#### Main Criteria: Structure and Style for Students Secondary Criteria: Colorado Academic Standards (CAS) Subject: Language Arts

Grade: 4

#### 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: SL4.1a)
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
	Describeres and in a distance of a test word of a local environments of indiverses and discount formation including views like

EVIDENCERW.4.1.1.Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,<br/>outcomesOUTCOMESb.quantitatively, and orally. (CCSS: SL.4.2)

CONTENT RW.4.1. Oral Expression and Listening AREA

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:
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)
CONT ENT 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. c.	Organize relevant ideas and details to convey a central idea or prove a point.
CONT ENT 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.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		
CONCEPTS AND SKILLS / EVIDENCE		mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	4. RW.4.3. 4.c.	mechanics to clarify their meaning. Evidence Outcomes Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS:

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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)
		UNIT 2: WRITING FROM NOTES Week 2 Page 17-22
		Colorado Academic Standards (CAS)
		Language Art s 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 RW.4.1. Oral Expression and Listening AREA

STANDARD	RW.4.1. 1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.1. 1.a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. (CCSS: SL.4.1)
INDICATOR	RW.4.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS: SL4.1a)
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

EVIDENCERW.4.1.2.Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and<br/>relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (CCSS:<br/>SL.4.4)

 EVIDENCE
 RW.4.1.2.
 Differentiate between contexts that call for formal English (for example: presenting ideas) and situations where

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 informal discourse is appropriate (for example: small-group discussion); use formal English when appropriate to task and situation. (CCSS: SL4.6)

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		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)

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.
CONT ENT 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.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)
		UNIT 2: WRITING FROM NOTES Week 3 Page 23-30
CONTENT		Colorado Academic Standards (CAS) Language Art s Grade 4 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating

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Deliver effective oral presentations for varied audiences and varied purposes. STANDARD 2

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
 RW.4.1.2.
 Differentiate between contexts that call for formal English (for example: presenting ideas) and situations where

 OUTCOMES
 c.
 informal discourse is appropriate (for example: small-group discussion); use formal English when appropriate to task and situation. (CCSS: SL4.6)

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: RL4.1)
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)
INDICATOR	RW.4.2.1. a.iv.	Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved).
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2. 1.	Apply strategies to comprehend and interpret literary texts.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Apply strategies to comprehend and interpret literary texts. Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE		
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	1. RW.4.2.	Evidence Outcomes Use Craft and Structure to:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	1. RW.4.2. 1.b. RW.4.2.1.	Evidence Outcomes         Use Craft and Structure to:         Compare and contrast the point of view from which different stories are narrated, including the difference between
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	1. RW.4.2. 1.b. RW.4.2.1. b.iii.	Evidence Outcomes         Use Craft and Structure to:         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)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	1. RW.4.2. 1.b. RW.4.2.1. b.iii. RW.4.2. RW.4.2.	Evidence Outcomes         Use Craft and Structure to:         Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCSS: RL4.6)         Reading for All Purposes
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA ST ANDARD CONCEPTS AND SKILLS / EVIDENCE	1. RW.4.2. 1.b. RW.4.2.1. b.iii. RW.4.2. RW.4.2.	Evidence Outcomes         Use Craft and Structure to:         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)         Reading for All Purposes         Apply strategies to comprehend and interpret literary texts.

d.i. complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL4.10)

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.

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 RW.4.1. Oral Expression and Listening AREA

**STANDARD** RW.4.1. Pose thoughtful questions after actively listening to others. 1. CONCEPTS **Evidence Outcomes** AND SKILLS / **EVIDENCE** OUTCOMES Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) EVIDENCE RW.4.1. OUTCOMES 1.a. 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. 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) a.i. INDICATOR RW.4.1.1. Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b) a.ii. INDICATOR RW.4.1.1. 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) a.iii. INDICATOR RW.4.1.1. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: a.iv. SL.4.1d)

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
	RW.4.2. RW.4.2. 1.	Reading for All Purposes Apply strategies to comprehend and interpret literary texts.
AREA	RW.4.2.	
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.4.2.	Apply strategies to comprehend and interpret literary texts.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE EVIDENCE	RW.4.2. 1. RW.4.2. 1.a.	Apply strategies to comprehend and interpret literary texts. Evidence Outcomes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	<b>RW.4.2.</b> <b>1.</b> <b>RW.4.2.</b> <b>1.a.</b> RW.4.2.1. a.i.	Apply strategies to comprehend and interpret literary texts.         Evidence Outcomes         Use Key Ideas and Details to:         Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.4.2. 1. RW.4.2. 1.a. RW.4.2.1. a.i. RW.4.2.1. a.ii.	Apply strategies to comprehend and interpret literary texts.         Evidence Outcomes         Use Key Ideas and Details to:         Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL4.1)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.4.2. 1. RW.4.2. 1.a. RW.4.2.1. a.i. RW.4.2.1. a.ii.	Apply strategies to comprehend and interpret literary texts.         Evidence Outcomes         Use Key Ideas and Details to:         Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL4.1)         Determine a theme of a story, drama, or poem from details in the text, summarize the text. (CCSS: RL4.2)         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: RL4.3)

