

Prepared Graduates:

1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

Grade Level Expectation:

1. Pose thoughtful questions after actively listening to others.

Evidence Outcomes

Students Can:

- a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. (CCSS: SL.4.1)
 - i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS: SL.4.1a)
 - ii. Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
 - iii. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (CCSS: SL.4.1c)
 - iv. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)
- b. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL.4.2)
- c. Identify the reasons and evidence a speaker provides to support particular points. (CCSS: SL.4.3)

Academic Context and Connections

Colorado Essential Skills:

1. Regulate reactions to different perspectives. (Personal Skills, Adaptability/Flexibility)
2. State a position and reflect on possible objections to, assumptions and implications of the position. (Civic/Interpersonal Skills, Character)
3. Ask questions to develop further personal understanding. (Professional Skills, Self-Advocacy)

Essential Questions:

1. How do we have collaborative conversations?
2. Why do we paraphrase someone else's thinking before sharing our opinions?

Essential Reasoning Skills:

1. Active listeners ask questions to draw out information needed to aid understanding of the information presented.
2. Thoughtful speakers and listeners acknowledge others view points.

Prepared Graduates:

2. Deliver effective oral presentations for varied audiences and varied purposes.

Grade Level Expectation:

2. Create a plan to effectively present information both informally and formally.

Evidence Outcomes

Students Can:

- a. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (CCSS: SL.4.4)
- b. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (CCSS: SL.4.5)
- c. Differentiate between contexts that call for formal English (for example: presenting ideas) and situations where informal discourse is appropriate (for example: small-group discussion); use formal English when appropriate to task and situation. (CCSS: SL.4.6)

Academic Context and Connections

Colorado Essential Skills:

1. Discern differences of effective and ineffective processes, communication and tasks. (Personal Skills, Personal Responsibility)
2. Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. [Civic/Interpersonal Skills, Communication (using information and communications technologies)]
3. State a position and reflect on possible objections to, assumptions and implications of the position. (Civic/Interpersonal Skills, Character)

Essential Questions:

1. What are some important practices when presenting ideas?

Essential Reasoning Skills:

1. Effective communicators can plan and present to diverse audiences.

Prepared Graduates:

3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

1. Apply strategies to comprehend and interpret literary texts.

Evidence Outcomes

Students Can:

- a. Use Key Ideas and Details to:
 - i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1)
 - ii. Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.2)
 - iii. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions). (CCSS: RL.4.3)
 - iv. Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved).
- b. Use Craft and Structure to:
 - i. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (for example: Herculean). (CCSS: RL.4.4)
 - ii. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (for example: verse, rhythm, meter) and drama (for example, casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (CCSS: RL.4.5)
 - iii. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCSS: RL.4.6)
- c. Use Integration of Knowledge and Ideas to:
 - i. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. (CCSS: RL.4.7)

- ii. Compare and contrast the treatment of similar themes and topics (for example: opposition of good and evil) and patterns of events (for example: the quest) in stories, myths, and traditional literature from different cultures. (CCSS: RL.4.9)
- d. Use Range of Reading and Complexity of Text to:
 - i. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.4.10)
 - ii. Read familiar texts orally with fluency, accuracy, and prosody (expression)

Academic Context and Connections

Colorado Essential Skills:

1. Set goals and develop strategies to remain focused on learning goals. (Personal Skills, Perseverance/Resilience)
2. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Civic/Interpersonal Skills, Global/Cultural Awareness)
3. Ask questions to develop further personal understanding. (Professional Skills, Self-Advocacy)

Essential Questions:

1. How do we determine a theme?
2. How does the point of view affect a story?
3. How do we differentiate various genres?

Essential Reasoning Skills:

1. Critical readers use appropriate strategies to understand, describe, summarize and reflect on texts.

Prepared Graduates:

4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

2. Apply strategies to comprehend and interpret informational texts.

Evidence Outcomes

Students Can:

- a. Use Key Ideas and Details to:
 - i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.4.1)
 - ii. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)
 - iii. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (CCSS: RI.4.3)
- b. Use Craft and Structure to:
 - i. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4)
 - ii. Describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (CCSS: RI.4.5)
 - iii. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (CCSS: RI.4.6)
- c. Use Integration of Knowledge and Ideas to:
 - i. Interpret information presented visually, orally, or quantitatively (for example: in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (CCSS: RI.4.7)

- ii. Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8)
- iii. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.4.9)
- d. Use Range of Reading and Complexity of Text to:
 - i. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.4.10)

Academic Context and Connections

Colorado Essential Skills:

1. Pursue opportunities to engage and learn interests. (Personal Skills, Initiative/Self-Direction)
2. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Civic/Interpersonal Skills, Global/Cultural Awareness)
3. Articulate the most effective options to access information needed for a specific purpose. (Professional Skills, Information Literacy)

Essential Questions:

1. What is important to include in a summary?
2. What are strategies to determine the meaning of unknown words?
3. Why is it important to know if a text is a firsthand or secondhand account?

