

Rhodes School District 84.5

Grade 5: Lucy Calkins Writing Workshop Curriculum

Lucy Calkins Units of Study	Unit Pacing Guide
Unit 1: Narrative Craft- Writers will be crafting a personal narrative, paying special attention to elaboration through detail and description, traveling slowly over the idea of their topic, grounding the writing in a wealth of specificity and returning to important sections to tell them in a bot-by-bit way.	September 4, 2018-November 9, 2018 (9 Weeks)
Unit 2: The Lens of History: Research Reports- Writers will be crafting informational texts within a content area of study related to history. To glean relevant information, students will need to delve deeply into informational texts, discerning significant ideas and supporting information, synthesizing and comparing across texts, and considering their structure and craft as mentor texts.	November 12, 2018-January 25, 2019 (9 Weeks)
Unit 3: Shaping Texts: From Essay and Narrative to Memoir- Writers write both “big” and “small”...writing about broad ideas or theories and then zooming in to write about one time when that idea was true. Writers will be exposed to a variety of forms a memoir can take: narrative with reflection, essaylike structure, listlike structure, and more.	January 28, 2019-March 22, 2019 (8 Weeks)
Unit 4: The Research-Based Argument Essay- Writers will structure their writing so that it includes claims that are supported by reasons that are backed by evidence. They’ll learn to withhold judgement, read critically, note-take, build an argument, and revise, rethink, rebuild that argument all over.	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.