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 StudyReading 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
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| 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
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