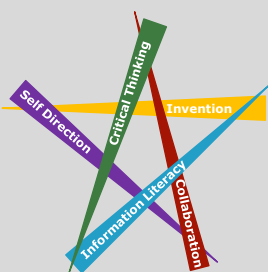


Curriculum Development Course at a Glance
Planning for 4th Grade Reading, Writing, and Communicating

Content Area	Reading, Writing, and Communicating	Grade Level	4 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Oral Expression and Listening	1. A clear communication plan is necessary to effectively deliver and receive information	RWC10-GR.4-S.1-GLE.1	
2. Reading for All Purposes	1. Comprehension and fluency matter when reading literary texts in a fluent way	RWC10-GR.4-S.2-GLE.1	
	2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way	RWC10-GR.4-S.2-GLE.2	
	3. Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills	RWC10-GR.4-S.2-GLE.3	
3. Writing and Composition	1. The recursive writing process is used to create a variety of literary genres for an intended audience	RWC10-GR.4-S.3-GLE.1	
	2. Informational and persuasive texts use the recursive writing process	RWC10-GR.4-S.3-GLE.2	
	3. Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader	RWC10-GR.4-S.3-GLE.3	
4. Research and Reasoning	1. Comprehending new information for research is a process undertaken with discipline both alone and within groups	RWC10-GR.4-S.4-GLE.1	
	2. Identifying implications, concepts, and ideas enriches reasoning skills	RWC10-GR.4-S.4-GLE.2	

Colorado 21st Century Skills



Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Common Core Reading Foundational Standards

Phonics and Word Recognition: [CCSS.RF.4.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.

[CCSS.RF.4.3a](#) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency: [CCSS.RF.4.4](#) Read with sufficient accuracy and fluency to support comprehension.

[CCSS.RF.4.4a](#) Read grade-level text with purpose and understanding.

[CCSS.RF.4.4b](#) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

[CCSS.RF.4.4c](#) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
In my Opinion	4-6 weeks	1
Understanding Characters	4-6 weeks	2
You're the Expert	4-6 weeks	3
Rhyme Time	4-6 weeks	4
Recipe for a Story (Narrative Elements)	4-6 weeks	5

Curriculum Development Overview
Unit Planning for 4th Grade Reading, Writing, and Communicating

Unit Title	In my Opinion		Length of Unit	4-6 weeks
Focusing Lens(es)	Perspective	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.4-S.1-GLE.1 RWC10-GR.4-S.2-GLE.1 RWC10-GR.4-S.2-GLE.2 RWC10-GR.4-S.2-GLE.3	RWC10-GR.4-S.3-GLE.1 RWC10-GR.4-S.3-GLE.2 RWC10-GR.4-S.3-GLE.3 RWC10-GR.4-S.4-GLE.1 RWC10-GR.4-S.4-GLE.2
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Is it important to listen to all members in a group before making a decision? Explain. (RWC10-GR.4-S.1-GLE.1-IQ.1) What problems may arise if students use only their own thinking in their work? (RWC10-GR.4-S.4-GLE.2-IQ.5) and (RWC10-GR.4-S.3-GLE.1-EO.a) 			
Unit Strands	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
Concepts	In content:	In reading:	In writing:	
	perspective, analyze, influence, interaction, persuasion, cause and effect, relationships, value, diversity, connections, conflict, compare, contrast, fact, opinion	phonics, fluency, vocabulary, comprehension, analyze, infer, summarize, synthesize	phonics, fluency, vocabulary, comprehension, spelling, conventions, grammar	

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Knowledge of complex orthographic patterns and morphological roots contributes to improved vocabulary and comprehension outcomes (RWC10-GR.4-S.2-GLE.3-EO.a,c)*	In what ways are you incorporating the direct instruction of orthographic patterns and morphological roots?	How does knowing orthographic patterns and morphological roots contribute to a students' ability to succeed?
Effective reading comprehension relies upon using various reading sub skills (phonological awareness, automatic word recognition, fluency...etc. – as well as effectively using background knowledge and vocabulary) (RWC10-GR.4-S.2-GLE.3-EO.a,b,e)*	What components of the reading process are causing comprehension issues with your students?	Why does fluency (rate, accuracy, and prosody) increase comprehension and fluency? (RWC10-GR.4-S.2-GLE.1-RA.4)
Correct sentence formation, grammar, punctuation, capitalization, and spelling facilitates clear communication in pieces of writing (RWC10-GR.4-S.3-GLE.3-EO.d-g)*	What aspects of effective writing cause difficulty?	How does punctuation impact the meaning of certain sentences?

