4-1.5, 4-1.6, 5-1.3, 6-1.3) <p>Literary Response and Analysis</p> <ul style="list-style-type: none"> • Distinguish main idea and plot (4-3.2) • Distinguish among common forms of literature (3-3.1) • Structural differences in literature (4-3.1) <p>Word Analysis, Fluency</p> <ul style="list-style-type: none"> • Read narrative/expository text aloud (4-1.1) <p>Reading Comprehension</p> <ul style="list-style-type: none"> • Follow multiple step instructions (4-2.7) • Demonstrate comprehension (3-2.3) <p>Writing Strategies</p> <ul style="list-style-type: none"> • Select focus, organization and point of view (4-1.1) • Paragraphs (3-1.1) • Cursive writing (3-1.2) <p>Writing Applications</p> <ul style="list-style-type: none"> • Write narratives (4-2.1) • Write letters (3-2.3) <p>Listening/Speaking</p> <ul style="list-style-type: none"> • Paraphrase (2-1.3), (3-1.1) 	<ul style="list-style-type: none"> • <i>Shiloh</i>, Phyllis Naylor • <i>Mrs. Frisby and the Rats of NIMH</i>, O'Brien • <i>Bridge to Terabithia</i>, Katherine Paterson • <i>Frindle</i>, Andrew Clements • <i>Midnight Fox</i>, Betsy Byars 	<p style="text-align: center;">Number Sense</p> <ul style="list-style-type: none"> • Percents (5-1.2) • Exponents (5-1.3) • Prime factors (5-1.4) • Solve problems with decimals/negatives (5-2.1) <p style="text-align: center;">Mathematical Reasoning</p> <ul style="list-style-type: none"> • Estimation (3-2,1) • Calculations (3-2.6) 	<p style="text-align: center;">California: A Changing State</p> <ul style="list-style-type: none"> • Mexican settlements (4.3-1) • California migration—how and why (4.3-2) • The Gold Rush (4.3-3) • California and the immigrants—who, how and why? (4.3-4) • California's statehood (4.3-6) 	<p style="text-align: center;">Life Science—The Human Body</p> <ul style="list-style-type: none"> • The respiratory and circulatory systems (5-2b) • Digestion (5-2c) <p style="text-align: center;">Investigation and Experimentation</p> <ul style="list-style-type: none"> • Record data (5-6g) • Formulate predictions (4-6c) • Draw Conclusions (5-6h)

Grades 4-6 Sequenced Pattern of Instruction and Core Literature List with standards

