

	Essential Question	Content	Skills	Assessment	Resources
September	<p><u>Launching the Writing 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 written language to represent stories?</p>	Writing Process	<ul style="list-style-type: none"> <li>-Students understand procedures and expectations of writer's workshop.</li> <li>-Using both pictures and words to tell a story.</li> <li>-Written words match picture representation.</li> <li>-Writers write independently for 15 minutes</li> <li>-Writers generate their own topics based on personal experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Individual Student Conferences</li> <li>Table Conferences</li> <li>On Demand Writing Rubric</li> <li>Written and Verbal Responses</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Lucy Calkins Launching the Writing Workshop Book 1</li> <li>Teacher Created Mini Lesson Book Bags</li> <li>Read Alouds</li> <li>Writer's Workshop Toolboxes</li> </ul>
		Graphophonics	<ul style="list-style-type: none"> <li>-Stretching out words in writing using beginning, middle, and ending sounds.</li> <li>-Labels pictures with words.</li> </ul>		
		Mechanics	<ul style="list-style-type: none"> <li>-Uses appropriate spacing between words and sentences.</li> <li>-Writes three sentences with beginning capital letters and periods at the end.</li> </ul>		
		Editing/Revision	<ul style="list-style-type: none"> <li>-Writer can reread story with one to one correspondence.</li> </ul>		

	Essential Question	Content	Skills	Assessment	Resources
October	<p><u>Small Moments</u></p> <p>How do you use personal experiences to write small moment stories?</p>	<p>Writing Process</p> <p>Graphophonics</p> <p>Mechanics</p> <p>Editing/Revision</p>	<p>-Stretching out and adding details to main ideas.</p> <p>-Planning and organizing writing.</p> <p>-Developing small moment topics.</p> <p>-Sketching instead of drawing pictures to represent story.</p> <p>-Writes independently for 20 minutes.</p> <p>-Stretching out words using beginning, middle, and ending sounds including blends and digraphs.</p> <p>-Labels pictures with words.</p> <p>-Appropriate use of spacing between words and sentences.</p> <p>-Writing four sentence with beginning capital letters and periods at the end.</p> <p>-Appropriate use of capital letters in proper nouns.</p> <p>-Resequencing story (adding, taking away, and rearranging pages).</p> <p>-Writer can reread story with one to one correspondence.</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 Small Moments Book 2</p> <p>Teacher Created Mini Lesson Book Bags</p> <p>Read Alouds</p> <p>Writer's Workshop Toolboxes</p>

	Essential Question	Content	Skills	Assessment	Resources
November/December	<u>Writing for Readers</u>  How do writers make their stories easy to read?	Writing Process	<ul style="list-style-type: none"> <li>-Planning out stories and choosing paper that is appropriate for their writing piece.</li> <li>-Writes to communicate meaning and to share stories with others.</li> <li>-Understands that writing uses conventions.</li> <li>-Writes independently for 30 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Individual Student Conferences</li> <li>Table Conferences</li> <li>On Demand Writing Rubric</li> <li>Written and Verbal Responses</li> <li>Observation</li> <li>Report Card Checklist</li> </ul>	<ul style="list-style-type: none"> <li>Lucy Calkins Writing for Reader's Book 3</li> <li>Teacher Created Mini Lesson Book Bags</li> <li>Read Alouds</li> <li>Writer's Workshop Toolboxes</li> </ul>
		Graphophonics	<ul style="list-style-type: none"> <li>-Begins to transition to conventional spelling of grade appropriate words.</li> <li>-Uses tools to help with spelling of unknown words (word wall, green book, dictionary, etc.)</li> <li>-Stretches out words using beginning, middle, and ending sounds, including blends and digraphs.</li> </ul>		
		Mechanics	<ul style="list-style-type: none"> <li><b>-Appropriate use of spacing between words and sentences.</b></li> <li><b>-Writing five sentences with beginning capital letters and periods at the end.</b></li> <li><b>-Appropriate use of capital letters in proper nouns.</b></li> </ul>		
		Editing/Revision	<ul style="list-style-type: none"> <li><b>-Rereads and makes changes to unreadable writing.</b></li> <li><b>-Begins to self and partner edit work using editor's checklists.</b></li> </ul>		
	Essential Question	Content	Skills	Assessment	Resources

January	<p><u>Craft of Revision</u></p> <p>How can stories be revised to improve their quality?</p>	Writing Process	<ul style="list-style-type: none"> <li>-Adding dialogue to stories.</li> <li>-Adding details to the middle of stories.</li> <li>-Adding leads to stories.</li> <li>-Adding endings to stories.</li> <li>-Planning for revision using strategies (sticky notes, cutting and taping, etc.)</li> <li>-Showing not telling.</li> <li>-Write independently for 40 minutes.</li> </ul>	Individual Student Conferences	Lucy Calkins The Craft of Revision Book 4
		Graphophonics	<ul style="list-style-type: none"> <li>-Begins to transition to conventional spelling of grade appropriate words.</li> <li>-Uses tools to help with spelling of unknown words (word wall, green book, dictionary, etc.)</li> <li>-Stretches out words using beginning, middle, and ending sounds, including blends and digraphs</li> </ul>	Table Conferences	Teacher Created Mini Lesson Book Bags
		Mechanics	<ul style="list-style-type: none"> <li><b>-Writing six or more sentences with beginning capital letters and periods at the end.</b></li> <li><b>-Appropriate use of capital letters in proper nouns.</b></li> <li><b>-Introduce different forms of punctuation (. ! ? , ,")</b></li> </ul>	On Demand Writing Rubric	Read Alouds
		Editing/Revision	<ul style="list-style-type: none"> <li>-Partner revision using revision strategies.</li> <li>-Self revision using revision strategies.</li> <li>-Self and partner editing using editor's checklist.</li> </ul>	Written and Verbal Responses	Writer's Workshop Toolboxes
				Observation	





	Essential Question	Content	Skills	Assessment	Resources
May/June	<u>Poetry: Powerful Thoughts in Tiny Packages</u>  How can writers express themselves creatively through poetic language?	Writing Process	<ul style="list-style-type: none"> <li>-Develops an appreciation for poetry.</li> <li>-Writer learns about sounds, rhythms, and imagery that is incorporated in poetry.</li> <li>-Writer plans, writes, and revises poems.</li> <li>-Writer writes the same text in several different ways.</li> <li>-Writer uses repetition, sound effects, alliteration, rhythm, and line breaks when writing poetry.</li> </ul>	Individual Student Conferences  Table Conferences  On Demand Writing Rubric  Written and Verbal Responses  Observation	Lucy Calkins Poetry book 6  Teacher Created Mini Lesson Book Bags  Read Alouds  Writer's Workshop Toolboxes
		Graphophonics	<ul style="list-style-type: none"> <li>-Uses conventional spelling of grade appropriate words.</li> <li>-Uses tools to help with spelling of unknown words (word wall, green book, dictionary, etc.)</li> <li>-Stretches out words using beginning, middle, and ending sounds, including blends and digraphs, word endings.</li> <li>-Take risks writing unfamiliar words.</li> </ul>		
		Mechanics	<ul style="list-style-type: none"> <li><b>-Writer uses punctuation and capitalization when needed.</b></li> <li><b>-Uses different forms of punctuation (. ! ? , " ”)</b></li> </ul>		
		Editing/Revision	<ul style="list-style-type: none"> <li>-Partner revision using revision strategies.</li> <li>-Self revision using revision strategies.</li> <li>-scissoring and reordering drafts.</li> </ul>		

