

HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK



COURSE/SUBJECT

Fourth Grade Writing

UNIT PACING Names of units and approximate pacing	LEARNING TARGETS 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: Raising the Level of Personal Narrative <i>September</i>	<ul style="list-style-type: none"> • I can create a situation that introduces a narrator and/or character. • I can organize the events in my story logically. • I can use dialogue to develop different events. • I can use dialogue to show a character's response. • I can use description to develop different events. • I can use description to show a character's response. • I can use different transition words and phrases to tell my story in a logical order. • I can use adjectives, adverbs, and phrases, and my senses to add details to show experiences or events. • I can write an ending that wraps up a story. • I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults. • I can write one piece over an extended period of time using the writing process. • I can write one piece in a short period of time. 	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"> • I can create a situation that introduces a narrator and/or character. • I can organize the events in my story logically. • I can use dialogue to develop different events. • I can use dialogue to show a character's response. • I can use description to develop different events. • I can use description to show a character's response. • I can use different transition words and phrases to tell my story in a logical order. • I can use adjectives, adverbs, and phrases, and my senses to add details to show experiences or events. • I can write an ending that wraps up a story. • I can produce writing that is clear and makes sense to the reader. • I can produce writing that matches the task, purpose and audience. • I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults. • I can write one piece over an extended period of time using the writing process. • I can write one piece in a short period of time. 	<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"> • I can introduce a topic or text clearly. • I can state an opinion about my topic. • I can organize my writing to support my purpose by grouping common ideas together. • I can provide reasons that are supported by facts and details. • I can use transitions to connect my opinion and reasons together (e.g., <i>for instance, in order to, in addition</i>). • I can write a conclusion that is connected to my opinion. • I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults. • I can write one piece over an extended period of time using the writing process. • I can write one piece in a short period of time. 	<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"> • I can introduce a topic or text clearly. • I can state an opinion about my topic. • I can organize my writing to support my purpose by grouping common ideas together. • I can provide reasons that are supported by facts and details. • I can use transitions to connect my opinion and reasons together (e.g., <i>for instance, in order to, in addition</i>). • I can write a conclusion that is connected to my opinion. • I can produce writing that is clear and makes sense to the reader. • I can produce writing that matches the task, purpose and audience. • I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults. • I can use my fiction reading skills to support my analysis, reflection, and research. • I can write one piece over an extended period of time using the writing process. • I can write one piece in a short period of time. 	<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"> • I can introduce a topic clearly. • I can organize information in paragraphs and sections by grouping common ideas together. • I can include formatting (e.g., headings), illustrations, and multimedia to help my reader understand my writing. • I can develop my topic by using facts, definitions, specific details, quotations, or other information and examples related to the topic. • I can use words and phrases to connect my ideas within a category (e.g., <i>another, for example, also, because</i>). • I can use specific language and vocabulary to inform about or explain the topic. • I can write a conclusion that is connected to the information in my piece. • I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults. • I can research to investigate my topic. • I can remember or find important facts from a variety of sources. • I can take notes and organize the information into categories. • I can create a "works cited" page listing my sources. • I can use my fiction and nonfiction reading skills to support my analysis, reflection, and research. • I can write one piece over an extended period of time using the writing process. • I can write one piece in a short period of time. 	<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"> • I can introduce a topic clearly. • I can organize information in paragraphs and sections by grouping common ideas together. • I can include formatting (e.g., headings), illustrations, and multimedia to help my reader understand my writing. • I can develop my topic by using facts, definitions, specific details, quotations, or other information and examples related to the topic. • I can use words and phrases to connect my ideas within a category (e.g., <i>another, for example, also, because</i>). • I can use specific language and vocabulary to inform about or explain the topic. • I can write a conclusion that is connected to the information in my piece. • I can produce writing that is clear and makes sense to the reader. • I can produce writing that matches the task, purpose and audience. • I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults. • I can research to investigate my topic. • I can remember or find important facts from a variety of sources. • I can take notes and organize the information into categories. • I can create a “works cited” page listing my sources. • I can use my fiction and nonfiction reading skills to support my analysis, reflection, and research. • I can write one piece over an extended period of time using the writing process. • I can write one piece in a short period of time. 	<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"> • I can write a narrative piece of writing. • I can write an opinion piece of writing. • I can write a informational piece of writing. • I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults. • I can use my fiction and nonfiction reading skills to support my analysis, reflection, and research. • I can write one piece in a short period of time. 	<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"> • I can read, understand, and write poetry at the 3rd grade text level. • I can use my fiction reading skills to support my analysis, reflection, and research. 	<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"> • I can create a situation that introduces a narrator and/or character. • I can organize the events in my story logically. • I can use dialogue to develop different events. • I can use dialogue to show a character's response. • I can use description to develop different events. • I can use description to show a character's response. • I can use different transition words and phrases to tell my story in a logical order. • I can use adjectives, adverbs, and phrases, and my senses to add details to show (not tell) experiences or events. • I can write an ending that wraps up a story. • I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults. • I can use my fiction and nonfiction reading skills to support my analysis, reflection, and research. • I can write one piece over an extended period of time using the writing process. • I can write one piece in a short period of time. 	<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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