

Rhodes School District 84.5

Grade 1 Lucy Calkins Writing Workshop Curriculum

Lucy Calkins Units of Study	Unit Pacing Guide
<u>Unit 1: Small Moments</u> - Writers are encouraged to write about small moments, with a focus in writing with details, including showing character’s small actions, dialogues, and internal thinking.	September 4, 2018-November 9, 2018 (9 Weeks)
<u>Unit 2: Non-fiction Chapter Books</u> -Writers will learn how to make a basic type of information book-a picture book-and ends with students creating multiple information chapter books, filled with elaboration, interesting text elements, and pictures that supplement the teaching of the words.	November 12, 2018-January 25, 2019 (9 Weeks)
<u>Unit 3: Writing Review</u> - Writers will learn to write their judgements (persuade, explain, convince, categorize) and to organize their reasons and supply supporting details for those reasons.	January 28, 2019-March 22, 2019 (8 Weeks)
<u>Unit 4: From Scenes to Series</u> -Writers will be lead through the process of creating a pretend character, giving that character adventures in more than one booklet, elaborating and revising across books, and finally, creating a “boxed set” of their stories.	April 1, 2019-May 17, 2019 (7 Weeks)

The Seven Essentials of Writing Instruction-Lucy Calkins

- 1. Writing needs to be taught like any other basic skill, with explicit instruction and ample opportunity for practice.**
- 2. Students deserve to write for real, to write the kinds of texts they see in the world-nonfiction chapter books, persuasive letters, stories, lab reports, reviews, poems-and to write for an audience of readers.**
- 3. Writer’s write to put meaning onto the page. Young writers will especially invest themselves in their writing if they write about what is important to them.**

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4. **Children deserve to be explicitly taught how to write.** *Instruction matters-and this includes instruction in spelling, conventions, as well as in the good qualities and strategies of good writing.*
5. **Students deserve the opportunity and instruction necessary for them to cycle through the writing process** *as they write: rehearsing, drafting, revising, editing, and publishing their writing.*
6. **Writers read.** *For children to write well, they need opportunities to read and hear texts read, and to read as insiders. Studying what other authors have done that they, too, could try.*
7. **Students deserve clear goals and frequent feedback.** *They need to hear ways their writing is getting better and to know what their next steps might be.*