February

LANGUAGE ARTS	LITERATURE	MATH	HISTORY-SOCIAL SCIENCE	SCIENCE
Objectives and Standards	Core and cross curricular selections	Objectives and Standards	Objectives & Standards	Objectives and Standards
<p style="text-align: center;">Written and Oral Language Conventions</p> <ul style="list-style-type: none"> • Spelling (4-1.7, 5-1.5, 6-1.5) • Grammar (4-1.3, 5-1.2, 6-1.2) • Punctuation (4-1.1, 4-1.4, 4-1.5, 4-1.6, 5-1.3, 6-1.3) <p>Literary Response and Analysis</p> <ul style="list-style-type: none"> • Distinguish main idea and plot (4-3.2) • Distinguish among common forms of literature (3-3.1) • Structural differences in literature (4-3.1) <p>Word Analysis, Fluency</p> <ul style="list-style-type: none"> • Read narrative/expository text aloud (4-1.1) <p>Reading Comprehension</p> <ul style="list-style-type: none"> • Follow multiple step instructions (4-2.7) • Demonstrate comprehension (3-2.3) <p>Writing Strategies</p> <ul style="list-style-type: none"> • Select focus, organization and point of view (4-1.1) • Paragraphs (3-1.1) • Cursive writing (3-1.2) <p>Writing Applications</p> <ul style="list-style-type: none"> • Write narratives (4-2.1) • Write letters (3-2.3) <p>Listening/Speaking</p> <ul style="list-style-type: none"> • Paraphrase (2-1.3), (3-1.1) 	<ul style="list-style-type: none"> • <i>Tuck Everlasting</i>, Natalie Babbitt • <i>A Wrinkle in Time</i>, Madeline L'Engle • <i>Hatchet</i>, Gary Paulsen • <i>Stringbean's Trip to the Sining Sea</i> • <i>Sadako</i>, Eleanor Coerr • Social Studies • Cross Curricular: <i>Lincoln: A Photo Biography</i>, Freedman • <i>Where Were You When We Signed the Constitution?</i> Jean Fritz 	<p style="text-align: center;">Algebra and Functions</p> <ul style="list-style-type: none"> • Numeric equations (3-1.1, 1.2) • Inequalities (3-1.2) • Symbols (4-1.1) • Parentheses (4-1.3) • Identify/graph ordered pairs (5-1.4) <p style="text-align: center;">Measurement and Geometry</p> <ul style="list-style-type: none"> • Two-dimensional grids/linear relationships (4-2.1) • Unit conversions (3-1.4) 	<p style="text-align: center;">Structure, Function and Powers of the Local, State and Federal Governments</p> <ul style="list-style-type: none"> • U.S. Constitution (4.5 and 5.7) • 50 states and their capitals (5.9) • California's governance structure 4.5-5) • Role of rules and laws (3.4-1.2) • American Heroes (3.4-6) <p style="text-align: center;">Chronological and Spatial Thinking Skills</p> <ul style="list-style-type: none"> • Map and globe skills (K-5.5) 	<p style="text-align: center;">Life Science—The Human Body</p> <ul style="list-style-type: none"> • The respiratory and circulatory systems (5-2b) • Digestion (5-2c) <p style="text-align: center;">Investigation and Experimentation</p> <ul style="list-style-type: none"> • Record data (5-6g) • Formulate predictions (4-6c) • Draw Conclusions (5-6h)

Grades 4-6 Sequenced Pattern of Instruction and Core Literature List with standards

March

LANGUAGE ARTS	LITERATURE	MATH	HISTORY-SOCIAL SCIENCE	SCIENCE
Objectives and Standards	Core student selections	Objectives & Standards	Objectives & Standards	Objectives and Standards
<p style="text-align: center;">Written and Oral Language Conventions</p> <ul style="list-style-type: none"> • Grammar (4-1.3,5-1.2, 6-1.2) • Punctuation (4-1.1, 4-1.4, 4-1.5, 4-1.6, 5-1.3, 6-1.3) <p style="text-align: center;">Literary Response and Analysis</p> <ul style="list-style-type: none"> • Structural differences in literature (4-3.1) <p style="text-align: center;">Word Analysis, Fluency</p> <ul style="list-style-type: none"> • Read narrative/expository text aloud (4-1.1) <p style="text-align: center;">Reading Comprehension</p> <ul style="list-style-type: none"> • Follow multiple step instructions (4-2.7) • Evaluate new information (4-2.4) • Compare/contrast information (4-2.5) <p style="text-align: center;">Writing Strategies</p> <ul style="list-style-type: none"> • Multiple paragraph composition (4-1.2) • Cursive writing (3-1.2) <p style="text-align: center;">Writing Applications</p> <ul style="list-style-type: none"> • Write responses to literature (5-2.2) <p style="text-align: center;">Listening/Speaking</p> <ul style="list-style-type: none"> • Brief narrative presentations (3-2.1) 	<ul style="list-style-type: none"> • <i>Bud, Not Buddy</i>, Christopher Curtis • <i>In the Year of the Boar and Jackie Robinson</i>, Bette Bao Lord • <i>The Landry News</i>, Andrew Clements • <i>Trouble River</i>, Byars • <i>The Black Stallion</i>, Walter Farley <p style="text-align: center;">Social Studies Cross Curricular:</p> <ul style="list-style-type: none"> • <i>Children of the Dust Bowl</i>, Jerry Stanley <p style="text-align: center;"><i>Ten Mile Day and the Building of the Transcontinental Railroad</i>, Mary ann Fraser</p>	<p style="text-align: center;">Measurement and Geometry</p> <ul style="list-style-type: none"> • Metric/U.S. measurements of length, liquid volume, weight/mass (3-1.1) • Perimeter/area (4-1.1) • Estimate/determine area/volume of solid figures (3-1.2) • Unit conversions (3-1.4) • Polygons (3-2.1) • Triangles (3-2.2) • Quadrilaterals (3-2.3) • Right angles (3-2.4) • 3-dimensional objects (3-2.5) 	<p style="text-align: center;">California’s Economy, Political and Cultural Developments</p> <ul style="list-style-type: none"> • Mail services (4.4-1) • The building of the railroads (4.4-1) • Great Depression, Dust Bowl and WWII (4.4-4) • California’s water system (4.4-6) • Public education system (4.4-6) • 20th Century Californian’s (4.4-8) • California’s new industries (4.4-5) 	<p style="text-align: center;">Life Science—Plants</p> <ul style="list-style-type: none"> • Plant structure (3-3a) • How sugar, water and minerals are transported in plants (5-2e) • How plants use/need carbon dioxide and sunlight • Respiration (5-2g) <p style="text-align: center;">Investigation and Experimentation</p> <ul style="list-style-type: none"> • Record data (5-6g) • Formulate predictions (4-6c) • Draw Conclusions (5-6h)

