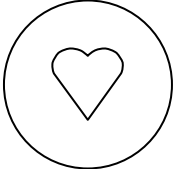


Wilkes County Schools Writing Pacing Guide

Instructional Focus	Mentor Texts	Mini-Lessons Resources	Grammar Focus	Vocabulary	Assessment/Conference
<p>FOCUS: Launching the Writing Workshop</p> <p>OBJ. ELA 3.07 ELA 4.06 ELA 5.05</p> <p>(1-2 days)</p>	<p><u>David Goes to School</u> by David Shannon</p> <p><u>Morris Goes to School</u> by Bernard Wiseman</p> <p><i>Use a variety of literature to show students how authors use pictures and words to tell a story.</i></p>	<p>Start up of writing workshop:</p> <ul style="list-style-type: none"> materials classroom set up procedures/expectations create writing folder/portfolio <p>(See Lucy Calkins- CD resources) For professional philosophy of writer’s workshop go to www.unitsofstudy.com and read <u>The Nuts and Bolts of Teaching Writing</u> by Lucy Calkins.</p> <p>Writer’s Workshop Format:</p> <ul style="list-style-type: none"> ➤ Mini-lesson 10-15 minutes ➤ Writing/Conferencing 20 min. ➤ Sharing 10 minutes <p>(Adjust times to accommodate attention span of the student.)</p> <p><u>Launching... Session 1</u> “Starting the Writing Workshop” pp. 1-10</p> <p>Model choosing a topic, sketching and labeling drawing. <i>(Demonstrate picture/word connection. Phonics instruction will come at another time.)</i></p> <p>Modeling is the key to introducing a new topic.</p>	<p>Optional <u>Eggbert, the Ball,</u> <u>Bounces by</u> <u>Himself: Caught'ya!</u> <u>Grammar with a</u> <u>Giggle for First</u> <u>Grade</u> <i>(Schedule for a different time other than Writer’s Workshop with daily practice throughout the year.)</i></p> <p>FOCUS: Capitalization and Punctuation</p> <p><u>Write From the Beginning (WFTB)</u> p. 127</p>	<p>writer’s workshop writing folder/portfolio procedure expectation</p> <p>author illustrator drawing/sketching labeling topic</p>	<p>Content Conferences (See conference questions at the end of this document.)</p> <p>Lucy Calkins <u>Conferring Handbook</u> pp. 1-5</p>

Instructional Focus	Mentor Texts	Mini-Lessons Resources	Grammar Focus	Vocabulary	Assessment/ Conference
<p>FOCUS: Tell a Story About a Drawing</p> <p>OBJ: ELA 2.03 ELA 3.04 ELA 3.05 ELA 3.06 ELA 4.05</p> <p>(2-4 days)</p>	<p><u>The Very Hungry Caterpillar</u> by Eric Carle</p>	<p><u>Launching...</u> Session 4 “Telling Stories in Illustrations” pp. 27-34 Read story and demonstrate writing a story. <i>Emphasize that authors can read their story by explaining illustrations.</i></p> <p>www.learnnc.org “The Very Hungry Teacher” Students use a flow map to create their own writing using the author’s technique of a growing pattern.</p> <p>“Awakening the Heart” Students record writing ideas inside the circle map. Model that authors often write about things that are close to their hearts.</p>  <p><i>(Keep for student’s writing folders.)</i></p>		<p>first next then</p>	<p>Lucy Calkins <u>Conferring Handbook</u> pp. 6-9 pp. 10-13</p>

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Instructional Focus	Mentor Texts	Mini-Lessons Resources	Grammar Focus	Vocabulary	Assessment/Conference
<p>FOCUS: Stretching and Writing Words</p> <p>OBJ. ELA 1.01 ELA 1.02 ELA 1.04 ELA 4.02 ELA 5.01 ELA 5.02 ELA 5.03 ELA 5.07</p> <p style="text-align: center;">(6-7 days)</p>	Students' writing	<p><u>Launching...</u> Session 7 "Stretching and Writing Words" pp. 51-56 Students will separate sounds and write the letters that correspond with the sounds.</p> <p><u>Launching...</u> Session 8 "Stretching and Writing Words: Initial Sounds" pp. 57-63 Model stretching words and listening for initial sounds as another strategy for writing words.</p> <p><u>Launching...</u> Session 9 "Spelling the Best We Can... and Moving On" pp. 65-71 Model how to accept approximate spelling. Motto- "Writers do the best they can and keep going." Lucy Calkins</p> <p><u>Launching...</u> Session 10 "Using Writing Tools – The Alphabet Chart/ Word Wall" p. 73-78 Model use of an alphabet chart/word wall. (See Lucy Calkins- CD resources for High Frequency Word Wall List.)</p>	<p>FOCUS: Spelling Strategies</p> <p>Zoo Phonics – Review letter/sound relationships using sound signals. <i>Teachers can create mini-offices as a resource for students to use in writing.</i> www.teachingheart.net</p> <p><u>Phonics Lessons, Letters, Words, and How They Work</u> <u>Grade 1</u> pp. 71-78</p>	<p>Pre-primer, Primer, and First Grade Dolch Word List (Continue adding words throughout the year.)</p>	<p>Lucy Calkins <u>Conferring Handbook</u> pp. 16-18 pp. 19-21 pp. 22-25</p> <p>Lucy Calkins <u>Conferring Handbook</u> pp. 2-5 pp. 6-9 pp. 10-13</p>

