Writing- 2014 - 2015 – First Grade Calendar

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| Writing Focus Pacing |  |
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| August | September | October | November | December | January |
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| February | March | April | May | June | July |
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Student Non-Attendance Day First/Last Day

\* Early Release Day

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| 8/11-9/12 | **Establishing Writer’s Workshop**  **Narrative Writing Unit 1** | 8/15- 10/17 | **Text Dependent Questions**  **Informational Writing Unit 1** | 10/20-1/29 | **Text Dependent Questions**  **Informational Writing Unit 2** |
| 2/2-4/9 | **Text Dependent Questions**  **Opinion Writing Unit 2** | 4/13-5/22 | **Text Dependent Questions**  **Review of Informational and Narrative** | | |

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| **Seminole County Public Schools 2014-2015**  http://static.squarespace.com/static/521c0472e4b078d2de59da92/t/524710f9e4b0a4c7037ca64c/1380389114143/logo_box_seminole_county_public_schools.jpg  **Writing Instructional Plan**  **Grade 1 – Informational Unit 2 – All About Books** | | | | | | | |
| **Writing Standards** | | | | | | **Language Standards** | |
| **Informational Writing Standards:**   |  |  | | --- | --- | | **LAFS.1.W.1.2**   |  | | --- | | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | |   **LAFS.1.W.2.5**  With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  **LAFS.1.W.3.8**  With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | | | | | | **Language Standards**  **LAFS.1.L.1.1**  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Print all upper- and lowercase letters.  b. Use common, proper, and possessive nouns.  c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).  d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).  e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).  f. Use frequently occurring adjectives.  g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).  h. Use determiners (e.g., articles, demonstratives).  i. Use frequently occurring prepositions (e.g., during, beyond, toward).  j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  **LAFS.1.L.1.2**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Capitalize dates and names of people.  b. Use end punctuation for sentences.  c. Use commas in dates and to separate single words in a series.  d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | |
|  | | | | | | **Text Dependent Writing** | |
|  | | | | | | **LAFS.1.RL.1.1**   |  | | --- | | Ask and answer questions about key details in a text.  **LAFS. 1. W.3.8**  With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | | |
| **Writing Prompts** | | | | | | **Writing Rubric** | |
| TBD | | | | | | TBD | |
| **Learning Goals** | | | | | | **Scales** | |
| * Students will be able to use the writing process and write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure * Students will be able to ask and answer questions to about key details in a text and with support gather information to answer a question. | | | | | |  | |
| **Vocabulary** | | | | | | **Suggested Anchor Charts** | |
| inform  topic  non-fiction  text | | fact  heading  glossary  passage | caption  diagram  opinion  evidence | transition words  table of contents  information | |  | |
| **Writing Process** | **Instruction** | | | | **Observable Behaviors** | | **Instructional Resources** |
|  |  | | | |  | |  |
| **Formative Assessments-** These assessments can be conducted at different points during a lesson. At the beginning of a lesson the teacher can question students on the concept or skill to be covered. During the lesson, the teacher can monitor students while they work together to practice a concept or skill. The teacher can listen to discussions between students or monitor the student writing. After a lesson a teacher can use an exit slip in a variety of ways to determine if students have mastered the skills or concepts. Teachers are encouraged to use the attached Toolbox For Routine Writings to find ways to formatively assess students or visit one of the following links.  <http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html>  <http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf>  <http://www.aft.org/pdfs/teachers/teach11materials/t11_providingh3.pdf> | | | | | | | |
| **Text Dependent Questions** | **3.0 Mini Lesson – Text Dependent Questions – Lesson 3.0**  Using the attached Lesson 3.0 Chickens TDQ the students will read and text and answer orally some text dependent questions.  This lesson focuses on vocabulary in the text “Chickens”  **Pacing – 1 day**  **Continue Writer’s Workshop Routines** | | | | Students will read a text with the teacher and respond orally in pairs to text dependent questions. | |  |
| **Text Dependent Questions** | **3.1 Mini Lesson – Text Dependent Questions – Lesson 3.1**  Using the attached Lesson 3.1 Students will reread the text, Chickens, and answer text dependent questions with partners.  **Pacing – 1 day**  **Continue Writer’s Workshop Routines** | | | | Students will answer text dependent questions with a partner. | |  |
| **Text Dependent Questions** | **3.2 Mini Lesson – Text Dependent Questions – Lesson 3.2**  Using the attached Lesson 3.2 Students will reread the text, Chickens, and answer text dependent questions as a Shared Writing, Guided or Independent Writing.  Teacher can differentiate writing sheets for students. Shared writing, guided writing or independent writing can occur during this lesson. Some students may be able to complete independent writing and some students may need guided or shared writing. It will be up to the teachers’ discretion as to what attached Writing Document, A, B, C, D, or E will be used by students.    **Pacing – 2 days**  **Continue Writer’s Workshop Routines** | | | | Students will write a Shared, Guided or Independent Writing using Text Dependent Questions. | |  |
| **Text Dependent Questions** | **3.3 Writer’s Workshop- Text Dependent Questions – Lesson 3.3**  Using the attached Lesson 3.3 Policeman TDQ the students will read and text and answer orally some text dependent questions.  This lesson focuses on vocabulary in the text “Policeman”  **Pacing – 1 day**  **Continue Writer’s Workshop Routines** | | | | Students will read a text with the teacher and respond orally in pairs to text dependent questions. | |  |
| **Text Dependent Questions** | **3.4 Writer’s Workshop- Text Dependent Questions – Lesson 3.4**  Using the attached Lesson 3.4 Students will reread the text, Policeman and answer text dependent questions with partners.  **Pacing – 1 day**  **Continue Writer’s Workshop Routines** | | | | Students will answer text dependent questions with a partner. | |  |
| **Text Dependent Questions** | **3.5 Writer’s Workshop – Text Dependent Questions – Lesson 3.5**  Using the attached Lesson 3.2 Students will reread the text, Chickens, and answer text dependent questions as a Shared Writing, Guided or Independent Writing.  Teacher can differentiate writing sheets for students. Shared writing, guided writing or independent writing can occur during this lesson. Some students may be able to complete independent writing and some students may need guided or shared writing. It will be up to the teachers’ discretion as to what attached Writing Document, A, B, C, D, or E will be used by students.    **Pacing – 2 days**  **Continue Writer’s Workshop Routines** | | | | Students will write a Shared, Guided or Independent Writing using Text Dependent Questions. | |  |
| **Text Dependent Questions** | **3.6 Writer’s Workshop- Text Dependent Questions – Lesson 3.6**  Using the attached Lesson 3.6 Dinosaurs TDQ the students will read and text and answer orally some text dependent questions.  This lesson focuses on vocabulary in the text “Dinosaurs”.  **Pacing – 1 day**  **Continue Workshop Routines** | | | | Students will read a text with the teacher and respond orally in pairs to text dependent questions. | |  |
| **Text Dependent Questions** | **3.7 Writer’s Workshop- Text Dependent Questions – Lesson 3.7**    Using the attached Lesson 3.7 Students will reread the text, Dinosaurs and answer text dependent questions with partners.  **Pacing – 1 day**  **Continue Workshop Routines** | | | | Students will answer text dependent questions with a partner. | |  |
