



1st Grade

2022-2023 School Year

Updated June 2022

**1st 9 Weeks (45 Days)**

9 Weeks at a Glance	1 August 8-12	2 August 15-19	3 August 22-26	4 August 29 - Sept. 2	5 September 6-9 (Sept. 5 Labor Day)	6 Sept. 12-16	7 Sept. 19-23	8 September 26-30	9 Oct.3-7
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<b>Knowledge</b>	<p>Aug. 8-9 for beginning of year procedures.</p> <p style="text-align: center;"><b>Domain 1: Fables and Stories</b> (13 days) 10 lessons + 3 days for PP, Domain Review, Domain Assessments, and Culminating Activities if needed.</p>	<p style="text-align: center;"><b>Domain 2: The Human Body</b> (14 days) 10 lessons +4 days for PP, Domain Review, Domain Assessments, and Culminating Activities if needed.</p>	<p style="text-align: center;"><b>Domain 3: Different Lands, Similar Stories</b> (12 days) 9 days +3 days PP, Domain Review, Domain Assessments, and Culminating Activities if needed.</p> <p><b>Social Studies:1.01</b> Describe the cultural aspects of a place <b>1.02</b> Define multiculturalism <b>1.10</b> Recognize basic map symbols <b>Science: 1.ETS2</b> Links Among Engineering, Technology, Science, and Society</p>
<b>Writing in Knowledge</b>	<p style="text-align: center;"><b>Formal Writing: Narrative</b> Shared: students review the writing process and draft a narrative retelling.</p> <p style="text-align: center;"><b>Informal Writing:</b> Story Map, Personification Chart, Somebody Wanted But So Then chart, Write About It, and notes.</p>	<p style="text-align: center;"><b>Formal Writing: Informational</b> Shared: Information Paragraph Students write sentences about the body. Plan and draft stages of the writing process.</p> <p style="text-align: center;"><b>Informal Writing:</b> Notes, drawing/labeling, graphic organizers, short responses to text, and Write About It.</p>	<p style="text-align: center;"><b>Writing:</b> Students focus on retelling narrative text with a focus on story elements. Shared writing activities to compare and contrast stories.</p>

[WIDA Key Language Uses and Sentence Stems](#)

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## 1st 9 Weeks (45 Days)

<b>9 Weeks at a Glance</b>	<b>1</b> August 8-12	<b>2</b> August 15-19	<b>3</b> August 22-26	<b>4</b> August 29 - Sept. 2	<b>5</b> September 6-9 (Sept. 5 Labor Day)	<b>6</b> Sept. 12-16	<b>7</b> Sept. 19-23	<b>8</b> September 26-30	<b>9</b> Oct.3-7
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<b>Skills</b>	<p>Aug. 8-9 for beginning of year procedures.</p> <p style="text-align: center;"><b>Unit 1</b> <b>(34 days) 32 lessons</b> <b>Includes Beginning-of-the-Year Assessment - (Lessons 6-10) **</b></p> <p style="text-align: center;"><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>● Identify 5 short vowel sounds and 25 consonant/consonant digraph sounds</li> <li>● Spell words with double-letter spellings</li> <li>● Identify Tricky Spellings ‘th’ &gt;/th/, / th / and ‘s’ pronounced /s/ or /z/</li> <li>● Consonant digraphs (‘ch’, ‘sh’, ‘th”, ‘ng’)</li> <li>● Identify Tricky Words (review from K)</li> <li>● Read stories in the decodable Reader             <ul style="list-style-type: none"> <li>● Answer story questions</li> </ul> </li> <li>● Beginning-of-the-Year Placement Assessment</li> </ul>	<p style="text-align: center;"><b>Unit 2</b> <b>(9 days) 19 lessons and 2 PP total</b> <b>(22 Total Days for Unit 2)</b></p> <p style="text-align: center;"><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>● Read and write long vowel sounds, including separated vowel digraphs (CVCe words)</li> <li>● Identify and use common and proper nouns</li> <li>● Identify and spell Tricky Words he, she, we, be, me, we, they, their, my, by, you, your             <ul style="list-style-type: none"> <li>● Spell dictated words</li> <li>● Unit Assessment</li> </ul> </li> </ul>
<b>Writing in Skills</b>	<p style="text-align: center;"><b>Unit 1</b> <b>BOY:</b></p> <p style="text-align: center;">Review and write uppercase and lowercase letters and write words with short vowels, consonants, double letter spellings, digraphs, and Tricky Words.</p> <p style="text-align: center;">Starting in Lesson 19, students write responses to questions about stories in the Student Reader.</p>	<p style="text-align: center;"><b>Unit 2</b> <b>Writing:</b></p> <p style="text-align: center;">practice spelling and writing simple words, words with long vowel sounds, and TrickyWords. Write in complete sentences in response to stories.</p>