Grades 4-6 Sequenced Pattern of Instruction and Core Literature List with standards

April

LANGUAGE ARTS	LITERATURE	MATH	HISTORY-SOCIAL SCIENCE	SCIENCE
Objectives and Standards	Core student selections	Objectives & Standards	Objectives & Standards	Objectives and Standards
<p style="text-align: center;">Written and Oral</p> <p style="text-align: center;">Language Conventions</p> <ul style="list-style-type: none"> • Grammar (4-1.3,5-1.2, 6-1.2) • Punctuation (4-1.1, 4-1.4, 4-1.5, 4-1.6, 5-1.3, 6-1.3) <p style="text-align: center;">Literary Response and Analysis</p> <ul style="list-style-type: none"> • Structural differences in literature (4-3.1) <p style="text-align: center;">Word Analysis, Fluency</p> <ul style="list-style-type: none"> • Read narrative/expository text aloud (4-1.1) <p style="text-align: center;">Reading Comprehension</p> <ul style="list-style-type: none"> • Follow multiple step instructions (4-2.7) • Compare/contrast information (4-2.5) <p style="text-align: center;">Writing Strategies</p> <ul style="list-style-type: none"> • Multiple paragraph composition (4-1.2) • Cursive writing (3-1.2) <p style="text-align: center;">Writing Applications</p> <ul style="list-style-type: none"> • Write responses to literature (5-2.2) <p style="text-align: center;">Listening/Speaking</p> <ul style="list-style-type: none"> • Brief narrative presentations 3-2.1) 	<ul style="list-style-type: none"> • <i>Souder</i>, Armstrong • <i>Island of the Blue Dolphins</i>, O’Dell • <i>Old Yeller</i>, Fred Gipson • <i>The Cay</i>, Theodore Taylor • <i>Baseball Saved Us</i>, Ken Mochizuki 	<p style="text-align: center;">Statistics, Data Analysis, and Probability</p> <ul style="list-style-type: none"> • Probability experiments (3-1.0, 4-2.0) • Record outcomes (3-1.2) • Make predictions (3-1.4) • Formulate survey questions/collect data (4-1.1) • Represent outcomes in an organized way (tables, graphs, etc.) (4-2.1) • Mean, median, mode (5-1.1) • Compare data sets (5-1.2) 	<p style="text-align: center;">United States History: Making a New Nation</p> <ul style="list-style-type: none"> • Geography and climate of pre-Columbian settlements (5.1-1) • Customs and Folklore of pre-Columbian settlements (5.1-2) • Economies of the pre-Columbian settlements (5.1-3) • Early explorers of the Americas (5.2-1) • Routes of the early explorers (5.2-3) • Cooperation/Conflict with the Indians (5.3-2,4,5) • Original 13 colonies (5.4-1,2) <p style="text-align: center;">Chronological and Spatial Thinking Skills</p> <ul style="list-style-type: none"> • Map and globe skills (K-5.5) 	<p style="text-align: center;">Life Science—Ecosystems</p> <ul style="list-style-type: none"> • Adaptations in physical structure (3-3a) • Diverse life forms (3-3b) • Living things cause change in their environments (3-3c) • Animals adapt to their environments (3-3d) • Food chains and food webs (4-2a,b) • Decomposers (4-2c) <p style="text-align: center;">Investigation and Experimentation</p> <ul style="list-style-type: none"> • Record data (5-6g) • Formulate predictions (4-6c) • Draw Conclusions (5-6h)

