

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?

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<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>

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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) • Accurately read multisyllabic words in and out of context <ul style="list-style-type: none"> ○ Utilize knowledge of syllabication patterns • Utilize knowledge of morphology (e.g., roots and affixes) • 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) • Explain the purpose for reading a text • Preview a text to activate prior knowledge and generate • Express what is understood from text read • 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) • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression • 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) • Refer to details and examples in text when expressing the message or meaning of text (in both literature and informational text) • Support inferences made with details and examples from text (in both literature and informational text) • Explain how an author uses reasons and evidence to support particular points in a text. • 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) • Describe different structures of texts (e.g. chronology, comparison,

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- **cause/effect, problem/solution) and provide an example.**
- **Recognize the structure of a text or part of a text (e.g. chronology, comparison, cause/effect, problem/solution)**
- 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)
- Recall information from personal experiences in order to answer question of inquiry
- Gather information from resources in order to answer question of inquiry
- Take notes from sources
- Record and provide a list of sources utilized in gathering information
- Sort notes/evidence into logical categories
- Select relevant sources for locating information when researching a topic
- Utilize a variety of resources (reference materials, trade books, online resources, library databases, print and media resources, primary and secondary) to research information on a topic
- Record information gained from resources
- Develop/write a brief summary of research findings
- Include supporting details in a research summary
- Include visual information (e.g. charts, maps, diagrams, graphs, photo evidence, models) that will contribute to the reader's understanding of a research report
- **Locate and explain the purpose of text features that support comprehension (e.g. appendices, indices, glossaries, table of content, bold type, headings, captions, etc.)**
- **Utilize the appropriate text features to locate information concerning vocabulary, resources, text content**
- Identify and interpret key ideas while reading/listening
- Develop a plan organizing key ideas and details
- Summarize information from text/speech concisely including only key ideas with appropriate supporting details
- 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)
- **Refer to details and examples in text when expressing the message or**

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- meaning of text (in both literature and informational text)
- Support inferences made with details and examples from text (in both literature and informational text)
- Determine the main idea of a text
- Explain how key details support the main idea
- Summarize informational text
- Explain events, ideas, or concepts in a historical text
 - Refer to specific information to describe what happens and why
- Explain ideas, concepts, or procedures in a scientific or technical text
- Use text to locate specific information or perform a specific task
- Utilize text features (e.g. glossary, index, table of contents, chapter headings, subheadings, paragraphs, titles, topic sentences, captions)
- Interpret visual and quantitative information in text (e.g. charts, graphs, diagrams, timelines, photographs, animations)
 - Explain how visual and quantitative information contributes to the understanding of the text
- Interpret oral information (e.g. video or recordings on web pages)
- Explain how orally presented information contributes to understanding of text
- Explain how an author uses reasons and evidence to support particular points in a text.
- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably
- 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)
- Identify the purpose and form of writing and select a planning strategy that will support both purpose and form
- Use graphic organizers purposefully to plan different types of writing
- Respond in writing to informative/explanatory prompts
- Outline a plan for an informative writing piece
 - Group related information into paragraphs/sections
 - Determine if formatting (e.g., headings), illustrations, and/or multimedia are needed to support comprehension

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- **Develop an introduction statement expressing what the informative writing piece will be about**
- Include pertinent facts, definitions, details, quotations, and/or examples to write about
- Develop a concluding statement or section to summarize or reinforce the information that has been shared
- Determine the main idea or main point
- Develop supporting ideas and details that clearly relate to the main idea
- Determine the structure of writing that will logically and clearly share ideas
- Organize and write supporting ideas and details to clearly support the main idea or to prove the main point
- Use linking/transition words and phrases (e.g., *also, another, and, more, but*) to connect ideas in writing
- **Use precise language to inform about or explain the topic**
- **Use domain-specific vocabulary to inform about or explain the topic**
- Describe different methods of organizing writing: chronological, cause/effect, problem/solution, sequential, spatial, least to greatest (climactic), greatest to least (anticlimactic), process, compare/contrast
- Identify the purpose and form of writing and organize information to support both purpose and form
- 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)
- **Plan writing for a specific topic including only relevant ideas/details**
- **Recognize where writing can be improved and revise to strengthen a piece of writing**
- **Recognize errors in writing and correctly edit for mistakes**
- Use technology in the writing process
 - Utilize a word processing program to publish a piece of writing
 - Publish writing on the internet
 - Use technology to collaborate with others
- Type a minimum of one page in a single setting
- Identify aspects of writing that cause difficulty. (RWC10-GR.4-S.3-GLE.3-EO.a-c)
- **Plan writing for a specific topic including only relevant ideas/details**

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	<ul style="list-style-type: none"> • Recognize where writing can be improved and revise to strengthen a piece of writing • Recognize errors in writing and correctly edit for mistakes • Use technology in the writing process <ul style="list-style-type: none"> ➢ Utilize a word processing program to publish a piece of writing ➢ Publish writing on the internet ➢ Use technology to collaborate with others • Type a minimum of one page in a single setting • 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) • Read orally with fluency and expression <ul style="list-style-type: none"> ➢ Chunk words into phrases while reading • Identify end-punctuation and pause appropriately
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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 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.