

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

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	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	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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES RW.4.1.1. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, b. 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. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and a. 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. Differentiate between contexts that call for formal English (for example: presenting ideas) and situations where c. 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 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)

INDICATOR	RW.4.2.2. b.ii.	Describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (CCSS: RI.4.5)
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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.i.	Interpret information presented visually, orally, or quantitatively (for example: in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (CCSS: RI.4.7)
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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)
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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)
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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)

INDICATOR	RW.4.2.3.c.vi.	Infer meaning of words using explanations offered within a text.
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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)
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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.c.	Organize relevant ideas and details to convey a central idea or prove a point.
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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)
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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)

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)

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	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.

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.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)
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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.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)

INDICATOR RW.4.2.2. b.ii. Describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (CCSS: RI.4.5)

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.i. Interpret information presented visually, orally, or quantitatively (for example: in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (CCSS: RI.4.7)

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.

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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES RW.4.2.3. 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.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.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. f. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS: W.4.6)

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)

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

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	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.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)
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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.a.	Use Key Ideas and Details to:
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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)
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INDICATOR	RW.4.2.1. a.ii.	Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.2)
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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)
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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).
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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.b.	Use Craft and Structure to:
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INDICATOR	RW.4.2.1. b.iii.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCSS: RL.4.6)
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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:
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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)
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.4.3.3.	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. b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b)
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. d.	Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d)
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 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 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.
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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.f.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS: W.4.6)
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.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)

UNIT 2: WRITING FROM NOTES Week 4 Page 31-38

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	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	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. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, b. 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. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and a. 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. Differentiate between contexts that call for formal English (for example: presenting ideas) and situations where c. 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 OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES **RW.4.2.1.a.** **Use Key Ideas and Details to:**

INDICATOR RW.4.2.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences a.i. from the text. (CCSS: RL.4.1)

INDICATOR RW.4.2.1. Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.2) a.ii.

INDICATOR RW.4.2.1. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for a.iii. example: a character's thoughts, words, or actions). (CCSS: RL.4.3)

INDICATOR RW.4.2.1. Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict a.iv. 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.b.	Use Craft and Structure to:
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INDICATOR	RW.4.2.1.b.iii.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCSS: RL.4.6)
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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:
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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)
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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)
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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. Infer meaning of words using explanations offered within a text. c.vi.
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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. 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)
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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. 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)
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EVIDENCE OUTCOMES	RW.4.3.3. Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b)
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EVIDENCE OUTCOMES	RW.4.3.3. Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c)
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EVIDENCE OUTCOMES	RW.4.3.3. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d)
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EVIDENCE OUTCOMES	RW.4.3.3. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.4.3e)
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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.a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
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INDICATOR	RW.4.3.4. Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f) a.viii.
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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)
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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.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
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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.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)
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EVIDENCE OUTCOMES	RW.4.3.4.f.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS: W.4.6)
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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)
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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)
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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)
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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)
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UNIT 2: WRITING FROM NOTES Week 5 Page 39-46

**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	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.
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.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 OUTCOMES	RW.4.2.2.a.	Use Key Ideas and Details to:
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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)
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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)
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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:
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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)
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INDICATOR	RW.4.2.2.b.ii.	Describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (CCSS: RI.4.5)
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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:
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INDICATOR	RW.4.2.2.c.i.	Interpret information presented visually, orally, or quantitatively (for example: in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (CCSS: RI.4.7)
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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)
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CONTENT AREA **RW.4.2. Reading for All Purposes**

STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.4.2. 2.d.	Use Range of Reading and Complexity of Text to:
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.4.2. 3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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.vi.	Infer meaning of words using explanations offered within a text.
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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)
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EVIDENCE OUTCOMES	RW.4.3.2. b.	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).
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EVIDENCE OUTCOMES	RW.4.3.2. c.	Organize relevant ideas and details to convey a central idea or prove a point.
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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)
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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)
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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.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
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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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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)
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INDICATOR	RW.4.3.4. Use correct capitalization. (CCSS: L.4.2a) b.i.
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INDICATOR	RW.4.3.4. Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d) b.iv.
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.4.3.4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
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INDICATOR	RW.4.3.4. Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a) c.i.
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INDICATOR	RW.4.3.4. Choose punctuation for effect. (CCSS: L.4.3b) c.ii.
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INDICATOR	RW.4.3.4. 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) c.iii.
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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) d.
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EVIDENCE OUTCOMES	RW.4.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5) e.
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EVIDENCE OUTCOMES	RW.4.3.4. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS: W.4.6) f.
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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) g.
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES RW.4.4.1. 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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.4.4.1.c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9)
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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)

UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 47-52

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 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 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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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
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.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.ii.	Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.2)

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)
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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).
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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.b.	Use Craft and Structure to:

INDICATOR	RW.4.2.1. b.iii.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCSS: RL.4.6)
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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.
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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.4.3.3.	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.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b)
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.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d)
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 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 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. f.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS: W.4.6)
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)
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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)
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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)
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UNIT 3: RETELLING NARRATIVE STORIES Week 7 Page 53-60

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	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	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.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)
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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.a.	Use Key Ideas and Details to:
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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)
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INDICATOR	RW.4.2.1. a.ii.	Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.2)
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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)
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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).
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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.b.	Use Craft and Structure to:
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INDICATOR	RW.4.2.1. b.iii.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCSS: RL.4.6)
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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:
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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)
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.4.3.3.	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. b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b)
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. d.	Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d)
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 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 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.f.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS: W.4.6)
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.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)
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UNIT 3: RETELLING NARRATIVE STORIES Week 8 Page 61-70

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	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	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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES RW.4.1.1. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, b. 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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES RW.4.1.2. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and a. 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. Differentiate between contexts that call for formal English (for example: presenting ideas) and situations where c. 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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.4.2.1.a.	Use Key Ideas and Details to:
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INDICATOR RW.4.2.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences a.i. from the text. (CCSS: RL.4.1)

INDICATOR RW.4.2.1. Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.2) a.ii.

INDICATOR RW.4.2.1. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for a.iii. example: a character's thoughts, words, or actions). (CCSS: RL.4.3)

INDICATOR RW.4.2.1. Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict a.iv. is resolved).

CONTENT AREA RW.4.2. Reading for All Purposes

STANDARD	RW.4.2.1.	Apply strategies to comprehend and interpret literary texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.4.2.1.b.	Use Craft and Structure to:
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INDICATOR	RW.4.2.1.b.iii.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCSS: RL.4.6)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.4.2.1.d.	Use Range of Reading and Complexity of Text to:
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.4.2.3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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.vi.	Infer meaning of words using explanations offered within a text.
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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. 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. 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. Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b)

EVIDENCE OUTCOMES RW.4.3.3. Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c)

EVIDENCE OUTCOMES RW.4.3.3. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d)

EVIDENCE OUTCOMES RW.4.3.3. 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 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.
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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 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.f.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS: W.4.6)
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. 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)
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INDICATOR RW.4.4.1. 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)

UNIT 4: SUMMARIZING A REFERENCE Week 10 Page 81-90

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

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

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. 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)
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CONTENT AREA **RW.4.2. Reading for All Purposes**

STANDARD	RW.4.2. 2.	Apply strategies to comprehend and interpret informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.4.2. 2.a.	Use Key Ideas and Details to:
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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)
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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)
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CONTENT AREA **RW.4.2. Reading for All Purposes**

STANDARD	RW.4.2. 2.	Apply strategies to comprehend and interpret informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.4.2. 2.b.	Use Craft and Structure to:
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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)
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INDICATOR	RW.4.2.2. b.ii.	Describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (CCSS: RI.4.5)
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CONTENT AREA **RW.4.2. Reading for All Purposes**

STANDARD	RW.4.2. 2.	Apply strategies to comprehend and interpret informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.4.2. 2.c.	Use Integration of Knowledge and Ideas to:
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INDICATOR	RW.4.2.2. c.i.	Interpret information presented visually, orally, or quantitatively (for example: in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (CCSS: RI.4.7)
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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)
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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.iii. Read and understand words with common prefixes (for example: un-, re-, dis-) and derivational suffixes (for example: -ful, -ly, -ness).

