

# HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK



**COURSE/SUBJECT**

**Fourth Grade Writing**

<b>UNIT PACING</b> Names of units and approximate pacing	<b>LEARNING TARGETS</b> 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: Raising the Level of Personal Narrative  <i>September</i>	<ul style="list-style-type: none"> <li>• I can create a situation that introduces a narrator and/or character.</li> <li>• I can organize the events in my story logically.</li> <li>• I can use dialogue to develop different events.</li> <li>• I can use dialogue to show a character's response.</li> <li>• I can use description to develop different events.</li> <li>• I can use description to show a character's response.</li> <li>• I can use different transition words and phrases to tell my story in a logical order.</li> <li>• I can use adjectives, adverbs, and phrases, and my senses to add details to show experiences or events.</li> <li>• I can write an ending that wraps up a story.</li> <li>• I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults.</li> <li>• I can write one piece over an extended period of time using the writing process.</li> <li>• I can write one piece in a short period of time.</li> </ul>	W.4.3 a-e W.4.5 W.4.10	Pre-Assess Narrative Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website  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 2: Realistic Fiction</p> <p><i>October</i></p>	<ul style="list-style-type: none"> <li>• I can create a situation that introduces a narrator and/or character.</li> <li>• I can organize the events in my story logically.</li> <li>• I can use dialogue to develop different events.</li> <li>• I can use dialogue to show a character's response.</li> <li>• I can use description to develop different events.</li> <li>• I can use description to show a character's response.</li> <li>• I can use different transition words and phrases to tell my story in a logical order.</li> <li>• I can use adjectives, adverbs, and phrases, and my senses to add details to show experiences or events.</li> <li>• I can write an ending that wraps up a story.</li> <li>• I can produce writing that is clear and makes sense to the reader.</li> <li>• I can produce writing that matches the task, purpose and audience.</li> <li>• I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults.</li> <li>• I can write one piece over an extended period of time using the writing process.</li> <li>• I can write one piece in a short period of time.</li> </ul>	<p>W.4.3 a-e W.4.4 W.4.5 W.4.10</p>	<p>Post-Assess Narrative Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website</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 3: The Personal and Persuasive Essay</p> <p><i>November/December</i></p>	<ul style="list-style-type: none"> <li>• I can introduce a topic or text clearly.</li> <li>• I can state an opinion about my topic.</li> <li>• I can organize my writing to support my purpose by grouping common ideas together.</li> <li>• I can provide reasons that are supported by facts and details.</li> <li>• I can use transitions to connect my opinion and reasons together (e.g., <i>for instance, in order to, in addition</i>).</li> <li>• I can write a conclusion that is connected to my opinion.</li> <li>• I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults.</li> <li>• I can write one piece over an extended period of time using the writing process.</li> <li>• I can write one piece in a short period of time.</li> </ul>	<p>W.4.1 a-d W.4.4 W.4.10</p>	<p>Pre-Assess Opinion Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website</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: Literary Essay and Test Preparation in Writing</p> <p><i>December/January</i></p>	<ul style="list-style-type: none"> <li>• I can introduce a topic or text clearly.</li> <li>• I can state an opinion about my topic.</li> <li>• I can organize my writing to support my purpose by grouping common ideas together.</li> <li>• I can provide reasons that are supported by facts and details.</li> <li>• I can use transitions to connect my opinion and reasons together (e.g., <i>for instance, in order to, in addition</i>).</li> <li>• I can write a conclusion that is connected to my opinion.</li> <li>• I can produce writing that is clear and makes sense to the reader.</li> <li>• I can produce writing that matches the task, purpose and audience.</li> <li>• I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults.</li> <li>• I can use my fiction reading skills to support my analysis, reflection, and research.</li> <li>• I can write one piece over an extended period of time using the writing process.</li> <li>• I can write one piece in a short period of time.</li> </ul>	<p>W.4.1 a-d W.4.4 W.4.5 W.4.9 a W.4.10</p>	<p>Post-Assess Opinion Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website</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 4: Informational Writing: Building on Expository Structures to Write Lively, Voice-Filled Nonfiction Picture Books</p> <p><i>February</i></p>	<ul style="list-style-type: none"> <li>• I can introduce a topic clearly.</li> <li>• I can organize information in paragraphs and sections by grouping common ideas together.</li> <li>• I can include formatting (e.g., headings), illustrations, and multimedia to help my reader understand my writing.