Colorado Academic Standards (CAS)
Language Arts
Grade: **4** - Adopted: **2018**

CONTENT AREA		**Prepared Graduates in Reading, Writing, and Communicating**
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.

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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) |

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| INDICATOR | RW.4.1.1. a.ii. | Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b) |

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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)

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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)

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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)

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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)

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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) |

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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)

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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)

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INDICATOR	RW.4.2.3. c.iii.	Read and understand words with common prefixes (for example: un-, re-, dis-) and derivational suffixes (for example: -ful, -ly, -ness).

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INDICATOR	RW.4.2.3. c.v.	Read multisyllabic words with and without inflectional and derivational suffixes.

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INDICATOR	RW.4.2.3.c.vi.	Infer meaning of words using explanations offered within a text.

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INDICATOR	RW.4.2.3.c.vi.	Infer meaning of words using explanations offered within a text.

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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)

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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) **Fix It! Grammar** Week 01 Week 02 Week 03 Week 04 Week 05 Week 06 Week 07 Week 08 Week 09 Week 10 Week 11 Week 12 Week 13 Week 14 Week 15 Week 16 Week 17 Week 18 Week 19 Week 20 Week 21 Week 22 Week 23 Week 24 Week 25 Week 26 Week 27 Week 28 Week 29 Week 30

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)

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INDICATOR	RW.4.3.4. a.v.	Form and use prepositional phrases. (CCSS: L.4.1e)

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INDICATOR	RW.4.3.4. a.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)

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INDICATOR	RW.4.3.4. a.ix.	Correctly use frequently confused words (for example: to, too, two; there, their). (CCSS: L.4.1g)

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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) **Fix It! Grammar** Week 01 Week 02 Week 03 Week 04 Week 05 Week 06 Week 07 Week 08 Week 09 Week 10 Week 11 Week 12 Week 13 Week 14 Week 15 Week 16 Week 17 Week 18 Week 19 Week 20 Week 21 Week 22 Week 23 Week 24 Week 25 Week 26 Week 27 Week 28 Week 29 Week 30
INDICATOR	RW.4.3.4.b.ii.	Use commas and quotation marks to mark direct speech and quotations from a text. (CCSS: L.4.2b) **Fix It! Grammar** Week 12 Week 16 Week 18 Week 20 Week 28
INDICATOR	RW.4.3.4.b.iii.	Use a comma before a coordinating conjunction in a compound sentence. (CCSS: L.4.2c) **Fix It! Grammar** Week 13

INDICATOR	RW.4.3.4. b.iv.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)

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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)

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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)

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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)

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