

# HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK



**COURSE/SUBJECT**

**Fourth Grade Reading**

<b>UNIT PACING</b> Names of units and approximate pacing	<b>UNIT LEARNING TARGETS</b> By the end of the unit, students will be able to...	<b>STANDARD</b> Which Common Core standards does this address?	<b>ASSESSMENTS</b> Which assessments are given to determine student growth?
A Curricular Plan for Reading and Writing Workshop Grade 4 by Lucy Calkins and Colleagues  Unit 1: Building a Reading Life  <i>September/October</i>	<ul style="list-style-type: none"> <li>• I can use details and examples from what I've read to explain what the text says.</li> <li>• I can use details and examples from what I've read to explain what the author means but does not write word for word.</li> <li>• I can describe in detail a character, setting, or event in a story or drama using details from the text.</li> <li>• I can use what I know about letter sounds, spelling patterns, syllable patterns, and prefixes and suffixes to read words I don't know.</li> <li>• I can read and understand fourth grade-level text.</li> <li>• I can follow classroom rules for discussions and complete my assigned roles.</li> <li>• I can ask and respond to questions to make sure I understand.</li> <li>• I can add to the discussion and connect my ideas to what others say.</li> <li>• I can summarize a discussion and explain how my thinking changed.</li> </ul>	RL.4.1 RL.4.3 RF.4.3 RF.4.4a SL.4.1 b-d	Fountas and Pinnell Reading Benchmark  Conferring  Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade 4 by Lucy Calkins and Colleagues  Unit 2: Following Characters into Meaning: Envision, Predict, Synthesize, Infer, and Interpret  <i>October/November</i>	<ul style="list-style-type: none"> <li>• I can use details and examples from what I've read to explain what the text says.</li> <li>• I can use details and examples from what I've read to explain what the author means but does not write word for word.</li> <li>• I can describe in detail a character, setting, or event in a story or drama using details from the text.</li> <li>• I can read and understand fourth grade-level text.</li> <li>• I can follow classroom rules for discussions and complete my assigned roles.</li> <li>• I can ask and respond to questions to make sure I understand.</li> <li>• I can add to the discussion and connect my ideas to what others say.</li> <li>• I can summarize a discussion and explain how my thinking changed.</li> </ul>	RL.4.1 RL.4.3 RF.4.4a SL.4.1 b-d	Conferring  Frequent formative assessments based on learning targets

