| September | Launching the Writing Workshop What are the procedures and expectations of writer's workshop and why are they important for writers? How do writers use small moments to become storytellers? | Reading-Writing Connection Mechanics Editing/Revision | -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 -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) -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 -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 | Individual Student Conferences Table Conferences On Demand Writing Rubric Written and Verbal Responses Observation | Lucy Calkins Launching the Writing Workshop Book 1 Teacher Created Mini Lesson Book Bags Read Alouds Writer's Workshop Toolboxes |
|-----------|---|---|--|--|---|
| | | | -Adds appropriate spaces between words -Listens to suggestions from teacher/ peer writers | | |

| | What are the procedures and expectations of writer's workshop and why are they important for writers? How do writers use small moments to become storytellers? | Reading-Writing Connection | 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 more independence -Identifies a few elements of personal narrative in their own writing and in published literature -Learns that narrative writing | Conferences Table Conferences On Demand Writing Rubric Written and Verbal Responses Observation | Writing Workshop Book 1 Teacher Created Mini Lesson Book Bags Read Alouds Writer's Workshop Toolboxes |
|---------|---|----------------------------|---|---|--|
| October | | Mechanics | follows a story line -Relives event and recreates it (rather than summarizing or commenting on it) -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 | -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 | | |

| | Breathing Life into Essays How can we write about personal topics in a genre other than personal narrative (expository)? How can we write a thesisdriven essay? | Writing Process Reading-Writing Connection | -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) | Individual Student Conferences Table Conferences On Demand Writing Rubric Written and Verbal Responses Observation | Lucy Calkins Breathing Life into Essays Book 3 Teacher Created Mini Lesson Book Bags Read Alouds Writer's Workshop |
|----------|---|---|---|--|---|
| | | Redaing-willing Connection | narrative and non-narrative writing/literature -Utilizes writing strategies as shown by authors of mentor essays (persuasive speeches, expository essays, etc.) | | |
| November | | Mechanics | -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 | | |
| | | Editing/Revision | -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 | | |

| | Breathing Life into Essays | Writing Process | Uses writing process to produce an essay | Individual Student Conferences | Lucy Calkins Breathing Life into Essays Book 3 |
|----------|---|----------------------------|---|---|--|
| | How can we write about personal topics in a genre other than personal narrative (expository)? How can we write a thesisdriven essay? | | -Decides upon a BIG IDEA (thesis statement) and provides supporting evidence -Generates essay ideas from personal experiences (with teacher support) | Table Conferences On Demand Writing Rubric Written and Verbal Responses | Teacher Created Mini Lesson Book Bags Read Alouds Writer's Workshop |
| | | Reading-Writing Connection | -Differentiates between narrative and non-narrative writing/literature -Utilizes writing strategies as shown by authors of mentor essays (persuasive speeches, expository essays, etc.) | Observation | |
| December | | Mechanics | -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 | | |
| | | Editing/Revision | -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 | | |

| | Literary Essays: Writing About | Writing Process | -Understands the writing | Individual Student | Lucy Calkins Literary Essays: |
|---------|--------------------------------|----------------------------|--|---------------------------|-------------------------------|
| | Reading | Willing 1 locess | process and moves through | Conferences | Writing About Reading Book |
| | <u>kedding</u> | | it to write a literary essay | Conferences | Willing About Redding Book |
| | How can we respond to | | -Collects entries that are | Table Conferences | 5 |
| | literature through writing? | | responses to reading of short | Table Conferences | Teacher Created Mini Lesson |
| | meratore infloogri willings | | texts | On Demand Writing Rubric | |
| | How can we identify | | -Decides upon a thesis | On Demand Willing Robitc | Book Bags |
| | How can we identify | | -Decides upon a mesis | Maritha a grand Marila al | De erel Alexade |
| | elements of literature and | | statement and provides | Written and Verbal | Read Alouds |
| | become wide-awake | | supporting evidence based | Responses | Addition to Addition to the |
| | readers? | | on textual information | Observation | Writer's Workshop |
| | | | -Uses 'pushing your thinking' phrases to elaborate | Observation | |
| | | | phrases to elaborate | | |
| | | Donding Writing Connection | Understands that literan | | |
| | | Reading-Writing Connection | -Understands that literary | | |
| | | | essayists must read actively | | |
| | | | and develop ideas about | | |
| | | | the text | | |
| | | | -Makes connections to | | |
| | | | literature | | |
| | | Mechanics | -Uses transition phrases such | | |
| | | Mechanics | as for example and more | | |
| | | | | | |
| | | | importantly -Uses tense consistency | | |
| | | | | | |
| | | | -Uses various punctuation | | |
| ≥ | | | and pronouns | | |
| January | | | -Spells high frequency words | | |
| g | | | accurately | | |
| 7 | | | -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 | | |
| | | | agreemen | | |
| | | Editing/Revision | -Continuously revises and | | |
| | | Ediling/ RO vision | 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 | | |
| | | | Todorior, poor willors | | |
| | | | 1 | l | l |