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

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. 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.f. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.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.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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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INDICATOR	RW.4.3.4. b.i.	Use correct capitalization. (CCSS: L.4.2a)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.4.3.4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
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INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
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INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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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EVIDENCE OUTCOMES	RW.4.3.4. f.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS: W.4.6)
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES RW.4.4.1. 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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.4.4.1.c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9)
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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)

UNIT 4: SUMMARIZING A REFERENCE Week 11 Page 91-96

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

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

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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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.4.2. **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.a.	Use Key Ideas and Details to:
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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)
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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)
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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:
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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)
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INDICATOR	RW.4.2.2.b.ii.	Describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (CCSS: RI.4.5)
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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:
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INDICATOR	RW.4.2.2.c.i.	Interpret information presented visually, orally, or quantitatively (for example: in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (CCSS: RI.4.7)
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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)
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CONTENT AREA **RW.4.2. Reading for All Purposes**

STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.4.2. 2.d.	Use Range of Reading and Complexity of Text to:
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.4.2. 3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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.vi.	Infer meaning of words using explanations offered within a text.
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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)
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EVIDENCE OUTCOMES	RW.4.3.2. b.	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).
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EVIDENCE OUTCOMES	RW.4.3.2. c.	Organize relevant ideas and details to convey a central idea or prove a point.
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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)
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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)
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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.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
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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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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)
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INDICATOR	RW.4.3.4. Use correct capitalization. (CCSS: L.4.2a) b.i.
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INDICATOR	RW.4.3.4. Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d) b.iv.
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.4.3.4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
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INDICATOR	RW.4.3.4. Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a) c.i.
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INDICATOR	RW.4.3.4. Choose punctuation for effect. (CCSS: L.4.3b) c.ii.
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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) d.
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EVIDENCE OUTCOMES	RW.4.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5) e.
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EVIDENCE OUTCOMES	RW.4.3.4. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS: W.4.6) f.
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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) g.
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)

UNIT 4: SUMMARIZING A REFERENCE Week 12 Page 97-104

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

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

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. 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.4.2. Reading for All Purposes**

STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
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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)
INDICATOR	RW.4.2.2. b.ii.	Describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (CCSS: RI.4.5)
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.i.	Interpret information presented visually, orally, or quantitatively (for example: in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (CCSS: RI.4.7)
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:
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.4.2.3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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.vi.	Infer meaning of words using explanations offered within a text.
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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.f. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.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.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 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)

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.f. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS: W.4.6)

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)
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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)
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UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 71-80

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

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

STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
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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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STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
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STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
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STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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CONTENT AREA **RW.4.2. Reading for All Purposes**

STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.4.2.2.a.	Use Key Ideas and Details to:
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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)
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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)
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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)
INDICATOR	RW.4.2.2.b.ii.	Describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (CCSS: RI.4.5)

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.i.	Interpret information presented visually, orally, or quantitatively (for example: in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (CCSS: RI.4.7)
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.
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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	
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.f	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.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.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 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. Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a) c.i.
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INDICATOR	RW.4.3.4. Choose punctuation for effect. (CCSS: L.4.3b) c.ii.
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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. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4) d.
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EVIDENCE OUTCOMES	RW.4.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5) e.
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EVIDENCE OUTCOMES	RW.4.3.4. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS: W.4.6) f.
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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) g.
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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. 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) b.
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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) 1.c.
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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) c.ii.
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Colorado Academic Standards (CAS)

Language Arts

Grade 4 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

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. 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.4.2. 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.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.
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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.i.	Interpret information presented visually, orally, or quantitatively (for example: in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (CCSS: RI.4.7)
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.
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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.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)
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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)
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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.f	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.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.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.
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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)
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.f.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS: W.4.6)
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)
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UNIT 5: WRITING FROM PICTURES Week 14 Page 113-124

