

Rhodes School District 84.5

Grade 4: Lucy Calkins Writing Workshop Curriculum

Lucy Calkins Units of Study	Unit Pacing Guide
Unit 1: The Arc of a Story: Writing Realistic Fiction- Writers will be crafting realistic fiction stories as a form of narrative writing. This is the first time in their elementary education that narrative writing isn't about a personal narrative, so while you will lean on that experience to guide the teaching of this unit, students will be thinking about narrative writing in a whole new way.	September 4, 2018-November 9, 2018 (9 Weeks)
Unit 2: Boxes and Bullets: Personal Persuasive Essays- Writers will learn a variety of more sophisticated strategies for introducing their topics, and students will learn to provide reasons to support their opinions, as well as facts and details to elaborate other reasons. Writers will be shown different ways to arrange their reasons and evidence.	November 12, 2018-January 25, 2019 (9 Weeks)
Unit 3: Bringing History to Life- (* This is an in-depth unit that asks students to draw in their understanding of historical events and nonfiction reading, so nonfiction reading strategies and lessons may be needed.) Writers will introduce a topic and group related information, elaborating with some facts, definitions, and details.	January 28, 2019-March 22, 2019 (8 Weeks)
Unit 4: The Literary Essay: Writing About Fiction- Writers will begin by developing and defending basic ideas about literature with a special emphasis on the challenges presented when one writes about a text, rather than life. Later, writers will be challenged to lift the level of their essays by writing about ideas that are more complex, nuanced, and interpretive, and supporting those ideas with various forms of textual evidence.	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.