

# HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK



## COURSE/SUBJECT

## Fourth Grade Reading

UNIT PACING Names of units and approximate pacing	UNIT LEARNING TARGETS By the end of the unit, students will be able to...	STANDARD Which Common Core standards does this address?	ASSESSMENTS 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><b>Conferring</b>  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 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 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 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 Conferring</p> <p>Frequent formative assessments based on learning targets</p>
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