Curriculum Development Overview
Unit Planning for 4th Grade Reading, Writing, and Communicating

Values impact a person’s perspective/opinion on an issue. (RWC10-GR.4-S.4-GLE.1-EO.c)	What personal values impacted your opinion on this topic? What issues may arise when presenting your own perspective on a topic? (RWC10-GR.4-S.3-GLE.1-EO.a.i-iv)	How do values influence your perspective on a topic? How can conflicts arise when different perspectives are presented? (RWC10-GR.4-S.1-GLE.1-EO.a) and (RWC10-GR.4-S.4-GLE.2-EO.a-d)
Analyzing text enables the construction meaning around key ideas. (RWC10-GR.4-S.2-GLE.1-EO.a.i-v) and (RWC10-GR.4-S.2-GLE.2-EO.a.i-v)	What details from the text helped you interpret the key ideas?	How can you gain supporting information from the text? How does interpretation influence your opinion? (RWC10-GR.4-S.2-GLE.1-EO.c.iii) and (RWC10-GR.4-S.4-GLE.1-EO.c)
In crafting an opinion piece of writing authors support beliefs with details and facts in order to help persuade readers. (RWC10-GR.4-S.3-GLE.1-EO.a) and (RWC10-GR.4-S.3-GLE.3-EO.a-c)	What details and facts did you use in your writing to support your opinion? What is your opinion on this topic?	How do you support your opinion with facts and details? How would the lack of details and facts affect your influence on others?

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> Orthographic patterns and morphological roots. CCSS.RF.4.4c (RWC10-GR.4-S.2-GLE.3-EO.a)x Effective reading comprehension strategies and various reading sub skills. (CCSS: RF.4.3a, CCSS: RF.4.4a, CCSS: RF.4.4c) (RWC10-GR.4-S.2-GLE.3-EO.a) and (RWC10-GR.4-S.2-GLE.3-EO.b.i) and (RWC10-GR.4-S.2-GLE.3-EO.b.iii) The reasons why opinions expressed regarding readings should be supported by evidence. (S.2-GLE.1-EO.a; S.2-GLE.2-EO.a) The importance of the writer’s purpose and supporting organizational structures when analyzing/creating opinion pieces. (RWC10-GR.4-S.3-GLE.3-EO.a-c) Research skills for investigating different aspects of a topic. (RWC10-GR.4-S.4-GLE.1-EO.a-c) Correct sentence formation, grammar, punctuation, capitalization, and spelling. (RWC10-GR.4-S.3-GLE.3-EO.d-g) 	<ul style="list-style-type: none"> Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.RF.4.3 (RWC10-GR.4-S.2-GLE.3) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. CCSS.RF.4.3a (RWC10-GR.4-S.2-GLE.3-EO.a) Read with sufficient accuracy and fluency to support comprehension. CCSS.RF.4.4 (RWC10-GR.4-S.2-GLE.3) Read grade-level text with purpose and understanding. CCSS.RF.4.4a (RWC10-GR.4-S.2-GLE.3-EO.b.i) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. CCSS.RF.4.4b (RWC10-GR.4-S.2-GLE.3-EO.b.ii) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.RF.4.4c (RWC10-GR.4-S.2-GLE.3-EO.b.iii) Support their opinions with evidence from the text. (RWC10-GR.4-S.2-GLE.1-EO.a; S.2-GLE.2-EO.a) Introduce a topic, clearly, state an opinion, and support it with reasons and information. (RWC10-GR.4-S.3-GLE.3-EO.a-c)

Curriculum Development Overview
Unit Planning for 4th Grade Reading, Writing, and Communicating

	<ul style="list-style-type: none"> • Conduct short research project that inform their personal opinion. (RWC10-GR.4-S.4-GLE.1-EO.a-c) • Identify aspects of writing that cause difficulty. (RWC10-GR.4-S.3-GLE.3-EO.d-g) • Read and comprehend a variety of grade level text with fluency accuracy and prosody (expression) (RWC10-GR.4-S.2-GLE.1-EO.d) and (RWC10-GR.4-S.2-GLE.2-EO.d)
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<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>My opinion of _____ has been informed and supported by my reading of a wide array of informational text.</i></p>
<p>Academic Vocabulary:</p>	<p>Evidence, investigation, analysis, evidence, identify</p>
<p>Technical Vocabulary:</p>	<p>Writer’s purpose, mood, tone, word choice, sentence structure, syllabication, morphology</p>

*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

Curriculum Development Overview
Unit Planning for 4th Grade Reading, Writing, and Communicating

Unit Title	Understanding Characters		Length of Unit	4-6 weeks
Focusing Lens(es)	Identity	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.4-S.1-GLE.1 RWC10-GR.4-S.2-GLE.1 RWC10-GR.4-S.2-GLE.2 RWC10-GR.4-S.2-GLE.3	RWC10-GR.4-S.3-GLE.1 RWC10-GR.4-S.3-GLE.2 RWC10-GR.4-S.3-GLE.3 RWC10-GR.4-S.4-GLE.1 RWC10-GR.4-S.4-GLE.2
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> How are you similar or different from the character in the text? (RWC10-GR.4-S.2-GLE.1-IQ.3) Does understanding character traits ever help to support/inform relationships? (RWC10-GR.4-S.2-GLE.1-RA.2) What are the differences between fiction and nonfiction? (RWC10-GR.4-S.2-GLE.1-EO.b.iii; c.ii) 			
Unit Strands	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
Concepts	In content:	In reading:	In writing:	
	influence, interaction, persuasion, pressure(s), relationships, value, diversity, connections, conflict, resolution, identity, development	phonics, fluency, vocabulary, comprehension, analyze, infer, summarize, synthesize, characterization	phonics, vocabulary, comprehension, fluency, spelling, word choice, character development, mood, tone	