## 2nd 9 Weeks (42 Days)

9 Weeks at a Glance	1 October 17-21	2 October 24-28	3 Oct. 31 - November 4	4 November 7-11	5 November 14-18	6 November 21-22 (Nov. 23-25 Break)	7 November 28 - Dec. 2	8 December 5-9	9 December 12-16
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<b>Knowledge</b>	<p style="text-align: center;"><b>Domain 4: Early World Civilizations (14 days)</b></p> <p style="text-align: center;"><b>Only do Lessons 1-12 (Omit 13-16)</b> 12 lessons + 2 days for PP, Domain Review, Domain Assessments, and Culminating Activities if needed</p> <p style="text-align: center;"><b>Social Studies: 1.01</b> Describe the cultural aspects of a place</p> <p><b>1.10</b> Recognize basic map symbols <b>1.12</b> Use cardinal directions <b>1.25</b> Compare ways people lived in the past to how they live today</p> <p style="text-align: center;"><b>Science: 1.LS2</b> Ecosystems: Interactions, Energy, and Dynamics</p>	<p style="text-align: center;"><b>Domain 5: Early American Civilizations (15 days)</b></p> <p style="text-align: center;">11 lessons + 4 days for PP, Domain Review, Domain Assessments, and Culminating Activities if needed</p> <p style="text-align: center;"><b>Social Studies:</b></p> <p><b>1.01</b> Describe the cultural aspects of a place <b>1.02</b> Define multiculturalism <b>1.10</b> Recognize basic map symbols <b>1.12</b> Use cardinal directions <b>1.13</b> Distinguish the difference between a lake, mountain, ocean, and river. <b>1.25</b> Compare ways people lived in the past to how they live today</p>	<p style="text-align: center;"><b>Domain 6: Astronomy (13 days total)</b></p> <p style="text-align: center;"><b>Complete the first 5 lessons and 2 PP before break.</b></p>	<p style="text-align: center;"><b>Buffer Days (6 days)</b></p> <p style="text-align: center;"><b>WRITING IN SKILLS if needed</b></p>
<b>Writing in Knowledge</b>	<p><b>Formal Writing: Informational</b> Students use information gathered about the key components of civilization to write an informational paragraph during a shared writing activity.</p> <p style="text-align: center;"><b>Informal Writing:</b> Notes, graphic organizers, short responses to text, and Drawing the Read- Aloud.</p>	<p><b>Formal Writing: Informational</b> Students use information gathered about the key components of a civilization to write informational paragraphs in small groups.</p> <p style="text-align: center;"><b>Informal Writing:</b> Notes, graphic organizers, short responses to text, Write About It, friendly letters, summaries.</p>		<p style="text-align: center;">For Writing in Skills if Needed (4 days)</p>

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## 2nd 9 Weeks (42 Days)

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<b>Skills</b>	<p style="text-align: center;"><b>Unit 2</b> ( 13 days) 19 lesson sand 3 PP total (22 Total Days)</p> <p style="text-align: center;"><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Read and write long vowel sounds, including separated vowel digraphs (CVCe words)</li> <li>• Identify and use common and proper nouns</li> <li>• Identify and spell Tricky Words he, she, we, be, me, we, they, their, my, by, you, your <ul style="list-style-type: none"> <li>• Spell dictated words</li> <li>• Unit Assessment</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Unit 3</b> (22 days) 19 lessons Includes Book Report Writing Use buffer days in Knowledge if needed for more time in writing/lessons</p> <p style="text-align: center;"><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Read and write words with vowel sounds /oo/, / oo /, /ou/, /oi/, /aw/</li> <li>• Distinguish between similar vowel sounds /ue/, /oo/, / oo / and /u/</li> <li>• Identify and spell Tricky Words should, could, would, down, because <ul style="list-style-type: none"> <li>• Spell grade-level words correctly: weekly spelling tests begin <ul style="list-style-type: none"> <li>• Identify and use verbs and verb tenses</li> </ul> </li> <li>• Use the writing process to compose a narrative <ul style="list-style-type: none"> <li>• Unit Assessment</li> </ul> </li> </ul> </li> </ul>	<p style="text-align: center;"><b>Unit 4</b> (5 days) 28 lessons total (30 Total Days) Includes Descriptive Paragraph Writing MOY Assessments included Lessons 26-28</p> <p style="text-align: center;"><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Read and write words with r-controlled vowels</li> <li>• Review long vowel spellings, including digraphs</li> <li>• Identify and use contractions</li> <li>• Spell grade-level words correctly</li> <li>• Divide multi-syllable words into parts</li> <li>• Read and spell Tricky Words today, yesterday, tomorrow</li> <li>• Read and write past tense verbs with -ed</li> <li>• Compose descriptive writing pieces</li> <li>• Mid-Year Assessment</li> </ul>
<b>Writing in Skills</b>	<p style="text-align: center;"><b>Unit 2</b></p> <p style="text-align: center;"><b>Writing:</b> Practice spelling and writing simple words, words with long vowel sounds, and Tricky Words. Write in complete sentences in response to stories.</p>	<p style="text-align: center;"><b>Formal Writing:</b> Students are introduced to the writing process when they plan, draft, and edit a narrative. Students use the four-step writing process to plan, draft, edit, and publish a book report.</p> <p style="text-align: center;"><b>Informal Writing:</b> Notes, graphic organizers, words, phrases, sentences, respond to the text.</p>	<p>Formal Writing: Informational Students plan and draft a descriptive paragraph about food and plan, draft, edit, and publish a descriptive informational text about one of the animals featured in the Student Reader. Informal Writing: notes, graphic organizers, words, phrases, sentences, respond to the text.</p>