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

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

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. 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)
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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.a.	Use Key Ideas and Details to:
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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)
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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)
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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.i. Interpret information presented visually, orally, or quantitatively (for example: in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (CCSS: RI.4.7)

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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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.iv.	Read and understand words that change spelling to show past tense (for example: write/wrote, catch/caught, teach/taught)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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.f	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.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.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)
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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.d.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
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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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EVIDENCE OUTCOMES	RW.4.3.4.f.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS: W.4.6)
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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)
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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)
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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)
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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)
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**Colorado Academic Standards (CAS)
Language Arts
Grade 4 - Adopted: 2018**

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

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	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. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, b. quantitatively, and orally. (CCSS: SL.4.2)

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.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)

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.4.2.2.	Apply strategies to comprehend and interpret informational texts.
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)
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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)
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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)
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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)
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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:
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.4.2.3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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.vi.	Infer meaning of words using explanations offered within a text.
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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)
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EVIDENCE OUTCOMES	RW.4.3.3. b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b)
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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.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
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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.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
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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)
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INDICATOR	RW.4.3.4. b.i.	Use correct capitalization. (CCSS: L.4.2a)
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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)
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INDICATOR	RW.4.3.4. Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a) c.i.
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INDICATOR	RW.4.3.4. Choose punctuation for effect. (CCSS: L.4.3b) c.ii.
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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. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4) d.
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EVIDENCE OUTCOMES	RW.4.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5) e.
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EVIDENCE OUTCOMES	RW.4.3.4. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS: W.4.6) f.
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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) g.
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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)
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INDICATOR	RW.4.4.1. 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) c.i.
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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) c.ii.
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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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STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
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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. 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)
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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.a.	Use Key Ideas and Details to:
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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)
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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)
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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:
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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)

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)
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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.vi.	Infer meaning of words using explanations offered within a text.
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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)
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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)
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EVIDENCE OUTCOMES	RW.4.3.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b)
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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.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)

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. f.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS: W.4.6)
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)

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 17 Page 139-150

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

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

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.
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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 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)
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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)
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CONTENT AREA **RW.4.2. Reading for All Purposes**

STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.4.2.2.b.	Use Craft and Structure to:
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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)
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INDICATOR	RW.4.2.2. b.ii.	Describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (CCSS: RI.4.5)
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INDICATOR	RW.4.2.2. b.iii.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (CCSS: RI.4.6)
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CONTENT AREA **RW.4.2. Reading for All Purposes**

STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.4.2.2.c.	Use Integration of Knowledge and Ideas to:
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INDICATOR	RW.4.2.2. c.i.	Interpret information presented visually, orally, or quantitatively (for example: in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (CCSS: RI.4.7)
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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)
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INDICATOR	RW.4.2.2. c.iii.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.4.9)
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CONTENT AREA **RW.4.2. Reading for All Purposes**

STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.4.2.2.d.	Use Range of Reading and Complexity of Text to:
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.4.2.3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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.vi.	Infer meaning of words using explanations offered within a text.
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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.f. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.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.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 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.f.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS: W.4.6)
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)

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 18 Page 151-160

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

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

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)
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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. 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)
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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. 2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.4.2. 2.a.	Use Key Ideas and Details to:
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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)
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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)
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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:
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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)
INDICATOR	RW.4.2.2. b.ii.	Describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (CCSS: RI.4.5)
INDICATOR	RW.4.2.2. b.iii.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (CCSS: RI.4.6)

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.i. Interpret information presented visually, orally, or quantitatively (for example: in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (CCSS: RI.4.7)

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)

INDICATOR RW.4.2.2.
c.iii. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.4.9)

