

**Quinton Township School District  
English Language Arts Literacy-Writing  
Grade -Kindergarten**

**Pacing Chart/Curriculum MAP  
Key: Careers Technology Interdisciplinary Studies**

<b>Marking Period:</b>	1	<b>Unit Title:</b>	Launching the Writing Workshop	<b>Pacing:</b>	45 days
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**Unit Summary:** Students will understand how to think up a topic, to draw it, and then do their best approximation of writing. Students will finish one piece to start another and do this with some independence. The writing process starts with a writer having content, an image, and then drawing representationally to put that meaning onto the page. Students will learn to reread what they have written, realize they have more to say, then staple on more pages to make a homemade book. The important thing in this unit is not to teach students that their stories need to be focused; instead, it is to teach them that they can take the things they do and tell the story of those events in homemade books.

**Objectives:**

**Bend 1**-We Are All Writers

- Students will be able to use pictures and words to put their ideas on paper
- Students will be able to look back at their writing and see if they can add more to it.
- Students will be able to come up with solutions to their problems and carry on writing.
- Students will be able to picture what they want to write about first then put all the details on the page.
- Students will be able to say words slowly and then write down the sounds that they hear.
- Students will be able to keep on trying to write even when they have an idea that is hard to draw or a word that is hard to spell.

**Bend 2**- Writing Teaching Books

- Students will be able to add pages to their books
- Students will be able to plan how their books will go.
- Students will be able to use writing partners to help each other add more to their writing.

- Students will be able to say words slowly, over and over again, to write all the sounds that they hear.
- Students will be able to pause before they finish a piece, using a checklist to make their writing the best it can be before publishing it.

### **Bend 3**-Writing Stories

- Students will be able to get ready to write by telling their stories first.
- Students will be able to plan how their stories will go by touching each page as they tell their story.
- Students will be able to add details to their writing.
- Students will be able to spell words as best they can, stretching out words slowly, listening closely to the sounds they hear, and then writing those sounds down.
- Students will be able to bring their stories to life by making their characters talk.
- Students will be able to reread their stories, drawing on everything they know to improve them.

### **Bend IV**

- Students will be able to edit their writing by rereading their words and rewriting them.
- