

September	<p>Launching the Writing Workshop</p> <p>What are the procedures and expectations of writer's workshop and why are they important for writers?</p> <p>How do writers use small moments to become storytellers?</p>	<p>Writing Process</p> <p>Reading-Writing Connection</p> <p>Mechanics</p> <p>Editing/Revision</p>	<p>-Understands procedures and expectations of writer's workshop -Uses pictures, words and sentences to tell a story based on personal experiences -Writes independently for 20 minutes -Moves through the writing process from rehearsal to drafting to revision to editing to publishing with teacher support</p> <p>-Identifies a few elements of personal narrative in their own writing and in published literature -Learns that narrative writing follows a story line -Relives event and recreates it (rather than summarizing or commenting on it)</p> <p>-Spells high frequency words accurately -Uses sentence-ending punctuation in published writing -Uses invented spelling but edits before publishing -Uses appropriate punctuation around quotations -Develops ideas into paragraphs (with support) -Uses appropriate capitalization</p> <p>-Rereads story with one to one correspondence -Experiments with different entrance points to the story -Edits in order to make writing clear -Adds details to elaborate on a small moment -Adds appropriate spaces between words -Listens to suggestions from teacher/ peer writers</p>	<p>Individual Student Conferences</p> <p>Table Conferences</p> <p>On Demand Writing Rubric</p> <p>Written and Verbal Responses</p> <p>Observation</p>	<p>Lucy Calkins Launching the Writing Workshop Book 1</p> <p>Teacher Created Mini Lesson Book Bags</p> <p>Read Alouds</p> <p>Writer's Workshop Toolboxes</p>

October	<p><u>Workshop</u></p> <p>What are the procedures and expectations of writer's workshop and why are they important for writers?</p> <p>How do writers use small moments to become storytellers?</p>	Writing Process	<p>and expectations of writer's workshop</p> <ul style="list-style-type: none"> -Uses pictures, words and sentences to tell a story based on personal experiences -Writes independently for 20 minutes -Moves through the writing process from rehearsal to drafting to revision to editing to publishing with more independence 	<p>Conferences</p> <p>Table Conferences</p> <p>On Demand Writing Rubric</p> <p>Written and Verbal Responses</p> <p>Observation</p>	<p>Writing Workshop Book 1</p> <p>Teacher Created Mini Lesson Book Bags</p> <p>Read Alouds</p> <p>Writer's Workshop Toolboxes</p>
		Reading-Writing Connection	<ul style="list-style-type: none"> -Identifies a few elements of personal narrative in their own writing and in published literature -Learns that narrative writing follows a story line -Relives event and recreates it (rather than summarizing or commenting on it) 		
		Mechanics	<ul style="list-style-type: none"> -Spells high frequency words accurately -Uses sentence-ending punctuation in published writing -Uses invented spelling but edits before publishing -Uses appropriate punctuation around quotations -Develops ideas into paragraphs with support -Uses appropriate capitalization 		
		Editing/Revision	<ul style="list-style-type: none"> -Rereads story with one to one correspondence -Experiments with different entrance points to the story -Edits in order to make writing clear -Adds details to elaborate on a small moment -Uses descriptive words -Starts sentences in different ways -Listens to suggestions from teacher/ peer writers 		

November	<p><u>Breathing Life into Essays</u></p> <p>How can we write about personal topics in a genre other than personal narrative (expository)?</p> <p>How can we write a thesis-driven essay?</p>	<p>Writing Process</p> <p>Reading-Writing Connection</p> <p>Mechanics</p> <p>Editing/Revision</p>	<p>-Uses writing process to produce an essay -Decides upon a BIG IDEA (thesis statement) and provides supporting evidence -Generates essay ideas from personal experiences (with teacher support)</p> <p>-Differentiates between narrative and non-narrative writing/literature -Utilizes writing strategies as shown by authors of mentor essays (persuasive speeches, expository essays, etc.)</p> <p>-Spells high frequency words accurately -Uses sentence-ending punctuation in published writing -Uses invented spelling but edits before publishing -Uses appropriate punctuation around quotations -Develops ideas into paragraphs and uses correct indentation -Uses appropriate capitalization -Uses correct subject-verb agreement</p> <p>-Uses transition words when moving from paragraph to paragraph -Repeats key words and phrases (pushing your thinking) -Includes a lead to grab reader's attention -Ties essay together -Edits in order to make writing clear -Adds details to elaborate -Listens to suggestions from teacher/ peer writers</p>	<p>Individual Student Conferences</p> <p>Table Conferences</p> <p>On Demand Writing Rubric</p> <p>Written and Verbal Responses</p> <p>Observation</p>	<p>Lucy Calkins Breathing Life into Essays Book 3</p> <p>Teacher Created Mini Lesson Book Bags</p> <p>Read Alouds</p> <p>Writer's Workshop</p>