| **Text Dependent Questions** | **3.8 Writer’s Workshop – Text Dependent Questions – Lesson 3.8**  Using the attached Lesson 3.8 Students will reread the text, Dinosaurs, and answer text dependent questions as a Shared Writing, Guided or Independent Writing.  Teacher can differentiate writing sheets for students. Shared writing, guided writing or independent writing can occur during this lesson. Some students may be able to complete independent writing and some students may need guided or shared writing. It will be up to the teachers’ discretion as to what attached Writing Document, A, B, C, D, or E will be used by students.    **Pacing – 2 days**  **Continue Writer’s Workshop Routines** | | | | Students will write a Shared, Guided or Independent Writing using Text Dependent Questions. | |  |
| **Text Dependent Questions** | **3.9 Writer’s Workshop – Text Dependent Questions – Lesson 3.9**  Using the attached Lesson 3.9 Rainforest TDQ the students will read and text and answer orally some text dependent questions.  This lesson focuses on vocabulary in the text “Rainforest”  **Pacing – 1 day**  **Continue Writer’s Workshop Routines** | | | | Students will read a text with the teacher and respond orally in pairs to text dependent questions. | |  |
| **Text Dependent Questions** | **3.10 Writer’s Workshop – Text Dependent Questions – Lesson 3.10**  Using the attached Lesson 3.10 Students will reread the text, Rainforest, and answer text dependent questions with partners.  **Pacing – 1 day**  **Continue Writer’s Workshop Routines** | | | | Students will answer text dependent questions with a partner. | |  |
| **Text Dependent Questions** | **3.11 Writer’s Workshop – Text Dependent Questions – Lesson 3.11**  Using the attached Lesson 3.11 Students will reread the text, Rainforest, and answer text dependent questions as a Shared Writing, Guided or Independent Writing.  Teacher can differentiate writing sheets for students. Shared writing, guided writing or independent writing can occur during this lesson. Some students may be able to complete independent writing and some students may need guided or shared writing. It will be up to the teachers’ discretion as to what attached Writing Document, A, B, C, D, or E will be used by students.  **Pacing – 2 days**  **Continue Writer’s Workshop Routines** | | | | Students will write a Shared, Guided or Independent Writing using Text Dependent Questions. | |  |
| **Text Dependent Questions** | **3.12 Writer’s Workshop – Text Dependent Questions – Lesson 3.12**  Using the attached Lesson 3.12 Honeybees TDQ the students will read and text and answer orally some text dependent questions.  This lesson focuses on vocabulary in the text “Bees”  **Pacing – 1 day**  **Continue Writer’s Workshop Routines** | | | | Students will read a text with the teacher and respond orally in pairs to text dependent questions. | |  |
| **Text Dependent Questions** | **3.13 Writer’s Workshop – Text Dependent Questions – Lesson 3.13**  Using the attached Lesson 3.13 Students will reread the text, Honeybees, and answer text dependent questions with partners.  **Pacing – 1 day**  **Continue Writer’s Workshop Routines** | | | | Students will answer text dependent questions with a partner. | |  |
| **Text Dependent Questions** | **3.14 Writer’s Workshop – Text Dependent Questions – Lesson 3.14**  Using the attached Lesson 3.14 Students will reread the text, Honeybees, and answer text dependent questions as a Shared Writing, Guided or Independent Writing.  Teacher can differentiate writing sheets for students. Shared writing, guided writing or independent writing can occur during this lesson. Some students may be able to complete independent writing and some students may need guided or shared writing. It will be up to the teachers’ discretion as to what attached Writing Document, A, B, C, D, or E will be used by students.  **Pacing – 2 days**  **Continue Writer’s Workshop Routines** | | | | Students will write a Shared, Guided or Independent Writing using Text Dependent Questions. | |  |
| **Writer’s Workshop** | **3.15 Writer’s Workshop – Looking at How-To Texts**  Using attached Lesson 3.15 Students will have an opportunity peruse How-To Books and determine characteristics of this genre of books.  **Pacing – 1 days**  **Continue Writer’s Workshop Routines** | | | | Students will work with partners to determine the characteristics of How-To Books. | |  |
| **Writer’s Workshop** | **3.16 Writer’s Workshop – Choosing and Drawing For How-To Writing**  Using attached Lesson 3.16 the teacher will model how to being completing the template for the How To Book. Students will be drawing pictures of the materials they need to complete their How To process and then begin drawing the steps in the process  **Pacing – 3 days**  **Continue Writer’s Workshop Routines** | | | | Students will share their list of materials and the steps in their selected “How To” Process with a partner and then they will begin drawing the pictures for their book. | |  |
