# Main Criteria: Discoveries in Writing

Secondary Criteria: Colorado Academic Standards (CAS)

**Subject:** Language Arts

Grade: 4

#### **Discoveries in Writing**

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

### **Colorado Academic Standards (CAS)**

Grade <b>4</b> - Adopted: <b>2018</b>		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	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.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.1. 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)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
INDICATOR	RW.4.1.1. a.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)

INDICATOR	RW.4.1.1. a.iv.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.1. 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)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.2.	Create a plan to effectively present information both informally and formally.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.2. 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)
EVIDENCE OUTCOMES	RW.4.1.2. 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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
AND SKILLS / EVIDENCE	RW.4.2.2. a.	Evidence Outcomes  Use Key Ideas and Details to:
AND SKILLS / EVIDENCE OUT COMES	RW.4.2.2.	
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.4.2.2. a.	Use Key Ideas and Details to:  Refer to details and examples in a text when explaining what the text says explicitly and when
AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR	RW.4.2.2. a. RW.4.2.2. a.i.	Use Key Ideas and Details to:  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)  Determine the main idea of a text and explain how it is supported by key details; summarize the
AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  INDICATOR  CONTENT	RW.4.2.2. a. RW.4.2.2. a.i. RW.4.2.2. a.ii.	Use Key Ideas and Details to:  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)  Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  CONTENT AREA	RW.4.2.2. a.i. RW.4.2.2. a.ii. RW.4.2.2.	Use Key Ideas and Details to:  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)  Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)  Reading for All Purposes
AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.4.2.2. a.i. RW.4.2.2. a.ii. RW.4.2.2.	Use Key Ideas and Details to:  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)  Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)  Reading for All Purposes  Apply strategies to comprehend and interpret informational texts.

INDICATOR	RW.4.2.2. b.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.4.2.2. c.ii.	Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2.2. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.4.2.2. d.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2.3. b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
INDICATOR	RW.4.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)
INDICATOR	RW.4.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.4.2.3. 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)
INDICATOR	RW.4.2.3. c.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)
INDICATOR	RW.4.2.3. c.vi.	Infer meaning of words using explanations offered within a text.
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. 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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.2.	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.2. b.	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
INDICATOR	RW.4.3.4. a.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.4.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
INDICATOR	RW.4.3.4. b.iv.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
INDICATOR	RW.4.3.4. c.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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE		Evidence Outcomes
OUTCOMES		
EVIDENCE OUTCOMES	RW.4.3.4. d.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
EVIDENCE		
EVIDENCE OUTCOMES CONTENT	d.	task, purpose, and audience. (CCSS: W.4.4)
EVIDENCE OUTCOMES CONTENT AREA	d. <b>RW.4.4.</b>	task, purpose, and audience. (CCSS: W.4.4)  Research Inquiry and Design  Use a variety of resources to build and communicate knowledge related to open-ended
EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	d. <b>RW.4.4.</b>	task, purpose, and audience. (CCSS: W.4.4)  Research Inquiry and Design  Use a variety of resources to build and communicate knowledge related to open-ended research questions.

Lesson 02: Unit 2 Writing from Notes, p. 19-26

### **Colorado Academic Standards (CAS)**

**Language Arts** 

Grade **4** - Adopted: **2018** 

CONTENT AREA Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.1. 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)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.iv.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.1. 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)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.2.	Create a plan to effectively present information both informally and formally.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.2. 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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.4.2.2. a.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)
INDICATOR	RW.4.2.2. a.ii.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.  Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE	RW.4.2.2. b.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.4.2.2.	Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.4.2.2. b.	Evidence Outcomes  Use Craft and Structure to:  Determine the meaning of general academic and domain-specific words or phrases in a text
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT	RW.4.2.2. b. RW.4.2.2. b.i.	Use Craft and Structure to:  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)
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.4.2.2. b. RW.4.2.2. b.i.	Use Craft and Structure to:  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)  Reading for All Purposes
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.4.2.2. b. RW.4.2.2. b.i.	Use Craft and Structure to:  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)  Reading for All Purposes  Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES	RW.4.2.2. b. RW.4.2.2. b.i. RW.4.2.2.	Use Craft and Structure to:  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)  Reading for All Purposes  Apply strategies to comprehend and interpret informational texts.  Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES	RW.4.2.2. b.i. RW.4.2.2. b.i. RW.4.2.2. RW.4.2.2.	Use Craft and Structure to:  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)  Reading for All Purposes  Apply strategies to comprehend and interpret informational texts.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Explain how an author uses reasons and evidence to support particular points in a text. (CCSS:
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA  ST AND ARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT	RW.4.2.2. b.i. RW.4.2.2. b.i. RW.4.2.2. RW.4.2.2. c.	Use Craft and Structure to:  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)  Reading for All Purposes  Apply strategies to comprehend and interpret informational texts.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8)

EVIDENCE OUTCOMES  RW.4.2.2. Use Range of Reading and Complexity of Text to: d.1. Solence, and technical texts, in the grades 4-5 text complexity and proficiently, with scatholding as needed at the high end of the range, (CCSS: R4.10)  CONTENT  RW.4.2. Reading for All Purposes  STANDARD  RW.4.2.3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  CONCEPTS AND SKILLS J EVIDENCE  OUTCOMES  RW.4.2.3. Read grade-level text with purpose and understanding, (CCSS: RF.4.4a)  b.j. BDICATOR  RW.4.2.3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  RW.4.2.3. Read grade-level text with purpose and understanding, (CCSS: RF.4.4a)  b.j. BDICATOR  RW.4.2.3. Read grade-level text with purpose and understanding, (CCSS: RF.4.4a)  b.j. Lise context to confirm or self-correct word recognition and understanding, rereading as necessary, (CCSS: RF.4.4c)  CONTENT  AREA  RW.4.2.3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  CONTENT  AREA  STANDARD  RW.4.2.3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  CONCEPTS  CONCEPTS  CONCEPTS  CONCEPTS  RW.4.2.3. 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.  CONCEPTS  CONCEPTS  RW.4.2.3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  RW.4.2. Reading for All Purposes  AREA  RW.4.2. Reading for All Purposes  AREA  RW.4.2. Reading for All Purposes  AREA  RW.4.2. Apply knowledge of spelling patterns (orthography) and word meanings (morpholog			
INDICATOR  RW.4.2.2. By the end of year, read and comprehend informational texts, including history/social studies, solence, and technical texts, in the grades 4-5 text complexity band proficienty, with scaffolding as needed at the high end of the range. (CCSS: R4.140)  CONTENT AREA  RW.4.2. Reading for All Purposes  STANDARD RW.4.2.3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  Evidence Outcomes  Evidence Outcomes  Evidence Outcomes  Evidence Outcomes  RW.4.2.3. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)  INDICATOR RW.4.2.3. Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)  INDICATOR RW.4.2.3. Use context to confirm or self-connectword recognision and understanding, rereading as necessary. (CCSS: RF.4.6c)  CONTENT AREA  STANDARD RW.4.2.3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  CONCEPTS AND SKILLS / Evidence Outcomes  RW.4.2.3. Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L4.Aa)  INDICATOR RW.4.2.3. Infer meaning of words using explanations oftered within a text.  CONTENT RW.4.2. Reading for All Purposes  STANDARD RW.4.2.3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  Evidence Outcomes  STANDARD RW.4.2.3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  Evidence Outcomes  Evidence Outcomes  Evidence Outcomes  Evidence Outcomes	AND SKILLS / EVIDENCE		Evidence Outcomes
d.i. 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: RI4.10)  RW.4.2. Reading for All Purposes  STANDARD RW.4.2.3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  Evidence Outcomes  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE RW.4.2.3. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)  INDICATOR RW.4.2.3. Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)  INDICATOR RW.4.2.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)  EVIDENCE RW.4.2.3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  EVIDENCE OUTCOMES  EVIDENCE C. CONCEPTS AND SKILLS   EVIDENCE C. CSS: LA.4.2.3. 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: LA.4a)  INDICATOR RW.4.2.3. Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: LA.4a)  INDICATOR RW.4.2.3. Infer meaning of words using explanations offered within a text.  C.VI.  CONTENT RW.4.2. Reading for All Purposes  STANDARD RW.4.2.3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  Evidence Outcomes  Evid			Use Range of Reading and Complexity of Text to:
STANDARD RW.4.2.3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  Evidence Outcomes  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  RW.4.2.3. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)  INDICATOR  RW.4.2.3. Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)  b.i.  INDICATOR  RW.4.2.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)  CONTENT  AREA  RW.4.2.3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  CONCEPTS  AND SKILLS   Evidence Outcomes  EVIDENCE OUTCOMES  C. COSS: L.4.4)  INDICATOR  RW.4.2.3. 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.4.4a)  INDICATOR  RW.4.2.3. 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)  INDICATOR  RW.4.2.3. Inter meaning of words using explanations offered within a text.  CONTENT  AREA  RW.4.2. Reading for All Purposes  STANDARD  RW.4.2.3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  Evidence Outcomes  Evidence Outcomes  Evidence Outcomes  Evidence Outcomes	INDICATOR		science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  RW.4.2.3. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)  INDICATOR  RW.4.2.3. Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)  b.i.  INDICATOR  RW.4.2.3. Luse context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)  CONTENT AREA  STANDARD  RW.4.2.3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  RW.4.2.3. 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)  INDICATOR  RW.4.2.3. 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)  INDICATOR  RW.4.2.3. Linfer meaning of words using explanations offered within a text.  CONTENT AREA  RW.4.2. Reading for All Purposes  STANDARD  RW.4.2.3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  Evidence Outcomes  Evidence Outcomes  Evidence Outcomes  Evidence Outcomes  Evidence Outcomes		RW.4.2.	Reading for All Purposes
EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  RW.4.2.3. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)  INDICATOR  RW.4.2.3. Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)  INDICATOR  RW.4.2.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)  CONTENT AREA  RW.4.2. Reading for All Purposes  STANDARD  RW.4.2.3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  Evidence Outcomes  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  RW.4.2.3. 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.4.4a)  INDICATOR  RW.4.2.3. 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)  INDICATOR  RW.4.2.3. Infer meaning of words using explanations offered within a text.  CONTENT RW.4.2. Reading for All Purposes  STANDARD  RW.4.2.3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  Evidence Outcomes	STANDARD	RW.4.2.3.	
INDICATOR  RW.4.2.3.	AND SKILLS / EVIDENCE		Evidence Outcomes
INDICATOR  RW.4.2.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)  RW.4.2. Reading for All Purposes  STANDARD  RW.4.2.3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  Evidence Outcomes  Evidence Outcomes  EVIDENCE OUTCOMES  C. Betermine 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)  INDICATOR  RW.4.2.3. 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)  INDICATOR  RW.4.2.3. Infer meaning of words using explanations offered within a text.  C.VI.  CONTENT  RW.4.2.3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  Evidence Outcomes  Evidence Outcomes  Evidence Outcomes			Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
CONTENT AREA  RW.4.2. Reading for All Purposes  STANDARD  RW.4.2.3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE C.  RW.4.2.3. 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)  INDICATOR  RW.4.2.3. 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)  INDICATOR  RW.4.2.3. Infer meaning of words using explanations offered within a text.  CONTENT RW.4.2.3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  CONCEPTS AND SKILLS / Evidence Outcomes  Evidence Outcomes	INDICATOR		Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)
STANDARD  RW.4.2.3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  CONCEPTS AND SKILLS / Evidence Outcomes  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  RW.4.2.3. 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)  INDICATOR  RW.4.2.3. 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)  INDICATOR  RW.4.2.3. Infer meaning of words using explanations offered within a text.  C.VI.  CONTENT AREA  RW.4.2.1. Reading for All Purposes  STANDARD  RW.4.2.2. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  CONCEPTS AND SKILLS / Evidence Outcomes	INDICATOR		
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  RW.4.2.3. 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)  INDICATOR  RW.4.2.3. 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)  INDICATOR  RW.4.2.3. Infer meaning of words using explanations offered within a text. c.vi.  CONTENT AREA  RW.4.2.3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  Evidence Outcomes  Evidence Outcomes			
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  RW.4.2.3. 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)  INDICATOR  RW.4.2.3. 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)  INDICATOR  RW.4.2.3. Infer meaning of words using explanations offered within a text. c.vi.  CONTENT AREA  RW.4.2. Reading for All Purposes  STANDARD  RW.4.2.3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  Evidence Outcomes  Evidence Outcomes		RW.4.2.	Reading for All Purposes
OUTCOMES  C. based on grade 4 reading and content, choosing flexibly from a range of strategies. (CCSS: L.4.4)  INDICATOR  RW.4.2.3. 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)  INDICATOR  RW.4.2.3. Infer meaning of words using explanations offered within a text. c.vi.  CONTENT AREA  RW.4.2. Reading for All Purposes  STANDARD  RW.4.2.3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  CONCEPTS AND SKILLS / Evidence Outcomes	AREA		Apply knowledge of spelling patterns (orthography) and word meanings (morphology)
INDICATOR RW.4.2.3. Infer meaning of words using explanations offered within a text.  CONTENT AREA RW.4.2. Reading for All Purposes  STANDARD RW.4.2.3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  CONCEPTS AND SKILLS / EVIDENCE	STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONTENT AREA  RW.4.2. Reading for All Purposes  STANDARD RW.4.2.3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  CONCEPTS AND SKILLS / EVIDENCE	AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  Evidence Outcomes  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.
STANDARD  RW.4.2.3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  CONCEPTS AND SKILLS / EVIDENCE	AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.4.2.3. c.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  Evidence Outcomes  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)  Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning
CONCEPTS AND SKILLS / EVIDENCE  to decode multisyllable words and determine the meaning of unknown words.  Evidence Outcomes	AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR	RW.4.2.3. c. RW.4.2.3. c.i.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  Evidence Outcomes  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)  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)
AND SKILLS / EVIDENCE	AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  CONTENT	RW.4.2.3. c. RW.4.2.3. c.i.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  Evidence Outcomes  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)  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)  Infer meaning of words using explanations offered within a text.
	AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT AREA	RW.4.2.3.  RW.4.2.3. c.  RW.4.2.3. c.i.  RW.4.2.3. RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  Evidence Outcomes  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)  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)  Infer meaning of words using explanations offered within a text.  Reading for All Purposes  Apply knowledge of spelling patterns (orthography) and word meanings (morphology)