Grades 4-6 Sequenced Pattern of Instruction and Core Literature List with standards

May

LANGUAGE ARTS	LITERATURE	MATH	HISTORY-SOCIAL SCIENCE	SCIENCE
Objectives/standards	Core student and teacher's selection	Objectives & Standards	Objectives & Standards	Objectives and Standards
<p style="text-align: center;">Written and Oral Language Conventions</p> <ul style="list-style-type: none"> • Spelling (4-1.7, 5-1.5, 6-1) • Grammar (4-1.3, 6-1.2) • Punctuation (4-1.1, 4-1.4, 4-1.5, 4-1.6, 5-1.3, 6-1.3) <p style="text-align: center;">Word Analysis, Fluency, and Systematic Vocabulary</p> <ul style="list-style-type: none"> • Read narrative/expository text aloud (4-1.1) • Prefixes/suffixes, antonyms/synonyms (2-1.9, 2-1.7, 4-1.2) • Greek/Latin word derivatives (4-1.4) <p style="text-align: center;">Reading Comprehension</p> <ul style="list-style-type: none"> • Follow multiple step instructions (4-2.7) • Compare/contrast information (4-2.5, 4-2.1) <p style="text-align: center;">Writing Strategies</p> <ul style="list-style-type: none"> • Select focus, organization and point of view (4-1.1) <p style="text-align: center;">Listening/Speaking</p> <ul style="list-style-type: none"> • Ask Questions (5-1.1) • Give and follow directions (2-1.4) 	<ul style="list-style-type: none"> • <i>Strider</i>, Beverly Cleary • <i>Holes</i>, Sachar • <i>The Mouse and the Motorcycle</i>, Beverly Cleary • <i>Annie and the Old One</i>, Miska Miles • <i>Colt</i>, Nancy Springer 	<p style="text-align: center;">Problem Solving and Mathematical Reasoning</p> <ul style="list-style-type: none"> • Analyzing problems for relevant/irrelevant info. (3-1.1) • Breaking problems down into simpler forms (3-1.2) • Strategies to simplify problems (3-2.2) • Mathematical reasoning (3-2.3) • Develop generalizations of results (3-3.3) • Expressing solutions to problems (4-2.4) • Methods to explain mathematical reasoning (5-2.3) 	<p style="text-align: center;">United States History from the Revolution to mid-1800's</p> <ul style="list-style-type: none"> • Causes of the Revolution (5.5-1) • 1st and 2nd Continental Congress (5.5-2) • Declaration of Independence (5.5-3) • Key individuals related to Revolutionary period (5.5-4) • Major military battles of the Revolution (5.6-1) • Slavery in early America (5.4-6) • State constitutions after the Revolution (5.6-5) • Impact of immigration on U.S. from 1789 to mid-1800s (5.8-1) • States and territories in 1850 (5.8-2) • Explorations/explorers of the West (5.8-3,4) • Texas War (5.8-6) 	<p style="text-align: center;">Earth Science—Rocks, Minerals, Water</p> <ul style="list-style-type: none"> • Properties of rocks and minerals (4-4a) • Erosion (4-5a,b,c) • Evaporation (5-3b) • Condensation (5-3c) • Origin of water in the community (5-3e) • Earthquakes (6-1d) • Volcanoes (6-1d,e) • Weather patterns (6-4a,e) <p style="text-align: center;">Investigation and Experimentation</p> <ul style="list-style-type: none"> • Record data (5-6g) • Formulate predictions (4-6c) • Draw Conclusions (5-6h)