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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2. 1.	Apply strategies to comprehend and interpret literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2. 1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.4.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.4.10)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2. 3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2. 3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
INDICATOR	RW.4.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)
INDICATOR	RW.4.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2. 3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE 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 RW.4.3. Writing and Composition AREA

STANDARD	RW.4.3. 4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
INDICATOR	RW.4.3.4. b.i.	Use correct capitalization. (CCSS: L.4.2a)
INDICATOR	RW.4.3.4. b.iv.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3. 4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
INDICATOR	RW.4.3.4. c.iii.	Differentiate between contexts that call for formal English (for example: presenting ideas) and situations where informal discourse is appropriate (for example: small-group discussion). (CCSS: L.4.3c)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3. 4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. d.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
EVIDENCE OUTCOMES	RW.4.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)
EVIDENCE OUTCOMES	RW.4.3.4. 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 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 RW.4.1. Oral Expression and Listening AREA

STANDARD	RW.4.1. 1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.1. 1.a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. (CCSS: SL.4.1)
INDICATOR	RW.4.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS: SL.4.1a)
INDICATOR	RW.4.1.1. a.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
INDICATOR	RW.4.1.1. a.iii.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (CCSS: SL.4.1c)
INDICATOR	RW.4.1.1. a.iv.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)
CONTENT AREA	RW.4.1.	Oral Expression and Listening
STANDARD	RW.4.1. 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)

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 OUT COMES	RW.4.2. 3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
INDICATOR	RW.4.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)
INDICATOR	RW.4.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)
CONTENT AREA	RW.4.2.	Reading for All Purposes
	RW.4.2. RW.4.2. 3.	Reading for All Purposes Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
AREA	RW.4.2.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.4.2.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE EVIDENCE	RW.4.2. 3. RW.4.2.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.         Evidence Outcomes         Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (CCSS: L.4.4)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	<b>RW.4.2.</b> <b>3.</b> <b>RW.4.2.</b> <b>3.c.</b> RW.4.2.3. c.i.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.         Evidence Outcomes         Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (CCSS: L.4.4)         Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning of a word or
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	<b>RW.4.2.</b> <b>3.</b> <b>RW.4.2.</b> <b>3.c.</b> RW.4.2.3. c.i.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.         Evidence Outcomes         Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (CCSS: L.4.4)         Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4)
AREA ST ANDARD CONCEPT S AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR	<b>RW.4.2.</b> <b>3.</b> <b>RW.4.2.</b> <b>3.c.</b> RW.4.2.3. c.i. RW.4.2.3. c.vi.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.         Evidence Outcomes         Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (CCSS: L.4.4)         Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4)         Infer meaning of words using explanations offered within a text.

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	RW.4.3.2.f	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)
OUTCOMES		
OUTCOMES CONTENT AREA	RW.4.3.	Writing and Composition
CONTENT	RW.4.3. RW.4.3. 4.	Writing and Composition Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONTENT AREA	RW.4.3.	Understand why and how writers use the conventions of standard English grammar, usage, and
CONTENT AREA ST ANDARD CONCEPT S AND SKILLS / EVIDENCE	RW.4.3.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE EVIDENCE	RW.4.3. 4. RW.4.3. 4.a.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning. Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or
CONTENT AREA ST ANDARD CONCEPT S AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	<b>RW.4.3.</b> <b>4.</b> <b>RW.4.3.</b> <b>4.a.</b> RW.4.3.4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning. Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	<b>RW.4.3.</b> <b>4.</b> <b>RW.4.3.</b> <b>4.a.</b> RW.4.3.4. a.viii.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.         Evidence Outcomes         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)         Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	RW.4.3. 4. RW.4.3. 4.a. RW.4.3.4. a.viii. RW.4.3. RW.4.3.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning. Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1) Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f) Writing and Composition Understand why and how writers use the conventions of standard English grammar, usage, and

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.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		
CONCEPTS AND SKILLS / EVIDENCE	4.	mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	<b>4.</b> RW.4.3.4. d.	mechanics to clarify their meaning.         Evidence Outcomes         Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE EVIDENCE	<b>4.</b> RW.4.3.4. d. RW.4.3.4. e.	mechanics to clarify their meaning.         Evidence Outcomes         Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)         With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES	4. RW.4.3.4. d. RW.4.3.4. e. RW.4.3.4. f.	mechanics to clarify their meaning.         Evidence Outcomes         Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)         With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)         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
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES	4. RW.4.3.4. d. RW.4.3.4. e. RW.4.3.4. f. RW.4.3.4. g.	mechanics to clarify their meaning.         Evidence Outcomes         Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)         With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)         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)         Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

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 3: RETELLING NARRATIVE STORIES Week 6 Page 47-52
CONT ENT AREA		Colorado Academic Standards (CAS) Language Arts Grade 4 - Adopted: 2018 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.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and

INDICATORRW.4.1.1.Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and<br/>a.i.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: RL4.1)
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.	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 RW.4.2. Reading for All Purposes AREA

STANDARD	RW.4.2. 1.	Apply strategies to comprehend and interpret literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2. 1.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: RL4.6)

STANDARD	RW.4.2.	Apply strategies to comprehend and interpret literary texts.
	1.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2. 1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.4.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.4.10)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2. 3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2. 3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
INDICATOR	RW.4.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)
INDICATOR	RW.4.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)
CONTENT	RW.4.2.	Reading for All Purposes
AREA		

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	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)
		UNIT 3: RETELLING NARRATIVE STORIES Week 7 Page 53-60
		Colorado Academic Standards (CAS) Language Art s 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
 RW.4.1.2.
 Differentiate between contexts that call for formal English (for example: presenting ideas) and situations where

 OUTCOMES
 c.
 informal discourse is appropriate (for example: small-group discussion); use formal English when appropriate to task and situation. (CCSS: SL4.6)

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: RL4.1)
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)
INDICATOR	RW.4.2.1. a.iv.	Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved).
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2. 1.	Apply strategies to comprehend and interpret literary texts.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Apply strategies to comprehend and interpret literary texts. Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE		
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	1. RW.4.2.	Evidence Outcomes Use Craft and Structure to:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	1. RW.4.2. 1.b. RW.4.2.1.	Evidence Outcomes         Use Craft and Structure to:         Compare and contrast the point of view from which different stories are narrated, including the difference between
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	1. RW.4.2. 1.b. RW.4.2.1. b.iii.	Evidence Outcomes         Use Craft and Structure to:         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)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	1. RW.4.2. 1.b. RW.4.2.1. b.iii. RW.4.2. RW.4.2.	Evidence Outcomes         Use Craft and Structure to:         Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCSS: RL4.6)         Reading for All Purposes
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA ST ANDARD CONCEPTS AND SKILLS / EVIDENCE	1. RW.4.2. 1.b. RW.4.2.1. b.iii. RW.4.2. RW.4.2.	Evidence Outcomes         Use Craft and Structure to:         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)         Reading for All Purposes         Apply strategies to comprehend and interpret literary texts.

d.i. complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL4.10)

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

c.i.

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 3: RETELLING NARRATIVE STORIES Week 8 Page 61-70
		Colorado Academic Standards (CAS) Language Arts
		Grade <b>4</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	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: SL4.1c)
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	RW.4.1.1.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,

CONTENT RW.4.1. Oral Expression and Listening

b.

quantitatively, and orally. (CCSS: SL.4.2)

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OUTCOMES

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)
INDICATOR	RW.4.2.1. a.iv.	Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved).
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2. 1.	Apply strategies to comprehend and interpret literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.4.2. 1.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)

#### 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)

### RW.4.2. Reading for All Purposes

CONTENT AREA

STANDARD	RW.4.2. 3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2. 3.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)
CONT ENT 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 OUT COMES	RW.4.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
INDICATOR	RW.4.3.4. b.i.	Use correct capitalization. (CCSS: L.4.2a)
INDICATOR	RW.4.3.4. b.iv.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3. 4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
INDICATOR	RW.4.3.4. c.iii.	Differentiate between contexts that call for formal English (for example: presenting ideas) and situations where informal discourse is appropriate (for example: small-group discussion). (CCSS: L.4.3c)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3. 4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.4. d.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
EVIDENCE OUTCOMES	RW.4.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)
EVIDENCE OUTCOMES	RW.4.3.4. 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 RW.4.4. Research Inquiry and Design AREA

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 4: SUMMARIZING A REFERENCE Week 10 Page 81-90			
	Colorado Academic Standards (CAS)				
	Language Art s 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.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2. 2.b.	Use Craft and Structure to:
INDICATOR		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 RW.4.2. Reading for All Purposes AREA

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)
CONT ENT 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 RW.4.2. Reading for All Purposes AREA

STANDARD	RW.4.2. 3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. 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. 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
	RW.4.3. RW.4.3. 4.	Writing and Composition Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
AREA	RW.4.3.	Understand why and how writers use the conventions of standard English grammar, usage, and
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.4.3. 4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE EVIDENCE	<b>RW.4.3.</b> <b>4.</b> RW.4.3.4. d.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning. Evidence Outcomes Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and
AREA ST ANDARD CONCEPT S AND SKILLS / EVIDENCE OUT COMES EVIDENCE EVIDENCE	<b>RW.4.3.</b> <b>4.</b> RW.4.3.4. d. RW.4.3.4. e.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning. Evidence Outcomes Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
AREA ST ANDARD CONCEPT S AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE EVIDENCE	<b>RW.4.3.</b> 4. RW.4.3.4. d. RW.4.3.4. e. RW.4.3.4. f.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.         Evidence Outcomes         Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)         With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)         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
AREA ST ANDARD CONCEPT S AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES	<b>RW.4.3.</b> <b>RW.4.3.4.</b> d. <b>RW.4.3.4.</b> e. <b>RW.4.3.4.</b> f. <b>RW.4.3.4.</b> g.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning. Evidence Outcomes Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5) 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) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
AREA ST ANDARD CONCEPT S AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT	<b>RW.4.3.</b> <b>RW.4.3.4.</b> d. <b>RW.4.3.4.</b> e. <b>RW.4.3.4.</b> f. <b>RW.4.3.4.</b> g.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.         Evidence Outcomes         Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)         With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)         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)         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)

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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		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.
CONT ENT 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

EVIDENCERW.4.1.1.Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,OUTCOMESb.quantitatively, and orally. (CCSS: SL.4.2)

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 OUT COMES	RW.4.2. 3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
INDICATOR	RW.4.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)
INDICATOR	RW.4.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)
CONTENT AREA	RW.4.2.	Reading for All Purposes
	RW.4.2. RW.4.2. 3.	Reading for All Purposes Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
AREA	RW.4.2.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.4.2.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE EVIDENCE	RW.4.2. 3. RW.4.2.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.         Evidence Outcomes         Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (CCSS: L.4.4)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	<b>RW.4.2.</b> <b>3.</b> <b>RW.4.2.</b> <b>3.c.</b> RW.4.2.3. c.i.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.         Evidence Outcomes         Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (CCSS: L.4.4)         Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning of a word or
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	<b>RW.4.2.</b> <b>3.</b> <b>RW.4.2.</b> <b>3.c.</b> RW.4.2.3. c.i.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.         Evidence Outcomes         Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (CCSS: L.4.4)         Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4)
AREA ST ANDARD CONCEPT S AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR	<b>RW.4.2.</b> <b>3.</b> <b>RW.4.2.</b> <b>3.c.</b> RW.4.2.3. c.i. RW.4.2.3. c.vi.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.         Evidence Outcomes         Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (CCSS: L.4.4)         Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4)         Infer meaning of words using explanations offered within a text.

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	RW.4.3.	Writing and Composition
AREA		
STANDARD	RW.4.3. 4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
ST ANDARD CONCEPT S AND SKILLS / EVIDENCE		mechanics to clarify their meaning.
STANDARD CONCEPTS AND SKILLS / EVIDENCE EVIDENCE	4. RW.4.3. 4.a.	mechanics to clarify their meaning.           Evidence Outcomes           Demonstrate command of the conventions of standard English grammar and usage when writing or
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	4. RW.4.3. 4.a. RW.4.3.4.	mechanics to clarify their meaning.           Evidence Outcomes           Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
ST ANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	4. RW.4.3. 4.a. RW.4.3.4. a.viii.	mechanics to clarify their meaning.         Evidence Outcomes         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)         Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	4. <b>RW.4.3.</b> 4.a. RW.4.3.4. a.viii. <b>RW.4.3.</b> <b>RW.4.3.</b>	mechanics to clarify their meaning.         Evidence Outcomes         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)         Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)         Writing and Composition         Understand why and how writers use the conventions of standard English grammar, usage, and

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
STANDARD	RW.4.4. 1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.
CONT ENT AREA	RW.4.4.	Research Inquiry and Design
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)
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. 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. d.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
STANDARD	RW.4.3. 4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONT ENT AREA	RW.4.3.	Writing and Composition
INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
EVIDENCE OUTCOMES	RW.4.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
STANDARD	RW.4.3. 4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONT ENT AREA	RW.4.3.	Writing and Composition
INDICATOR	RW.4.3.4. b.iv.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)
INDICATOR	RW.4.3.4. b.i.	Use correct capitalization. (CCSS: L.4.2a)

EVIDENCE	RW.4.4.1.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes
OUTCOMES	b.	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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#### 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 RW.4.1. Oral Expression and Listening AREA

STANDARD	RW.4.1. 1.	Pose thoughtful questions after actively listening to others.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCERW.4.1.1.Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,<br/>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.
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.
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)

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)
CONT ENT 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)
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 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.
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.
CONT ENT 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

EVIDENCERW.4.1.1.Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,<br/>quantitatively, and orally. (CCSS: SL.4.2)

CONTENT	RW.4.2.	<b>Reading for</b>	<b>All Purposes</b>
AREA			

EVIDENCE OUTCOMES

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 RW.4.2. Reading for All Purposes AREA

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.
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)
CONT ENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3. 4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
INDICATOR	RW.4.3.4. a.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3. 4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
INDICATOR	RW.4.3.4. b.i.	Use correct capitalization. (CCSS: L.4.2a)
INDICATOR	RW.4.3.4. b.iv.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3. 4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)

INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
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
		Research Inquiry and Design Use a variety of resources to build and communicate knowledge related to open-ended research questions.
AREA	RW.4.4.	Use a variety of resources to build and communicate knowledge related to open-ended research
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.4.4. 1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE EVIDENCE	<b>RW.4.4.</b> <b>1.</b> RW.4.4.1. b.	Use a variety of resources to build and communicate knowledge related to open-ended research questions. Evidence Outcomes Recall relevant information from experiences or gather relevant information from print and digital sources; take notes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	<b>RW.4.4.</b> <b>1.</b> RW.4.4.1. b.	Use a variety of resources to build and communicate knowledge related to open-ended research questions. Evidence Outcomes Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (CCSS: W.4.8)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.4.4. 1. RW.4.4.1. b. RW.4.4. RW.4.4.	Use a variety of resources to build and communicate knowledge related to open-ended research questions. Evidence Outcomes Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (CCSS: W.4.8) Research Inquiry and Design Use a variety of resources to build and communicate knowledge related to open-ended research
AREA ST ANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES CONTENT AREA ST ANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.4.4. 1. RW.4.4.1. b. RW.4.4. RW.4.4.	Use a variety of resources to build and communicate knowledge related to open-ended research questions. Evidence Outcomes Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (CCSS: W.4.8) Research Inquiry and Design Use a variety of resources to build and communicate knowledge related to open-ended research questions.