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Instructional Focus	Mentor Texts	Mini-Lessons Resources	Grammar Focus	Vocabulary	Assessment/Conference
<p>FOCUS: Write More and Add Pages to a Story</p> <p>OBJ. ELA 3.04 ELA 4.04 ELA 4.06 ELA 5.03 ELA 5.05</p> <p style="text-align: center;">(4 - 6 days)</p>		<p><u>Launching...</u> Session 11 “Creating a Place For Writing-In-Progress: Long Term Projects” pp. 79-84 Model how to tell more by adding pages to a story.</p> <p><u>Launching...</u> Session 12 “Introducing Booklets” pp. 85-90 Model how to take a story and write it across several pages.</p> <p><u>Launching...</u> Session 15 “Fixing Up Writing” pp. 103-108 Writers fix up their work and revise it before sending it out into the world.</p> <p><u>Launching...</u> Session 16 “Editing and Fancying Up Writing” pp. 109-114 Model how to reread, check, and edit writing to make it readable.</p> <p>www.learnnc.org “Mumbling Together”</p> <p><u>Launching...</u> Session 17 Authors’ Celebration Celebrate by publishing a piece of writing.</p>		<p>fix up fancy up revise rewrite edit publish reread</p>	<p>Lucy Calkins <u>Conferring Handbook</u> pp. 2-5 pp. 6-9 pp. 10-13</p>

Instructional Focus	Mentor Texts	Mini-Lessons Resources	Grammar Focus	Vocabulary	Assessment/Conference
<p>FOCUS: Small Moment in Time</p> <p>OBJ. ELA 3.04 ELA 3.05 ELA 3.07 ELA 4.04 ELA 4.05 ELA 5.05 ELA 5.07</p> <p>(5-7 days)</p> <p>FOCUS: Managing the Mini-Lesson</p> <p>OBJ. ELA 2.01 ELA 2.04 ELA 2.05 ELA 4.02 ELA 4.05 ELA 5.06</p> <p>(2-3 days)</p>	<p><u>A Chair For My Mother</u> by Vera Williams</p> <p><u>Fireflies</u> by Julie Brinkloe</p> <p><u>Re-Zoom</u> by Istvan Banyai</p> <p><u>Now One Foot, Now the Other</u> by Tomie dePaola</p> <p>Pre-written story from a small moment in the teacher’s life</p> <p>List of things you do in a day</p>	<p><u>Small Moments...</u> Session 1 “Understanding a Small Moment Story” pp. 1-9 Model for students how to stretch a small moment.</p> <p><u>Small Moments...</u> Lesson Extensions p. 9</p> <p><u>Small Moments...</u> Session 2 “Discovering One Small Moment” pp. 11-20 Model zooming in on one small moment.</p> <p><u>Small Moments ...</u> Lesson Extensions pp. 17-20</p> <p><u>Small Moments...</u> Session 3 “Establishing Long Term Partnerships” pp. 21-27 Establish long-term partnerships and responsibilities for students.</p> <p><i>Writing Small Moments</i> chart (CD resource)</p> <p><u>Small Moments...</u> Lesson Extensions p. 27</p>	<p>FOCUS: Complete Sentences</p> <p><u>WFTB-</u> p. 126</p>	<p>complete fragment coherent</p> <p>focus stretch plan</p> <p>partners turn and talk</p>	<p>Lucy Calkins <u>Conferring Handbook</u> pp. 16-18</p> <p>Lucy Calkins <u>Conferring Handbook</u> pp. 16-18 pp. 19-21 pp. 22-25</p>