EVIDENCE OUTCOMES	RW.4.2.3. 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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.2.	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.2. 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)
EVIDENCE OUTCOMES	RW.4.3.2. b.	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).
EVIDENCE OUTCOMES	RW.4.3.2. c.	Organize relevant ideas and details to convey a central idea or prove a point.
EVIDENCE OUTCOMES	RW.4.3.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)
EVIDENCE OUTCOMES	RW.4.3.2. e.	Link ideas within categories of information using words and phrases (for example: another, for example, also, because). (CCSS: W.4.2c)
EVIDENCE OUTCOMES	RW.4.3.2. f.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)
EVIDENCE OUTCOMES	RW.4.3.2.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
INDICATOR	RW.4.3.4. a.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
INDICATOR	RW.4.3.4. b.i.	Use correct capitalization. (CCSS: L.4.2a)
INDICATOR	RW.4.3.4. b.iv.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
INDICATOR	RW.4.3.4. c.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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. d.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
EVIDENCE OUTCOMES	RW.4.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)
EVIDENCE OUTCOMES	RW.4.3.4. 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)
CONTENT AREA	RW.4.4.	Research Inquiry and Design
STANDARD	RW.4.4.1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9)
INDICATOR	RW.4.4.1. c.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)

Lesson 03: Unit 2 Writing from Notes, p. 27-34

# **Colorado Academic Standards (CAS)**

Grade <b>4</b> - Adopted: <b>2018</b>		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.1. 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)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)

INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.iv.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)
CONTENT	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.1. 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)
CONTENT	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.2.	Create a plan to effectively present information both informally and formally.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.2. 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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.4.2.2. a.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)
INDICATOR	RW.4.2.2. a.ii.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.2. b.	Use Craft and Structure to:

INDICATOR	RW.4.2.2. b.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.4.2.2. c.ii.	Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2.2. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.4.2.2. d.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2.3. b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
INDICATOR	RW.4.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)
INDICATOR	RW.4.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.4.2.3. 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)
INDICATOR	RW.4.2.3. c.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)
INDICATOR	RW.4.2.3. c.vi.	Infer meaning of words using explanations offered within a text.
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. 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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.2.	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
AND SKILLS / EVIDENCE	RW.4.3.2. 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)
AND SKILLS / EVIDENCE OUT COMES		Introduce a topic clearly and group related information in paragraphs and sections; include formatting (for example: headings), illustrations, and multimedia when useful to aiding
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUTCOMES  EVIDENCE	a. RW.4.3.2.	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)  Identify a text structure appropriate to purpose (sequence, chronology, description, explanation,
EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	a.  RW.4.3.2. b.	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)  Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).
EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	a.  RW.4.3.2. b.  RW.4.3.2. c.	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)  Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).  Organize relevant ideas and details to convey a central idea or prove a point.  Develop the topic with facts, definitions, concrete details, quotations, or other information and
EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	a.  RW.4.3.2. b.  RW.4.3.2. c.  RW.4.3.2. d.	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)  Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).  Organize relevant ideas and details to convey a central idea or prove a point.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)

CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
INDICATOR	RW.4.3.4. a.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
INDICATOR	RW.4.3.4. b.i.	Use correct capitalization. (CCSS: L.4.2a)
INDICATOR	RW.4.3.4. b.iv.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or
	C.	listening. (CCSS: L.4.3)
INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
	RW.4.3.4.	
INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)

STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. d.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
EVIDENCE OUTCOMES	RW.4.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)
EVIDENCE OUTCOMES	RW.4.3.4. 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)
CONTENT AREA	RW.4.4.	Research Inquiry and Design
	RW.4.4.1.	Research Inquiry and Design  Use a variety of resources to build and communicate knowledge related to open-ended research questions.
AREA		Use a variety of resources to build and communicate knowledge related to open-ended
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Use a variety of resources to build and communicate knowledge related to open-ended research questions.

### Lesson 04: Unit 2 Writing from Notes, p. 35-42

# Colorado Academic Standards (CAS)

Grade 4 - Adopted: 2018				
CONTENT		Prepared Graduates in Reading, Writing, and Communicating		
STANDARD	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.		
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.		
STANDARD	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.		
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.		

STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.1.1. 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)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.jv.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)
	a.iv.	uistussion. (CCSS. SL.4.1u)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
AREA	RW.4.1.	Oral Expression and Listening
STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.4.1.	Oral Expression and Listening  Pose thoughtful questions after actively listening to others.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.4.1.1.	Oral Expression and Listening  Pose thoughtful questions after actively listening to others.  Evidence Outcomes  Paraphrase portions of a text read aloud or information presented in diverse media and formats,
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.4.1.1.  RW.4.1.1.  RW.4.1.1.  b.	Oral Expression and Listening  Pose thoughtful questions after actively listening to others.  Evidence Outcomes  Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL.4.2)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	RW.4.1.1.  RW.4.1.1.  RW.4.1.1.  b.	Oral Expression and Listening  Pose thoughtful questions after actively listening to others.  Evidence Outcomes  Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL.4.2)  Oral Expression and Listening
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.4.1.1.  RW.4.1.1.  RW.4.1.1.  b.	Oral Expression and Listening  Pose thoughtful questions after actively listening to others.  Evidence Outcomes  Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL.4.2)  Oral Expression and Listening  Create a plan to effectively present information both informally and formally.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.4.1.1.  RW.4.1.1.  RW.4.1.1.  b.  RW.4.1.2.	Oral Expression and Listening  Pose thoughtful questions after actively listening to others.  Evidence Outcomes  Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL.4.2)  Oral Expression and Listening  Create a plan to effectively present information both informally and formally.  Evidence Outcomes  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

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.4.2.2. a.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)
INDICATOR	RW.4.2.2. a.ii.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.4.2.2. b.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.4.2.2. c.ii.	Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.2. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.4.2.2. d.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
INDICATOR	RW.4.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)
INDICATOR	RW.4.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. 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)
INDICATOR	RW.4.2.3. c.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)
INDICATOR	RW.4.2.3. c.vi.	Infer meaning of words using explanations offered within a text.
CONTENT AREA	RW.4.2.	Reading for All Purposes
	RW.4.2.	Reading for All Purposes  Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
AREA		Apply knowledge of spelling patterns (orthography) and word meanings (morphology)
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  Evidence Outcomes  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,
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.4.2.3. RW.4.2.3. e.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  Evidence Outcomes  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)
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUTCOMES  CONTENT AREA	RW.4.2.3. e.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  Evidence Outcomes  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)  Writing and Composition  Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and

EVIDENCE OUTCOMES	RW.4.3.2. b.	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).
EVIDENCE OUTCOMES	RW.4.3.2. c.	Organize relevant ideas and details to convey a central idea or prove a point.
EVIDENCE OUTCOMES	RW.4.3.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)
EVIDENCE OUTCOMES	RW.4.3.2. e.	Link ideas within categories of information using words and phrases (for example: another, for example, also, because). (CCSS: W.4.2c)
EVIDENCE OUTCOMES	RW.4.3.2. f.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)
EVIDENCE OUTCOMES	RW.4.3.2. g.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
INDICATOR	RW.4.3.4. a.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
INDICATOR	RW.4.3.4. b.i.	Use correct capitalization. (CCSS: L.4.2a)
INDICATOR	RW.4.3.4. b.iv.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
INDICATOR	RW.4.3.4. c.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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4.	Produce clear and coherent writing in which the development and organization are appropriate to
COTCONIES	d.	task, purpose, and audience. (CCSS: W.4.4)
EVIDENCE OUTCOMES	RW.4.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)
EVIDENCE	RW.4.3.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by
EVIDENCE OUTCOMES EVIDENCE	RW.4.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)  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
EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.4.3.4. e. RW.4.3.4. g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)  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)
EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	RW.4.3.4. e. RW.4.3.4. g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)  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)  Research Inquiry and Design  Use a variety of resources to build and communicate knowledge related to open-ended
EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.4.3.4. e. RW.4.3.4. g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)  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)  Research Inquiry and Design  Use a variety of resources to build and communicate knowledge related to open-ended research questions.

### Lesson 05: Unit 3 Retelling Narrative Stories, p. 43-48

### **Colorado Academic Standards (CAS)**

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	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.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.1. 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)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.iv.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.4.1.1. 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)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.2.	Create a plan to effectively present information both informally and formally.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.2. 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)
EVIDENCE OUTCOMES	RW.4.1.2. 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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.1.	Apply strategies to comprehend and interpret literary texts.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.4.2.1. a.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)
INDICATOR	RW.4.2.1. a.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)
INDICATOR	RW.4.2.1. a.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).
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.1.	Apply strategies to comprehend and interpret literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.4.2.1. d.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes

STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
INDICATOR	RW.4.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)
INDICATOR	RW.4.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2.3. 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)
INDICATOR	RW.4.2.3. c.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)
INDICATOR	RW.4.2.3. c.vi.	Infer meaning of words using explanations offered within a text.
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. 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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.2.	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.4.3.2. b.	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.3.	Write engaging, real or imagined narratives using descriptive details and dialogue to convey a sequence of related events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.3. 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)
EVIDENCE OUTCOMES	RW.4.3.3. c.	Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c)
EVIDENCE OUTCOMES	RW.4.3.3. e.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.4.3e)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
INDICATOR	RW.4.3.4. a.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
INDICATOR	RW.4.3.4. c.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)
CONTENT AREA	RW.4.3.	Writing and Composition

STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. d.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
EVIDENCE OUTCOMES	RW.4.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)
EVIDENCE OUTCOMES	RW.4.3.4. 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)
CONTENT AREA	RW.4.4.	Research Inquiry and Design
	RW.4.4.	Research Inquiry and Design  Use a variety of resources to build and communicate knowledge related to open-ended research questions.
AREA		Use a variety of resources to build and communicate knowledge related to open-ended
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE		Use a variety of resources to build and communicate knowledge related to open-ended research questions.

### Lesson 06: Unit 3 Retelling Narrative Stories, p. 49-54

# **Colorado Academic Standards (CAS)**

Grade <b>4</b> - Adopted: <b>2018</b>		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.

STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.1.1. 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)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.iv.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
	RW.4.1.	Oral Expression and Listening  Create a plan to effectively present information both informally and formally.
AREA		•
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Create a plan to effectively present information both informally and formally.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.4.1.2.	Create a plan to effectively present information both informally and formally.  Evidence Outcomes  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
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.4.1.2. RW.4.1.2. c.	Create a plan to effectively present information both informally and formally.  Evidence Outcomes  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)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	RW.4.1.2. RW.4.1.2. c.	Create a plan to effectively present information both informally and formally.  Evidence Outcomes  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)  Reading for All Purposes  Apply knowledge of spelling patterns (orthography) and word meanings (morphology)
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.4.1.2. RW.4.1.2. c.	Create a plan to effectively present information both informally and formally.  Evidence Outcomes  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)  Reading for All Purposes  Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.

STANDARD	RW.4.3.2.	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.2. b.	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.3.	Write engaging, real or imagined narratives using descriptive details and dialogue to convey a sequence of related events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.3. 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)
EVIDENCE OUTCOMES	RW.4.3.3. c.	Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c)
EVIDENCE OUTCOMES	RW.4.3.3. e.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.4.3e)
CONTENT AREA	RW.4.3.	Writing and Composition
	RW.4.3.4.	Writing and Composition  Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
AREA		Understand why and how writers use the conventions of standard English grammar,
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES	RW.4.3.4. RW.4.3.4. a.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT	RW.4.3.4. a. RW.4.3.4. a.viii.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)  Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.4.3.4. a. RW.4.3.4. a.viii.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)  Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)  Writing and Composition  Understand why and how writers use the conventions of standard English grammar,
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.4.3.4. a. RW.4.3.4. a.viii.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)  Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)  Writing and Composition  Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.

INDICATOR	RW.4.3.4. b.iv.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
INDICATOR	RW.4.3.4. c.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)
CONTENT	RW.4.3.	Writing and Composition
AREA		
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
	RW.4.3.4.	
STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.4.3.4. d.	usage, and mechanics to clarify their meaning.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.4.3.4.	usage, and mechanics to clarify their meaning.  Evidence Outcomes  Produce clear and coherent writing in which the development and organization are appropriate to
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE	RW.4.3.4. d.	Evidence Outcomes  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)  With guidance and support from peers and adults, develop and strengthen writing as needed by
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.4.3.4. d. RW.4.3.4. e.	Evidence Outcomes  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)  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
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.4.3.4. d. RW.4.3.4. e. RW.4.3.4. g.	Evidence Outcomes  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)  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)
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	RW.4.3.4. e. RW.4.3.4. g.	Evidence Outcomes  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)  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)  Research Inquiry and Design  Use a variety of resources to build and communicate knowledge related to open-ended

INDICATOR

RW.4.4.1. c.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)

### Lesson 07: Unit 3 Retelling Narrative Stories, p. 55-58

# **Colorado Academic Standards (CAS)**

		Grade 4 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.1. 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)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.iv.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)

CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.1. 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)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.2.	Create a plan to effectively present information both informally and formally.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.2. 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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.1.	Apply strategies to comprehend and interpret literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.4.2.1. a.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)
INDICATOR	RW.4.2.1. a.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)
INDICATOR	RW.4.2.1. a.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).
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.1.	Apply strategies to comprehend and interpret literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.4.2.1. d.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)

CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
INDICATOR	RW.4.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)
INDICATOR	RW.4.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2.3. 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)
INDICATOR	RW.4.2.3. c.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)
INDICATOR	RW.4.2.3. c.vi.	Infer meaning of words using explanations offered within a text.
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. 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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.3.	Write engaging, real or imagined narratives using descriptive details and dialogue to convey a sequence of related events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.4.3.3. 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)
EVIDENCE OUTCOMES	RW.4.3.3. c.	Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c)
EVIDENCE OUTCOMES	RW.4.3.3. e.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.4.3e)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
INDICATOR	RW.4.3.4. c.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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. d.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
EVIDENCE OUTCOMES	RW.4.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)
EVIDENCE OUTCOMES	RW.4.3.4. 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)
CONTENT AREA	RW.4.4.	Research Inquiry and Design
STANDARD	RW.4.4.1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9)

INDICATOR

RW.4.4.1. c.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)

### Lesson 08: Unit 3 Retelling Narrative Stories, p. 59-64

# **Colorado Academic Standards (CAS)**

		Grade 4 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.1. 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)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.iv.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)

CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.2.	Create a plan to effectively present information both informally and formally.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.2. 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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. 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)
INDICATOR	RW.4.2.3. c.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2.3. d.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.4.5)
INDICATOR	RW.4.2.3. d.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. 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)
CONTENT AREA	RW.4.3.	Writing and Composition

STANDARD	RW.4.3.2.	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.2. b.	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.3.	Write engaging, real or imagined narratives using descriptive details and dialogue to convey a sequence of related events.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.3. 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)
EVIDENCE OUTCOMES	RW.4.3.3. c.	Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c)
EVIDENCE OUTCOMES	RW.4.3.3. e.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.4.3e)
CONTENT AREA	RW.4.3.	Writing and Composition
	RW.4.3.	Writing and Composition  Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
AREA		Understand why and how writers use the conventions of standard English grammar,
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES	RW.4.3.4. RW.4.3.4. a.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT	RW.4.3.4. a. RW.4.3.4. a.viii.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)  Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.4.3.4. a. RW.4.3.4. a.viii. RW.4.3.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)  Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)  Writing and Composition  Understand why and how writers use the conventions of standard English grammar,
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.4.3.4. a. RW.4.3.4. a.viii. RW.4.3.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)  Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)  Writing and Composition  Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.

b.i.