</li> <li>• I can develop my topic by using facts, definitions, specific details, quotations, or other information and examples related to the topic.</li> <li>• I can use words and phrases to connect my ideas within a category (e.g., <i>another, for example, also, because</i>).</li> <li>• I can use specific language and vocabulary to inform about or explain the topic.</li> <li>• I can write a conclusion that is connected to the information in my piece.</li> <li>• I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults.</li> <li>• I can research to investigate my topic.</li> <li>• I can remember or find important facts from a variety of sources.</li> <li>• I can take notes and organize the information into categories.</li> <li>• I can create a "works cited" page listing my sources.</li> <li>• I can use my fiction and nonfiction reading skills to support my analysis, reflection, and research.</li> <li>• I can write one piece over an extended period of time using the writing process.</li> <li>• I can write one piece in a short period of time.</li> </ul>	<p>W.4.2 a-e W.4.5 W.4.7 W.4.8 W.4.9 W.4.10</p>	<p>Pre-Assess Informational Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website</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 8: Informational Writing: Reading, Research, and Writing in the Content Areas</p> <p><i>March</i></p>	<ul style="list-style-type: none"> <li>• I can introduce a topic clearly.</li> <li>• I can organize information in paragraphs and sections by grouping common ideas together.</li> <li>• I can include formatting (e.g., headings), illustrations, and multimedia to help my reader understand my writing.</li> <li>• I can develop my topic by using facts, definitions, specific details, quotations, or other information and examples related to the topic.</li> <li>• I can use words and phrases to connect my ideas within a category (e.g., <i>another, for example, also, because</i>).</li> <li>• I can use specific language and vocabulary to inform about or explain the topic.</li> <li>• I can write a conclusion that is connected to the information in my piece.</li> <li>• I can produce writing that is clear and makes sense to the reader.</li> <li>• I can produce writing that matches the task, purpose and audience.</li> <li>• I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults.</li> <li>• I can research to investigate my topic.</li> <li>• I can remember or find important facts from a variety of sources.</li> <li>• I can take notes and organize the information into categories.</li> <li>• I can create a “works cited” page listing my sources.</li> <li>• I can use my fiction and nonfiction reading skills to support my analysis, reflection, and research.</li> <li>• I can write one piece over an extended period of time using the writing process.</li> <li>• I can write one piece in a short period of time.</li> </ul>	<p>W.4.2 a-e W.4.4 W.4.5 W.4.7 W.4.8 w.4.9 W.4.10</p>	<p>Post-Assess Informational Writing Prompt Adapted and Summarized from Teacher’s College of Reading and Writing Project Documents and Website</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 from Reading (integrated with reading): Test Preparation</p> <p><i>March/April</i></p>	<ul style="list-style-type: none"> <li>• I can write a narrative piece of writing.</li> <li>• I can write an opinion piece of writing.</li> <li>• I can write a informational piece of writing.</li> <li>• I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults.</li> <li>• I can use my fiction and nonfiction reading skills to support my analysis, reflection, and research.</li> <li>• I can write one piece in a short period of time.</li> </ul>	<p>W.4.1 a-d W.4.2 a-e W.4.3 a-e W.4.5 W.4.9 W.4.10</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: Poetry: Thematic Anthologies</p> <p><i>April/May</i></p>	<ul style="list-style-type: none"> <li>• I can read, understand, and write poetry at the 3rd grade text level.</li> <li>• I can use my fiction reading skills to support my analysis, reflection, and research.</li> </ul>	<p>RL.4.10 W.4.9 a</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 5: Historical Fiction: Tackling Complex Texts</p> <p><i>May/June</i></p>	<ul style="list-style-type: none"> <li>• I can create a situation that introduces a narrator and/or character.</li> <li>• I can organize the events in my story logically.</li> <li>• I can use dialogue to develop different events.</li> <li>• I can use dialogue to show a character's response.</li> <li>• I can use description to develop different events.</li> <li>• I can use description to show a character's response.</li> <li>• I can use different transition words and phrases to tell my story in a logical order.</li> <li>• I can use adjectives, adverbs, and phrases, and my senses to add details to show (not tell) experiences or events.</li> <li>• I can write an ending that wraps up a story.</li> <li>• I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults.</li> <li>• I can use my fiction and nonfiction reading skills to support my analysis, reflection, and research.</li> <li>• I can write one piece over an extended period of time using the writing process.</li> <li>• I can write one piece in a short period of time.</li> </ul>	<p>W.4.3 a-e W.4.5 W.4.9 W.4.10</p>	<p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
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