Instructional Focus	Mentor Texts	Mini-Lessons Resources	Grammar Focus	Vocabulary	Assessment/Conference
<p>FOCUS: Stretch Out a Small Moment</p> <p>OBJ. ELA 1.02 ELA 3.01 ELA 3.02 ELA 3.07 ELA 4.01 ELA 4.02 ELA 4.04 ELA 4.05 ELA 4.06 ELA 5.01 ELA 5.02 ELA 5.03 ELA 5.04</p> <p>(3-4 days)</p>	<p><u>Tacky the Penguin</u> by Helen Lester</p> <p>(Read story and focus on pp. 14-19.)</p>	<p><u>Small Moments...</u> Session 4 “Stretching One Small Moment” pp. 29-37</p> <p>Model using text to show how writers need to focus on small moment and stretch it out.</p> <p><u>Small Moments...</u> Lesson Extensions p. 37</p>	<p>FOCUS: Complete Sentences</p> <p>www.learnnc.org “Tacky the Penguin”</p> <p>FOCUS: Spelling Strategies and Spacing</p> <p><u>Small Moments...</u> Session 5 “Stretching and Writing Words” pp. 39-46</p> <p>Make students aware of individual sounds that make up a word.</p> <p><u>Phonics Lessons, Letters, Words, and How They Work</u> pp. 283-286 pp. 287-290 pp. 325-328</p>	<p>dialogue setting sequence sense of story</p>	<p>Lucy Calkins <u>Conferring Handbook</u> pp. 16-18 pp. 19-21 pp. 22-25</p>

Instructional Focus	Mentor Texts	Mini-Lessons Resources	Grammar Focus	Vocabulary	Assessment/Conference
<p>FOCUS: Getting Words on Paper</p> <p>OBJ. ELA 2.04 ELA 2.05 ELA 3.04 ELA 3.07 ELA 4.01 ELA 4.02 ELA 4.05 ELA 4.06 ELA 5.04 ELA 5.07</p> <p>(3-4 days)</p> <p>FOCUS: Planning a Story Before Writing</p> <p>OBJ. ELA 2.04 ELA 2.05 ELA 2.06 ELA 2.07 ELA 4.01 ELA 4.02 ELA 4.03</p> <p>(3-4 days)</p>	<p>Students' writing</p> <p><u>Go Away, Big Green Monster!</u> by Ed Emberley</p>	<p><u>Small Moments...</u> Session 6 “Sketching Rather than Drawing” pp. 47-54 Model the difference between sketching and drawing emphasizing sketching is appropriate in the writing workshop so that there is time for writing.</p> <p><i>Writing Small Moments</i> chart (CD resource)</p> <p><u>WFTB</u> p. 117</p> <p><u>WFTB</u> p. 115</p> <p>www.learnnc.org “Describing Words: Go Away, Big Green Monster!”</p> <p><u>Small Moments...</u> Session 7 “Planning Details” pp. 55-62 Plan details of a story aloud before writing.</p> <p><u>Small Moments...</u> Session 8 “Internalizing Story Shapes” pp. 63-70 Telling stories across fingers to have a beginning, middle, and ending.</p> <p><u>Small Moments....</u> Lesson Extensions p. 69</p>	<p>FOCUS: Using Adjectives</p> <p><u>WFTB</u> p. 113</p> <p><u>WFTB</u> p. 114</p>	<p>sketch illustration</p> <p>describe adjective noun</p> <p>and soon after that long before finally next a little later</p>	<p>Lucy Calkins <u>Conferring Handbook</u> pp. 16-18 pp. 19-21 pp. 22-25</p>

Instructional Focus	Mentor Texts	Mini-Lessons Resources	Grammar Focus	Vocabulary	Assessment/Conference
<p>FOCUS: Planning a Story Before Writing</p> <p>OBJ. ELA 1.03 ELA 2.03 ELA 2.04 ELA 2.05 ELA 3.01 ELA 3.02 ELA 3.03 ELA 3.07</p> <p>(8 days)</p>	<p>Familiar stories that students can easily retell.</p> <p><u>Letters to Amy</u> by Ezra Jack Keats</p>	<p><u>Small Moments...</u> Session 9 “Storytelling With Partners” pp. 71-76 Practice telling stories across fingers with partner.</p> <p><u>Small Moments...</u> Lesson Extension p. 76</p> <p>Continue to tell stories across fingers sharing tiny moment stories.</p> <p><u>Small Moments...</u> Session 11 “Focusing on the Most Important Part” pp. 83-92 Determine main idea, add details, and delete the other parts.</p> <p><u>Small Moments...</u> Lesson Extensions p. 89</p>	<p>FOCUS: Spelling Strategies</p> <p><u>Phonics Lessons, Letters, Words, and How They Work</u> pp. 467-470 pp. 471-474 pp. 475-478</p> <p><u>Small Moments...</u> Session 10 “Writing Some Words in a Snap” pp. 77-82 Writers write certain words quickly.</p> <p><u>Phonics Lessons, Letters, Words, and How They Work</u> pp.337-340 pp.341-344</p>	<p>buddy study</p> <p>Pre-primer, Primer, and First Grade Dolch Word List (Continue adding words throughout the year.)</p> <p>most important main idea details</p>	<p>Lucy Calkins <u>The Conferring Handbook</u> pp. 16-18 pp. 19-21 pp. 22-27</p>

