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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:** |  |