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Knowledge of complex orthographic patterns and morphological roots contributes to improved vocabulary and comprehension outcomes (RWC10-GR.4-S.2-GLE.3-EO.a,c)*	In what ways are you incorporating the direct instruction of orthographic patterns and morphological roots?	How does knowing orthographic patterns and morphological roots contribute to a students' ability to succeed?
Effective reading comprehension relies upon using various reading sub skills (phonological awareness, automatic word recognition, fluency...etc. as well as effectively using background knowledge and vocabulary) (RWC10-GR.4-S.2-GLE.3-EO.a,b,e)*	What components of the reading process are causing comprehension issues with your students?	Why does fluency (rate, accuracy, and prosody) increase comprehension and fluency? (S.2-GLE.1-RA.4)
Correct sentence formation, grammar, punctuation, capitalization, and spelling facilitates clear communication in pieces of writing (RWC10-GR.4-S.3-GLE.3-EO.d-g)*	What aspects of effective writing cause difficulty?	How does punctuation impact the meaning of certain sentences?

Curriculum Development Overview
Unit Planning for 4th Grade Reading, Writing, and Communicating

Character traits provide clues to define identity and can reflect or differ from the identity of characters in other texts. (RWC10-GR.4-S.2-GLE.1-IQ.2) and (RWC10-GR.4-S.2-GLE.1-EO.a.iv)	What are the character traits of the main character in this selection? What similar trait do the characters share?	How are these traits similar or different from a character in another selection? (RWC10-GR.4-S.2-GLE.2-EO.b.iii) How do we identify their character traits? (RWC10-GR.4-S.2-GLE.1-EO.a.ii)
The traits of characters in texts can reveal similarities and differences between readers and characters. (RWC10-GR.4-S.2-GLE.1-EO.a.ii, iv)	What traits do you share with the main character? (RWC10-GR.4-S.2-GLE.2-b.iii) What differences are there in your life and that of the character? (RWC10-GR.4-S.2-GLE.1-IQ.3)	How can personal connections with the character help you comprehend the text? (RWC10-GR.4-S.2-GLE.1-IQ.3) How can personal connections help you understand the character's motives?
Character traits can often reveal a character's beliefs, values and/or history. (RWC10-GR.4-S.2-GLE.1-EO.a.ii, iv)	What character traits do you possess that you could include in a personal narrative? (RWC10-GR.4-S.3-GLE.1-RA.3) and (RWC10-GR.4-S.3-GLE.1-EO.b) What language or vocabulary would I use to describe myself? (RWC10-GR.4-S.3-GLE.1-RA.2)	How does a character's development through the course of a story change? (RWC10-GR.4-S.3-GLE.1-RA.3; N.1)
Interpersonal interactions can build positive relationships when individuals listen to and support others' ideas. (RWC10-GR.4-S.1-GLE.1-EO.a,c) and (RWC10-GR.4-S.1-GLE.1-RA.2)	What are some ways we can support others' ideas? What are some important things to do when presenting ideas to a group? (RWC10-GR.4-S.1-GLE.1-IQ.2)	How can you build upon other's ideas? How can you present your ideas clearly and effectively? (RWC10-GR.4-S.1-GLE.1-EO.a) and (RWC10-GR.4-S.1-GLE.1-RA.1)

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> Orthographic patterns and morphological roots. CCSS: RF.4.3a (RWC10-GR.4-S.2-GLE.3-EO.a.i) Effective reading comprehension strategies and various reading sub skills. CCSS: RF.4.3a, CCSS: RF.4.4a, CCSS: RF.4.4c (S.2-GLE.3-EO.a.i; S.2-GLE.3-EO.b.i; S.2-GLE.3-EO.b.iii) The ways in which an author creates a character. (RWC10-GR.4-S.2-GLE.1-EO.a.iv) Strategies and vocabulary to identify similarities and differences between characters. (RWC10-GR.4-S.2-GLE.1-EO.a.iv; S.2-GLE.2-EO.b.iii) Ways to understand a characters motivations(s). (RWC10-GR.4-S.2-GLE.1-EO.a.ii) and (RWC10-GR.4-S.2-GLE.1-EO.c.i) The importance of personal experiences for writers. (RWC10-GR.4-S.3-GLE.1-RA.3; N.1) and (RWC10-GR.4-S.3-GLE.1-EO.b) 	<ul style="list-style-type: none"> Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.RF.4.3 (RWC10-GR.4-S.2-GLE.3) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. CCSS.RF.4.3a (RWC10-GR.4-S.2-GLE.3-EO.a) Read with sufficient accuracy and fluency to support comprehension. CCSS.RF.4.4 (RWC10-GR.4-S.2-GLE.3) Read grade-level text with purpose and understanding. CCSS.RF.4.4a (RWC10-GR.4-S.2-GLE.3-EO.b.i) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. CCSS.RF.4.4b (RWC10-GR.4-S.2-GLE.3-EO.b.ii)