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Instructional Focus	Mentor Texts	Mini-Lessons Resources	Grammar Focus	Vocabulary	Assessment/Conference
<p>FOCUS: Writing for Different Genres and Purposes</p> <p>OBJ. ELA 2.02 ELA 2.03 ELA 2.09 ELA 3.01 ELA 3.02 ELA 3.04 ELA 3.05 ELA 3.06 ELA 3.07 ELA 4.05 ELA 5.04 ELA 5.05</p> <p>(3 days)</p>	<p><u>Wemberly Worried</u> by Kevin Henkes</p> <p><u>Lilly’s Purple Plastic Purse</u> by Kevin Henkes</p> <p>Share personal letters, notes, and lists that you have written or received.</p>	<p><u>Launching ...</u> Session 13 “Widening Writing Possibilities: Lists and Letters” pp. 91-96 Model writing for a range of genres and purposes.</p> <p><u>Launching...</u> Lesson Extensions p. 96</p> <p><u>Launching ...</u> Session 14 “Widening Writing Possibilities: Real-World Purposes” pp. 97-101 Model various reasons to write.</p> <p>Lesson Extensions- Write letters, notes, and lists.</p>	<p>FOCUS: Punctuation</p> <p>www.learnnc.org “Be the Sentence: An Interactive Language Arts Activity”</p>	<p>letter opening closing body</p>	<p>Lucy Calkins <u>The Conferring Handbook</u> pp. 2-5 pp. 6-9 pp. 10-13</p>

Instructional Focus	Mentor Texts	Mini-Lessons Resources	Grammar Focus	Vocabulary	Assessment/Conference
<p>FOCUS: Writing for Readers: Teaching Skills and Strategies</p> <p>OBJ. ELA 3.07 ELA 4.01 ELA 4.02 ELA 4.04 ELA 5.01 ELA 5.02 ELA 5.04 ELA 5.05 ELA 5.07</p> <p>(3-4 days)</p>	<p><u>The Dot</u> by Peter Reynolds</p> <p>Students' writing</p>	<p><u>Writing for Readers...</u> Session 1 “Inspiring Children to Write For Readers” pp. 1-8 Encourage children to write in ways that others can read their writing.</p> <p><u>Writing for Readers...</u> Session 2 “Examining Readable and Unreadable Writing” pp. 9-18 Identify qualities of readable writing.</p> <p><u>Writing for Readers...</u> Session 3 “Stretching and Writing Words” pp. 19-26 Continue to record letter/ sound association in writing.</p> <p><u>Writing for Readers...</u> Session 4 “Writing With Sight Words” pp. 27-34 Writing with more fluency is accomplished by relying on sight words, not just stretching and recording sounds.</p> <p><i>Word Writing Steps</i> chart p. 33</p>	<p>FOCUS: Spelling Strategies</p> <p><u>Phonics Lessons, Letters, Words, and How They Work</u> pp. 315-318</p>	<p>scrunched readable unreadable</p> <p>Pre-primer, Primer, and First Grade Dolch Word List (Continue adding words throughout the year.)</p>	<p>Lucy Calkins <u>The Conferring Handbook</u> pp. 28-30</p> <p>Lucy Calkins <u>The Conferring Handbook</u> pp. 28-30 pp. 31-33</p> <p>Lucy Calkins <u>The Conferring Handbook</u> pp. 34-36</p>