Grades 4-6 Sequenced Pattern of Instruction and Core Literature List with standards

June

LANGUAGE ARTS	LITERATURE	MATH	HISTORY-SOCIAL SCIENCE	SCIENCE
Objectives and Standards	Core student and teacher's selection	Comparison of Numbers	Objectives & Standards	Objectives and Standards
<p style="text-align: center;">Written and Oral Language Conventions</p> <ul style="list-style-type: none"> • Spelling (4-1.7, 5-1.5, 6-1) • Grammar (4-1.3, 6-1.2) • Punctuation (4-1.1, 4-1.4, 4-1.5, 4-1.6, 5-1.3, 6-1.3) <p>Word Analysis, Fluency, and Systematic Vocabulary</p> <ul style="list-style-type: none"> • Read narrative/expository text aloud (4-1.1) • Prefixes/suffixes, antonyms/synonyms (2-1.9, 2-1.7, 4-1.2) • Greek/Latin word derivatives (4-1.4) <p>Reading Comprehension</p> <ul style="list-style-type: none"> • Follow multiple step instructions (4-2.7) • Compare/contrast information (4-2.5, 4-2.1) <p style="text-align: center;">Writing Strategies</p> <ul style="list-style-type: none"> • Select focus, organization and point of view (4-1.1) <p style="text-align: center;">Listening/Speaking</p> <ul style="list-style-type: none"> • Ask Questions (5-1.1) • Give and follow directions (2-1.4) 	<ul style="list-style-type: none"> • <i>Sideway Stories from Wayside School</i>, Sacher • <i>Sarah, Plain and Tall</i>, Patricia MacLachlan • <i>The Summer of the Swans</i>, Betsy Byars • Social Studies Cross Curricular: <i>The drinking Gourd</i>, <i>A Story of the Underground Railroad</i>, Monjo <i>Mississippi Bridge</i>, Taylor 	<p style="text-align: center;">Problem Solving and Mathematical Reasoning</p> <ul style="list-style-type: none"> • Analyzing problems for relevant/irrelevant info. (3-1.1) • Breaking problems down into simpler forms (3-1.2) • Strategies to simplify problems (3-2.2) • Mathematical reasoning (3-2.3) • Develop generalizations of results (3-3.3) • Expressing solutions to problems (4-2.4) • Methods to explain mathematical reasoning (5-2.3) 	<p style="text-align: center;">United States History from the Revolution to mid-1800's</p> <ul style="list-style-type: none"> • Causes of the Revolution (5.5-1) • 1st and 2nd Continental Congress (5.5-2) • Declaration of Independence (5.5-3) • Key individuals related to Revolutionary period (5.5-4) • Major military battles of the Revolution (5.6-1) • Slavery in early America (5.4-6) • State constitutions after the Revolution (5.6-5) • Impact of immigration on U.S. from 1789 to mid-1800s (5.8-1) • States and territories in 1850 (5.8-2) • Explorations/explorers of the West (5.8-3,4) • Texas War (5.8-6) 	<p style="text-align: center;">Investigation and Experimentation</p> <p style="text-align: center;">The Study of Bubbles (AIMS Science Unit)</p> <ul style="list-style-type: none"> • Develop a hypothesis (6a) • Measure and estimate (4b) • Formulate predictions (4c) • Conduct multiple trials to test prediction and draw conclusions (4bd) • Construct and interpret graphs from measurements (4e, 5g) • Follow a set of written instructions for scientific investigation (4f) • Write a report of an investigation (5i)