Curriculum Development Overview
Unit Planning for 4th Grade Reading, Writing, and Communicating

<ul style="list-style-type: none"> • Correct sentence formation, grammar, punctuation, capitalization, and spelling. (RWC10-GR.4-S.3-GLE.3-EO.d-g) 	<ul style="list-style-type: none"> • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.RF.4.4c (RWC10-GR.4-S.2-GLE.3-EO.b.iii) • Listen to and support the ideas of others. (RWC10-GR.4-S.1-GLE.1-EO.a.i,ii; N.1) • Identify the traits of a character. (RWC10-GR.4-S.2-GLE.1-EO.a.iv and (RWC10-GR.4-S.1-GLE.1-EO.c) • Compare and contrast the traits of different characters. (RWC10-GR.4-S.2-GLE.1-EO.a.iv) and (RWC10-GR.4-S.2-GLE.2-EO.b.iii) • Make personal connections. (RWC10-GR.4-S.2-GLE.1-EO.a.ii;c.i) • Write a personal narrative using their experiences. (RWC10-GR.4-S.3-GLE.1-RA.3; N.1) and (RWC10-GR.4-S.3-GLE.1-EO.b) and (RWC10-GR.4-S.3-GLE.3) • Identify aspects of writing that cause difficulty. (RWC10-GR.4-S.3-GLE.3-EO.a-c) • Read and comprehend a variety of grade level text with fluency accuracy and prosody (expression) (RWC10-GR.4-S.2-GLE.1-EO.d) and (RWC10-GR.4-S.2-GLE.2-EO.d)
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<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>By understanding how Tom Sawyer got his friends to paint the fence, I have a better understanding of how my parents get my little brother to eat his dinner (by making it seem fun!).</i></p>
<p>Academic Vocabulary:</p>	<p>Character traits, personal connections, analyze, identify, similarities, differences, compare, contrast, interaction, relationships</p>
<p>Technical Vocabulary:</p>	<p>Personal narrative, biography, autobiography, tone, mood, word choice</p>

*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

Curriculum Development Overview
Unit Planning for 4th Grade Reading, Writing, and Communicating

Unit Title	You're the Expert		Length of Unit	4-6 weeks
Focusing Lens(es)	Influence	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.4-S.1-GLE.1 RWC10-GR.4-S.2-GLE.1 RWC10-GR.4-S.2-GLE.2 RWC10-GR.4-S.2-GLE.3	RWC10-GR.4-S.3-GLE.1 RWC10-GR.4-S.3-GLE.2 RWC10-GR.4-S.3-GLE.3 RWC10-GR.4-S.4-GLE.1 RWC10-GR.4-S.4-GLE.2
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Is it possible to be persuasive without being biased? (RWC0-GR.4-S.3-GLE.2-IQ.3) How do readers know if the text is informing them or trying to persuade them? (RWC10-GR.4-S.2-GLE.2-IQ.3) 			
Unit Strands	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
Concepts	In content:	In reading:	In writing:	
	influence, research, interaction, persuasion, evidence, relationships, value, diversity, connections, conflict, fact, opinion, identity, influence	phonics, fluency, vocabulary, comprehension, analyze, infer, summarize, synthesize, deconstruct	phonics, fluency, vocabulary, comprehension, spelling, word choice, cohesion, point of view, bias, perspective	

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Knowledge of complex orthographic patterns and morphological roots contributes to improved vocabulary and comprehension outcomes (RWC10-GR.4-S.2-GLE.3-EO.a,c)*	In what ways are you incorporating the direct instruction of orthographic patterns and morphological roots?	How does knowing orthographic patterns and morphological roots contribute to a students' ability to succeed?
Effective reading comprehension relies upon using various reading sub skills (phonological awareness, automatic word recognition, fluency...etc. as well as effectively using background knowledge and vocabulary) (RWC10-GR.4-S.2-GLE.3-EO.a,b,e)*	What components of the reading process are causing comprehension issues with your students?	Why does fluency (rate, accuracy, and prosody) increase comprehension and fluency? (S.2-GLE.1-RA.4)
Correct sentence formation, grammar, punctuation, capitalization, and spelling facilitates clear communication in pieces of writing (RWC10-GR.4-S.3-GLE.3-EO.d-g)*	What aspects of effective writing cause difficulty?	How does punctuation impact the meaning of certain sentences?

