

Rhodes School District 84.5

Grade 3: Lucy Calkins Writing Workshop Curriculum

Lucy Calkins Units of Study	Unit Pacing Guide
Unit 1: Crafting True Stories- Writers invest time in rehearsal for writing, collecting quick drafts of possible stories in notebook entries, and later select one to take through the writing process. Writers will develop stories that are driven by characters' experiences and their responses to those experiences.	September 4, 2018-November 9, 2018 (9 Weeks)
Unit 2: The Art of Information Writing- Writers will focus on a particular type of information writing- a structured, written-to-teach, expert based project. Students will learn to write introductions, organize information, and include text features that help their readers. There is an extensive amount of time spent on teaching various strategies for "planning, revising, and editing".	November 12, 2018-January 25, 2019 (9 Weeks)
Unit 3: Changing the World- Writers will learn to introduce topics, support these by listing reasons, using transition words to connect various parts of their pieces and to conclude. This unit moves writers from writing opinion speeches to forming cause groups to support various causes.	January 28, 2019-March 22, 2019 (8 Weeks)
Unit 4: Once Upon a Time: Adapting and Writing Fairy Tales- Writers will compose two fairy tale adaptations and one original fairy tale. This unit will push students to use a strong storyteller's voice, write with a story arc, create the world of story, and bring characters to life. The importance of clear event sequence, and language that signals event order will be emphasized.	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.