Essential Reasoning Skills:

1. Critical readers synthesize information and interpret information from multiple sources.

Prepared Graduates:

5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Grade Level Expectation:

3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.

Evidence Outcomes

Students Can:

- a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.4.3)
 - i. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (for example, roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (CCSS: RF.4.3a)
- b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
 - i. Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)
 - ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS: RF.4.4b)
 - iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)
- c. 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. (CCSS: L.4.4)
 - i. Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a)
 - ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (for example: *telegraph*, *photograph*, *autograph*). (CCSS: L.4.4b)
 - iii. Read and understand words with common prefixes (for example: *un-*, *re-*, *dis-*) and derivational suffixes (for example: *-ful*, *-ly*, *-ness*)
- d. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.4.5)
 - i. Explain the meaning of simple similes and metaphors (for example, *as pretty as a picture*) in context. (CCSS: L.4.5a)
 - ii. Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS: L.4.5b)
 - iii. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (CCSS: L.4.5c)
- e. 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 (for example: *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (for example: *wildlife*, *conservation*, and *endangered* when discussing animal preservation). (CCSS: L.4.6)
 - iv. Read and understand words that change spelling to show past tense (for example: *write/wrote*, *catch/caught*, *teach/taught*)
 - v. Read multisyllabic words with and without inflectional and derivational suffixes
 - vi. Infer meaning of words using explanations offered within a text
 - vii. Consult reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS: L.4.4c)



Academic Context and Connections

Colorado Essential Skills:

1. Investigate to form hypotheses, make observations, and draw conclusions. (Entrepreneurial Skills, Inquiry/Analysis)
2. Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. (Entrepreneurial Skills, Risk Taking)
3. Ask questions to develop further personal understanding. (Professional Skills, Self-Advocacy)

Essential Questions:

1. How can analyzing word structures help readers understand word meanings?
2. How do prefixes and suffixes change the meaning of a word?
3. Why do root words change their spelling when suffixes are added?
4. How might a text feature help you in understanding an unknown word?

Essential Reasoning Skills:

1. Critical readers use appropriate strategies to monitor meaning of texts.
2. Critical readers understand the use of figurative language.

Prepared Graduates:

6. Craft arguments using techniques specific to the genre.

Grade Level Expectation:

1. Write opinion pieces on topics or texts supporting a point of view with reasons and information. (CCSS: W.4.1)

Evidence Outcomes

Students Can:

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. (CCSS: W.4.1a)
- b. Provide reasons that are supported by facts and details. (CCSS: W.4.1b)
- c. Link opinion and reasons using words and phrases (for example: for instance, in order to, in addition). (CCSS: W.4.1c)
- d. Provide a concluding statement or section related to the opinion presented. (CCSS: W.4.1d)

Academic Context and Connections

Colorado Essential Skills:

1. Regulate reactions to differing perspective. (Personal Skills, Adaptability/Flexibility)
2. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Civic/Interpersonal Skills, Global/Cultural Awareness)
3. State a position and reflect on possible objections to, assumptions and implications of the position. (Civic/Interpersonal Skills, Character)

Essential Questions:

1. Which tools are available to assist the writer in planning, drafting, and revising personal writing?
2. How does audience and purpose affect an author's word choice?
3. How are writers persuasive without being biased?

Essential Reasoning Skills:

1. Critical writers can prove their justification using evidence to defend their opinion.



Prepared Graduates:

7. Craft informational/explanatory texts using techniques specific to the genre.

Grade Level Expectation:

2. Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.

Evidence Outcomes

Students Can:

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.4.2a)
- b. Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).
- c. Organize relevant ideas and details to convey a central idea or prove a point.
- d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)
- e. Link ideas within categories of information using words and phrases (for example: *another, for example, also, because**). (CCSS: W.4.2c)
- f. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)
- g. Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)

Academic Context and Connections

Colorado Essential Skills:

1. Define the problem using a variety of strategies. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Investigate to form hypotheses make observations, and draw conclusions. (Entrepreneurial Skills, Inquiry/Analysis)
3. Articulate the most effective options to access information needed for a specific purpose. (Professional Skills, Information Literacy)

Essential Questions:

1. Which tools are available to assist the writer in planning, drafting, and revising personal writing?
2. How does audience and purpose affect an author's word choice?

Essential Reasoning Skills:

1. Critical writers organize and use accurate facts to convey information.

Prepared Graduates:

8. Craft narratives using techniques specific to the genre.

Grade Level Expectation:

3. Write engaging, real or imagined narratives using descriptive details and dialogue to convey a sequence of related events.