Curriculum Development Overview
Unit Planning for 4th Grade Reading, Writing, and Communicating

<p>Analysis of informational text enhances a reader’s reasoning abilities. (RWC10-GR.4-S.2-GLE.2-EO.a.i,ii) and (RWC10-GR.4-S.2-GLE.2-EO.b.v) and (RWC10-GR.4-S.2-GLE.2-EO.c.i,ii)</p>	<p>What does information text tell readers about themselves, others, and the world? (RWC10-GR.4-S.2-GLE.2-IQ.1) What evidence from the text led to your conclusion? (RWC10-GR.4-S.2-GLE.2-EO.b.vi)</p>	<p>How do text features help the reader gain information they need? (RWC10-GR.4-S.2-GLE.2-IQ.2) How do readers interpret the intended message in various genres? (RWC10-GR.4-S.2-GLE.2-RA.2)</p>
<p>Effective communication and accurate/detailed research requires evidence and evidentiary support. (RWC10-GR.4-S.1-GLE.1-EO.c,d) and (RWC10-GR.4-S.2-GLE.2-EO.a.i,v) and (RWC10-GR.4-S.2-GLE.2-EO.c) and (RWC10-GR.4-S.2-GLE.2-EO.c.i. ii) and (RWC10-GR.4-S.3-GLE.2) and (RWC10-GR.4-S.4-GLE.1-EO.a-c)</p>	<p>What facts do writers use to support their ideas and opinions? (RWC10-GR.4-S.4-GLE.1-IQ.1) What multiple resources did you use to support your outcome? (RWC10-GR.4-S.4-GLE.1-RA.4)</p>	<p>How do researchers organize their resources and relevant ideas and details as they gather information? (RWC10-GR.4-S.3-GLE.2-EO.a.iv,v) and (RWC10-GR.4-S.4-GLE.1-IQ.3) How do writers use informative/explanatory texts to examine a topic and convey ideas and information clearly? (RWC10-GR.4-S.3-GLE.2) and (RWC10-GR.4-S.4-GLE.2-EO.a-d) How do readers use different reading strategies to better understand informational text? (RWC10-GR.4-S.2-GLE.1-IQ.1)</p>
<p>Author’s purpose and perspective can influence the message conveyed in an informational text. (RWC10-GR.4-S.2-GLE.2-EO.b.vi) and (RWC10-GR.4-S.2-GLE.2EO.c.ii) and (RWC10-GR.4-S.3-GLE.1-EO.a) and (RWC10-GR.4-S.3-GLE.2)</p>	<p>What details and word choice reflect the author’s purpose and perspective? What visuals did the author use to convey their message? (RWC10-GR.4-S.3-GLE.2-N.2)</p>	<p>How do authors interject their personal perspectives into informational text? How is word choice affected by audience and purpose? (RWC10-GR.4-S.3-GLE.2-IQ.2) and (RWC10-GR.4-S.3-GLE.3-EO.e.i)</p>
<p>Correctly making inferences requires a combination of reader experience and text-based evidence to create meaning. (RWC10-GR.4-S.2-GLE.2-EO.a.i) and (RWC10-GR.4-S.2-GLE.2-EO.c.ii)</p>	<p>What details did you refer to when drawing inferences from the text? What prior knowledge did you refer to when drawing inferences from the text?</p>	<p>How do details and examples from the text assist in drawing inferences? How does a reader’s background knowledge affect inferences?</p>

Curriculum Development Overview
Unit Planning for 4th Grade Reading, Writing, and Communicating

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • Orthographic patterns and morphological roots. (S.2-GLE.3-EO.a.i) (CCSS: RF.4.3a) • Effective reading comprehension strategies and various reading sub skills.. (S.2-GLE.3-EO.a.i; S.2-GLE.3-EO.b.i; S.2-GLE.3-EO.b.iii) (CCSS: RF.4.3a, CCSS: RF.4.4a, CCSS: RF.4.4c) • How to use background knowledge and details from text to make inferences. (RWC10-GR.4-S.2-GLE.2-EO.a.i) and (RWC10-GR.4-S.2-GLE.2-EO.c.ii) • The difference between fact and opinion. (S.2-GLE.2-IQ.3; S.2-GLE.2-EO.b.ii) • How researchers use multiple resources. (S.4-GLE.1-EO.b; S.4-GLE.1-RA.4) • Strategies for gathering, analyzing, and utilizing a variety of resources during the research process. (S.4-GLE.1-EO.b; S.4-GLE.1-RA.4) • Perspective is a key to the understanding of informational text. (RWC10-GR.4-S.2-GLE.2-EO.a) and (RWC10-GR.4-S.2-GLE.2-EO.c) • Informational text analysis processes. (RWC10-GR.4-S.2-GLE.2-EO.a) and (RWC10-GR.4-S.2-GLE.2-EO.c) • Organization and development to develop a central idea or proving a point. (RWC10-GR.4-S.3-GLE.2) • Correct sentence formation, grammar, punctuation, capitalization, and spelling (RWC10-GR.4-S.3-GLE.3-EO.d-g) 	<ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.RF.4.3 (RWC10-GR.4-S.2-GLE.3) • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. CCSS.RF.4.3a (RWC10-GR.4-S.2-GLE.3-EO.a) • Read with sufficient accuracy and fluency to support comprehension. CCSS.RF.4.4 (RWC10-GR.4-S.2-GLE.3) • Read grade-level text with purpose and understanding. CCSS.RF.4.4a (RWC10-GR.4-S.2-GLE.3-EO.b.i) • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. CCSS.RF.4.4b (RWC10-GR.4-S.2-GLE.3-EO.b.ii) • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.RF.4.4c (RWC10-GR.4-S.2-GLE.3-EO.b.iii) • Quote accurately from a text when drawing inferences. (RWC10-GR.4-S.2-GLE.2-EO.a.i) and (RWC10-GR.4-S.2-GLE.2-EO.c.ii) • Distinguish between fact and opinion, providing support for judgments. (RWC10-GR.4-S.2-GLE.2-IQ.3) and (RWC10-GR.4-S.2-GLE.2-EO.b.ii) • Use multiple resources to support their research. (RWC10-GR.4-S.4-GLE.1-EO.b) and (RWC10-GR.4-S.4-GLE.1-RA.4) • Analyze reading to locate facts to support their ideas and opinion. (RWC10-GR.4-S.2-GLE.2-EO.a) and (RWC10-GR.4-S.2-GLE.2-EO.c) • Write an informative/explanatory and persuasive piece. (RWC10-GR.4-S.3-GLE.1) and (RWC10-GR.4-S.3-GLE.2) and (RWC10-GR.4-S.3-GLE.3) • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (RWC10-GR.4-S.3-GLE.3-EO.a-c) • Identify aspects of writing that cause difficulty. (RWC10-GR.4-S.3-GLE.3-EO.a-c) • Read and comprehend a variety of grade level text with fluency accuracy and prosody (expression) (RWC10-GR.4-S.2-GLE.1-EO.d) and (RWC10-GR.4-S.2-GLE.2-EO.d)

