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| **Content Area** | Reading, Writing, and Communicating | | | **Grade Level** | 4th 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 |
| 1. Reading for All Purposes | 1. Comprehension and fluency matter when reading literary texts in a fluent way | | | | | | RWC10-GR.4-S.2-GLE.1 |
| 1. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way | | | | | | RWC10-GR.4-S.2-GLE.2 |
| 1. 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 |
| 1. 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 |
| 1. Informational and persuasive texts use the recursive writing process | | | | | | RWC10-GR.4-S.3-GLE.2 |
| 1. 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 |
| 1. 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 |
| 1. Identifying implications, concepts, and ideas enriches reasoning skills | | | | | | RWC10-GR.4-S.4-GLE.2 |
| **Colorado 21st Century Skills** | | **Common Core Reading Foundational Standards** | | | | | |
| **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* | | **Phonics and Word Recognition:** [CCSS.RF.4.3](http://www.corestandards.org/ELA-Literacy/RF/4/3/) Know and apply grade-level phonics and word analysis skills in decoding words.  [CCSS.RF.4.3a](http://www.corestandards.org/ELA-Literacy/RF/4/3/a/) 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](http://www.corestandards.org/ELA-Literacy/RF/4/4/) Read with sufficient accuracy and fluency to support comprehension.  [CCSS.RF.4.4a](http://www.corestandards.org/ELA-Literacy/RF/4/4/a/) Read grade-level text with purpose and understanding.  [CCSS.RF.4.4b](http://www.corestandards.org/ELA-Literacy/RF/4/4/b/) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.  [CCSS.RF.4.4c](http://www.corestandards.org/ELA-Literacy/RF/4/4/c/) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
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| **Unit Title** |  | | | | **Length of Unit** |  | | |
| **Focusing Lens(es)** |  | **Standards and Grade Level Expectations Addressed in this Unit** | |  | | | |  |
| **Inquiry Questions (Engaging- Debatable):** |  | | | | | | | |
| **Unit Strands** |  | | | | | | | |
| **Concepts** | **In content:** | | **In reading:** | | | | **In writing:** | |
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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
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| **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: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | |  |
| **Academic Vocabulary:** |  | |
| **Technical Vocabulary:** |  | |