Instructional Focus	Mentor Texts	Mini-Lessons Resources	Grammar Focus	Vocabulary	Assessment/Conference
<p>FOCUS: Peer-Editing</p> <p>OBJ. ELA 1.03 ELA 1.04 ELA 3.07 ELA 4.06 ELA 5.02 ELA 5.05 ELA 5.06 ELA 5.07</p> <p style="text-align: center;">(4-6 days)</p>	<p>Students' writing</p>	<p><u>Writing for Readers...</u>Session 11 "Revising with Partners" pp. 79-88 Model rereading other's writing to find errors.</p> <p><u>Writing for Readers...</u>Session 12 "Peer-Editing: Adding More Sounds" pp. 89-96 Model how partners encourage each other to write more letters in each word making their writing easier to read.</p> <p><u>Writing for Readers...</u>Session 13 "Peer-Editing: Spelling" pp. 97-102 Model how partners assist each other with editing word wall words.</p> <p><u>Writing for Readers...</u>Session 14 "Peer-Editing: Punctuation" pp. 103-108 Model how partners assist each other with the placement of periods.</p> <p><u>Writing for Readers...</u>Session 15 "Selecting Easy-to-Read Writing" pp. 109-114 Discuss what makes writing easy to read.</p> <p><u>Writing for Readers...</u>Session 16 pp. 115-117 Authors' Celebration Celebrate by publishing a piece of writing.</p>	<p>FOCUS: Spelling Strategies</p>		<p>Lucy Calkins <u>The Conferring Handbook</u> pp. 28-30 pp. 31-33 pp. 34-36</p>

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Instructional Focus	Mentor Texts	Mini-Lessons Resources	Grammar Focus	Vocabulary	Assessment/Conference
<p>FOCUS: Basics of Revision</p> <p>OBJ. ELA 3.07 ELA 4.04 ELA 5.04 ELA 5.05 ELA 5.07</p> <p>(6-8 days)</p>	<p>Students' writing</p> <p>Shared class experience story</p>	<p><u>Craft of Revision...</u> Session 1 "Introducing Revision" pp. 1-10 Model how to reread a story that you have written and have the students help to add details.</p> <p><i>Writer's Revise</i> chart p. 5</p> <p><u>Craft of Revision...</u> Session 2 "Adding Into the Middle of Texts" pp. 11-18 Introduce tools that a writer uses to insert new ideas into the middle of the text.</p> <p><u>Craft of Revision...</u> Lesson Extension p. 17</p> <p>www.learnnc.org "Story Surgery"</p> <p><u>Craft of Revision...</u> Session 3 "Adding Dialogue" pp. 19-26 Model how to insert appropriate dialogue to enhance a story.</p> <p><u>Craft of Revision...</u> Session 4 "Revising by Taking Away" pp. 27-33 Model how to delete inappropriate information that does not move the story, as well as adding appropriate information to your draft.</p> <p><i>Writer's Revise</i> chart p. 30</p> <p><u>Craft of Revision...</u> Lesson Extension p. 33</p> <p><u>Craft of Revision...</u> Session 5 "Planning Revision" pp. 35-42 Model how to plan for revision.</p>		<p>revise details reread visualize</p> <p>carats draft tools</p>	<p>Lucy Calkins <u>The Conferring Handbook</u> pp. 38-40</p> <p>Lucy Calkins <u>The Conferring Handbook</u> pp. 38-40 pp. 41-46 pp. 47-50</p> <p>Lucy Calkins <u>The Conferring Handbook</u> p. 38-40</p> <p>Lucy Calkins <u>The Conferring Handbook</u> p. 41-46</p> <p>Lucy Calkins <u>The Conferring Handbook</u> p. 47-50</p>

Instructional Focus	Mentor Texts	Mini-Lessons Resources	Grammar Focus	Vocabulary	Assessment/Conference
<p>FOCUS: Learning Qualities of Good Writing</p> <p>OBJ. ELA 3.01 ELA 3.02 ELA 3.03 ELA 3.04 ELA 3.05 ELA 3.06 ELA 3.07 ELA 4.01 ELA 4.02 ELA 4.03 ELA 4.04 ELA 4.05 ELA 4.06 ELA 5.01 ELA 5.02 ELA 5.03 ELA 5.04 ELA 5.05 ELA 5.06 ELA 5.07</p> <p>(5-7 days)</p>	<p>Students' writings</p> <p><u>A Chair For My Mother</u> by Vera Williams</p> <p><u>The Paperboy</u> by Dav Pilkey</p> <p><u>Where the Wild Things Are</u> by Maurice Sendak</p>	<p><u>Craft of Revision...</u> Session 6 "Revising Leads" pp. 43-50 Model effective leads by rewriting beginning as part of the revision process.</p> <p><u>Craft of Revision...</u> Lesson Extensions p. 50</p> <p><u>Craft of Revision...</u> Session 7 "Teaching Children to Confer About Writing" pp. 51-58 Teach writers that when you ask, "What are you working on as a writer?" you expect their answer to include not just the name of their subject, but also their goals as a writer.</p> <p><u>Craft of Revision...</u> Lesson Extensions p. 57</p> <p><u>Craft of Revision...</u> Session 8 "Showing, Not Telling" pp. 59-66 Model when revising you need particular goals with an emphasis on showing, not telling.</p> <p><u>Craft of Revision...</u> Lesson Extensions pp. 64-65</p> <p><u>Craft of Revision...</u> Session 9 "Learning More About Showing, Not Telling" pp. 67-74 Model using children's literature to illustrate images in writing.</p>	<p>FOCUS: Spelling Strategies</p> <p>FOCUS: Descriptive Language</p>	<p>revise lead delete insert</p> <p>adjective</p>	<p>Lucy Calkins <u>The Conferring Handbook</u> pp. 47-50</p> <p>Lucy Calkins <u>The Conferring Handbook</u> pp. 38-40 pp. 41-46</p> <p>Lucy Calkins <u>The Conferring Handbook</u> pp. 41-46</p>

