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| **Month** | **Common Core Expectations*****\*\*Add in standards from MCCS for the grade level, including IEFA\*\**** | **Unit of Study Ideas** | **Anchor Chart Ideas** | **Authentic Audience and/or Purpose** | **Resources and Mentor Texts** |
| **September** | ***Launching*** ***the*** ***Writer’s Workshop*** | --Writer’s Notebooks (ownership)—folders/binders/composition notebooks/ etc.--Interest Pages (?)--The “First Twenty Days”--Status of the Class--Conferencing | “Things We Know A lot About” | Self! | --Ralph Fletcher--Children’s Books (mentor texts)--Lucy Caulkins (Nuts and Bolts and Writer’s Workshop) |
| **October** | ***Experiential******(Personal Narratives)*** | **Personal Journals**(Building Stamina)--Observations, Feelings, Thoughts/Concerns/Hopes, Questions, Varying Length, Drawing/Graphics, Opinions/Reflections | “How Does An Author Write a Personal Journal?” | Self! | --Benchmark Education Company (sample) |
| **November** | **Small Moments** |  | Author Share | --Lucy Caulkins (Small Moments Unit of Study) |
| **December** | Ideas (for example)--My Best/Worst Memory--A Trip to Remember--A Joyful Moment--Memorable Misadventures |  | Author Share | --Step Up to Writing (Quick Sketch) |
| **January** | ***Informational/Expository*** | **How To…..****--**do a favorite activity--be a good substitute |  | For Subsititute “How to” (create a book for substitutes that can be handed out at the office or is available to leave for classroom subs) | --Step Up to Writing (T-Chart, Star-Dash-Dot Outline)--Lucy Caulkins (Nonfiction Unit of Study) |
| **February** | **Read, Research, and Respond** (R3)(Short Research)\*\*Great opportunity for content reading, IEFA inclusion, etc.\*\* |  |  | --Fiske/Barber Template |
| **Question/Answer Mini Book**(Longer Research)\*\*Great opportunity for content reading, and IEFA inclusion, etc.\*\***Or Buddy Biography** (another Q and A opportunity, with paragraphs) |  |
| **March** | ***Persuasive*** | **My Favorite…….** |  | --For favorite books—post in the library for other students to read, or inside book covers. |  |
| **April** | **Persuasion** --Why we should…--Please let me have….--The best pet is….because…. |  | --Send to whomever it’s written to (i.e. community members, principal, etc.) |  |
| **May** | ***Individual Topics*** | Choice of previous units of study (polish and or create) |  |  |  |
| **June** | ***Best in Show*** |  |  | --Best published work is shared and displayed for the next grade level. |  |