Grades 4-6 Sequenced Pattern of Instruction and Core Literature List with standards

September

LANGUAGE ARTS	LITERATURE	MATH	HISTORY-SOCIAL SCIENCE	SCIENCE
Objectives/standards	Core and cross curricular selections	Objectives and Standards	Objectives & Standards	Objectives & Standards
<p style="text-align: center;">Written and Oral Language Conventions</p> <ul style="list-style-type: none"> • Spelling (4-1.7, 5-1.5, 6-1.5) • Grammar (4-1.3,5-1.2, 6-1.2) • Punctuation (4-1.1, 4-1.4, 4-1.5, 4-1.6, 5-1.3, 6-1.3) <p style="text-align: center;">Literary Response and Analysis</p> <ul style="list-style-type: none"> • Distinguish main idea and plot (4-3.2) • Distinguish among common forms of literature (3-3.1) <p>Word Analysis, Fluency, and Systematic Vocabulary</p> <ul style="list-style-type: none"> • Use a dictionary (3-1.7) • Prefixes/suffixes (2-1.9) • Read narrative/expository text aloud (4-1.1) <p>Reading Comprehension</p> <ul style="list-style-type: none"> • Main idea/supporting details in text (3-2.5) <p style="text-align: center;">Writing Strategies</p> <ul style="list-style-type: none"> • Penmanship (3-1.2) • Paragraphs (3-1.1) 	<ul style="list-style-type: none"> • <i>Charlie and the Chocolate Factory</i>, Ronald Dahl • <i>Stone Fox</i>, John Gardiner • <i>Whipping Boy</i>, Sid Fleischman • <i>The Sign of the Beaver</i>, Speare • Social Studies • Cross Curricular: <i>The Story of Johnny Appleseed</i>, Alik 	<p style="text-align: center;">Number Sense</p> <ul style="list-style-type: none"> • Place value of whole numbers (3-1.1-1.5) • Problem solving (3-2.1-2.8) <p>Mathematical Reasoning</p> <ul style="list-style-type: none"> • Estimation (3-2,1) • Calculations (3-2.6) 	<p style="text-align: center;">Physical and Human Geography of California</p> <ul style="list-style-type: none"> • Resources of the local region (3.1-2) • Local geographic features (3.1-1) • Coordinate grid (latitude and longitude) (4.1-2) • Equator, prime meridian, hemispheres (4.1-2) <p>Chronological and Spatial Thinking Skills</p> <ul style="list-style-type: none"> • Map and globe skills (K-5.1-5) 	<p>Physical Science--Matter</p> <ul style="list-style-type: none"> • Properties of matter (5-1g) • Chemical reactions (5-1a) <p style="text-align: center;">Investigation and Experimentation</p> <ul style="list-style-type: none"> • Record data (5-6g) • Formulate predictions (4-6c) • Draw Conclusions (5-6h)

Grades 4-6 Sequenced Pattern of Instruction and Core Literature List with standards