Instructional Focus	Mentor Texts	Mini-Lessons Resources	Grammar Focus	Vocabulary	Assessment/Conference
<p>FOCUS: Learning Qualities of Good Writing</p> <p>OBJ. ELA 3.01 ELA 3.02 ELA 3.03 ELA 3.04 ELA 3.05 ELA 3.06 ELA 3.07 ELA 4.01 ELA 4.02 ELA 4.03 ELA 4.04 ELA 4.05 ELA 4.06 ELA 5.01 ELA 5.02 ELA 5.03 ELA 5.04 ELA 5.05 ELA 5.06 ELA 5.07</p> <p>(5 days)</p>	<p>Various authors</p>	<p><u>Craft of Revision...</u> Session 10 “Revising Ending” pp. 75-82 Model how to revise ending.</p> <p><u>Craft of Revision...</u> Lesson Extensions p. 81</p> <p><u>Craft of Revision...</u> Session 11 “Revising While Writing” pp. 83-90 Model how to write and revise new pieces as you go.</p> <p><u>Craft of Revision...</u> Session 12 “Partnering for Revision” pp. 91-98 Model how to rely on one another when revising writing.</p> <p><i>A Writing Teacher’s Job</i> chart p. 94</p> <p><u>Craft of Revision...</u> Lesson Extensions p. 98</p>	<p>FOCUS: Extending Sentences & Punctuation</p>		<p>Lucy Calkins <u>The Conferring Handbook</u> pp. 38-40 pp. 41-46</p> <p>Lucy Calkins <u>The Conferring Handbook</u> pp. 38-40 pp. 41-46 pp. 47-50</p>

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Instructional Focus	Mentor Texts	Mini-Lessons Resources	Grammar Focus	Vocabulary	Assessment/Conference
<p>FOCUS: Learning Qualities of Good Writing</p> <p>OBJ. ELA 3.01 ELA 3.02 ELA 3.03 ELA 3.04 ELA 3.05 ELA 3.06 ELA 3.07 ELA 4.01 ELA 4.02 ELA 4.03 ELA 4.04 ELA 4.05 ELA 4.06 ELA 5.01 ELA 5.02 ELA 5.03 ELA 5.04 ELA 5.05 ELA 5.06 ELA 5.07</p> <p>(5 days)</p>	<p>Books by familiar authors</p>	<p><u>Craft of Revision...</u> Session 13 “Revising One’s Genre” pp. 99-106 Model how to revise by reshaping writing into a different genre.</p> <p><u>Craft of Revision...</u> Session 14 “Learning Revision from Authors” pp.107-114 Model how to learn from other authors when revising their writing.</p> <p><u>Craft of Revision...</u> Lesson Extensions p.113</p> <p><u>Craft of Revision...</u> Session 15 pp.115-120 Authors’ Celebration Celebrate by publishing a piece of writing.</p>	<p>FOCUS: Extending Sentences & Punctuation</p>		<p>Lucy Calkins <u>The Confering Handbook</u> pp. 38-40 pp. 41-46 pp. 47-50</p> <p>Lucy Calkins <u>The Confering Handbook</u> pp. 47-50</p>

