

# Rhodes School District 84.5

## Kindergarten: Lucy Calkins Writing Workshop Curriculum

| Lucy Calkins Units of Study  | Unit Pacing Guide                               |
|--|---|
| <u>Unit 1: Launching the Writing Workshop</u> - Routines and procedures for Writers Workshop are introduced and students quickly identify themselves as writers and illustrators. Students are exposed to both narrative and informational writing in this unit.                   | September 4, 2018-November 9, 2018<br>(9 Weeks) |
| <u>Unit 2: Writing for Readers</u> - Writers will learn strategies for making clearer, richer stories and help them strengthen the conventions and mechanics of their writing. The goal of this unit is to help students put actual words and sentences onto a page.               | November 12, 2018-January 25, 2019<br>(9 Weeks) |
| <u>Unit 3: How to Books: Writing to Teach Others</u> - Writers will notice that the genre of How-to writing weaves together drawing (with labels) and writing, and it has a hands-on action-oriented feel. To do this work, Kindergarteners alternate between drawing and writing. | January 28, 2019-March 22, 2019<br>(8 Weeks)    |
| <u>Unit 4: Persuasive Writing of All Kinds: Using Words to Make a Change</u> - Writers will learn that they can write to make their own classroom, their school, and their world into a better place. They are writing particular kinds of texts for specific audiences.           | April 1, 2019-May 24, 2019<br>(8 Weeks)         |

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### *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.
- 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.