INDICATOR	RW.4.3.4. b.iv.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
INDICATOR	RW.4.3.4. c.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)
CONTENT	RW.4.3.	Writing and Composition
AREA		
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
	RW.4.3.4.	
STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.4.3.4. d.	usage, and mechanics to clarify their meaning.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.4.3.4.	usage, and mechanics to clarify their meaning.  Evidence Outcomes  Produce clear and coherent writing in which the development and organization are appropriate to
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE	RW.4.3.4. d.	Evidence Outcomes  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)  With guidance and support from peers and adults, develop and strengthen writing as needed by
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.4.3.4. d. RW.4.3.4. e.	Evidence Outcomes  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)  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
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.4.3.4. d. RW.4.3.4. e. RW.4.3.4.	Evidence Outcomes  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)  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)
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	RW.4.3.4. e. RW.4.3.4. g.	Evidence Outcomes  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)  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)  Research Inquiry and Design  Use a variety of resources to build and communicate knowledge related to open-ended

INDICATOR

RW.4.4.1. c.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)

### Lesson 09: Unit 4 Summarizing a Reference, p. 65-74

## **Colorado Academic Standards (CAS)**

Grade 4 - Adopted: 2018		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.1. 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)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
INDICATOR	RW.4.1.1. a.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)

INDICATOR	RW.4.1.1. a.iv.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.1. 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)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.2.	Create a plan to effectively present information both informally and formally.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.2. 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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
		Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		
AND SKILLS / EVIDENCE	RW.4.2.2. a.	Use Key Ideas and Details to:
AND SKILLS I EVIDENCE OUTCOMES EVIDENCE		
AND SKILLS I EVIDENCE OUT COMES EVIDENCE OUT COMES	a. RW.4.2.2.	Use Key Ideas and Details to:  Refer to details and examples in a text when explaining what the text says explicitly and when
AND SKILLS I EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.4.2.2. a.i.	Use Key Ideas and Details to:  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)  Determine the main idea of a text and explain how it is supported by key details; summarize the
AND SKILLS I EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  CONTENT	RW.4.2.2. a.i. RW.4.2.2. a.ii.	Use Key Ideas and Details to:  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)  Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  CONTENT AREA	RW.4.2.2. a.i. RW.4.2.2. a.ii.	Use Key Ideas and Details to:  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)  Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)  Reading for All Purposes
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.4.2.2. a.i. RW.4.2.2. a.ii.	Use Key Ideas and Details to:  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)  Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)  Reading for All Purposes  Apply strategies to comprehend and interpret informational texts.

CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.4.2.2. c.ii.	Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.2. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.4.2.2. d.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
AREA		Apply knowledge of spelling patterns (orthography) and word meanings (morphology)
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  Evidence Outcomes
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.4.2.3. b. RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  Evidence Outcomes  Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.4.2.3. b. RW.4.2.3. b.i.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  Evidence Outcomes  Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)  Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  CONTENT	RW.4.2.3. b. RW.4.2.3. b.i.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  Evidence Outcomes  Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)  Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)  Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  CONTENT AREA	RW.4.2.3. b. RW.4.2.3. b.i. RW.4.2.3. b.iii.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.  Evidence Outcomes  Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)  Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)  Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)  Reading for All Purposes  Apply knowledge of spelling patterns (orthography) and word meanings (morphology)

INDICATOR	RW.4.2.3. c.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)
INDICATOR	RW.4.2.3. c.vi.	Infer meaning of words using explanations offered within a text.
INDICATOR	RW.4.2.3. c.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2.3. d.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: $L.4.5$ )
INDICATOR	RW.4.2.3. d.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. 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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.2.	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.2. 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)
EVIDENCE OUTCOMES	RW.4.3.2. b.	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).
EVIDENCE OUTCOMES	RW.4.3.2.	Organize relevant ideas and details to convey a central idea or prove a point.

EVIDENCE OUTCOMES	RW.4.3.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)
EVIDENCE OUTCOMES	RW.4.3.2. e.	Link ideas within categories of information using words and phrases (for example: another, for example, also, because). (CCSS: W.4.2c)
EVIDENCE OUTCOMES	RW.4.3.2. f.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)
EVIDENCE OUTCOMES	RW.4.3.2. g.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
INDICATOR	RW.4.3.4. a.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
CONTENT AREA	RW.4.3.	Writing and Composition
CT AND ADD		Understand why and how writers use the conventions of standard English grammar,
STANDARD	RW.4.3.4.	usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.4.3.4.	
CONCEPTS AND SKILLS / EVIDENCE	RW.4.3.4. b.	usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.4.3.4.	usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English capitalization,
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.4.3.4. b.	Usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.4.3.4. b. RW.4.3.4. b.i.	Use correct capitalization. (CCSS: L.4.2a)
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  CONTENT	RW.4.3.4. b.i. RW.4.3.4. b.i.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)  Use correct capitalization. (CCSS: L.4.2a)  Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  CONTENT AREA	RW.4.3.4. b.i. RW.4.3.4. b.iv. RW.4.3.	Understand why and how writers use the conventions of standard English grammar,
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.4.3.4. b.i. RW.4.3.4. b.iv. RW.4.3.	Use correct capitalization. (CCSS: L.4.2a)  Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)  Writing and Composition  Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.

INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
INDICATOR	RW.4.3.4. c.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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. d.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
EVIDENCE OUTCOMES	RW.4.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)
EVIDENCE OUTCOMES	RW.4.3.4. 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)
CONTENT AREA	RW.4.4.	Research Inquiry and Design
STANDARD	RW.4.4.1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.4.4.1.	
CONCEPTS AND SKILLS / EVIDENCE	RW.4.4.1. b.	research questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.4.4.1.	research questions.  Evidence Outcomes  Recall relevant information from experiences or gather relevant information from print and digital
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.4.4.1. 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)
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUTCOMES  CONTENT AREA	RW.4.4.1. b.	research questions.  Evidence Outcomes  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)  Research Inquiry and Design  Use a variety of resources to build and communicate knowledge related to open-ended
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.4.4.1. 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)  Research Inquiry and Design  Use a variety of resources to build and communicate knowledge related to open-ended research questions.

### Lesson 10: Unit 4 Summarizing a Reference, p. 75-82

# **Colorado Academic Standards (CAS)**

Grade 4 - Adopted: 2018			
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.	
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.	
STANDARD	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.	
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.	
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	
CONTENT AREA	RW.4.1.	Oral Expression and Listening	
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes	
EVIDENCE OUT COMES	RW.4.1.1. 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)	
INDICATOR	RW.4.1.1. a.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)	
INDICATOR	RW.4.1.1. a.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)	
INDICATOR	RW.4.1.1. a.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)	
INDICATOR	RW.4.1.1. a.iv.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)	
CONTENT AREA	RW.4.1.	Oral Expression and Listening	

STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.1. 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)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.2.	Create a plan to effectively present information both informally and formally.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.2. 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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.4.2.2. a.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)
INDICATOR	RW.4.2.2. a.ii.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.4.2.2. b.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.4.2.2. c.ii.	Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.2. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.4.2.2. d.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
INDICATOR	RW.4.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)
INDICATOR	RW.4.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2.3. 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)
INDICATOR	RW.4.2.3.	Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning

INDICATOR	RW.4.2.3. c.vi.	Infer meaning of words using explanations offered within a text.
INDICATOR	RW.4.2.3. c.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2.3. d.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.4.5)
INDICATOR	RW.4.2.3. d.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. 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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.2.	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.2. 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)
EVIDENCE OUTCOMES	RW.4.3.2. b.	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).
EVIDENCE OUTCOMES	RW.4.3.2. c.	Organize relevant ideas and details to convey a central idea or prove a point.
EVIDENCE OUTCOMES	RW.4.3.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)

EVIDENCE OUTCOMES	RW.4.3.2. e.	Link ideas within categories of information using words and phrases (for example: another, for example, also, because). (CCSS: W.4.2c)
EVIDENCE OUTCOMES	RW.4.3.2. f.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)
EVIDENCE OUTCOMES	RW.4.3.2. g.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
INDICATOR	RW.4.3.4. a.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
INDICATOR	RW.4.3.4. b.i.	Use correct capitalization. (CCSS: L.4.2a)
INDICATOR	RW.4.3.4. b.iv.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)

INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
INDICATOR	RW.4.3.4. c.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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. d.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
EVIDENCE OUTCOMES	RW.4.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)
EVIDENCE OUTCOMES	RW.4.3.4. 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)
CONTENT AREA	RW.4.4.	Research Inquiry and Design
	RW.4.4.	Research Inquiry and Design  Use a variety of resources to build and communicate knowledge related to open-ended research questions.
AREA		Use a variety of resources to build and communicate knowledge related to open-ended
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Use a variety of resources to build and communicate knowledge related to open-ended research questions.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.4.4.1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.  Evidence Outcomes  Recall relevant information from experiences or gather relevant information from print and digital
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.4.4.1. RW.4.4.1. b.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.  Evidence Outcomes  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)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	RW.4.4.1. b. RW.4.4.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.  Evidence Outcomes  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)  Research Inquiry and Design  Use a variety of resources to build and communicate knowledge related to open-ended
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.4.4.1. b. RW.4.4.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.  Evidence Outcomes  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)  Research Inquiry and Design  Use a variety of resources to build and communicate knowledge related to open-ended research questions.