Curriculum Development Overview
Unit Planning for 4th Grade Reading, Writing, and Communicating

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>By using multiple resources to support my perspective in my informational writing I can try to ensure that my opinions do not influence my readers.</i></p>
<p>Academic Vocabulary:</p>	<p>Research, organization, analysis, fact, opinion, informational text, background knowledge, resources, supporting details</p>
<p>Technical Vocabulary:</p>	<p>Persuasive, perspective, author’s purpose, inference</p>

*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

Curriculum Development Overview
Unit Planning for 4th Grade Reading, Writing, and Communicating

Unit Title	Rhyme Time		Length of Unit	4-6 weeks
Focusing Lens(es)	Patterns	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.4-S.1-GLE.1 RWC10-GR.4-S.2-GLE.1 RWC10-GR.4-S.2-GLE.2 RWC10-GR.4-S.2-GLE.3	RWC10-GR.4-S.3-GLE.1 RWC10-GR.4-S.3-GLE.2 RWC10-GR.4-S.3-GLE.3 RWC10-GR.4-S.4-GLE.1 RWC10-GR.4-S.4-GLE.2
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Does interacting with others (sharing knowledge, ideas, stories, and interests) always build positive relationships? Explain. (RWC10-GR.4-S.1-GLE.1-RA.2) What examples of figurative language do you/your parents/people you know use? What do these saying mean? (RWC10-GR.4-S.1-GLE.1-EO.c) and (RWC10-GR.4-S.2-GLE.3-EO.d.i,ii) and (RWC10-GR.4-S.3-GLE.3-EO.e.i) 			
Unit Strands	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
Concepts	In content:	In reading:	In writing:	
	patterns, systems, relationships, value, diversity, connections, conflict, resolution, literal, figurative, implication	phonics, fluency, vocabulary, comprehension, analyze, infer, summarize, synthesize, literal, figurative, implication	phonics, fluency, vocabulary, comprehension, spelling, word choice - literal, figurative, implication	

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Knowledge of complex orthographic patterns and morphological roots contributes to improved vocabulary and comprehension outcomes (RWC10-GR.4-S.2-GLE.3-EO.a,c)*	In what ways are you incorporating the direct instruction of orthographic patterns and morphological roots?	How does knowing orthographic patterns and morphological roots contribute to a students' ability to succeed?
Effective reading comprehension relies upon using various reading sub skills (phonological awareness, automatic word recognition, fluency...etc. as well as effectively using background knowledge and vocabulary) (RWC10-GR.4-S.2-GLE.3-EO.a,b,e)*	What components of the reading process are causing comprehension issues with your students?	Why does fluency (rate, accuracy, and prosody) increase comprehension and fluency? (S.2-GLE.1-RA.4)
Correct sentence formation, grammar, punctuation, capitalization, and spelling facilitates clear communication in pieces of writing (RWC10-GR.4-S.3-GLE.3-EO.d-g)*	What aspects of effective writing cause difficulty?	How does punctuation impact the meaning of certain sentences?

Curriculum Development Overview
Unit Planning for 4th Grade Reading, Writing, and Communicating

