Thompson School District-4th Grade
Family Content Literacy Guide

**These science and social studies units may be taught in any order throughout the school year and are integrated into literacy instruction.**

### All Year
- Develop and use a plan to effectively convey information and use active listening strategies to receive information.
- Read and understand literary (stories), informational, and persuasive books and articles.
- Read with fluency by showing knowledge of spelling patterns, word parts, and vocabulary especially when it comes to words with many syllables.
- Use the writing process to produce a variety of stories, informational articles and essays, and opinion pieces for an intended audience and with a clear purpose.
- Write with accuracy and with a variety of sentence structures, appropriate vocabulary and word choice, and correct punctuation.
- Talk with peers and adults about how to improve writing.

### Learning Targets:

<table>
<thead>
<tr>
<th>Land of Colorado</th>
<th>Key Concepts</th>
<th>Focusing Lens</th>
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</thead>
<tbody>
<tr>
<td>Students will:</td>
<td>Impact</td>
<td>A physical</td>
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<td>Environment</td>
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<td>Resources</td>
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<td>Features</td>
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<td>impacts</td>
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<td>human activity.</td>
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<tr>
<td>• Summarize to understand the text.</td>
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<td>• Evaluate the use of illustrations or graphics in a text.</td>
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<td>• Explain how writers use evidence to support ideas.</td>
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<td>• Write using evidence from the text to produce an explanation.</td>
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<tr>
<td>• Use maps to ask and answer questions about the geography of Colorado and to understand the interactions between humans and their environment.</td>
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<td>• Explore the connection between Colorado’s physical resources and why diverse populations have chosen to live here.</td>
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<tr>
<td>• Explore the connections between Colorado’s physical resources and what is produced and provided in the state.</td>
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<td>• Recognize similarities and differences among different organisms.</td>
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<td>• Compare and contrast different types of habitats.</td>
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<td>• Create and evaluate nonliving components in an ecosystem.</td>
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### What comes first the cause or the effect?
- Mark text to understand challenging readings.
- Compare different books and stories about the same topic.
- Make connections within and between different texts.
- Make personal connections to texts.
- Write narratives to express experiences in the world.
- Explain the relationship between choice and “opportunity cost”
- Define positive and negative incentives.
- Using primary and secondary sources to examine cause and effect relationships among events in Colorado’s history.
- Explain the role of individuals, diverse cultural groups, and ideas in the development of Colorado.

**Updated 8/2016**
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| Students will:  
• Reading a variety of nonfiction texts to understand different perspectives and perceptions.  
• Explore the decisions an author makes in producing a piece of writing.  
• Compare different articles about the same topic.  
• Write about texts to “think through” a response.  
• Write using evidence from the text to produce an opinion.  
• Analyze and interpret data about the prehistoric environment.  
• Understand that Earth’s materials can be broken down and/or combined into different materials such as rocks, minerals, soil, and sand.  
• Use models to demonstrate the rock cycle.  
• Analyze ways Earth’s surface is constantly changing through a variety of processes and forces. | Cycles Patterns Forces | The Earth is constantly changing. |
| Rock and Roll Focusing Lens | | |
| **The Lens in Which We View History**  
• Read a variety of literature to understand different perspectives and perceptions.  
• Use strategies to effectively share responses with group members.  
• Actively listen to others.  
• Explain how writers use evidence to support their ideas.  
• Write using evidence from the text to produce an opinion.  
• Recognize the connections between important Colorado events and important events in the history of the United States.  
• Explore examples of conflict and cooperation between the diverse cultures in Colorado.  
• Examine multiple perspectives on a Colorado issue in order to consider possible solutions that could benefit the most people. | Perspective Decision Risk Opportunity | Individuals and groups make choices based on their perspectives. |
| **High Energy!**  
• Generate questions to understand challenging readings.  
• Reflect on readings.  
• Explore the decisions a writer makes in producing a story.  
• Determine a theme of a story, drama, or poem from details in the text.  
• Write narratives to express experiences in the world.  
• Identify and describe a variety of energy sources.  
• Describe the energy changes that take place in electrical circuits where light, heat, sound, and magnetic effects are produced. | Evidence Observation Transformation Energy | Energy is present and can be transferred. |
| **Decisions…Decisions!**  
• Use reading and research skills to gather information.  
• Use research skills to answer questions about a topic.  
• Produce a written or oral presentation based on new information gained from the research process.  
• Write using evidence from the text to produce an explanation.  
• Explain the formation and structures of the Colorado state government.  
• Explain the types of services state government provides and how those are funded. | Citizen Function Structure Interaction | A government develops over time in response to the needs of its citizens. |