### Lesson 11: Unit 4 Summarizing a Reference, p. 83-92

# Colorado Academic Standards (CAS)

		Grade 4 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.1. 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)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.iv.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.1. 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)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.2.	Create a plan to effectively present information both informally and formally.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.2. 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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.4.2.2. a.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)
INDICATOR	RW.4.2.2. a.ii.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.4.2.2. b.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
		Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		

EVIDENCE OUTCOMES	RW.4.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.4.2.2. c.ii.	Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.2. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.4.2.2. d.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
INDICATOR	RW.4.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)
INDICATOR	RW.4.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. 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)
INDICATOR	RW.4.2.3. c.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)
INDICATOR	RW.4.2.3. c.vi.	Infer meaning of words using explanations offered within a text.

INDICATOR	RW.4.2.3. c.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. d.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.4.5)
INDICATOR	RW.4.2.3. d.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. 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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.2.	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.2. 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)
EVIDENCE OUTCOMES	RW.4.3.2. b.	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).
EVIDENCE OUTCOMES	RW.4.3.2. c.	Organize relevant ideas and details to convey a central idea or prove a point.
EVIDENCE OUTCOMES	RW.4.3.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)

EVIDENCE OUTCOMES	RW.4.3.2. e.	Link ideas within categories of information using words and phrases (for example: another, for example, also, because). (CCSS: W.4.2c)
EVIDENCE OUTCOMES	RW.4.3.2. f.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)
EVIDENCE OUTCOMES	RW.4.3.2. g.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
INDICATOR	RW.4.3.4. a.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
INDICATOR	RW.4.3.4. b.i.	Use correct capitalization. (CCSS: L.4.2a)
INDICATOR	RW.4.3.4. b.iv.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)

INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
INDICATOR	RW.4.3.4. c.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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. d.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
EVIDENCE OUTCOMES	RW.4.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)
EVIDENCE OUTCOMES	RW.4.3.4. 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)
CONTENT AREA	RW.4.4.	Research Inquiry and Design
	RW.4.4.1.	Research Inquiry and Design  Use a variety of resources to build and communicate knowledge related to open-ended research questions.
AREA		Use a variety of resources to build and communicate knowledge related to open-ended
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Use a variety of resources to build and communicate knowledge related to open-ended research questions.
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.4.4.1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.  Evidence Outcomes  Recall relevant information from experiences or gather relevant information from print and digital
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.4.4.1. RW.4.4.1. b.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.  Evidence Outcomes  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)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	RW.4.4.1. b. RW.4.4.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.  Evidence Outcomes  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)  Research Inquiry and Design  Use a variety of resources to build and communicate knowledge related to open-ended
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.4.4.1. b. RW.4.4.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.  Evidence Outcomes  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)  Research Inquiry and Design  Use a variety of resources to build and communicate knowledge related to open-ended research questions.

### Lesson 12: Unit 4 Summarizing a Reference, p. 93-102

# **Colorado Academic Standards (CAS)**

		Grade 4 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.1. 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)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.iv.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.1. 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)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.2.	Create a plan to effectively present information both informally and formally.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.2. 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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.4.2.2. a.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)
INDICATOR	RW.4.2.2. a.ii.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.4.2.2. b.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
		Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		

EVIDENCE OUTCOMES	RW.4.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.4.2.2. c.ii.	Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.2. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.4.2.2. d.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
INDICATOR	RW.4.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)
INDICATOR	RW.4.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. 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)
INDICATOR	RW.4.2.3. c.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)
INDICATOR	RW.4.2.3. c.vi.	Infer meaning of words using explanations offered within a text.

INDICATOR	RW.4.2.3. c.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. d.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.4.5)
INDICATOR	RW.4.2.3. d.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. 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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.2.	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.2. 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)
EVIDENCE OUTCOMES	RW.4.3.2. b.	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).
EVIDENCE OUTCOMES	RW.4.3.2. c.	Organize relevant ideas and details to convey a central idea or prove a point.
EVIDENCE OUTCOMES	RW.4.3.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)

EVIDENCE OUTCOMES	RW.4.3.2. e.	Link ideas within categories of information using words and phrases (for example: another, for example, also, because). (CCSS: W.4.2c)
EVIDENCE OUTCOMES	RW.4.3.2. f.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)
EVIDENCE OUTCOMES	RW.4.3.2. g.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
INDICATOR	RW.4.3.4. a.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)
INDICATOR	RW.4.3.4. a.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
CONTENT	RW.4.3.	Writing and Composition
AREA	100.4.0.	writing and composition
	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
AREA		Understand why and how writers use the conventions of standard English grammar,
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English capitalization,
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES	RW.4.3.4. b.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.4.3.4. b. RW.4.3.4. b.i.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)  Use correct capitalization. (CCSS: L.4.2a)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  CONTENT	RW.4.3.4. b. RW.4.3.4. b.i.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)  Use correct capitalization. (CCSS: L.4.2a)  Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT AREA	RW.4.3.4. b. RW.4.3.4. b.i. RW.4.3.4. b.iv.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)  Use correct capitalization. (CCSS: L.4.2a)  Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)  Writing and Composition  Understand why and how writers use the conventions of standard English grammar,
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.4.3.4. b. RW.4.3.4. b.i. RW.4.3.4. b.iv.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)  Use correct capitalization. (CCSS: L.4.2a)  Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)  Writing and Composition  Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.

INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
INDICATOR	RW.4.3.4. c.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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. d.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
EVIDENCE OUTCOMES	RW.4.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)
EVIDENCE OUTCOMES	RW.4.3.4.	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)
CONTENT	RW.4.4.	Research Inquiry and Design
	RW.4.4.1	Research Inquiry and Design  Use a variety of resources to build and communicate knowledge related to open-ended research questions.
AREA		Use a variety of resources to build and communicate knowledge related to open-ended
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE		Use a variety of resources to build and communicate knowledge related to open-ended research questions.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.4.4.1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.  Evidence Outcomes  Recall relevant information from experiences or gather relevant information from print and digital
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.4.4.1. RW.4.4.1. b.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.  Evidence Outcomes  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)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	RW.4.4.1. b. RW.4.4.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.  Evidence Outcomes  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)  Research Inquiry and Design  Use a variety of resources to build and communicate knowledge related to open-ended
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.4.4.1. b. RW.4.4.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.  Evidence Outcomes  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)  Research Inquiry and Design  Use a variety of resources to build and communicate knowledge related to open-ended research questions.

### Lesson 13: Unit 4 Summarizing a Reference, p. 103-112

# **Colorado Academic Standards (CAS)**

Grade 4 - Adopted: 2018			
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.	
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.	
STANDARD	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.	
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.	
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	
CONTENT AREA	RW.4.1.	Oral Expression and Listening	
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes	
EVIDENCE OUT COMES	RW.4.1.1. 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)	
INDICATOR	RW.4.1.1. a.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)	
INDICATOR	RW.4.1.1. a.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)	
INDICATOR	RW.4.1.1. a.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)	
INDICATOR	RW.4.1.1. a.iv.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)	
CONTENT AREA	RW.4.1.	Oral Expression and Listening	

STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.1. 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)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.2.	Create a plan to effectively present information both informally and formally.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.2. 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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.4.2.2. a.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)
INDICATOR	RW.4.2.2. a.ii.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.4.2.2. b.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.4.2.2. c.ii.	Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.2. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.4.2.2. d.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
INDICATOR	RW.4.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)
INDICATOR	RW.4.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2.3. 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)
INDICATOR	RW.4.2.3.	Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning

INDICATOR	RW.4.2.3. c.vi.	Infer meaning of words using explanations offered within a text.
INDICATOR	RW.4.2.3. c.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2.3. d.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.4.5)
INDICATOR	RW.4.2.3. d.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. 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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.2.	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.2. 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)
EVIDENCE OUTCOMES	RW.4.3.2. b.	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).
EVIDENCE OUTCOMES	RW.4.3.2. c.	Organize relevant ideas and details to convey a central idea or prove a point.
EVIDENCE OUTCOMES	RW.4.3.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)

EVIDENCE OUTCOMES	RW.4.3.2. e.	Link ideas within categories of information using words and phrases (for example: another, for example, also, because). (CCSS: W.4.2c)
EVIDENCE OUTCOMES	RW.4.3.2. f.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)
EVIDENCE OUTCOMES	RW.4.3.2. g.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
INDICATOR	RW.4.3.4. a.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)
INDICATOR	RW.4.3.4. a.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
CONTENT	RW.4.3.	Writing and Composition
AREA	100.4.0.	writing and composition
	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
AREA		Understand why and how writers use the conventions of standard English grammar,
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English capitalization,
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES	RW.4.3.4. b.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.4.3.4. b. RW.4.3.4. b.i.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)  Use correct capitalization. (CCSS: L.4.2a)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  CONTENT	RW.4.3.4. b. RW.4.3.4. b.i.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)  Use correct capitalization. (CCSS: L.4.2a)  Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT AREA	RW.4.3.4. b. RW.4.3.4. b.i. RW.4.3.4. b.iv.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)  Use correct capitalization. (CCSS: L.4.2a)  Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)  Writing and Composition  Understand why and how writers use the conventions of standard English grammar,
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.4.3.4. b. RW.4.3.4. b.i. RW.4.3.4. b.iv.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)  Use correct capitalization. (CCSS: L.4.2a)  Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)  Writing and Composition  Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.

INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
INDICATOR	RW.4.3.4. c.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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. d.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
EVIDENCE OUTCOMES	RW.4.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)
EVIDENCE OUTCOMES	RW.4.3.4.	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)
CONTENT	RW.4.4.	Research Inquiry and Design
	RW.4.4.1	Research Inquiry and Design  Use a variety of resources to build and communicate knowledge related to open-ended research questions.
AREA		Use a variety of resources to build and communicate knowledge related to open-ended
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE		Use a variety of resources to build and communicate knowledge related to open-ended research questions.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.4.4.1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.  Evidence Outcomes  Recall relevant information from experiences or gather relevant information from print and digital
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.4.4.1. RW.4.4.1. b.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.  Evidence Outcomes  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)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	RW.4.4.1. b. RW.4.4.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.  Evidence Outcomes  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)  Research Inquiry and Design  Use a variety of resources to build and communicate knowledge related to open-ended
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.4.4.1. b. RW.4.4.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.  Evidence Outcomes  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)  Research Inquiry and Design  Use a variety of resources to build and communicate knowledge related to open-ended research questions.