| **Writer’s Workshop** | **3.17 Writer’s Workshop – Writing Directions for A How-To Book**  Using attached Lesson 3.17 teacher will model how to add words and sentences for the pictures the students have drawn.  **Pacing – 3 days**  **Continue Writer’s Workshop Routines** | | | | Students will begin to write the words and sentences for the pictures they drew for their How To Book in Lesson 3.16. | |  |
| **Writer’s Workshop** | **3.18 Writer’s Workshop – Checking For Clear Directions**  Using attached Lesson 3.18 students will learn the importance of clarity in their directions for their How To Book.  **Pacing – 2 days**  **Continue Writer’s Workshop Routines** | | | | Students will work on clarifying their own directions for their How To Book. | |  |
| **Writer’s Workshop** | **3.19 Writer’s Workshop - Checking For Clear Directions #2**  Using attached Lesson 3.19 students will learn about reviewing their directions by “thinking” about the directions.  **Pacing – 1 day**  **Continue Writer’s Workshop Routines** | | | | Students will continue to work on clarifying their own directions for their How To Book. | |  |
| **Writer’s Workshop** | **3.20 Writer’s Workshop – Adding Transition Words to How To Books**  Using attached Lesson 3.20 Students will learn how to add Transition Words to help make their directions clear in a How To Book.  **Pacing – 1 day**  **Continue Writer’s Workshop Routines** | | | | Students will add transition words to their How-To Books. | |  |
| **Text Dependent Questions** | **3.21 Writer’s Workshop – Text Dependent Questions – Lesson 3.21**  Using the attached Lesson 3.21 Playgrounds Then and Now TDQ the students will read and text and answer orally some text dependent questions.  This lesson focuses on vocabulary in the text “Playgrounds Then and Now”  **Pacing – 1 day**  **Continue Writer’s Workshop Routines** | | | | Students will read a text with the teacher and respond orally in pairs to text dependent questions. | |  |
| **Text Dependent Questions** | **3.22 Writer’s Workshop – Text Dependent Questions – Lesson 3.22**  Using the attached Lesson 3.22 Students will reread the text, Playgrounds Then and Now, and answer text dependent questions with partners.  **Pacing – 1 day**  **Continue Writer’s Workshop Routines** | | | | Students will answer text dependent questions with a partner. | |  |
| **Text Dependent Questions** | **3.23 Writer’s Workshop – Text Dependent Questions – Lesson 3.23**  Using the attached Lesson 3.23 Students will reread the text, Playgrounds Then and Now, and answer text dependent questions as a Shared Writing, Guided or Independent Writing.  Teacher can differentiate writing sheets for students. Shared writing, guided writing or independent writing can occur during this lesson. Some students may be able to complete independent writing and some students may need guided or shared writing. It will be up to the teachers’ discretion as to what attached Writing Document, A, B, C, D, or E will be used by students.  **Pacing – 2 days**  **Continue Writer’s Workshop Routines** | | | | Students will write a Shared, Guided or Independent Writing using Text Dependent Questions. | |  |
| **Text Dependent Questions** | **3.24 Writer’s Workshop – Text Dependent Questions – Lesson 3.24**  Using the attached Lesson 3.24 Whales TDQ the students will read and text and answer orally some text dependent questions.  This lesson focuses on vocabulary in the text “Whales”  **Pacing – 1 day**  **Continue Writer’s Workshop Routines** | | | | Students will read a text with the teacher and respond orally in pairs to text dependent questions. | |  |
| **Text Dependent Questions** | **3.25 Writer’s Workshop – Text Dependent Questions – Lesson 3.25**  Using the attached Lesson 3.25 Students will reread the text, Whales, and answer text dependent questions with partners.  **Pacing – 1 day**  **Continue Writer’s Workshop Routines** | | | | Students will answer text dependent questions with a partner. | |  |