### Colorado Academic Standards (CAS)

#### Language Arts

Grade 4 - Adopted: 2018

		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)
CONT ENT 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.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.d.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.4.5)
INDICATOR	RW.4.2.3. d.iii.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (CCSS: L.4.5c)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2. 3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. e.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (for example: quizzed, whined, stammered) and that are basic to a particular topic (for example: wildlife, conservation, and endangered when discussing animal preservation). (CCSS: L.4.6)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3. 2.	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.4.3.2. a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.4.2a)
EVIDENCE OUTCOMES	RW.4.3.2. b.	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and- contrast).
EVIDENCE OUTCOMES	RW.4.3.2. c.	Organize relevant ideas and details to convey a central idea or prove a point.
EVIDENCE OUTCOMES	RW.4.3.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)
EVIDENCE OUTCOMES	RW.4.3.2.f	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)
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 OUT COMES	RW.4.4. 1.c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9)

INDICATOR

RW.4.4.1. Apply grade 4 Reading standards to informational texts (for example: "Explain how an author uses reasons and c.ii. evidence to support particular points in a text"). (CCSS: W.4.9.b)

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		Colorado Academic Standards (CAS) Language Art s 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	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 OUT COMES	RW.4.2. 2.a.	Use Key Ideas and Details to:
INDICATOR	RW.4.2.2. a.i.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.4.1)
INDICATOR	RW.4.2.2. a.ii.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)
CONTENT	RW.4.2.	Reading for All Purposes

STANDARD	RW.4.2. 2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2. 2.b.	Use Craft and Structure to:
INDICATOR	RW.4.2.2. b.i.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2. 2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	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 OUT COMES	RW.4.2. 3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)

INDICATOR	RW.4.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)
INDICATOR	RW.4.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2. 3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2. 3.c.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (CCSS: L.4.4)
INDICATOR	RW.4.2.3. c.i.	Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a)
INDICATOR	RW.4.2.3. c.iv.	Read and understand words that change spelling to show past tense (for example: write/wrote, catch/caught, teach/taught)
INDICATOR	RW.4.2.3. c.vi.	Infer meaning of words using explanations offered within a text.
INDICATOR	RW.4.2.3. c.vii.	Consult reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS: L.4.4c)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2. 3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. 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.iv.	Order adjectives within sentences according to conventional patterns (for example: a small red bag rather than a red small bag). (CCSS: L.4.1d)
INDICATOR	RW.4.3.4. a.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3. 4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
INDICATOR	RW.4.3.4. b.i.	Use correct capitalization. (CCSS: L.4.2a)
INDICATOR	RW.4.3.4. b.iv.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3. 4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUT COMES	RW.4.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
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)
CONT ENT 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
CONT ENT 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. 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. 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: RL4.10)
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)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2. 2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2. 2.c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.4.2.2. c.ii.	Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2. 2.	Apply strategies to comprehend and interpret informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.4.2. 2.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.4.2.2. d.i.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.4.10)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2. 3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2. 3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
INDICATOR	RW.4.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)
INDICATOR	RW.4.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2. 3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE 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)

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)
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 OUT COMES	RW.4.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)

INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
CONT ENT 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)
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 5: WRITING FROM PICTURES Week 16 Page 131-138
		Colorado Academic Standards (CAS)
		Language Art s Grade 4 - Adopted: 2018
00117-117		
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	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. 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)
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.
		Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		
AND SKILLS / EVIDENCE	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)
AND SKILLS / EVIDENCE OUT COMES		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
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	e.	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)
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	e. RW.4.3. RW.4.3.	including those that signal precise actions, emotions, or states of being (for example: quizzed, whined, stammered) and that are basic to a particular topic (for example: wildlife, conservation, and endangered when discussing animal preservation). (CCSS: L.4.6) Writing and Composition Write engaging, real or imagined narratives using descriptive details and dialogue to convey a
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA ST ANDARD CONCEPT S AND SKILLS / EVIDENCE	e. RW.4.3. RW.4.3.	including those that signal precise actions, emotions, or states of being (for example: quizzed, whined, stammered) and that are basic to a particular topic (for example: wildlife, conservation, and endangered when discussing animal preservation). (CCSS: L.4.6) Writing and Composition Write engaging, real or imagined narratives using descriptive details and dialogue to convey a sequence of related events. Evidence Outcomes
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA ST ANDARD CONCEPT S AND SKILLS / EVIDENCE EVIDENCE	e. RW.4.3. 3. RW.4.3.3.	including those that signal precise actions, emotions, or states of being (for example: quizzed, whined, stammered) and that are basic to a particular topic (for example: wildlife, conservation, and endangered when discussing animal preservation). (CCSS: L.4.6) Writing and Composition Write engaging, real or imagined narratives using descriptive details and dialogue to convey a sequence of related events. Evidence Outcomes 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)

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 OUT COMES	RW.4.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
CONT ENT 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	RW.4.4.	Research Inquiry and Design
	RW.4.4. RW.4.4. 1.	Research Inquiry and Design Use a variety of resources to build and communicate knowledge related to open-ended research questions.
AREA	RW.4.4.	Use a variety of resources to build and communicate knowledge related to open-ended research
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.4.4.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.

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

#### Colorado Academic Standards (CAS)

Language Arts

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.	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: SL4.1d)
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: SL4.6)
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 RW.4.2. Use Key Ideas and Details to: OUTCOMES 2.a.