December	<p><u>Breathing Life into Essays</u></p> <p>How can we write about personal topics in a genre other than personal narrative (expository)?</p> <p>How can we write a thesis-driven essay?</p>	<p>Writing Process</p> <p>Reading-Writing Connection</p> <p>Mechanics</p> <p>Editing/Revision</p>	<p>-Uses writing process to produce an essay -Decides upon a BIG IDEA (thesis statement) and provides supporting evidence -Generates essay ideas from personal experiences (with teacher support)</p> <p>-Differentiates between narrative and non-narrative writing/literature -Utilizes writing strategies as shown by authors of mentor essays (persuasive speeches, expository essays, etc.)</p> <p>-Spells high frequency words accurately -Uses sentence-ending punctuation in published writing -Uses invented spelling but edits before publishing -Uses appropriate punctuation around quotations -Develops ideas into paragraphs and uses correct indentation -Uses appropriate capitalization -Uses correct subject-verb agreement</p> <p>-Uses transition words when moving from paragraph to paragraph -Repeats key words and phrases (pushing your thinking) -Ties essay together -Edits in order to make writing clear -Adds details to elaborate -Listens to suggestions from teacher/ peer writers</p>	<p>Individual Student Conferences</p> <p>Table Conferences</p> <p>On Demand Writing Rubric</p> <p>Written and Verbal Responses</p> <p>Observation</p>	<p>Lucy Calkins Breathing Life into Essays Book 3</p> <p>Teacher Created Mini Lesson Book Bags</p> <p>Read Alouds</p> <p>Writer's Workshop</p>