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Grade – 1st

Instructional Focus	Mentor Texts	Mini-Lessons Resources	Grammar Focus	Vocabulary	Assessment/Conference
<p>FOCUS: How-To Writing</p> <p>OBJ. ELA 2.02 ELA 2.08 ELA 3.01 ELA 3.02 ELA 3.07 ELA 4.03 ELA 4.05 ELA 4.06 ELA 5.05</p> <p>(13-15 days)</p>	<p>Teacher-made How-To book</p> <p>Various How-To books</p> <p><u>How A House Is Built</u> by Gail Gibbons</p>	<p><u>Non-fiction Writing...</u> Session 1 “Introducing How-To Books” pp. 1-10 Write to teach others how to do something. (See CD-ROM for paper resources.)</p> <p><u>Non-fiction Writing...</u> Lesson Extensions p. 9</p> <p><u>Non-fiction Writing...</u> Session 2 “Checking for Clarity” pp. 11-20 Understand the purpose and requirements of How-To writing.</p> <p><u>Non-fiction Writing...</u> Lesson Extensions p.18</p> <p><u>Non-fiction Writing...</u> Session 3 “Revising Words and Pictures” pp. 21-28 Authors revise words and pictures to be more explicit.</p> <p><u>Non-fiction Writing...</u> Session 4 “Incorporation Features of How-To Writing” pp. 29- Understand text features that assist the reader.</p> <p><u>Non-fiction Writing...</u> Session 5 “Revising: Learning from a Variety of How- to Writing” pp.41-46 Learn lessons from their own How-To Writing.</p>	<p>FOCUS: Punctuation</p> <p><u>WFTB</u> p. 120</p>	<p>directions How-To steps first next then finally last instructions lesson</p>	<p>Lucy Calkins <u>The Conferring Handbook</u> pp. 67-69 pp. 70-73</p> <p>Lucy Calkins <u>The Conferring Handbook</u> pp. 64-66</p>

Wilkes County Schools Writing Pacing Guide

Instructional Focus	Mentor Texts	Mini-Lessons Resources	Grammar Focus	Vocabulary	Assessment/Conference
<p>FOCUS: Informational Text</p> <p>OBJ. ELA 3.04 ELA 3.06 ELA 3.07 ELA 4.03 ELA 4.04 ELA 4.05 ELA 4.06 ELA 5.06</p> <p>(18-20 days)</p>	<p><u>From Seed to Plant</u> by Gail Gibbons or other All-About books</p>	<p><u>Non-fiction Writing...</u> Session 7 “Introducing All-About Books” pp. 57-62 Discuss the overall structure of informational writing.</p> <p><u>Non-fiction Writing...</u> Session 8 “Structuring All-About Books: The Table of Contents” pp. 63-70 Model drafting a Table of Contents.</p> <p><u>Non-fiction Writing...</u> Session 9 “Planning Each Chapter: Choosing Papers and Structures” pp. 71-80 Model how different genre might match different styles of paper.</p> <p><u>Non-fiction Writing...</u> Session 10 “Making Labeled Diagrams” pp. 81-86 Model that writers teach readers about different parts of a thing.</p> <p><u>Non-fiction Writing...</u> Session 11 “Making Texts that Teach” pp. 87-98 Model how to do research and include facts that teach in their writing.</p> <p><u>Non-fiction Writing...</u> Session 12 “Revising: Learning from Each Other’s Writing” pp. 99-106 Writers learn from published authors as well as each other.</p> <p>Authors’ Celebration Celebrate by publishing a piece of writing.</p>	<p>FOCUS: Capitalization</p> <p><u>WFTB</u> p. 111 p. 118 p. 128</p>	<p>informational chapters headings title all-about how-to table of contents caption label index evaluate genre nonfiction organization summarize diagram fact factual research punctuation content connection emulate</p>	<p>Lucy Calkins <u>The Conferring Handbook</u> pp. 67-69</p> <p>Lucy Calkins <u>The Conferring Handbook</u> pp. 67-69 pp. 70-73</p> <p>Lucy Calkins <u>The Conferring Handbook</u> pp. 64-66 pp. 67-69 pp. 70-73</p>