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**3rd 9 Weeks (50 Days)**

<b>9 Weeks at a Glance</b>	<b>1</b> January 4-6	<b>2</b> January 9-13	<b>3</b> January 17-20 (Jan. 16 MLK)	<b>4</b> January 23-27	<b>5</b> Jan. 30 - Feb. 3	<b>6</b> February 6-10	<b>7</b> February 13-17	<b>8</b> February 21-24 (Feb. 20 - Pres. Day)	<b>9</b> Feb. 27 - March 3	<b>10</b> March 6-10	<b>11</b> March 13-17
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<b>Knowledge</b>	<p><b>Domain 6: Astronomy</b> (13 days total) 7 days after break 4 lessons and 3 PP days for PP, Domain Review, Domain Assessments, and Culminating Activities if needed</p> <p><b>Science: 1.PS3</b> Energy, <b>1.PS4</b> Waves and Their Application... <b>1.ESS1</b> Earth's Place in the Universe</p>	<p><b>Domain 7: The History of the Earth</b> (12 days) 8 days + 4 days for PP, Domain Review, Domain Assessments, and Culminating Activities if needed</p> <p><b>Science: 1.PS3</b> Energy <b>1.LS2</b> Ecosystems: Interactions, Energy, and Dynamics</p>	<p><b>Domain 8: Animals and Habitats</b> (15 days) 9 lessons +6 days for PP, Domain Review, Domain Assessments, and Culminating Activities if needed</p> <p><b>Science: 1.LS.1</b> From Molecules to Organisms <b>1.LS2</b> Ecosystems <b>1.ETS1</b> : Engineering Design <b>1.ETS2</b> Links Among Engineering, Technology, Science, and Society</p>	<p><b>Domain 9: Fairy Tales</b> (13 Total Days) 9 lessons + 4 days for PP, Domain Review, Domain Assessments, and Culminating Activities if needed.</p>	<p><b>Buffer Days</b> (4 days) for reteaching and writing instruction</p>
<b>Writing in Knowledge</b>	<p><b>Formal Writing: Opinion</b> After teacher modeling, students write opinions and supply reasons for their claims in their Astronomy Journals.</p> <p><b>Informal Writing:</b> Journal entries, notes, graphic organizers, short responses to the text.</p>	<p><b>Formal Writing: Informational</b> Students summarize what was learned in several lessons by writing an informational piece.</p> <p><b>Informal Writing:</b> Drawing the Read-Aloud, notes, graphic organizers, Pausing Point and Culminating Activities</p>	<p>Students research, record and reflect on information learned about different animals and their habitats in their Habitat Journals. Students will research and write an informational (including a picture) and opinion piece on their favorite animal..</p> <p>Students also use graphic organizers, such as an Idea Web, to record information about endangered species.</p>	<p><b>Formal Writing: Narrative or Opinion</b> Students use the writing process to plan, draft, and edit a narrative retelling of a fairy tale or write an opinion about their favorite fairy tale.</p> <p><b>Informal Writing:</b> Notes, graphic organizers, short responses to texts, questions, &amp; opinion.</p>	<p><b>Buffer Days</b> for Reteaching or additional writing instruction</p>