### Lesson 14: Unit 5 Writing from Pictures, p. 113-118

# **Colorado Academic Standards (CAS)**

Grade 4 - Adopted: 2018			
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.	
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.	
STANDARD	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.	
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.	
STANDARD	8	Craft narratives using techniques specific to the genre.	
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	
CONTENT AREA	RW.4.1.	Oral Expression and Listening	
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes	
EVIDENCE OUT COMES	RW.4.1.1. 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)	
INDICATOR	RW.4.1.1. a.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)	
INDICATOR	RW.4.1.1. a.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)	
INDICATOR	RW.4.1.1. a.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)	
INDICATOR	RW.4.1.1. a.iv.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)	

CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.2.	Create a plan to effectively present information both informally and formally.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.2. 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)
EVIDENCE OUTCOMES	RW.4.1.2. 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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. 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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.2.	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.2. b.	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.3.	Write engaging, real or imagined narratives using descriptive details and dialogue to convey a sequence of related events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.3. 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)
EVIDENCE OUTCOMES	RW.4.3.3. c.	Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c)

EVIDENCE OUTCOMES	RW.4.3.3. e.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.4.3e)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
INDICATOR	RW.4.3.4. a.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)
INDICATOR	RW.4.3.4. a.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
INDICATOR	RW.4.3.4. b.i.	Use correct capitalization. (CCSS: L.4.2a)
INDICATOR	RW.4.3.4. b.iv.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)

INDICATOR	RW.4.3.4. c.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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. d.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
EVIDENCE OUTCOMES	RW.4.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)
EVIDENCE OUTCOMES	RW.4.3.4. 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)
CONTENT AREA	RW.4.4.	Research Inquiry and Design
STANDARD	RW.4.4.1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.4.1. 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)
CONTENT AREA	RW.4.4.	Research Inquiry and Design
STANDARD	RW.4.4.1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.4.4.1.	
CONCEPTS AND SKILLS / EVIDENCE	RW.4.4.1.  RW.4.4.1. c.	research questions.

Lesson 15: Unit 5 Writing from Pictures, p. 119-124

# **Colorado Academic Standards (CAS)**

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.1. 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)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.iv.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.2.	Create a plan to effectively present information both informally and formally.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.4.1.2. 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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. 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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.2.	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.2. b.	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.3.	Write engaging, real or imagined narratives using descriptive details and dialogue to convey a sequence of related events.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.3. 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)
EVIDENCE OUTCOMES	RW.4.3.3. c.	Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c)
EVIDENCE OUTCOMES	RW.4.3.3. e.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.4.3e)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUT COMES	RW.4.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
INDICATOR	RW.4.3.4. a.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)
INDICATOR	RW.4.3.4. a.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
INDICATOR	RW.4.3.4. b.i.	Use correct capitalization. (CCSS: L.4.2a)
INDICATOR	RW.4.3.4. b.iv.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: $L.4.3$ )
INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
INDICATOR	RW.4.3.4. c.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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.4.3.4. d.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
EVIDENCE OUTCOMES	RW.4.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)
EVIDENCE OUTCOMES	RW.4.3.4. 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)
CONTENT AREA	RW.4.4.	Research Inquiry and Design
STANDARD	RW.4.4.1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.4.1. 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)
CONTENT AREA	RW.4.4.	Research Inquiry and Design
STANDARD	RW.4.4.1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9)
INDICATOR	RW.4.4.1.	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)

## Lesson 16: Unit 5 Writing from Pictures, p. 125-128

# Colorado Academic Standards (CAS)

	Grade 4 - Adopted: 2018		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.	
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.	
CONTENT AREA	RW.4.1.	Oral Expression and Listening	

STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.1. 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)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.iv.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.2.	Create a plan to effectively present information both informally and formally.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.2. 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)
EVIDENCE OUTCOMES	RW.4.1.2. 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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. 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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: $L.4.3$ )
INDICATOR	RW.4.3.4. c.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)

## Lesson 17: Unit 5 Writing from Pictures, p. 129-134

# Colorado Academic Standards (CAS)

		Grade 4 - Adopted: 2018
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.1.1. 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)
INDICATOR	RW.4.1.1. a.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)

INDICATOR	RW.4.1.1. a.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.iv.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.2.	Create a plan to effectively present information both informally and formally.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.2. 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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. 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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.2.	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.2. b.	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.3.	Write engaging, real or imagined narratives using descriptive details and dialogue to convey a sequence of related events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.4.3.3. 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)
EVIDENCE OUTCOMES	RW.4.3.3. c.	Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c)
EVIDENCE OUTCOMES	RW.4.3.3. e.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.4.3e)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
INDICATOR	RW.4.3.4. a.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)
INDICATOR	RW.4.3.4. a.v.	Form and use prepositional phrases. (CCSS: L.4.1e)
INDICATOR	RW.4.3.4. a.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
INDICATOR	RW.4.3.4. b.i.	Use correct capitalization. (CCSS: L.4.2a)
INDICATOR	RW.4.3.4. b.iv.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.4.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: $L.4.3$ )
INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
INDICATOR	RW.4.3.4. c.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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. d.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
EVIDENCE OUTCOMES	RW.4.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)
EVIDENCE OUTCOMES	RW.4.3.4. 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)
CONTENT AREA	RW.4.4.	Research Inquiry and Design
STANDARD	RW.4.4.1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.4.1. 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)
CONTENT AREA	RW.4.4.	Research Inquiry and Design
STANDARD	RW.4.4.1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9)
INDICATOR	RW.4.4.1. c.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)

### Lesson 18: Unit 6 Summarizing Multiple References, p. 135-142

## **Colorado Academic Standards (CAS)**

		Grade <b>4</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	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.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.1. 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)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.iv.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.2.	Create a plan to effectively present information both informally and formally.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.2. 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)

OUTCOMES CONTENT AREA	RW.4.1.2. c. RW.4.2.	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)  Reading for All Purposes
AREA	RW.4.2.	Reading for All Purposes
STANDARD F	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
	RW.4.2.3. 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)
CONTENT F AREA	RW.4.3.	Writing and Composition
STANDARD F	RW.4.3.2.	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
	RW.4.3.2. b.	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).
CONTENT F AREA	RW.4.3.	Writing and Composition
ST AND ARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
	RW.4.3.4.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
	RW.4.3.4. a.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
CONTENT F AREA	RW.4.3.	Writing and Composition
STANDARD F	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
	RW.4.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)

INDICATOR	RW.4.3.4. c.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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. d.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
CONTENT AREA	RW.4.4.	Research Inquiry and Design
STANDARD	RW.4.4.1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.4.1. 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)
CONTENT AREA	RW.4.4.	Research Inquiry and Design
STANDARD	RW.4.4.1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9)
INDICATOR	RW.4.4.1. c.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)

## Lesson 19: Unit 6 Summarizing Multiple References, p. 143-148

# Colorado Academic Standards (CAS)

	Grade 4 - Adopted: 2018		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.	

STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.1. 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: $SL.4.1$ )
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.iv.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.2.	Create a plan to effectively present information both informally and formally.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.2. 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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS /		Evidence Outcomes
EVIDENCE OUT COMES		

EVIDENCE OUTCOMES	RW.4.2.3. 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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.2.	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.2. 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)
EVIDENCE OUTCOMES	RW.4.3.2. b.	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).
EVIDENCE OUTCOMES	RW.4.3.2. c.	Organize relevant ideas and details to convey a central idea or prove a point.
EVIDENCE OUTCOMES	RW.4.3.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)
EVIDENCE OUTCOMES	RW.4.3.2. e.	Link ideas within categories of information using words and phrases (for example: another, for example, also, because). (CCSS: W.4.2c)
EVIDENCE OUTCOMES	RW.4.3.2. f.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)
EVIDENCE OUTCOMES	RW.4.3.2. g.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
INDICATOR	RW.4.3.4. a.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)
INDICATOR	RW.4.3.4. a.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)

CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
INDICATOR	RW.4.3.4. b.i.	Use correct capitalization. (CCSS: L.4.2a)
INDICATOR	RW.4.3.4. b.iv.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
INDICATOR	RW.4.3.4. c.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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. d.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
EVIDENCE OUTCOMES	RW.4.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)

EVIDENCE OUTCOMES	RW.4.3.4. 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)
CONTENT AREA	RW.4.4.	Research Inquiry and Design
STANDARD	RW.4.4.1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.4.1. 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)
CONTENT AREA	RW.4.4.	Research Inquiry and Design
STANDARD	RW.4.4.1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9)
INDICATOR	RW.4.4.1. c.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)

## Lesson 20: Unit 6 Summarizing Multiple References, p. 149-162

## **Colorado Academic Standards (CAS)**

Grade <b>4</b> - Adopted: <b>2018</b>		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	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.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.

CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.1.1. 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)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.iv.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.1. 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)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.2.	Create a plan to effectively present information both informally and formally.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.2. 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)
EVIDENCE OUTCOMES	RW.4.1.2. 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)
CONTENT AREA	RW.4.2.	Reading for All Purposes

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.4.2.2. a.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)
INDICATOR	RW.4.2.2. a.ii.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.4.2.2. b.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.4.2.2. c.ii.	Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.2. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.4.2.2. d.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2.3. b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
INDICATOR	RW.4.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)
INDICATOR	RW.4.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2.3. 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)
INDICATOR	RW.4.2.3. c.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)
INDICATOR	RW.4.2.3. c.vi.	Infer meaning of words using explanations offered within a text.
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. 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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.2.	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.2. b.	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).

CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: $L.4.1$ )
INDICATOR	RW.4.3.4. a.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
INDICATOR	RW.4.3.4. c.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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. d.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
CONTENT AREA	RW.4.4.	Research Inquiry and Design
STANDARD	RW.4.4.1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.4.1. 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)
CONTENT AREA	RW.4.4.	Research Inquiry and Design

STANDARD	RW.4.4.1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9)
INDICATOR	RW.4.4.1. c.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)

## Lesson 21: Unit 6 Summarizing Multiple References, p. 163-170

## **Colorado Academic Standards (CAS)**

		Grade 4 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.1. 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)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)

INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.iv.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.2.	Create a plan to effectively present information both informally and formally.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.2. 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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. 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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.2.	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.2. 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)
EVIDENCE OUTCOMES	RW.4.3.2. b.	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).
EVIDENCE OUTCOMES	RW.4.3.2. c.	Organize relevant ideas and details to convey a central idea or prove a point.
		Develop the topic with facts, definitions, concrete details, quotations, or other information and

EVIDENCE OUTCOMES	RW.4.3.2. e.	Link ideas within categories of information using words and phrases (for example: another, for example, also, because). (CCSS: W.4.2c)
EVIDENCE OUTCOMES	RW.4.3.2. f.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)
EVIDENCE OUTCOMES	RW.4.3.2. g.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
INDICATOR	RW.4.3.4. a.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)
INDICATOR	RW.4.3.4. a.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
CONTENT	RW.4.3.	Writing and Composition
AREA	100.4.0.	writing and composition
	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
AREA		Understand why and how writers use the conventions of standard English grammar,
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English capitalization,
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES	RW.4.3.4. b.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.4.3.4. b. RW.4.3.4. b.i.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)  Use correct capitalization. (CCSS: L.4.2a)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  CONTENT	RW.4.3.4. b. RW.4.3.4. b.i.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)  Use correct capitalization. (CCSS: L.4.2a)  Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT AREA	RW.4.3.4. b. RW.4.3.4. b.i. RW.4.3.4. b.iv.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)  Use correct capitalization. (CCSS: L.4.2a)  Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)  Writing and Composition  Understand why and how writers use the conventions of standard English grammar,
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.4.3.4. b. RW.4.3.4. b.i. RW.4.3.4. b.iv.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)  Use correct capitalization. (CCSS: L.4.2a)  Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)  Writing and Composition  Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.

INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
INDICATOR	RW.4.3.4. c.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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. d.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
EVIDENCE OUTCOMES	RW.4.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)
EVIDENCE OUTCOMES	RW.4.3.4.	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)
CONTENT	RW.4.4.	Research Inquiry and Design
	RW.4.4.1	Research Inquiry and Design  Use a variety of resources to build and communicate knowledge related to open-ended research questions.
AREA		Use a variety of resources to build and communicate knowledge related to open-ended
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE		Use a variety of resources to build and communicate knowledge related to open-ended research questions.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.4.4.1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.  Evidence Outcomes  Recall relevant information from experiences or gather relevant information from print and digital
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.4.4.1. RW.4.4.1. b.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.  Evidence Outcomes  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)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	RW.4.4.1. b. RW.4.4.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.  Evidence Outcomes  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)  Research Inquiry and Design  Use a variety of resources to build and communicate knowledge related to open-ended
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.4.4.1. b. RW.4.4.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.  Evidence Outcomes  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)  Research Inquiry and Design  Use a variety of resources to build and communicate knowledge related to open-ended research questions.

### Lesson 22: Unit 6 Summarizing Multiple References, p. 171-184

# **Colorado Academic Standards (CAS)**

		Grade <b>4</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	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.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.1.1. 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)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.iv.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.1. 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)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.2.	Create a plan to effectively present information both informally and formally.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.2. 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)
EVIDENCE OUTCOMES	RW.4.1.2. 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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.4.2.2. a.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)
INDICATOR	RW.4.2.2. a.ii.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.4.2.2. b.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.4.2.2. c.ii.	Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.2. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.4.2.2. d.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
INDICATOR	RW.4.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)
INDICATOR	RW.4.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2.3. 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)
INDICATOR	RW.4.2.3.	Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning

INDICATOR	RW.4.2.3. c.vi.	Infer meaning of words using explanations offered within a text.
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. 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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.2.	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.2. b.	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
INDICATOR	RW.4.3.4. a.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)
INDICATOR	RW.4.3.4. a.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
CONTENT	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes

INDICATOR	RW.4.3.4. c.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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. d.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
CONTENT AREA	RW.4.4.	Research Inquiry and Design
STANDARD	RW.4.4.1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.4.1. 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)
CONTENT AREA	RW.4.4.	Research Inquiry and Design
STANDARD	RW.4.4.1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9)
INDICATOR	RW.4.4.1. c.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)

## Lesson 23: Unit 6 Summarizing Multiple References, p. 185-191

# Colorado Academic Standards (CAS)

Grade <b>4</b> - Adopted: <b>2018</b>		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	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.

STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.1. 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)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.iv.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.2.	Create a plan to effectively present information both informally and formally.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.2. 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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE	RW.4.2.3.	Acquire and use accurately grade-appropriate general academic and domain-specific words and
OUTCOMES	e.	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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.2.	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.2. 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)
EVIDENCE OUTCOMES	RW.4.3.2. b.	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).
EVIDENCE OUTCOMES	RW.4.3.2. c.	Organize relevant ideas and details to convey a central idea or prove a point.
EVIDENCE OUTCOMES	RW.4.3.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)
EVIDENCE OUTCOMES	RW.4.3.2. e.	Link ideas within categories of information using words and phrases (for example: another, for example, also, because). (CCSS: W.4.2c)
EVIDENCE OUTCOMES	RW.4.3.2. f.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)
EVIDENCE OUTCOMES	RW.4.3.2. g.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
INDICATOR	RW.4.3.4. a.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)
INDICATOR	RW.4.3.4. a.v.	Form and use prepositional phrases. (CCSS: L.4.1e)

INDICATOR	RW.4.3.4. a.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
INDICATOR	RW.4.3.4. b.i.	Use correct capitalization. (CCSS: L.4.2a)
INDICATOR	RW.4.3.4. b.iv.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
INDICATOR	RW.4.3.4. c.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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
00100111120		

EVIDENCE OUTCOMES	RW.4.3.4. 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)
CONTENT AREA	RW.4.4.	Research Inquiry and Design
STANDARD	RW.4.4.1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9)
INDICATOR	RW.4.4.1. c.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)

## Lesson 24: Unit 7 Inventive Writing, p. 191-196

# Colorado Academic Standards (CAS)

Grade <b>4</b> - Adopted: <b>2018</b>		
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	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.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.1. 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)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
INDICATOR	RW.4.1.1. a.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)

INDICATOR	RW.4.1.1. a.iv.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.2.	Create a plan to effectively present information both informally and formally.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.2. 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)
EVIDENCE OUTCOMES	RW.4.1.2. 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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. 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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE		
OUTCOMES	RW.4.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
OUTCOMES	a. RW.4.3.4.	when writing or speaking. (CCSS: L.4.1)  Order adjectives within sentences according to conventional patterns (for example: a small red
OUT COMES  INDICATOR  CONTENT	RW.4.3.4. a.iv.	when writing or speaking. (CCSS: L.4.1)  Order adjectives within sentences according to conventional patterns (for example: a small red bag rather than a red small bag). (CCSS: L.4.1d)
OUT COMES  INDICATOR  CONTENT AREA	RW.4.3.4. a.iv.	when writing or speaking. (CCSS: L.4.1)  Order adjectives within sentences according to conventional patterns (for example: a small red bag rather than a red small bag). (CCSS: L.4.1d)  Writing and Composition  Understand why and how writers use the conventions of standard English grammar,

INDICATOR	RW.4.3.4. c.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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)
EVIDENCE OUTCOMES	RW.4.3.4. 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)

### Lesson 25: Unit 7 Inventive Writing, p. 197-202

# Colorado Academic Standards (CAS)

		Grade 4 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.4.1.1. 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)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.iv.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.2.	Create a plan to effectively present information both informally and formally.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.2. 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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2.3. 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)
INDICATOR	RW.4.2.3. c.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2.3. d.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: $L.4.5$ )

STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONTENT AREA	RW.4.3.	Writing and Composition
EVIDENCE OUTCOMES	RW.4.3.2. g.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)
EVIDENCE OUTCOMES	RW.4.3.2. f.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)
EVIDENCE OUTCOMES	RW.4.3.2. e.	Link ideas within categories of information using words and phrases (for example: another, for example, also, because). (CCSS: W.4.2c)
EVIDENCE OUTCOMES	RW.4.3.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)
EVIDENCE OUTCOMES	RW.4.3.2. c.	Organize relevant ideas and details to convey a central idea or prove a point.
EVIDENCE OUTCOMES	RW.4.3.2. b.	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).
EVIDENCE OUTCOMES	RW.4.3.2. 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)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
STANDARD	RW.4.3.2.	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.
CONTENT AREA	RW.4.3.	Writing and Composition
EVIDENCE OUTCOMES	RW.4.2.3. 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)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONTENT AREA	RW.4.2.	Reading for All Purposes
INDICATOR	RW.4.2.3. d.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)

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: $L.4.1$ )
INDICATOR	RW.4.3.4. a.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)
INDICATOR	RW.4.3.4. a.v.	Form and use prepositional phrases. (CCSS: L.4.1e)
INDICATOR	RW.4.3.4. a.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
INDICATOR	RW.4.3.4. b.i.	Use correct capitalization. (CCSS: L.4.2a)
INDICATOR	RW.4.3.4. b.iv.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
INDICATOR	RW.4.3.4. c.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)
CONTENT AREA	RW.4.3.	Writing and Composition

STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. d.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
EVIDENCE OUTCOMES	RW.4.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)
EVIDENCE OUTCOMES	RW.4.3.4. 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)
CONTENT AREA	RW.4.4.	Research Inquiry and Design
STANDARD	RW.4.4.1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.4.1. 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)

### Lesson 26: Unit 7 Inventive Writing, p. 203-210

### **Colorado Academic Standards (CAS)**

		Grade 4 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

CONTENT	RW.4.1.	Oral Expression and Listening
AREA		

STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.1. 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)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.iv.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.2.	Create a plan to effectively present information both informally and formally.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.2. 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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	
		Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		
AND SKILLS / EVIDENCE	RW.4.2.3. e.	to decode multisyllable words and determine the meaning of unknown words.
AND SKILLS / EVIDENCE OUTCOMES	RW.4.2.3.	Evidence Outcomes  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,

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.2. 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)
EVIDENCE OUTCOMES	RW.4.3.2. b.	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).
EVIDENCE OUTCOMES	RW.4.3.2. c.	Organize relevant ideas and details to convey a central idea or prove a point.
EVIDENCE OUTCOMES	RW.4.3.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)
EVIDENCE OUTCOMES	RW.4.3.2. e.	Link ideas within categories of information using words and phrases (for example: another, for example, also, because). (CCSS: W.4.2c)
EVIDENCE OUTCOMES	RW.4.3.2. f.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)
EVIDENCE OUTCOMES	RW.4.3.2. g.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
INDICATOR	RW.4.3.4. a.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)
INDICATOR	RW.4.3.4. a.v.	Form and use prepositional phrases. (CCSS: L.4.1e)
INDICATOR	RW.4.3.4. a.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.