| | Literary Essays: Writing About | Writing Process | -Understands the writing | Individual Student | Lucy Calkins Literary Essays: |
|----------|--------------------------------|----------------------------|--|--------------------------|-------------------------------|
| | | Willing Flocess | | | |
| | <u>Reading</u> | | process and moves through | Conferences | Writing About Reading Book |
| | | | it to write a literary essay | | 5 |
| | How can we respond to | | -Collects entries that are | Table Conferences | |
| | literature through writing? | | responses to reading of short | | |
| | | | texts | On Demand Writing Rubric | Teacher Created Mini Lesson |
| | How can we identify | | -Decides upon a thesis | | Book Bags |
| | elements of literature and | | statement and provides | Written and Verbal | |
| | become wide-awake | | supporting evidence based | Responses | Read Alouds |
| | readers? | | on textual information | | |
| | | | -Uses 'pushing your thinking' | Observation | Writer's Workshop |
| | | | phrases to elaborate | | |
| | | | | | |
| | | Reading-Writing Connection | -Understands that literary | | |
| | | | essayists must read actively | | |
| | | | and develop ideas about | | |
| | | | the text | | |
| | | | -Makes connections to | | |
| | | | literature | | |
| | | | | | |
| | | Mechanics | -Uses transition phrases such | | |
| | | | as for example and more | | |
| | | | importantly | | |
| | | | -Uses tense consistency | | |
| | | | -Uses various punctuation | | |
| > | | | and pronouns | | |
| February | | | -Spells high frequency words | | |
| ر م | | | accurately | | |
| <u> </u> | | | -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 | | |
| | | | agreemen | | |
| | | Editing/Revision | -Continuously revises and | | |
| | | Edili 19/100 visioi i | 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 | | |
| | | | loacher, peer willers | | |
| | 1 | 1 | 1 | | |

| | Raising the Quality of Narrative Writing How can we draw upon strategies we already know and learn new strategies to improve our quality of narrative writing? | Writing Process | -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) | Individual Student Conferences Table Conferences On Demand Writing Rubric Written and Verbal Responses ISAT Student Friendly Rubrics Observation | Lucy Calkins Raising the Quality of Narrative Writing Book 2 Teacher Created Mini Lesson Book Bags Read Alouds Writer's Workshop |
|-------|---|----------------------------|--|--|---|
| | | Reading-Writing Connection | -Identifies elements of personal narrative in their own writing and in published literature -Writes to imitate craft of mentor authors | | |
| March | | Mechanics | -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 | | |
| | | Editing/Revision | -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 | | |

| | Raising the Quality of Narrative Writing How can we draw upon strategies we already know and learn new strategies to improve our quality of narrative writing? | Writing Process | -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) | Individual Student Conferences Table Conferences On Demand Writing Rubric Written and Verbal Responses ISAT Student Friendly Rubrics Observation | Lucy Calkins Raising the Quality of Narrative Writing Book 2 Teacher Created Mini Lesson Book Bags Read Alouds Writer's Workshop |
|-------|---|----------------------------|--|--|---|
| | | Reading-Writing Connection | -Identifies elements of personal narrative in their own writing and in published literature -Writes to imitate craft of mentor authors | | |
| April | | Mechanics | -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 | | |
| | | Editing/Revision | -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 | | |

| | Breathing Life into Essays How can we use resources to build an informational expository essay? How can we write a thesisdriven research-based essay? | Writing Process Reading-Writing Connection | -Uses writing process to produce an essay -Decides upon a thesis statement and provides supporting evidence -Generates essay ideas from research -Uses non fiction texts to gather information -Applies strategies of non-fiction mentor authors to guide expository essay writing | Individual Student Conferences Table Conferences On Demand Writing Rubric Written and Verbal Responses Observation | Lucy Calkins Breathing Life into Essays Book 3 Teacher Created Mini Lesson Book Bags Read Alouds Writer's Workshop |
|----------|---|---|---|--|---|
| May/June | | Mechanics | -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 | | |
| | | Editing/Revision | -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 | | |