October

LANGUAGE ARTS	LITERATURE	MATH	HISTORY-SOCIAL SCIENCE	SCIENCE
Objectives and Standards	Core and cross-curricular selections	Objectives and Standards	Objectives & Standards	Objectives & Standards
<p style="text-align: center;">Written and Oral Language Conventions</p> <ul style="list-style-type: none"> • Spelling (4-1.7, 5-1.5, 6-1.5) • Grammar (4-1.3,5-1.2, 6-1.2) • Punctuation (4-1.1, 4-1.4, 4-1.5, 4-1.6, 5-1.3, 6-1.3) <p style="text-align: center;">Literary Response and Analysis</p> <ul style="list-style-type: none"> • Distinguish main idea and plot (4-3.2) • Distinguish among common forms of literature (3-3.1) <p style="text-align: center;">Word Analysis, Fluency, and Systematic Vocabulary</p> <ul style="list-style-type: none"> • Use a dictionary (3-1.7) • Prefixes/suffixes (2-1.9) • Read narrative/expository text aloud (4-1.1) <p style="text-align: center;">Reading Comprehension</p> <ul style="list-style-type: none"> • Main idea/supporting details in text (3-2.5) <p style="text-align: center;">Writing Strategies</p> <ul style="list-style-type: none"> • Penmanship (3-1.2) • Paragraphs (3-1.1) 	<ul style="list-style-type: none"> • <i>Charlotte’s Web</i>, E.B. White • <i>The Lion, Witch and the Wardrobe</i>, Lewis • <i>The Indian in the Cupboard</i> • <i>Encounter</i>, Jane Yolen • Science Cross Curricular: <i>The New Way Things Work</i>, David MaCaulay • Social Studies Cross Curricular: <i>Molly’s Pilgrim</i>, Eve Bunting 	<p style="text-align: center;">Number Sense</p> <ul style="list-style-type: none"> • Problem Solving (4-3.1-3.4) • Factoring (4-4.1, 4.2) <p style="text-align: center;">Mathematical Reasoning</p> <ul style="list-style-type: none"> • Estimation (3-2,1) • Calculations (3-2.6) 	<p style="text-align: center;">Pre-Columbian California to the Spanish Mission and Mexican Rancho Periods</p> <ul style="list-style-type: none"> • Major nations of California Indians (4.2-1) • Spanish Mission System (4.2-4) • Spanish explorers and colonization (4.2-3) • Mexican-American War (4.2-7) • European Settlements (4.2-2) • Daily lives of the people in early California (4.2-5) • The Role of the Franciscans (4.2-6) <p style="text-align: center;">Chronological and Spatial Thinking Skills</p> <ul style="list-style-type: none"> • Map and globe skills (K-5.4) 	<p style="text-align: center;">Physical Science—Electricity and Magnetism</p> <ul style="list-style-type: none"> • Electromagnets (4-1d) • Actions of electrically charged objects (4-1e) • Magnets (4-1f) • Electric energy (4-1g) <p style="text-align: center;">Investigation and Experimentation</p> <ul style="list-style-type: none"> • Record data (5-6g) • Formulate predictions (4-6c) • Draw Conclusions (5-6h)

Grades 4-6 Sequenced Pattern of Instruction and Core Literature List with standards

November

LANGUAGE ARTS	LITERATURE	MATH	HISTORY-SOCIAL SCIENCE	SCIENCE
Objectives and Standards	Core selections	Objectives and Standards	Objectives & Standards	Objectives and Standards
<p>Written and Oral Language Conventions</p> <ul style="list-style-type: none"> • Spelling (4-1.7, 5-1.5, 6-1.5) • Grammar (4-1.3,5-1.2, 6-1.2) • Punctuation (4-1.1, 4-1.4, 4-1.5, 4-1.6, 5-1.3, 6-1.3) <p>Literary Response and Analysis</p> <ul style="list-style-type: none"> • Distinguish main idea and plot (4-3.2) • Distinguish among common forms of literature (3-3.1) • Determine theme (3-3.4) <p>Word Analysis, Fluency, and Systematic Vocabulary</p> <ul style="list-style-type: none"> • Read narrative/expository text aloud (4-1.1) <p>Reading Comprehension Standards:</p> <ul style="list-style-type: none"> • Main idea/supporting details in text (3-2.5) • Follow simple multiple step instructions (3-2.7) • Demonstrate comprehension (3-2.3) • Make predictions (4-2.3) <p>Writing Strategies</p> <ul style="list-style-type: none"> • Select focus, organization and point of view (4-1.1) • Paragraphs (3-1.1) 	<ul style="list-style-type: none"> • <i>Maniac McGee</i>, Jerry Spinelli • <i>Corn is Maze</i>, Alike • <i>The Black Pearl</i>, Scott O’Dell • <i>The Fighting Ground</i> , Avi • <i>The Wizard of Oz</i>, Frank Baum 	<p>Number Sense</p> <ul style="list-style-type: none"> • Whole numbers, simple fractions, decimals (3-3.1) • Add/subtract simple fractions (3-3.2) • Factoring (4-4.1, 4.2) <p>Mathematical Reasoning</p> <ul style="list-style-type: none"> • Estimation (3-2,1) • Calculations (3-2.6) 	<p>Pre-Columbian California to the Spanish Mission and Mexican Rancho Periods</p> <ul style="list-style-type: none"> • Major nations of California Indians (4.2-1) • Spanish Mission System (4.2-4) • Spanish explorers and colonization (4.2-3) • Mexican-American War (4.2-7) • European Settlements (4.2-2) • Daily lives of the people in early California (4.2-5) • The Role of the Franciscans (4.2-6) <p>Chronological and Spatial Thinking Skills</p> <ul style="list-style-type: none"> • Map and globe skills (K-5.4) 	<p>Physical Science—Matter</p> <ul style="list-style-type: none"> • Periodic Table (5-1d) • Metals (5-1c) • Molecules (5-1e) <p>Investigation and Experimentation</p> <ul style="list-style-type: none"> • Record data (5-6g) • Draw Conclusions (5-6h)