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.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)

CONTENT RW.4.2. Reading for All Purposes AREA

a.ii.

OUTCOMES

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)
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		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		Evidence Outcomes
AND SKILLS / EVIDENCE OUTCOMES		
AND SKILLS / EVIDENCE	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)
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	3.c.	
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	<b>3.c.</b> RW.4.2.3. c.i.	4 reading and content, choosing flexibly from a range of strategies. (CCSS: L.4.4) Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning of a word or
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	3.c. RW.4.2.3. c.i. RW.4.2.3. c.vi.	4 reading and content, choosing flexibly from a range of strategies. (CCSS: L.4.4) Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a)
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR	3.c. RW.4.2.3. c.i. RW.4.2.3. c.vi.	4 reading and content, choosing flexibly from a range of strategies. (CCSS: L.4.4) Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a) Infer meaning of words using explanations offered within a text.
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR	3.c. RW.4.2.3. c.i. RW.4.2.3. c.vi. RW.4.2. RW.4.2.	<ul> <li>4 reading and content, choosing flexibly from a range of strategies. (CCSS: L.4.4)</li> <li>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)</li> <li>Infer meaning of words using explanations offered within a text.</li> <li>Reading for All Purposes</li> <li>Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode</li> </ul>
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR INDICATOR CONTENT AREA ST ANDARD CONCEPT S AND SKILLS / EVIDENCE	3.c. RW.4.2.3. c.i. RW.4.2.3. c.vi. RW.4.2. RW.4.2. 3.	<ul> <li>4 reading and content, choosing flexibly from a range of strategies. (CCSS: L.4.4)</li> <li>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)</li> <li>Infer meaning of words using explanations offered within a text.</li> <li>Reading for All Purposes</li> <li>Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.</li> </ul>

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)

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 RW.4.4. Research Inquiry and Design AREA

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.
CONT ENT 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: SL4.1a)
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)
0007507		Deadline for All Durnance
CONTENT AREA	RW.4.2.	Reading for All Purposes
	RW.4.2. RW.4.2. 2.	Apply strategies to comprehend and interpret informational texts.
AREA	RW.4.2.	
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.4.2.	Apply strategies to comprehend and interpret informational texts.
AREA ST ANDARD CONCEPTS AND SKILLS / EVIDENCE EVIDENCE	RW.4.2. 2. RW.4.2. 2.a.	Apply strategies to comprehend and interpret informational texts.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	<b>RW.4.2.</b> <b>2.</b> <b>RW.4.2.</b> <b>2.a.</b> RW.4.2.2. a.i.	Apply strategies to comprehend and interpret informational texts.         Evidence Outcomes         Use Key Ideas and Details to:         Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences
AREA ST ANDARD CONCEPT S AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	<b>RW.4.2.</b> <b>2.</b> <b>RW.4.2.</b> <b>2.a.</b> RW.4.2.2. a.i. RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.         Evidence Outcomes         Use Key Ideas and Details to:         Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.4.1)
AREA ST ANDARD CONCEPT S AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT	<b>RW.4.2.</b> <b>2.</b> <b>RW.4.2.</b> <b>2.a.</b> RW.4.2.2. a.i. RW.4.2.2. a.ii.	Apply strategies to comprehend and interpret informational texts.         Evidence Outcomes         Use Key Ideas and Details to:         Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.4.1)         Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)
AREA ST ANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE INDICATOR INDICATOR CONTENT AREA	RW.4.2.         2.         RW.4.2.         2.a.         RW.4.2.2.         a.i.         RW.4.2.2.         a.ii.         RW.4.2.2.         a.ii.         RW.4.2.2.         a.ii.         RW.4.2.2.         a.ii.         RW.4.2.2.         a.ii.	Apply strategies to comprehend and interpret informational texts.         Evidence Outcomes         Use Key Ideas and Details to:         Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.4.1)         Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)         Reading for All Purposes