| **Text Dependent Questions** | **3.26 Writer’s Workshop – Text Dependent Questions – Lesson 3.26**  Using the attached Lesson 3.26 Students will reread the text, Whales, and answer text dependent questions as a Shared Writing, Guided or Independent Writing.  Teacher can differentiate writing sheets for students. Shared writing, guided writing or independent writing can occur during this lesson. Some students may be able to complete independent writing and some students may need guided or shared writing. It will be up to the teachers’ discretion as to what attached Writing Document, A, B, C, D, or E will be used by students.  **Pacing – 2 days**  **Continue Writer’s Workshop Routines** | | | | Students will write a Shared, Guided or Independent Writing using Text Dependent Questions. | |  |
| **Text Dependent Questions** | **3.27 Writer’s Workshop – Text Dependent Questions – Lesson 3.27**  Using the attached Lesson 3.27 Infographic on Pets TDQ the students will read and text and answer orally some text dependent questions.  This lesson focuses on vocabulary in the text “Infographic on Pets”  **Pacing – 1 day**  **Continue Writer’s Workshop Routines** | | | | Students will read a text with the teacher and respond orally in pairs to text dependent questions. | |  |
| **Text Dependent Questions** | **3.28 Writer’s Workshop – Text Dependent Questions – Lesson 3.28**  Using the attached Lesson 3.28 Students will reread the text, Infographic on Pets, and answer text dependent questions with partners.  **Pacing – 1 day**  **Continue Writer’s Workshop Routines** | | | | Students will answer text dependent questions with a partner. | |  |
| **Text Dependent Questions** | **3.29 Writer’s Workshop – Text Dependent Questions – Lesson 3.29**  Using the attached Lesson 3.29 Students will reread the text, Infographic on Pets, and answer text dependent questions as a Shared Writing, Guided or Independent Writing.  Teacher can differentiate writing sheets for students. Shared writing, guided writing or independent writing can occur during this lesson. Some students may be able to complete independent writing and some students may need guided or shared writing. It will be up to the teachers’ discretion as to what attached Writing Document, A, B, C, D, or E will be used by students.  **Pacing – 2 days**  **Continue Writer’s Workshop Routines** | | | | Students will write a Shared, Guided or Independent Writing using Text Dependent Questions. | |  |
| **Text Dependent Questions** | **3.30 Writer’s Workshop – Text Dependent Questions – Lesson 3.30**  Using the attached Lesson 3.30 Plants TDQ the students will read and text and answer orally some text dependent questions.  This lesson focuses on vocabulary in the text “Plants”  **Pacing – 1 day**  **Continue Writer’s Workshop Routines** | | | | Students will read a text with the teacher and respond orally in pairs to text dependent questions. | |  |
| **Text Dependent Questions** | **3.31 Writer’s Workshop – Text Dependent Questions – Lesson 3.31**  Using the attached Lesson 3.31 Students will reread the text, Plants, and answer text dependent questions with partners.  **Pacing – 1 day**  **Continue Writer’s Workshop Routines** | | | | Students will answer text dependent questions with a partner. | |  |
| **Text Dependent Questions** | **3.32 Writer’s Workshop – Text Dependent Questions – Lesson 3.32**  Using the attached Lesson 3.32 Students will reread the text, Plants and answer text dependent questions as a Shared Writing, Guided or Independent Writing.  Teacher can differentiate writing sheets for students. Shared writing, guided writing or independent writing can occur during this lesson. Some students may be able to complete independent writing and some students may need guided or shared writing. It will be up to the teachers’ discretion as to what attached Writing Document, A, B, C, D, or E will be used by students.  **Pacing – 2 days**  **Continue Writer’s Workshop Routines** | | | | Students will write a Shared, Guided or Independent Writing using Text Dependent Questions | |  |
| **Text Dependent Questions** | **3.33 Writer’s Workshop – Text Dependent Questions – Lesson 3.33**  Using the attached Lesson 3.33 Computers TDQ the students will read and text and answer orally some text dependent questions.  This lesson focuses on vocabulary in the text “Computers”  **Pacing – 1 day**  **Continue Writer’s Workshop Routines** | | | | Students will read a text with the teacher and respond orally in pairs to text dependent questions. | |  |
