

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) • 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)

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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.