Possible Writing Timetable in Language Arts

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 9:00-9:45 | Word Study | Word Study (15min)  Reading blk | **Writers Workshop** | Word Study  Reading blk | **Writers Workshop** |
| 9:45-10:30 | Reading blk |
| Recess |  |  |  |  |  |

Possible Writing Journey

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|  | **Monday** | **Wednesday** | **Friday** |
| Week 1 | Start Up:   * Establish general procedures, set writing blocks, board areas for anchor charts,… * Establish writing notebook/binder * Set up Google docs id/pw, weblink, to hand out; inform parents * Create (online) guidelines for digital footprint and review with class | Intro Google Docs environment   * Model location link; how to read environment space (nav bar, center, right side)   Student receive Docs id/pw – launch/log in  Writing Territories:   * Model create a page; share with tchr; save page * Intro ‘writing territories’   Guide students to create page of Writing Territories and save   * Pair/share and add details to expand * Teacher model commenting on a student’s page. | * Writing time to fill Writing Territories * *Mini lesson* – asking good questions * St may invite another st to comment (ask good questions that provide more detail) * Gallery pair/share (shared reading of WT); or do a ‘move, bump, bump’ seats (rotation) * St return to add more ideas to own Writing Territories from ‘sparks’ heard/read |
| Week 2 |  | * Review Writing Territories page or if no lab access – continue with adding to Writing Territories (skip next bullet) * Choose one idea and start writing process   Whole Group Mini Lesson: Adding Detail   * Return to writing | * Continue or start writing from Wed. session * Small group mini lesson: adding detail; expanding vocabulary |