<p>Patterns exist in poetry to help express ideas in a creative way. (RWC10-GR.4-S.2-GLE.1-EO.b) and (RWC10-GR.4-S.2-GLE.3-EO.b.ii) and (RWC10-GR.4-S.2-GLE.3-EO.d) and (RWC10-GR.4-S.3-GLE.1-EO.c) and (RWC10-GR.4-S.3-GLE.3-EO.d)</p>	<p>What pattern does the poet use? What pattern did you use in constructing your poem?</p>	<p>How does the pattern used in poetry differ from other literary genres? (RWC10-GR.4-S.2-GLE.1-EO.d) and (RWC10-GR.4-S.3-GLE.1-EO.b.v) and (RWC10-GR.4-S.3-GLE.3) How does pattern and organization help in the creation of a poem? (RWC10-GR.4-S.3-GLE.3-EO.a) and (RWC10-GR.4-S.3-GLE.3-EO.e)</p>
<p>Figurative language frequently conjures images that express a connection or relationship between unrelated ideas. (RWC10-GR.4-S.2-GLE.3-EO.d) and (RWC10-GR.4-S.3-GLE.1-EO.c) and (RWC10-GR.4-S.3-GLE.3-EO.e.i)</p>	<p>What is the figurative language expressed in the poem? What type of figurative language did you use in your writing? What type of image did you create from the figurative language being used?</p>	<p>How does figurative language help you understand poetry? How does figurative language in your writing express connections or relationships between unrelated ideas? How does creating an image help interpret figurative language? How does poetry differ from other literary genres in form and substance? (RWC10-GR.4-S.3-GLE.1-IQ.1)</p>
<p>Inferences aid in interpreting an author’s message. (RWC10-GR.4-S.2-GLE.1-EO.a.i, iii)</p>	<p>What is the author’s message in the poem? What details and background knowledge did you use to draw this inference?</p>	<p>How do readers infer to determine the author’s message in a poem? How do background knowledge, details, and examples from the poem help draw inferences?</p>

Curriculum Development Overview
Unit Planning for 4th Grade Reading, Writing, and Communicating

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> Orthographic patterns and morphological roots. (S.2-GLE.3-EO.a.i) (CCSS: RF.4.3a) Effective reading comprehension strategies and various reading sub skills.. (S.2-GLE.3-EO.a.i; S.2-GLE.3-EO.b.i; S.2-GLE.3-EO.b.iii) (CCSS: RF.4.3a, CCSS: RF.4.4a, CCSS: RF.4.4c) Correct sentence formation, grammar, punctuation, capitalization, and spelling (RWC10-GR.4-S.3-GLE.3-EO.d-g) Correct sentence formation, grammar, punctuation, capitalization, and spelling is necessary in order to clearly communicate with readers. (RWC10-GR.4-S.3-GLE.3-EO.d-g) Various types of poetry. (RWC10-GR.4-S.2-GLE.1-EO.b.ii; d.i) Figurative language strategies used to enhance expression. (RWC10-GR.4-S.2-GLE.1-EO.b.ii; d.i) and (RWC10-GR.4-S.3-GLE.1-EO.c) The difference between figurative and literal language. (RWC10-GR.4-S.2-GLE.1-EO.b.ii; d) 	<ul style="list-style-type: none"> Explain use of direct instruction of orthographic patterns and morphological roots. (CCSS: RF.4.3a) (RWC10-GR.4-S.2-GLE.3-EO.a) Identify and explain (with support, as needed) components of the reading process that cause comprehension issues with you. (CCSS:RF.4.3a, CCSS: RF.4.4a, CCSS: RF.4.4c) (S.2-GLE.3-EO.a; S.2-GLE.3-EO.b) and (RWC10-GR.4-S.2-GLE.3-EO.b.iii) Identify aspects of writing that cause difficulty. (RWC10-GR.4-S.3-GLE.3-EO.d-g) Read and comprehend a variety of grade level text with fluency accuracy and prosody (expression) (RWC10-GR.4-S.2-GLE.1-EO.d) and (RWC10-GR.4-S.2-GLE.2-EO.d) Identify aspects of writing that cause difficulty. (RWC10-GR.4-S.3-GLE.3-EO.d-g) Read and comprehend a variety of grade level text with fluency accuracy and prosody (expression) (RWC10-GR.4-S.2-GLE.1-EO.d) and (RWC10-GR.4-S.2-GLE.2-EO.d) Identify, read, and write different types of poetry. (RWC10-GR.4-S.2-GLE.1-EO.a.ii,iii) and (RWC10-GR.4-S.2-GLE.1-EO.b.ii) and (RWC10-GR.4-S.2-GLE.1-EO.d) and (RWC10-GR.4-S.3-GLE.3) Read and understand the use of figurative language in poetry. (RWC10-GR.4-S.2-GLE.1-EO.a) and (RWC10-GR.4-S.2-GLE.1-EO.b.ii) and (RWC10-GR.4-S.2-GLE.1-EO.d) Use figurative language when writing poetry (and other genres, as appropriate). (RWC10-GR.4-S.3-GLE.3)

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<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>When my dad calls me “tiger”, he is using figurative language, because I am not actually a tiger.</i></p>
<p>Academic Vocabulary:</p>	<p>Interpret, identify, figurative, literal, expression, connotation, denotation</p>
<p>Technical Vocabulary:</p>	<p>Figurative language (simile, metaphor, personification, hyperbole, idioms, adages, proverbs) literal language, haiku, limerick, free-verse, cinquain, prose, rhyme and rhythm, stanza, imagery)</p>

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Curriculum Development Overview
Unit Planning for 4th Grade Reading, Writing, and Communicating