January	<p><u>Literary Essays: Writing About Reading</u></p> <p>How can we respond to literature through writing?</p> <p>How can we identify elements of literature and become wide-awake readers?</p>	<p>Writing Process</p> <p>Reading-Writing Connection</p> <p>Mechanics</p> <p>Editing/Revision</p>	<p>-Understands the writing process and moves through it to write a literary essay -Collects entries that are responses to reading of short texts -Decides upon a thesis statement and provides supporting evidence based on textual information -Uses 'pushing your thinking' phrases to elaborate</p> <p>-Understands that literary essayists must read actively and develop ideas about the text -Makes connections to literature</p> <p>-Uses transition phrases such as <i>for example</i> and <i>more importantly</i> -Uses tense consistency -Uses various punctuation and pronouns -Spells high frequency words accurately -Uses sentence-ending punctuation in published writing -Uses appropriate punctuation around quotations -Develops ideas into paragraphs and uses correct indentation -Uses appropriate capitalization -Uses correct subject-verb agreement</p> <p>-Continuously revises and edits during drafting making sure to support their claim -Repeats key words and phrases (pushing your thinking) -Ties essay together -Edits in order to make writing clear -Listens to suggestions from teacher/ peer writers</p>	<p>Individual Student Conferences</p> <p>Table Conferences</p> <p>On Demand Writing Rubric</p> <p>Written and Verbal Responses</p> <p>Observation</p>	<p>Lucy Calkins Literary Essays: Writing About Reading Book 5</p> <p>Teacher Created Mini Lesson Book Bags</p> <p>Read Alouds</p> <p>Writer's Workshop</p>
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February	<p><u>Literary Essays: Writing About Reading</u></p> <p>How can we respond to literature through writing?</p> <p>How can we identify elements of literature and become wide-awake readers?</p>	<p>Writing Process</p> <p>Reading-Writing Connection</p> <p>Mechanics</p> <p>Editing/Revision</p>	<p>-Understands the writing process and moves through it to write a literary essay -Collects entries that are responses to reading of short texts -Decides upon a thesis statement and provides supporting evidence based on textual information -Uses 'pushing your thinking' phrases to elaborate</p> <p>-Understands that literary essayists must read actively and develop ideas about the text -Makes connections to literature</p> <p>-Uses transition phrases such as <i>for example</i> and <i>more importantly</i> -Uses tense consistency -Uses various punctuation and pronouns -Spells high frequency words accurately -Uses sentence-ending punctuation in published writing -Uses appropriate punctuation around quotations -Develops ideas into paragraphs and uses correct indentation -Uses appropriate capitalization -Uses correct subject-verb agreement</p> <p>-Continuously revises and edits during drafting making sure to support their claim -Repeats key words and phrases (pushing your thinking) -Ties essay together -Edits in order to make writing clear -Listens to suggestions from teacher/ peer writers</p>	<p>Individual Student Conferences</p> <p>Table Conferences</p> <p>On Demand Writing Rubric</p> <p>Written and Verbal Responses</p> <p>Observation</p>	<p>Lucy Calkins Literary Essays: Writing About Reading Book 5</p> <p>Teacher Created Mini Lesson Book Bags</p> <p>Read Alouds</p> <p>Writer's Workshop</p>
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March	<p><u>Raising the Quality of Narrative Writing</u></p> <p>How can we draw upon strategies we already know and learn new strategies to improve our quality of narrative writing?</p>	<p>Writing Process</p> <p>Reading-Writing Connection</p> <p>Mechanics</p> <p>Editing/Revision</p>	<p>-Uses words and sentences to tell a true story based on personal experiences -Writes independently for 20-30 minutes -Moves through the writing process from rehearsal to drafting to revision to editing to publishing independently -Extends and elaborates on small moments -Relives event and recreates it (rather than summarizing or commenting on it)</p> <p>-Identifies elements of personal narrative in their own writing and in published literature -Writes to imitate craft of mentor authors</p> <p>-Spells high frequency words accurately in all drafts -Uses sentence-ending punctuation in all drafts -Uses more sophisticated sentence structure -Uses appropriate punctuation around quotations -Develops ideas into paragraphs -Uses appropriate capitalization</p> <p>-Experiments with different leads and uses a strong ending -Edits in order to make writing clear -Adds details to elaborate on a small moment -Uses descriptive words -Starts sentences in different ways -Listens to suggestions from teacher/ peer writers</p>	<p>Individual Student Conferences</p> <p>Table Conferences</p> <p>On Demand Writing Rubric</p> <p>Written and Verbal Responses</p> <p>ISAT Student Friendly Rubrics</p> <p>Observation</p>	<p>Lucy Calkins Raising the Quality of Narrative Writing Book 2</p> <p>Teacher Created Mini Lesson Book Bags</p> <p>Read Alouds</p> <p>Writer's Workshop</p>
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April	<p><u>Raising the Quality of Narrative Writing</u></p> <p>How can we draw upon strategies we already know and learn new strategies to improve our quality of narrative writing?</p>	<p>Writing Process</p> <p>Reading-Writing Connection</p> <p>Mechanics</p> <p>Editing/Revision</p>	<p>-Uses words and sentences to tell a true story based on personal experiences -Writes independently for 20-30 minutes -Moves through the writing process from rehearsal to drafting to revision to editing to publishing independently -Extends and elaborates on small moments -Relives event and recreates it (rather than summarizing or commenting on it)</p> <p>-Identifies elements of personal narrative in their own writing and in published literature -Writes to imitate craft of mentor authors</p> <p>-Spells high frequency words accurately in all drafts -Uses sentence-ending punctuation in all drafts -Uses more sophisticated sentence structure -Uses appropriate punctuation around quotations -Develops ideas into paragraphs -Uses appropriate capitalization</p> <p>-Experiments with different leads and uses a strong ending -Edits in order to make writing clear -Adds details to elaborate on a small moment -Uses descriptive words -Starts sentences in different ways -Listens to suggestions from teacher/ peer writers</p>	<p>Individual Student Conferences</p> <p>Table Conferences</p> <p>On Demand Writing Rubric</p> <p>Written and Verbal Responses</p> <p>ISAT Student Friendly Rubrics</p> <p>Observation</p>	<p>Lucy Calkins Raising the Quality of Narrative Writing Book 2</p> <p>Teacher Created Mini Lesson Book Bags</p> <p>Read Alouds</p> <p>Writer's Workshop</p>
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May/June	<p><u>Breathing Life into Essays</u></p> <p>How can we use resources to build an informational expository essay?</p> <p>How can we write a thesis-driven research-based essay?</p>	<p>Writing Process</p> <p>Reading-Writing Connection</p> <p>Mechanics</p> <p>Editing/Revision</p>	<p>-Uses writing process to produce an essay -Decides upon a thesis statement and provides supporting evidence -Generates essay ideas from research</p> <p>-Uses non fiction texts to gather information -Applies strategies of non-fiction mentor authors to guide expository essay writing</p> <p>-Spells high frequency words accurately -Uses sentence-ending punctuation in published writing -Uses quotation marks for direct quotes -Organizes ideas into paragraphs and uses correct indentation -Uses appropriate capitalization -Uses correct subject-verb agreement</p> <p>-Uses transition words when moving from paragraph to paragraph -Repeats key words and phrases (pushing your thinking) -Ties essay together -Edits in order to make writing clear and well-connected -Adds details to elaborate -Paraphrases information gathered from research -Listens to suggestions from teacher/ peer writers</p>	<p>Individual Student Conferences</p> <p>Table Conferences</p> <p>On Demand Writing Rubric</p> <p>Written and Verbal Responses</p> <p>Observation</p>	<p>Lucy Calkins Breathing Life into Essays Book 3</p> <p>Teacher Created Mini Lesson Book Bags</p> <p>Read Alouds</p> <p>Writer's Workshop</p>
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