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<b>9 Weeks at a Glance</b>	<b>1</b> January 4-6	<b>2</b> January 9-13	<b>3</b> January 17-20 (Jan. 16 MLK)	<b>4</b> January 23-27	<b>5</b> Jan. 30 - Feb. 3	<b>6</b> February 6-10	<b>7</b> February 13-17	<b>8</b> February 21-24 (Feb. 20 - Pres. Day)	<b>9</b> Feb. 27 - March 3	<b>10</b> March 6-10	<b>11</b> March 13-17
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<b>Skills</b>	<p style="text-align: center;"><b>Unit 4</b> <b>(25 days) 28 lessons total</b> <b>(30 Total Days)</b></p> <p style="text-align: center;">Includes Descriptive Paragraph Writing MOY Assessments included Lessons 26-28</p> <p style="text-align: center;"><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>● Read and write words with r-controlled vowels</li> <li>● Review long vowel spellings, including digraphs <ul style="list-style-type: none"> <li>● Identify and use contractions</li> <li>● Spell grade-level words correctly</li> <li>● Divide multi-syllable words into parts</li> </ul> </li> <li>● Read and spell Tricky Words today, yesterday, tomorrow <ul style="list-style-type: none"> <li>● Read and write past tense verbs with -ed <ul style="list-style-type: none"> <li>● Compose descriptive writing pieces <ul style="list-style-type: none"> <li>● Mid-Year Assessment</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p style="text-align: center;"><b>Unit 5</b> <b>(23 days) 22 lessons total</b></p> <p style="text-align: center;">Includes Opinion Paragraph Writing</p> <p style="text-align: center;">*Spelling Trees: Lessons 4 /k/, 8 /j/, 16 /r/</p> <p style="text-align: center;"><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>● Segment and blend two-syllable words</li> <li>● Read and write spelling alternatives for /ch/, /j/, /v/, and /r/</li> <li>● Review single and double-letter consonants <ul style="list-style-type: none"> <li>● Form plural nouns by adding -s, -es</li> <li>● Write words with suffixes -ed or -ing <ul style="list-style-type: none"> <li>● Spell grade-level words correctly</li> </ul> </li> </ul> </li> <li>● Identify and write different sentence types</li> <li>● Use the writing process to compose a letter expressing an opinion <ul style="list-style-type: none"> <li>● Unit Assessment</li> </ul> </li> </ul>	<b>Buffer Days</b> (4 days)
	<p style="text-align: center;"><b>Writing in Skills</b></p> <p style="text-align: center;"><b>Formal Writing:</b> Informational Students plan and draft a descriptive paragraph about food and plan, draft, edit, and publish a descriptive informational text about one of the animals featured in the Student Reader.</p> <p style="text-align: center;"><b>Informal Writing:</b> notes, graphic organizers, words, phrases, sentences, respond to the text.</p>	<p style="text-align: center;"><b>Formal Writing: Opinion</b> Students are introduced to opinion writing by participating in a shared writing activity to create an opinion paragraph. Students will then plan, draft, and edit an opinion paragraph independently.</p> <p style="text-align: center;"><b>Informal Writing:</b> Statement, question, and exclamatory sentences notes; graphic organizers, responses to the text.</p>	

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**4th 9 Weeks (42 Days)**

<b>9 Weeks at a Glance</b>	<b>1</b> March 27-31	<b>2</b> April 3-6 (4/7 Good Friday)	<b>3</b> April 11-14 (April 10 In-service day)	<b>4</b> April 17-21	<b>5</b> April 24-28	<b>6</b> May 1-5	<b>7</b> May 8-12	<b>8</b> May 15-19	<b>9</b> May 22-26 (May 25 Admin. Day)
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<b>Knowledge</b>	<p><b>Domain 10: A New Nation: American Independence</b> (15 days)</p> <p>12 lessons + 3 days for PP, Domain Review, Domain Assessments, and Culminating Activities if needed. <b>(*Liberty Kids Videos may be helpful.)</b></p> <p><b>Social Studies: 1.10</b> Recognize basic map symbols, <b>1.11</b> Locate Tennessee, Nashville, and Washington, D.C, <b>1.12</b> Use cardinal directions, <b>1.15</b> Identify the Governor/the President, <b>1.16</b> Explain the importance of patriotic traditions, <b>1.17</b> Distinguish the differences between rules and laws, <b>1.18</b> Define citizenship; recognize traits, <b>1.19</b> Explain that voting is a way of making choices/decisions, <b>1.22</b> Arrange the events from a student’s life in chronological order. <b>1.23</b> Use correct words/ phrases related to chronology/ time, <b>1.24</b> Interpret information from simple timelines. <b>1.25</b> Compare ways people lived in the past to how they live today, <b>1.26</b>-national holidays: Independence Day 1.20 -after Lesson 12: Recognize that a mayor is the leader of a town/city; explain his/her role.</p>	<p><b>Domain 11: Frontier Explorers</b> (14 days)</p> <p>11 Lessons + 3 days for PP, Domain Review, Domain Assessments, and Culminating Activities if needed.</p> <p><b>Social Studies</b> <b>1.13</b> Distinguish the difference between a lake, mountain, ocean, and river (reference Lake explicitly) <b>1.25</b> Compare ways people lived in the past to how they live today</p>	<p><b>Buffer days (11 days)</b></p> <p>Use for reteaching/reinforcing, writing skills, and enrichment.</p>
<b>Writing In Knowledge</b>	<p><b>Formal Writing: Informational</b> Using information gathered in notes and graphic organizers, students plan and draft an informational paragraph about the founding of the United States. <b>Students could write opinion pieces possibly using a responsive journal.</b></p> <p><b>Informal Writing:</b> Notes, graphic organizers, short responses to text, captions, Pausing Points, Culminating Activities.</p>	<p><b>Formal Writing: Informational</b> Students use information gathered throughout the domain to write an informational paragraph summarizing Lewis and Clark’s expedition. <b>Students could write opinions about which of the 3 tasks of Lewis and Clark would have been the easiest to complete, or students could write a journal with a narrative about being on the expedition.</b></p> <p><b>Informal Writing:</b> Notes, graphic organizers, short responses to text, Pausing Points.</p>	