Instructional Focus	Mentor Texts	Mini-Lessons Resources	Grammar Focus	Vocabulary	Assessment/ Conference
<p>FOCUS: Poetry: Powerful Thoughts in Tiny Packages</p> <p>OBJ. ELA 2.01 ELA 2.02 ELA 2.03 ELA 2.06 ELA 2.09</p> <p>(Stations can be used in conjunction with the poetry writer’s workshop.)</p>	<p><u>Sing-a-Song of Poetry</u> by Fountas and Pinnell</p> <p><i>Poetry books could include, but are not limited to the following titles:</i></p> <p><u>Squids Will Be Squids</u> by Jon Scieszka</p> <p><u>Mrs. Cole on an Onion Roll</u> by Joann Adinolf</p> <p><u>Tomie’s Little Book of Poems</u> by Tomie dePaola</p> <p><u>Here’s a Little Poem: A Very First Book of Poetry</u> by Jane Yolen and Andrew Fusch Peters</p> <p><u>Behold the Bold Umbrellaphant</u> by Jack Prelutsky</p> <p><u>Poetry Speaks to Children</u> by Elise Pasehen</p>	<p><i>Begin this unit by creating a learning environment with poetry stations for exploration and immersion.</i></p> <p>Examples of poetry stations:</p> <ol style="list-style-type: none"> 1. Imagery Station - Read poems with beautiful imagery and draw or paint with the mind’s eye. 2. Collection of ‘Favorites’ Station – Place a variety of poems in the station for students to select their own favorites, and create a poetry anthologies booklet. 3. Picture Books into Poetic Language Station- Place a variety of picture books for students to pull out their favorite literary lines to be written on sentence strips or bookmarks. 4. Everyday Objects Station – Place ordinary items such as rocks, seashells, manipulatives, etc. for students to observe and investigate properties. (See Session 1 in Poetry: Powerful Thoughts in Tiny Packages) 			

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<p>FOCUS: Poetry: Powerful Thoughts in Tiny Packages</p> <p>OBJ. ELA 2.01 ELA 2.02 ELA 3.02 ELA 3.04 ELA 3.06 ELA 4.01 ELA 4.02 ELA 4.03 ELA 4.04 ELA 4.05 ELA 4.06 ELA 5.01 ELA 5.02</p> <p>(8-10 days)</p>	<p>Students' writing</p>	<p><u>Poetry...</u> Session 1 “Seeing with Poets’ Eyes” pp. 1-9 Model how to write seeing objects with concrete details in fresh ways.</p> <p><u>Poetry...</u> Session 2 “Listening for Line Breaks” pp. 11-20 Model how to change observational notes into poems by experimenting with format.</p> <p><u>Poetry...</u> Session 3 “Hearing the Music in Poetry” pp. 21-29 Model how to reread poems by making your voice support the meaning.</p> <p><u>Poetry...</u> Session 4 “Putting Powerful Thoughts in Tiny Packages” pp. 31-38 Model the importance of topic choice and writing about subjects that matter.</p> <p><u>Poetry...</u> Session 5 “Finding Ingredients for a Poem” pp. 39-46 Model how to choose a topic involving strong feelings and concrete details to use in writing poetry.</p> <p><u>Poetry...</u> Session 6 “Showing, Not Telling” pp. 47-54 Model conveying strong feeling by creating images with more precise words.</p>	<p>FOCUS: Spacing Punctuation Line</p> <p><u>Phonics Lessons, Letters, Words, and How They Work</u> pp. 75-108 pp. 109-112 pp. 113-116 pp. 117-120</p>	<p>observational focus poem poetry poet prose line stanza</p> <p>topic line breaks rhyme rime</p> <p>show don't tell image visualize</p>	<p>Lucy Calkins <u>The Conferring Handbook</u> pp. 76-78 pp. 79-81 pp. 82-84</p>

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<p>FOCUS: Poetry: Powerful Thoughts in Tiny Packages</p> <p>OBJ. ELA 2.01 ELA 2.02 ELA 3.02 ELA 3.04 ELA 3.06 ELA 4.01 ELA 4.02 ELA 4.03 ELA 4.04 ELA 4.05 ELA 4.06 ELA 5.01 ELA 5.02</p> <p>(8-10 days)</p>	<p>Three student poems with three distinct voices</p> <p>Teacher-created poem</p> <p>Collection of poems with patterns</p>	<p><u>Poetry...</u> Session 7 “Hearing the Voices of Poetry” pp. 55-62 Model how poets invigorate their poems with poetic language and voice. Shake children free of mundane and ordinary language.</p> <p><u>Poetry...</u> Lesson Extensions pp. 62</p> <p><u>Poetry...</u> Session 8 “Searching for Honest, Precise Words” pp. 63-71 Model matching words that exactly match what a poet is trying to say using beautiful or descriptive language.</p> <p><i>Strategies Poets Use</i> chart p. 67</p> <p><u>Poetry...</u> Lesson Extensions p. 71</p> <p><u>Poetry...</u> Session 9 “Patterning on the Page” pp. 73-79 Introduce repetition and other structures in poems.</p> <p>Authors’ Celebration Celebrate by publishing a piece of writing.</p>		<p><i>Develop poetic language</i></p>	<p>Lucy Calkins <u>The Conferring Handbook</u> pp. 76-78 pp. 79-81 pp. 82-84</p>