Evidence Outcomes

Students Can:

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.4.3a)
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b)
- c. Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c)
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d)
- e. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.4.3e)

Academic Context and Connections

Colorado Essential Skills:

1. Appropriately express one's own emotions, thoughts, and values and identify how they influence behavior. (Personal Skills, Self-Awareness)
2. Discern differences of effective and ineffective processes, communication and tasks. (Personal Skills, Personal Responsibility)
3. Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. [Civic/Interpersonal Skills, Communication (using information and communications technologies)]

Essential Questions:

1. How are literary genres different in form and substance?
2. How does a graphic organizer assist a writer?
3. How does word choice create a visual image for the reader?
4. How might a writer organize their writing using multiple tools?

Essential Reasoning Skills:

1. Critical writers can write a narrative that orients the reader.

Prepared Graduates:

9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

Grade Level Expectation:

4. Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.

Evidence Outcomes

Students Can:

- a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
 - i. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). (CCSS: L.4.1a)
 - ii. Form and use the progressive (for example: *I was walking; I am walking; I will be walking*) verb tenses. (CCSS: L.4.1b)
 - iii. Use modal auxiliaries (for example: *can, may, must*) to convey various conditions. (CCSS: L.4.1c)
 - iv. Order adjectives within sentences according to conventional patterns (for example: *a small red bag* rather than *a red small bag*). (CCSS: L.4.1d)
 - v. Form and use prepositional phrases. (CCSS: L.4.1e)
 - vi. Use compound subjects (for example: *Tom and Pat* went to the store) and compound verbs (for example: *Harry* thought and worried* about the things he said to Jane) to create sentence fluency in writing
 - vii. Produce complete simple, compound, and complex sentences.
 - viii. Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
 - ix. Correctly use frequently confused words (for example: *to, too, two; there,* their**). (CCSS: L.4.1g)
- b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
 - i. Use correct capitalization. (CCSS: L.4.2a)
 - ii. Use commas and quotation marks to mark direct speech and quotations from a text. (CCSS: L.4.2b)
 - iii. Use a comma before a coordinating conjunction in a compound sentence. (CCSS: L.4.2c)
 - iv. Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)
- c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
 - i. Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
 - ii. Choose punctuation for effect. (CCSS: L.4.3b)
 - iii. Differentiate between contexts that call for formal English (for example: presenting ideas) and situations where informal discourse is appropriate (for example: small-group discussion). (CCSS: L.4.3c)
- d. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
- e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)
- f. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS: W.4.6)
- g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS.W.4.10)



Academic Context and Connections

Colorado Essential Skills:

1. Set goals and develop strategies to remain focused on learning goals.
(Personal Skills, Perseverance/Resilience)
2. Develop and utilize basic task and time management strategies effectively.
(Professional Skills, Task/Time Management)
3. Articulate the most effective options to access information needed for a specific purpose. (Professional Skills, Information Literacy)

Essential Questions:

1. How do writers best revise and edit their writing?
2. How is punctuation connected to meaning?
3. How does varied sentence structure affect a piece of writing?
4. How do writers use technology to support the writing process?

Essential Reasoning Skills:

1. Critical writers utilize the conventions of standard English to convey their message.

Prepared Graduates:

10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

Grade Level Expectation:

1. Use a variety of resources to build and communicate knowledge related to open-ended research questions.

Evidence Outcomes

Students Can:

- a. Conduct short research projects that build knowledge through investigation of different aspects of a topic. (CCSS: W.4.7)
 - i. Identify a topic and formulate open-ended research questions for further inquiry and learning.
 - ii. Present a brief report of the research findings to an audience.
- b. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (CCSS: W.4.8)
- c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9)
 - i. Apply *grade 4 Reading standards* to literature (for example: “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [for example: a character’s thoughts, words, or actions].”). (CCSS: W.4.9.a)
 - ii. Apply *grade 4 Reading standards* to informational texts (for example: “Explain how an author uses reasons and evidence to support particular points in a text”). (CCSS: W.4.9.b)

Academic Context and Connections

Colorado Essential Skills:

1. Investigate to form hypotheses make observations, and draw conclusions. (Entrepreneurial Skills, Inquiry/Analysis)
2. Articulate the most effective options to access information needed for a specific purpose. (Professional Skills, Information Literacy)
3. Communicate information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:

1. How do we research effectively?
2. Why is it important to research multiple aspects of a topic?

Essential Reasoning Skills:

1. Researchers understand that clear concepts and ideas must be supported with facts.
2. All reasoning is expressed through and shaped by concepts, and leads somewhere or has implications and consequences.