INDICATORRW.4.2.2. b.ii.Describe the overall structure (for example, chronology, comparison, cause/effect, pro- ideas, concepts, or information in a text or part of a text. (CCSS: RI.4.5)INDICATORRW.4.2.2. b.iii.Compare and contrast a firsthand and secondhand account of the same event or topi focus and the information provided. (CCSS: RI.4.6)CONTENT AREARW.4.2.Reading for All PurposesST ANDARD EVIDENCE OUT COMESRW.4.2.Apply strategies to comprehend and interpret informational texts.EVIDENCE OUT COMESRW.4.2.Use Integration of Knowledge and Ideas to:	
b.iii.       focus and the information provided. (CCSS: RI.4.6)         CONTENT AREA       RW.4.2.       Reading for All Purposes         ST ANDARD       RW.4.2.       Apply strategies to comprehend and interpret informational texts.         CONCEPTS AND SKILLS / EVIDENCE       Evidence Outcomes         EVIDENCE       RW.4.2.       Use Integration of Knowledge and Ideas to:	ic; describe the differences in
AREA         ST ANDARD       RW.4.2.       Apply strategies to comprehend and interpret informational texts.         CONCEPTS       And Skills / Evidence Outcomes         AND Skills / Evidence       Evidence Outcomes         EVIDENCE       RW.4.2.       Use Integration of Knowledge and Ideas to:	
2.     Evidence Outcomes       CONCEPTS AND SKILLS / EVIDENCE OUTCOMES     Evidence Outcomes       EVIDENCE     RW.4.2.     Use Integration of Knowledge and Ideas to:	
AND SKILLS / EVIDENCE OUT COMES       VIDENCE         EVIDENCE       RW.4.2.         Use Integration of Knowledge and Ideas to:	
INDICATOR       RW.4.2.2.       Interpret information presented visually, orally, or quantitatively (for example: in charts, animations, or interactive elements on Web pages) and explain how the information or of the text in which it appears. (CCSS: RI.4.7)	
INDICATOR RW.4.2.2. Explain how an author uses reasons and evidence to support particular points in a tex c.ii.	xt. (CCSS: RI.4.8)
INDICATOR RW.4.2.2. Integrate information from two texts on the same topic in order to write or speak about c.iii. (CCSS: RI.4.9)	the subject knowledgeably.
CONTENT RW.4.2. Reading for All Purposes AREA	
STANDARD RW.4.2. Apply strategies to comprehend and interpret informational texts. 2.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	
EVIDENCE       RW.4.2.       Use Range of Reading and Complexity of Text to:         OUTCOMES       2.d.	
INDICATOR d.i. By the end of year, read and comprehend informational texts, including history/social texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed a (CCSS: RI.4.10)	
CONTENT RW.4.2. Reading for All Purposes AREA	
STANDARDRW.4.2. 3.Apply knowledge of spelling patterns (orthography) and word meanings (meanings)	orphology) to decode
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	
EVIDENCE OUTCOMESRW.4.2.Read with sufficient accuracy and fluency to support comprehension. (CCS)	S: RF.4.4)

INDICATOR	RW.4.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)
INDICATOR	RW.4.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2. 3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.2. 3.c.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (CCSS: L.4.4)
INDICATOR	RW.4.2.3. c.i.	Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a)
INDICATOR	RW.4.2.3. c.vi.	Infer meaning of words using explanations offered within a text.
CONTENT AREA	RW.4.2.	Reading for All Purposes
STANDARD	RW.4.2. 3.	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.2.3. e.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (for example: quizzed, whined, stammered) and that are basic to a particular topic (for example: wildlife, conservation, and endangered when discussing animal preservation). (CCSS: L.4.6)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3. 2.	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3.2. 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	RW.4.3.2.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
OUTCOMES	d.	topic. (CCSS: W.4.2b)

EVIDENCERW.4.3.2.fUse precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)OUTCOMES.

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	RW.4.3.4.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
OUTCOMES	g.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS.W.4.10)
OUTCOMES	g. RW.4.4.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS.W.4.10)
OUTCOMES CONTENT AREA	g. RW.4.4. RW.4.4.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS.W.4.10) Research Inquiry and Design Use a variety of resources to build and communicate knowledge related to open-ended research
OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	g. RW.4.4. RW.4.4. 1.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS.W.4.10) Research Inquiry and Design Use a variety of resources to build and communicate knowledge related to open-ended research questions.
OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE EVIDENCE	g. RW.4.4. 1. RW.4.4.1.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS.W.4.10) Research Inquiry and Design Use a variety of resources to build and communicate knowledge related to open-ended research questions. Evidence Outcomes Recall relevant information from experiences or gather relevant information from print and digital sources; take notes
OUTCOMES CONTENT AREA ST ANDARD CONCEPT S AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	g. RW.4.4. 1. RW.4.4.1. b.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS.W.4.10) Research Inquiry and Design Use a variety of resources to build and communicate knowledge related to open-ended research questions. Evidence Outcomes Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (CCSS: W.4.8)
OUTCOMES CONTENT AREA ST ANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA	g. RW.4.4. 1. RW.4.4.1. b. RW.4.4.1. k.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS.W.4.10) Research Inquiry and Design Use a variety of resources to build and communicate knowledge related to open-ended research questions. Evidence Outcomes Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (CCSS: W.4.8) Research Inquiry and Design Use a variety of resources to build and communicate knowledge related to open-ended research Use a variety of resources to build and communicate knowledge related to open-ended research
OUTCOMES CONTENT AREA ST ANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES CONTENT AREA ST ANDARD CONCEPTS AND SKILLS / EVIDENCE	g. RW.4.4. 1. RW.4.4.1. b. RW.4.4.1. k.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS.W.4.10) Research Inquiry and Design Use a variety of resources to build and communicate knowledge related to open-ended research Evidence Outcomes Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (CCSS: W.4.8) Research Inquiry and Design Use a variety of resources to build and communicate knowledge related to open-ended research Use a variety of resources to build and communicate knowledge related to open-ended research