EVIDENCE OUTCOMES	RW.4.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
INDICATOR	RW.4.3.4. b.i.	Use correct capitalization. (CCSS: L.4.2a)
INDICATOR	RW.4.3.4. b.iv.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
INDICATOR	RW.4.3.4. c.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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. d.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
EVIDENCE OUTCOMES	RW.4.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)
EVIDENCE OUTCOMES	RW.4.3.4. 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)
CONTENT AREA	RW.4.4.	Research Inquiry and Design
STANDARD	RW.4.4.1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.4.4.1. 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)
CONTENT AREA	RW.4.4.	Research Inquiry and Design
STANDARD	RW.4.4.1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9)
INDICATOR	RW.4.4.1. c.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)

### Lesson 27: Unit 7 Inventive Writing, p. 211-218

# Colorado Academic Standards (CAS)

Grade <b>4</b> - Adopted: <b>2018</b>		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.1. 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)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
INDICATOR	RW.4.1.1. a.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)

INDICATOR	RW.4.1.1. a.iv.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.2.	Create a plan to effectively present information both informally and formally.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.2. 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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2.3. d.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.4.5)
INDICATOR	RW.4.2.3. d.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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. 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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.2.	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.2. b.	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).

CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
INDICATOR	RW.4.3.4. a.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)
INDICATOR	RW.4.3.4. a.v.	Form and use prepositional phrases. (CCSS: L.4.1e)
INDICATOR	RW.4.3.4. a.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
INDICATOR	RW.4.3.4. b.i.	Use correct capitalization. (CCSS: L.4.2a)
INDICATOR	RW.4.3.4. b.iv.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
INDICATOR	RW.4.3.4. c.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)

CONTENT	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. d.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
EVIDENCE OUTCOMES	RW.4.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)
EVIDENCE OUTCOMES	RW.4.3.4. 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)

### Lesson 28: Unit 7 Inventive Writing, p. 219-226

### **Colorado Academic Standards (CAS)**

		Grade <b>4</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.1. 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)

INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.iv.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.2.	Create a plan to effectively present information both informally and formally.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.2. 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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. 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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.2.	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.2. 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)
EVIDENCE OUTCOMES	RW.4.3.2. b.	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).

EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  INDICATOR  CONTENT AREA	RW.4.3.2. d.  RW.4.3.2. e.  RW.4.3.2. f.  RW.4.3.2. g.  RW.4.3.4.  RW.4.3.4.  RW.4.3.4. a.iv.	Organize relevant ideas and details to convey a central idea or prove a point.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)  Link ideas within categories of information using words and phrases (for example: another, for example, also, because). (CCSS: W.4.2c)  Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)  Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)  Writing and Composition  Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)  Order adjectives within sentences according to conventional patterns (for example: a small red bag rather than a red small bag). (CCSS: L.4.1d)
EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  INDICATOR  INDICATOR  CONTENT	d.  RW.4.3.2. e.  RW.4.3.2. f.  RW.4.3.4.  RW.4.3.4.  RW.4.3.4.	Evidence Outcomes  Link ideas within categories of information using words and phrases (for example: another, for example, also, because). (CCSS: W.4.2c)  Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)  Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)  Writing and Composition  Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)  Order adjectives within sentences according to conventional patterns (for example: a small red
EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  INDICATOR  INDICATOR  CONTENT	e.  RW.4.3.2. f.  RW.4.3.2. g.  RW.4.3.4.  RW.4.3.4.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)  Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)  Writing and Composition  Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)  Order adjectives within sentences according to conventional patterns (for example: a small red
EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  INDICATOR  INDICATOR  CONTENT	f.  RW.4.3.2. g.  RW.4.3.4.  RW.4.3.4. a.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)  Writing and Composition  Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)  Order adjectives within sentences according to conventional patterns (for example: a small red
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS I EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  INDICATOR  CONTENT	g.  RW.4.3.4.  RW.4.3.4.  a.  RW.4.3.4.	Writing and Composition  Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)  Order adjectives within sentences according to conventional patterns (for example: a small red
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  INDICATOR  CONTENT	RW.4.3.4. a. RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)  Order adjectives within sentences according to conventional patterns (for example: a small red
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  INDICATOR  CONTENT	RW.4.3.4. a.	usage, and mechanics to clarify their meaning.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)  Order adjectives within sentences according to conventional patterns (for example: a small red
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  INDICATOR  CONTENT	a. RW.4.3.4.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)  Order adjectives within sentences according to conventional patterns (for example: a small red
INDICATOR  INDICATOR  INDICATOR  CONTENT	a. RW.4.3.4.	when writing or speaking. (CCSS: L.4.1)  Order adjectives within sentences according to conventional patterns (for example: a small red
INDICATOR  INDICATOR  CONTENT		
INDICATOR		
CONTENT	RW.4.3.4. a.v.	Form and use prepositional phrases. (CCSS: L.4.1e)
	RW.4.3.4. a.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
AKEA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
INDICATOR	RW.4.3.4. b.i.	Use correct capitalization. (CCSS: L.4.2a)
INDICATOR	RW.4.3.4. b.iv.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)
CONTENT AREA	RW.4.3.	Writing and Composition

STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
INDICATOR	RW.4.3.4. c.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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. d.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
EVIDENCE OUTCOMES	RW.4.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)
EVIDENCE OUTCOMES	RW.4.3.4. 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)
CONTENT AREA	RW.4.4.	Research Inquiry and Design
STANDARD	RW.4.4.1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.4.1. 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)
CONTENT AREA	RW.4.4.	Research Inquiry and Design
STANDARD	RW.4.4.1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9)
INDICATOR	RW.4.4.1. c.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)

Lesson 29: Unit 7 Inventive Writing, p. 227-234

### **Colorado Academic Standards (CAS)**

		Language Arts
		Grade 4 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	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.
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.1.1. 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)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.iv.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.2.	Create a plan to effectively present information both informally and formally.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.4.1.2. 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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. 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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
INDICATOR	RW.4.3.4. a.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)
INDICATOR	RW.4.3.4. a.v.	Form and use prepositional phrases. (CCSS: L.4.1e)
INDICATOR	RW.4.3.4. a.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
INDICATOR	RW.4.3.4. b.i.	Use correct capitalization. (CCSS: L.4.2a)
INDICATOR	RW.4.3.4. b.iv.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)

CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: $L.4.3$ )
INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
INDICATOR	RW.4.3.4. c.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)
CONTENT AREA	RW.4.3.	Writing and Composition
	RW.4.3.4.	Writing and Composition  Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
AREA		Understand why and how writers use the conventions of standard English grammar,
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.

Lesson 30: Unit 7 Inventive Writing, p. 235-239

## Colorado Academic Standards (CAS)

Grade <b>4</b> - Adopted: <b>2018</b>			
CONTENT		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.	
STANDARD	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.	
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.	

STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.1. 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)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
INDICATOR	RW.4.1.1. a.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)
INDICATOR	RW.4.1.1. a.iv.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1.2.	Create a plan to effectively present information both informally and formally.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1.2. 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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2.3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. 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)

CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.2.	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.2. 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)
EVIDENCE OUTCOMES	RW.4.3.2. b.	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).
EVIDENCE OUTCOMES	RW.4.3.2. c.	Organize relevant ideas and details to convey a central idea or prove a point.
EVIDENCE OUTCOMES	RW.4.3.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)
EVIDENCE OUTCOMES	RW.4.3.2. e.	Link ideas within categories of information using words and phrases (for example: another, for example, also, because). (CCSS: W.4.2c)
EVIDENCE OUTCOMES	RW.4.3.2. f.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)
EVIDENCE OUTCOMES	RW.4.3.2. g.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
INDICATOR	RW.4.3.4. a.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)
INDICATOR	RW.4.3.4. a.v.	Form and use prepositional phrases. (CCSS: L.4.1e)
INDICATOR	RW.4.3.4. a.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
CONTENT AREA	RW.4.3.	Writing and Composition

STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
INDICATOR	RW.4.3.4. b.i.	Use correct capitalization. (CCSS: L.4.2a)
INDICATOR	RW.4.3.4. b.iv.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
INDICATOR	RW.4.3.4. c.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)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. d.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
EVIDENCE OUTCOMES	RW.4.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)
EVIDENCE OUTCOMES	RW.4.3.4. 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)
CONTENT AREA	RW.4.4.	Research Inquiry and Design

STANDARD	RW.4.4.1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.4.1. 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)
CONTENT AREA	RW.4.4.	Research Inquiry and Design
STANDARD	RW.4.4.1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9)
INDICATOR	RW.4.4.1. c.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)