

**Rangely RE-4 Curriculum Development**  
**4<sup>th</sup> Grade Reading, Writing, and Communicating**

<b>Unit Title</b>	You're the Expert		<b>Length of Unit</b>	4-6 weeks
<b>Focusing Lens(es)</b>	Influence	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	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
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>Is it possible to be persuasive without being biased? (RWC0-GR.4-S.3-GLE.2-IQ.3)</li> <li>How do readers know if the text is informing them or trying to persuade them? (RWC10-GR.4-S.2-GLE.2-IQ.3)</li> </ul>			
<b>Unit Strands</b>	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
<b>Concepts</b>	<b>In content:</b>	<b>In reading:</b>	<b>In writing:</b>	
	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	

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	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 <b>Know</b> ...	Key Skills: My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• Orthographic patterns and morphological roots. (S.2-GLE.3-EO.a.i) (<a href="#">CCSS: RF.4.3a</a>)</li> <li>• 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) (<a href="#">CCSS: RF.4.3a</a>, <a href="#">CCSS: RF.4.4a</a>, <a href="#">CCSS: RF.4.4c</a>)</li> <li>• 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)</li> <li>• The difference between fact and opinion. (S.2-GLE.2-IQ.3; S.2-GLE.2-EO.b.ii)</li> <li>• How researchers use multiple resources. (S.4-GLE.1-EO.b; S.4-GLE.1-RA.4)</li> <li>• 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)</li> <li>• 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)</li> <li>• Informational text analysis processes. (RWC10-GR.4-S.2-GLE.2-EO.a) and (RWC10-GR.4-S.2-GLE.2-EO.c)</li> <li>• Organization and development to develop a central idea or proving a point. (RWC10-GR.4-S.3-GLE.2)</li> <li>• Correct sentence formation, grammar, punctuation, capitalization, and spelling (RWC10-GR.4-S.3-GLE.3-EO.d-g) <ul style="list-style-type: none"> <li>○ Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). <a href="#">CCSS.RL.4.1a</a></li> <li>○ Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. <a href="#">CCSS.RL.4.1b</a></li> <li>○ Use modal auxiliaries (e.g., can, may, must)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Know and apply grade-level phonics and word analysis skills in decoding words. <a href="#">CCSS.RF.4.3</a> (RWC10-GR.4-S.2-GLE.3)</li> <li>• 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. <a href="#">CCSS.RF.4.3a</a> (RWC10-GR.4-S.2-GLE.3-EO.a)</li> <li>• Read with sufficient accuracy and fluency to support comprehension. <a href="#">CCSS.RF.4.4</a> (RWC10-GR.4-S.2-GLE.3)</li> <li>• Read grade-level text with purpose and understanding. <a href="#">CCSS.RF.4.4a</a> (RWC10-GR.4-S.2-GLE.3-EO.b.i)</li> <li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. <a href="#">CCSS.RF.4.4b</a> (RWC10-GR.4-S.2-GLE.3-EO.b.ii)</li> <li>• 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) <ul style="list-style-type: none"> <li>○ Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). <a href="#">PARCC</a></li> <li>○ Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <a href="#">PARCC</a> <ul style="list-style-type: none"> <li>▪ Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to a grade 4 topic or subject area.</li> </ul> </li> <li>○ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</li> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <a href="#">PARCC</a> <ul style="list-style-type: none"> <li>▪ Demonstrates the ability to determine the meaning of words and phrases, using context (e.g., definitions, examples, or restatements in text).</li> </ul> </li> </ul> </li> <li>○ Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</li> </ul> </li> </ul> </li> </ul>

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<p>to convey various conditions. CCSS.RL.4.1c</p> <ul style="list-style-type: none"> <li>○ Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). CCSS.RL.4.1d</li> <li>○ Form and use prepositional phrases. CCSS.RL.4.1e</li> <li>○ Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. CCSS.RL.4.1f</li> <li>○ Correctly use frequently confused words (e.g., to, too, two; there, their). CCSS.RL.4.1g</li> <li>○ Use correct capitalization. CCSS.RL.4.2a</li> <li>○ Use commas and quotation marks to mark direct speech and quotations from a text. CCSS.RL.4.2b</li> <li>○ Use a comma before a coordinating conjunction in a compound sentence. CCSS.RL.4.2c</li> <li>○ Spell grade-appropriate words correctly, consulting references as needed. CCSS.RL.4.2e</li> <li>○ Choose punctuation for effect. CCSS.RL.4.3b</li> </ul>	<ul style="list-style-type: none"> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). PARCC <ul style="list-style-type: none"> <li>▪ Demonstrates the ability to determine meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</li> <li>▪ Demonstrates the ability to explain the meaning of common idioms, adages, and proverbs.</li> <li>▪ Demonstrates understanding of words by relating them to their opposites and to words with similar but not identical meanings (synonyms).</li> </ul> </li> <li>○ Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). PARCC <ul style="list-style-type: none"> <li>▪ Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases, including those that signal precise actions, emotions or states of being (e.g., quizzed, whined, stammered).</li> </ul> </li> <li>● Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <a href="#">CCSS.RF.4.4c</a> (RWC10-GR.4-S.2-GLE.3-EO.b.iii)</li> <li>● 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) <ul style="list-style-type: none"> <li>○ Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. PARCC <ul style="list-style-type: none"> <li>▪ Provides references to details and/or examples in a text when explaining what the text says explicitly.</li> <li>▪ Provides references to details and/or examples in a text when explaining inferences drawn from the text.</li> </ul> </li> <li>○ Explain how an author uses reasons and evidence to support particular points in a text. PARCC <ul style="list-style-type: none"> <li>▪ Provides an explanation of how an author uses reasons to support particular points in a text.</li> <li>▪ Provides an explanation of how an author uses evidence to support particular points in a text.</li> </ul> </li> </ul> </li> <li>● 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) <ul style="list-style-type: none"> <li>○ Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. PARCC</li> </ul> </li> <li>● 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)</li> <li>● 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)</li> </ul>
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|  | <ul style="list-style-type: none"><li>• 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)<ul style="list-style-type: none"><li>○ Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<ul style="list-style-type: none"><li>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li><li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li><li>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</li><li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li><li>e. Provide a concluding statement or section related to the information or explanation presented.</li></ul></li></ul></li><li>• PARCC</li><li>• 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)<ul style="list-style-type: none"><li>○ Development of Ideas<ul style="list-style-type: none"><li>• The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements<sup>1</sup> by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.</li></ul></li><li>○ Organization<ul style="list-style-type: none"><li>• The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.</li></ul></li><li>○ Clarity of Language<ul style="list-style-type: none"><li>• The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.</li></ul></li><li>○ Knowledge of Language and Conventions<ul style="list-style-type: none"><li>• The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.</li></ul></li></ul></li><li>• Identify aspects of writing that cause difficulty. (RWC10-GR.4-S.3-GLE.3-EO.a-c)</li></ul> |
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<p><b>Critical Language:</b> 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><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></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><b>Academic Vocabulary:</b></p>	<p>Research, organization, analysis, fact, opinion, informational text, background knowledge, resources, supporting details</p>
<p><b>Technical Vocabulary:</b></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.