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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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.vi.	Infer meaning of words using explanations offered within a text.
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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EVIDENCE OUTCOMES	RW.4.3.2. b.	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).
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EVIDENCE OUTCOMES	RW.4.3.2. c.	Organize relevant ideas and details to convey a central idea or prove a point.
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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)
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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INDICATOR	RW.4.3.4.b.i.	Use correct capitalization. (CCSS: L.4.2a)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.4.3.4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
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INDICATOR	RW.4.3.4.c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
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INDICATOR	RW.4.3.4. Choose punctuation for effect. (CCSS: L.4.3b) c.ii.
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INDICATOR	RW.4.3.4. 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) c.iii.
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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. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4) d.
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EVIDENCE OUTCOMES	RW.4.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5) e.
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EVIDENCE OUTCOMES	RW.4.3.4. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS: W.4.6) f.
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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) g.
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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. 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) b.
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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) 1.c.
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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) c.ii.
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Colorado Academic Standards (CAS)

Language Arts

Grade 4 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

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 OUTCOMES	RW.4.2.2.a.	Use Key Ideas and Details to:
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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:
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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)

INDICATOR RW.4.2.2.b.ii. Describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (CCSS: RI.4.5)

INDICATOR RW.4.2.2.b.iii. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (CCSS: RI.4.6)

CONTENT AREA **RW.4.2. Reading for All Purposes**

STANDARD	RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.4.2. 2.c.	Use Integration of Knowledge and Ideas to:
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INDICATOR	RW.4.2.2. c.i.	Interpret information presented visually, orally, or quantitatively (for example: in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (CCSS: RI.4.7)
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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)
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INDICATOR	RW.4.2.2. c.iii.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.4.9)
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CONTENT AREA **RW.4.2. Reading for All Purposes**

STANDARD	RW.4.2. 2.	Apply strategies to comprehend and interpret informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.4.2. 2.d.	Use Range of Reading and Complexity of Text to:
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.4.2. 3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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.
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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)
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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)
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EVIDENCE OUTCOMES	RW.4.3.2.b.	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).
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EVIDENCE OUTCOMES	RW.4.3.2.c.	Organize relevant ideas and details to convey a central idea or prove a point.
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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)
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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)
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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.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
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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.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
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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)
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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.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
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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. 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. f.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS: W.4.6)
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)
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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)
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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)
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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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STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
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STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
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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. 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.4.2. 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. 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. 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. 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. 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.f Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.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.
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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 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)
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. f.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS: W.4.6)
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)

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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.
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. 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.4.2. 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)
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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)
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EVIDENCE OUTCOMES	RW.4.3.2. b.	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).
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EVIDENCE OUTCOMES	RW.4.3.2. c.	Organize relevant ideas and details to convey a central idea or prove a point.
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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)
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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)
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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)
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EVIDENCE OUTCOMES	RW.4.3.3. b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b)
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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.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
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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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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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INDICATOR	RW.4.3.4. b.i.	Use correct capitalization. (CCSS: L.4.2a)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.4.3.4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
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INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
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INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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. f.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS: W.4.6)
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)

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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.
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. 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.4.2. 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.
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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.f	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.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.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. Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d) b.iv.
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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. Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a) c.i.
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INDICATOR	RW.4.3.4. Choose punctuation for effect. (CCSS: L.4.3b) c.ii.
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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. d.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
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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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EVIDENCE OUTCOMES	RW.4.3.4. f.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS: W.4.6)
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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)
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UNIT 7: INVENTIVE WRITING Week 23 Page 189-198

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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STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
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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. 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.4.2. 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.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 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)

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. f.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS: W.4.6)
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)

UNIT 7: INVENTIVE WRITING Week 24 Page 199-201

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.
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. 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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES RW.4.2.3. 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)
e.

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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES 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)
a.

EVIDENCE OUTCOMES RW.4.3.2. Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).
b.

EVIDENCE OUTCOMES RW.4.3.2. Organize relevant ideas and details to convey a central idea or prove a point.
c.

EVIDENCE OUTCOMES RW.4.3.2. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)
d.

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)
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EVIDENCE OUTCOMES RW.4.3.2. Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)
g.

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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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. Order adjectives within sentences according to conventional patterns (for example: a small red bag rather than a red small bag). (CCSS: L.4.1d)
a.iv.

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

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

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)
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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.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
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INDICATOR	RW.4.3.4.c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
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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.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)
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EVIDENCE OUTCOMES	RW.4.3.4.f.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS: W.4.6)
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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)
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