#### 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 RW.4.1. Oral Expression and Listening AREA

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)
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
	RW.4.2. RW.4.2. 2.	Reading for All Purposes Apply strategies to comprehend and interpret informational texts.
AREA	RW.4.2.	
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.4.2.	Apply strategies to comprehend and interpret informational texts.
AREA ST ANDARD CONCEPTS AND SKILLS / EVIDENCE EVIDENCE	RW.4.2. 2. RW.4.2. 2.b.	Apply strategies to comprehend and interpret informational texts. Evidence Outcomes
AREA ST ANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	<b>RW.4.2.</b> <b>2.</b> <b>RW.4.2.</b> <b>2.b.</b> RW.4.2.2. b.i.	Apply strategies to comprehend and interpret informational texts.         Evidence Outcomes         Use Craft and Structure to:         Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4
AREA ST ANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	<b>RW.4.2.</b> <b>2.</b> <b>RW.4.2.</b> <b>2.</b> <b>b.</b> <b>RW.4.2.2.</b> <b>b.</b> <b>RW.4.2.2.</b>	Apply strategies to comprehend and interpret informational texts.         Evidence Outcomes         Use Craft and Structure to:         Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4)         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)
AREA ST ANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	<b>RW.4.2.</b> <b>RW.4.2.</b> <b>2.b.</b> RW.4.2.2. b.i. RW.4.2.2. b.ii. RW.4.2.2.	Apply strategies to comprehend and interpret informational texts.         Evidence Outcomes         Use Craft and Structure to:         Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4)         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)         Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in
AREA ST ANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR INDICATOR	RW.4.2. 2. RW.4.2. b.i. RW.4.2.2. b.ii. RW.4.2.2. b.ii.	Apply strategies to comprehend and interpret informational texts.         Evidence Outcomes         Use Craft and Structure to:         Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4)         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)         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)

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)
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

INDICATOR	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		
		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.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)
CONT ENT AREA	RW.4.4.	Research Inquiry and Design
STANDARD	RW.4.4. 1.	Use a variety of resources to build and communicate knowledge related to open-ended research questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.4. 1.c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9)
INDICATOR	RW.4.4.1. c.ii.	Apply grade 4 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text"). (CCSS: W.4.9.b)
		UNIT 7: INVENTIVE WRITING Week 20 Page 171-176
		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 RW.4.1. Oral Expression and Listening AREA

STANDARD		
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).
	b.	
OUTCOMES	b. RW.4.3.2. c.	contrast).
OUTCOMES EVIDENCE OUTCOMES EVIDENCE	b. RW.4.3.2. c. RW.4.3.2. d.	contrast). Organize relevant ideas and details to convey a central idea or prove a point. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
OUTCOMES EVIDENCE OUTCOMES EVIDENCE EVIDENCE	b. RW.4.3.2. c. RW.4.3.2. d. RW.4.3.2.f	contrast). Organize relevant ideas and details to convey a central idea or prove a point. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)
OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES	b. RW.4.3.2. c. RW.4.3.2. d. RW.4.3.2.f	contrast). Organize relevant ideas and details to convey a central idea or prove a point. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b) Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)

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 21 Page 177-180
		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.
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.4.3.2.1	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. 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)
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)

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#### Colorado Academic Standards (CAS) Language Arts

Grade 4 - Adopted: 2018

CONT ENT 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)
CONT ENT 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 OUT COMES	RW.4.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
INDICATOR	RW.4.3.4. a.iv.	Order adjectives within sentences according to conventional patterns (for example: a small red bag rather than a red small bag). (CCSS: L.4.1d)
INDICATOR	RW.4.3.4. a.v.	Form and use prepositional phrases. (CCSS: L.4.1e)
INDICATOR	RW.4.3.4. a.viii.	Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3. 4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
INDICATOR	RW.4.3.4. b.i.	Use correct capitalization. (CCSS: L.4.2a)

INDICATOR	RW.4.3.4. b.iv.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3. 4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
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 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.
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
	RW.4.3. RW.4.3. 2.	Writing and Composition Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.
AREA	RW.4.3.	Write informative/explanatory texts using text structures appropriate for the purpose and developed
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.4.3.	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary. Evidence Outcomes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE EVIDENCE	<b>RW.4.3.</b> <b>2.</b> 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.         Evidence Outcomes         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)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE EVIDENCE	<b>RW.4.3.</b> <b>2.</b> RW.4.3.2. a. RW.4.3.2. b.	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.         Evidence Outcomes         Introduce a topic clearly and group related information in paragraphs and sections; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.4.2a)         Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-
AREA ST AND ARD CONCEPT S AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE EVIDENCE	<b>RW.4.3.</b> RW.4.3.2. a. RW.4.3.2. b. RW.4.3.2. c.	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.         Evidence Outcomes         Introduce a topic clearly and group related information in paragraphs and sections; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.4.2a)         Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).
AREA ST AND ARD CONCEPT S AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.4.3.         RW.4.3.2.         a.         RW.4.3.2.         b.         RW.4.3.2.         c.         RW.4.3.2.         d.	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.         Evidence Outcomes         Introduce a topic clearly and group related information in paragraphs and sections; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.4.2a)         Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).         Organize relevant ideas and details to convey a central idea or prove a point.         Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the

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)

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)

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)

STANDARD	RW.4.3. 4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.4.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
INDICATOR	RW.4.3.4. b.i.	Use correct capitalization. (CCSS: L.4.2a)
INDICATOR	RW.4.3.4. b.iv.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)
CONTENT AREA	RW.4.3.	Writing and Composition
STANDARD	RW.4.3. 4.	Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.4.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
INDICATOR	RW.4.3.4. c.i.	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
INDICATOR	RW.4.3.4. c.ii.	Choose punctuation for effect. (CCSS: L.4.3b)
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)