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**4th 9 Weeks (42 Days)**

<b>9 Weeks at a Glance</b>	<b>1</b> March 27-31	<b>2</b> April 3-6 (4/7 Good Friday)	<b>3</b> April 11-14 (April 10 In-service day)	<b>4</b> April 17-21	<b>5</b> April 24-28	<b>6</b> May 1-5	<b>7</b> May 8-12	<b>8</b> May 15-19	<b>9</b> May 22-26 (May 25 Admin. Day)
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<b>Skills</b>	<p style="text-align: center;"><b>Unit 6 (27 Total Days)</b> 25 lessons total</p> <p style="text-align: center;">Includes Personal Narrative Writing</p> <p style="text-align: center;">*Spelling Trees: Lessons 1 /s/, 10 /n/, 16/w/, 18 /ng/</p> <p style="text-align: center;"><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>● Segment and blend two-syllable words</li> <li>● Read and write spelling alternatives for /s/, /n/, /ng/, /w/ <ul style="list-style-type: none"> <li>● Spell grade-level words correctly</li> <li>● Use past, present, and future verb tenses</li> </ul> </li> <li>● Build phrases and expand sentences using adjectives <ul style="list-style-type: none"> <li>● Match pronouns to antecedents</li> </ul> </li> <li>● Use the writing process to compose a personal narrative <ul style="list-style-type: none"> <li>● Unit Assessment</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Unit 7 (23 days total)</b> <b>21 lessons total</b> (19 days of teaching)</p> <p style="text-align: center;">Includes Instructional Writing Includes End-of-Year Assessment Lessons 19-21</p> <p style="text-align: center;">*Spelling Trees: Lessons 1 /ae/, 11 /oe/</p> <p style="text-align: center;"><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>● Segment and blend two-syllable words</li> <li>● Read and write spelling alternatives for /ae/, /oe/ <ul style="list-style-type: none"> <li>● Spell grade-level words correctly</li> <li>● Identify and use plural nouns</li> </ul> </li> <li>● Identify and use correct noun-verb agreement <ul style="list-style-type: none"> <li>● Write sentences using conjunctions</li> </ul> </li> <li>● Use the writing process to compose instructional writing <ul style="list-style-type: none"> <li>● End-of-the-Year Assessment</li> </ul> </li> </ul>
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<b>Writing In Sills</b>	<p style="text-align: center;"><b>Formal Writing: Personal Narrative</b></p> <p>Students focus on personal narratives in this unit. Students will plan, draft, edit, and publish personal narratives. Students first practice writing a personal narrative as a group using an event experienced by the whole class, then write their own personal narratives about a real event in their lives.</p> <p style="text-align: center;"><b>Informal Writing:</b></p> <p>Notes, graphic organizers, responses to text, building and expanding sentences with adjectives and prepositions.</p>	<p style="text-align: center;"><b>Formal Writing: Informative/Explanatory</b></p> <p>In a multi-day, step-by-step process, students learn the elements of instructional writing. Students plan, draft, edit and publish a writing piece on a topic of their choice that gives clear, multi-step instructions in a logical order.</p> <p style="text-align: center;"><b>Informal Writing:</b></p> <p>Notes, graphic organizers, opinion quick write, responses to text, Pausing Points.</p>
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