<p>A Curricular Plan for Reading and Writing Workshop Grade 4 by Lucy Calkins and Colleagues</p> <p>Unit 3: Nonfiction Reading: Using Text Structures to Comprehend Expository, Narrative, and Hybrid Nonfiction</p> <p><i>December/January</i></p>	<ul style="list-style-type: none"> <li>• I can use details and examples from a text to explain what the text says.</li> <li>• I can use details and examples from a text to explain what the author means but does not say word for word (infers).</li> <li>• I can identify the main idea of a text.</li> <li>• I can explain how key details support the main idea of a text.</li> <li>• I can summarize an informational text.</li> <li>• I can use information from the text to explain ideas, or concepts in a informational text.</li> <li>• I can describe the structure of an informational text using appropriate labels, such as (chronological, comparison, cause/effect, problem/solution).</li> <li>• I can gather information orally or from graphic features of the text (e.g., charts, graphs, diagrams, timelines, animations, etc.).</li> <li>• I can explain how information gathered orally or from graphic features of a text help me understand the text better.</li> <li>• I can explain how an author uses reasons and evidence to support particular points in a text.</li> <li>• I can use a variety of resources to explore ideas that are discussed.</li> <li>• I can follow classroom rules for discussions and complete my assigned roles.</li> <li>• I can ask and respond to questions to make sure I understand.</li> <li>• I can add to the discussion and connect my ideas to what others say.</li> <li>• I can summarize a discussion and explain how my thinking changed.</li> </ul>	<p>RI.4.1  RI.4.2  RI.4.3  RI.4.5  RI.4.7  RI.4.8  SL.4.1 a-d</p>	<p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
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<p>A Curricular Plan for Reading and Writing Workshop Grade 4 by Lucy Calkins and Colleagues</p> <p>Unit 4: Nonfiction Research Projects: Teaching Students to Navigate Complex Nonfiction Text Sets Using Critical Analytical Lenses</p> <p><i>January/February</i></p>	<ul style="list-style-type: none"> <li>• I can use details and examples from a text to explain what the text says.</li> <li>• I can use details and examples from a text to explain what the author means but does not say word for word (infers).</li> <li>• I can identify the main idea of a text.</li> <li>• I can explain how key details support the main idea of a text.</li> <li>• I can summarize an informational text.</li> <li>• I can use information from the text to explain ideas, or concepts in a informational text.</li> <li>• I can describe the structure of an informational text using appropriate labels, such as (chronological, comparison, cause/effect, problem/solution).</li> <li>• I can gather information orally or from graphic features of the text (e.g., charts, graphs, diagrams, timelines, animations, etc.).</li> <li>• I can explain how information gathered orally or from graphic features of a text help me understand the text better.</li> <li>• I can explain how an author uses reasons and evidence to support particular points in a text.</li> <li>• I can use a variety of resources to explore ideas that are discussed.</li> <li>• I can use information from two different texts about the same topic to write or speak like an expert.</li> <li>• I can follow classroom rules for discussions and complete my assigned roles.</li> <li>• I can ask and respond to questions to make sure I understand.</li> <li>• I can add to the discussion and connect my ideas to what others say.</li> <li>• I can summarize a discussion and explain how my thinking changed.</li> <li>• I can report on a topic or text in an organized way and use appropriate facts, and important, descriptive details to support main ideas.</li> </ul>	<p>RI.4.1 RI.4.2 RI.4.3 RI.4.5 RI.4.7 RI.4.8 RI.4.9 SL.4.1 a-d SL.4.4</p>	<p>Fountas and Pinnell Reading Benchmark</p> <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
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<p>A Curricular Plan for Reading and Writing Workshop Grade 4 by Lucy Calkins and Colleagues</p> <p>Unit 5: Historical Fiction: Tackling Complex Texts</p> <p><i>March</i></p>	<ul style="list-style-type: none"> <li>• I can use details and examples from what I've read to explain what the text says.</li> <li>• I can use details and examples from what I've read to explain what the author means but does not write word for word.</li> <li>• I can use details from a story, drama, or poem to figure out a theme.</li> <li>• I can describe in detail a character, setting, or event in a story or drama using details from the text (i.e., a character's thoughts, words, or actions).</li> <li>• I can figure out the meaning of words and phrases based on how they are used in a text.</li> <li>• I can read and study to prepare for discussions.</li> <li>• I can use a variety of resources to explore ideas that are discussed.</li> <li>• I can follow classroom rules for discussions and complete my assigned roles.</li> <li>• I can ask and respond to questions to make sure I understand</li> <li>• I can add to the discussion and connect my ideas to what others say.</li> <li>• I can summarize a discussion and explain how my thinking changed.</li> <li>• I can identify the reasons and evidence a speaker gives to support his/her points.</li> </ul>	<p>RL.4.1 RL.4.2 RL.4.3 RL.4.4 SL.4.1 a-d SL.4.3</p>	<p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
<p>A Curricular Plan for Reading and Writing Workshop Grade 4 by Lucy Calkins and Colleagues</p> <p>Unit 7 (integrated with writing): Test Preparation</p> <p><i>March/April</i></p>	<p>See all previous units</p>	<p>All reading learning targets may apply</p>	<p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>

<p>A Curricular Plan for Reading and Writing Workshop Grade 4 by Lucy Calkins and Colleagues</p> <p>Unit 6: Interpretation Text Sets</p> <p><i>May/June</i></p>	<ul style="list-style-type: none"> <li>• I can use details and examples from what I've read to explain what the author means but does not write word for word.</li> <li>• I can use details from a story, drama, or poem to figure out a theme.</li> <li>• I can describe in detail a character, setting, or event in a story or drama using details from the text (i.e., a character's thoughts, words, or actions).</li> <li>• I can compare and contrast the point of view the narrator in different stories uses.</li> <li>• I can identify the difference between first- and third-person narrations.</li> <li>• I can compare and contrast similar themes and topics (i.e., opposition of good and evil) in stories, myths, and traditional literature from different cultures.</li> <li>• I can compare and contrast similar patterns of events (i.e., quest) in stories, myths, and traditional literature from different cultures.</li> <li>• I can use details and examples from a text to explain what the author means but does not say word for word (infers).</li> <li>• I can identify the main idea of a text.</li> <li>• I can explain how key details support the main idea of a text.</li> <li>• I can explain how an author uses reasons and evidence to support particular points in a text.</li> </ul>	<p>RL.4.1  RL.4.2  RL.4.3  RL.4.6  RL.4.9  RI.4.1  RI.4.2  RI.4.8</p>	<p>Fountas and Pinnell Reading Benchmark</p> <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
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