

# Rhodes School District 84.5

## Grade 2: Lucy Calkins Writing Workshop Curriculum

Lucy Calkins Units of Study	Unit Pacing Guide
<b>Unit 1: Lessons from the Masters-</b> Writers will deepen their understanding of narrative writing and how authors take moments from their personal lives and write about them. Students will learn that writers grab hold of particular moments, moments that stay with them, and let those moments spark ideas for their stories.	September 4, 2018-November 9, 2018 (9 Weeks)
<b>Unit 2: Lab Reports and Science Books-</b> Writers will produce informative/expository texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. Students are not only taught about writing, but also about the scientific method. Writers will begin to internalize the scientific procedures and writing processes encountered so they can teach others.	November 12, 2018-January 25, 2019 (9 Weeks)
<b>Unit 3: Writing about Reading-</b> Writers will draft letters about characters they've met in their books, formulating opinions and supporting their ideas, providing reasons, and using details and examples from the text to support their claims.	January 28, 2019-March 22, 2019 (8 Weeks)
<b>Unit 4: Poetry: Big Thoughts in Small Packages-</b> Writers will learn that poets are sparked by objects and feelings that they translate to music on a page. Writers will understand that a poem is a different type of story. Writers will recognize that in a poem, choice and placement of words matter more than ever.	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.
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.

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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.