Grades 4-6 Sequenced Pattern of Instruction and Core Literature List with standards

December

LANGUAGE ARTS	LITERATURE	MATH	HISTORY-SOCIAL SCIENCE	SCIENCE
Objectives and Standards	Core and Alternate Literature	Objectives and Standards	Objectives & Standards	Objectives and Standards
<p>Written and Oral Language Conventions</p> <ul style="list-style-type: none"> • Spelling (4-1.7, 5-1.5, 6-1.5) • Grammar (4-1.3,5-1.2, 6-1.2) • Punctuation (4-1.1, 4-1.4, 4-1.5, 4-1.6, 5-1.3, 6-1.3) <p>Literary Response and Analysis</p> <ul style="list-style-type: none"> • Distinguish main idea and plot (4-3.2) • Distinguish among common forms of literature (3-3.1) • Determine theme (3-3.4) <p>Word Analysis, Fluency, and Systematic Vocabulary</p> <ul style="list-style-type: none"> • Read narrative/expository text aloud (4-1.1) <p>Reading Comprehension Standards:</p> <ul style="list-style-type: none"> • Main idea/supporting details in text (3-2.5) • Follow simple multiple step instructions (3-2.7) • Make predictions (4-2.3) <p>Writing Strategies</p> <ul style="list-style-type: none"> • Select focus, organization and point of view (4-1.1) • Paragraphs (3-1.1) 	<ul style="list-style-type: none"> • <i>Stuart Little</i>, E.B. White • <i>Where the Red Fern Grows</i> • <i>The Secret Garden</i>, Frances Barnett • <i>Cricket in Times Square</i>, Selden • <i>Enchanted Castle</i>, Nesbit 	<p>Number Sense</p> <ul style="list-style-type: none"> • Whole numbers, simple fractions, decimals (3-3.1, 3.4) • Solve problems with decimals (3-3.3) • Negative numbers (4-1.8) • Number line (4-1.9, 1.5) <p>Mathematical Reasoning</p> <ul style="list-style-type: none"> • Estimation (3-2,1) • Calculations (3-2.6) 	<p>Local History</p> <ul style="list-style-type: none"> • Reasons for growth of area (4.1-4) • Local landmarks (3.4-3) • Local early explorers (3.3-1) • Early local economy (3.3-2) • Current local economy (3.5-1,2) 	<p>Earth Science—Solar System</p> <ul style="list-style-type: none"> • The Sun and stars (5-5a) • Earth and other planets (5-5b) • Gravity (5-5c) <p>Investigation and Experimentation</p> <ul style="list-style-type: none"> • Record data (5-6g) • Formulate predictions (4-6c) • Draw Conclusions (5-6h)