| **Text Dependent Questions** | **3.34 Writer’s Workshop – Text Dependent Questions – Lesson 3.34**  Using the attached Lesson 3.34 Students will reread the text, Computers, and answer text dependent questions with partners.  **Pacing – 1 day**  **Continue Writer’s Workshop Routines** | | | | Students will answer text dependent questions with a partner. | |  |
| **Text Dependent Questions** | **3.35 Writer’s Workshop – Text Dependent Questions – Lesson 3.35**  Using the attached Lesson 3.35 Students will reread the text, Computers, and answer text dependent questions as a Shared Writing, Guided or Independent Writing.  Teacher can differentiate writing sheets for students. Shared writing, guided writing or independent writing can occur during this lesson. Some students may be able to complete independent writing and some students may need guided or shared writing. It will be up to the teachers’ discretion as to what attached Writing Document, A, B, C, D, or E will be used by students.  **Pacing – 2 days**  **Continue Writer’s Workshop Routines** | | | | Students will write a Shared, Guided or Independent Writing using Text Dependent Questions | |  |
| **Writer’s Workshop** | **3.36 Writer’s Workshop – Choosing a Topic for a Person How To Book**  Using the attached Lesson 3.6 teacher will model for students how to generate a list of ideas for How To books based on personal knowledge.  **Pacing – 1 day**  **Continue Writer’s Workshop Routines** | | | | Students will generate a list of possible topics for a How To Book based on what they know how to do. | |  |
| **Writer’s Workshop** | **3.37 Writer’s Workshop – Beginning to Write a Personal How To Book**  Using attached Lesson 3.37 teacher will model for students how to use the template to begin creating their person How To Book.  **Pacing – 2 days**  **Continue Writer’s Workshop Routines** | | | | Students write a list and begin drawing pictures to their How To Book – development of selected idea | |  |
| **Writer’s Workshop** | **3.38 Writer’s Workshop – Adding Words To Pictures for a How To Book**  Using the attached Lesson 3.38 students will add words and sentences to their personal How To Book.  **Pacing – 2 days**  **Continue Writer’s Workshop Routines** | | | | Students will add words and sentences to their personal How To Book. | |  |
| **Writer’s Workshop** | **3.39 Writer’s Workshop – How to Finish Up the Person How To Book**  Using attached Lesson 3.9 teacher will review the elements of a How To Book.  **Pacing – 1 day**  **Continue Writer’s Workshop Routines** | | | | Students will review the elements of a How To Book and make sure they have all of the components in their book. | |  |

**Teacher Note:**

This is the third unit for Grade 1 Writing.

Updates and additions to the plan will continue to be created. Please refer to the Seminole County Public Schools’ Elementary Writing Website found at <http://scpswriting.weebly.com/> for additions to this plan.

**PACING CALENDAR:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **10/20**  3.0 | **10/21**  3.1 | **10/22**  3.2 | **10/23**  3.2 | **10/24**  3.3 |
| **10/27**  3.4 | **10/28**  3.5 | **10/29**  3.5 | **10/30**  3.6 | **10/31**  3.7 |
| **11/3**  3.8 | **11/4**  3.8 | **11/5**  3.9 | **11/6**  3.10 | **11/7**  3.11 |
| **11/10**  3.11 | **11/11**  3.12 | **11/12**  3.13 | **11/13**  3.14 | **11/14**  3.14 |
| **11/17**  3.15 | **11/18**  3.16 | **11/19**  3.16 | **11/20**  3.16 | **11/21**  3.17 |
| **11/24**  Flex Day | **11/25**  Flex Day | **11/26**  School Closed | **11/27**  School Closed | **11/28**  School Closed |
| **12/1**  3.21 | **12/2**  3.22 | **12/3**  3.23 | **12/4**  3.23 | **12/5**  3.24 |
| **12/8**  3.25 | **12/9**  3.26 | **12/10**  3.26 | **12/11**  3.27 | **12/12**  3.28 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **12/15**  3.29 | **12/16**  3.29 | **12/17**  Flex Day | **12/18**  Flex Day | **12/19**  Work Day |
| **1/5**  **Work Day** | **1/6**  **3.30** | **1/7**  **3/31** | **1/8**  **3.32** | **1/9**  **3.32** |
| **1/12**  **3.33** | **1/13**  **3.34** | **1/14**  **3.35** | **1/15**  **3.35** | **1/16**  **3.36** |
| **1/19**  **Holiday** | **1/20**  **3.37** | **1/21**  **3.37** | **1/22**  **3.38** | **1/23**  **Work Day** |
| **1/24**  **3.38** | **1/25**  **3.39** | **1/26**  **Flex Day** | **1/27**  **Flex Day** | **1/28**  **Flex Day** |