Unit Title	Recipe for a Story (Narrative Elements)		Length of Unit	4-6 weeks
Focusing Lens(es)	Interaction	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.4-S.1-GLE.1 RWC10-GR.4-S.2-GLE.1 RWC10-GR.4-S.2-GLE.2 RWC10-GR.4-S.2-GLE.3	RWC10-GR.4-S.3-GLE.1 RWC10-GR.4-S.3-GLE.2 RWC10-GR.4-S.3-GLE.3 RWC10-GR.4-S.4-GLE.1 RWC10-GR.4-S.4-GLE.2
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What makes a presentation or text “good”? (RWC10-GR.4-S.1-GLE.1-EO.b) and (RWC10-GR.4-S.1-GLE.1.-EO.d) • What types of interactions with text must an author create to “hook” an audience? 			
Unit Strands	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
Concepts	In content:	In reading:	In writing:	
	interaction, narration/ unreliable narrator, relationships, values, diversity, connections, identity, influence,	phonics, fluency, vocabulary, comprehension, analyze, infer, Summarize, synthesize, context	phonics, fluency, vocabulary, comprehension, spelling, mood, tone	

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Knowledge of complex orthographic patterns and morphological roots contributes to improved vocabulary and comprehension outcomes (RWC10-GR.4-S.2-GLE.3-EO.a,c)*	In what ways are you incorporating the direct instruction of orthographic patterns and morphological roots?	How does knowing orthographic patterns and morphological roots contribute to a students’ ability to succeed?
Effective reading comprehension relies upon using various reading sub skills (phonological awareness, automatic word recognition, fluency...etc. as well as effectively using background knowledge and vocabulary) (RWC10-GR.4-S.2-GLE.3-EO.a,b,e)*	What components of the reading process are causing comprehension issues with your students?	Why does fluency (rate, accuracy, and prosody) increase comprehension and fluency? (RWC10-GR.4-S.2-GLE.1-RA.4)
Correct sentence formation, grammar, punctuation, capitalization, and spelling facilitates clear communication in writing (RWC10-GR.4-S.3-GLE.3-EO.d-g)*	What aspects of effective writing cause difficulty?	How does punctuation impact the meaning of certain sentences?

Curriculum Development Overview
Unit Planning for 4th Grade Reading, Writing, and Communicating

Effective interactions with texts require the appropriate application of background knowledge and the ability to make inferences. (RWC10-GR.4-S.2-GLE.1-EO.a.v)	What is the conflict and resolution of (teacher text choice or student text choice) text? What details and examples from the teacher or student text led you to this conclusion?	How do you use background knowledge and the text to make inferences? (RWC10-GR.4-S.2-GLE.1-EO.a) How would a change in the plot effect the resolution? (RWC10-GR.4-S.2-GLE.1-EO.c)
Readers' ability to make inferences and find personal connections with a narrative allows meaning making around a given text. (RWC10-GR.4-S.2-GLE.1-EO.a)	What personal connection do you have with the text? What inference did you make about the main character of text?	How do personal connections help you comprehend a text? (RWC10-GR.4-S.2-GLE.1-EO.c.i) How does making inferences help better understand the text? (RWC10-GR.4-S.2-GLE.1-EO.a.i, ii)
Readers' text summarizations demand meaningful interactions with a text in order to provide a concise depiction of its significant components. (RWC10-GR.4-S.2-GLE.1-EO.a.iii)	What is the main idea of the text? (S.2-GLE.1-EO.c.iii) What are the important ideas and supporting details you found in the text? (RWC10-GR.4-S.2-GLE.1-EO.a)	Why is paraphrasing someone else's thinking important? (RWC10-GR.4-S.1-GLE.1-EO.b) and (RWC10-GR.4-S.1-GLE.1-IQ.3) Why is it important to maintain sequencing when summarizing?
Personal connections to a text help readers identify and draw inferences about setting, character, and plot. (RWC10-GR.4-S.2-GLE.1-EO.a)	What aspects of the text did you make personal connections to? What is one inference you made about the setting of the text?	How would the story be different if the author changed the setting? (RWC10-GR.4-S.2-GLE.1-IQ.5) How are you similar or different from characters in the text? (RWC10-GR.4-S.2-GLE.1-IQ.3)
Personal experiences enhance the writing process and the communicative power of writing. (RWC10-GR.4-S.1-GLE.1-EO.e,f) and (RWC10-GR.4-S.3-GLE.1-EO.b) and (RWC10-GR.4-S.3-GLE.3)	What personal experiences do you include in your writing? What type of plan would you choose for this genre of writing? (RWC10-GR.4-S.3-GLE.1-EO.b.ii)	How are literary genres different in form and substance? (RWC10-GR.4-S.3-GLE.1-IQ.1) How does organizing sequence in writing convey experiences and events precisely?

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<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>My written narrative demonstrates conflict between the characters and leads to a resolution between them.</i></p>
<p>Academic Vocabulary:</p>	<p>Summarize, demonstrate, analyze, refer, identify, problem, solution, resolution</p>
<p>Technical Vocabulary:</p>	<p>Inferences, comprehension, narrative elements, characters, setting, plot, conflict, resolution</p>

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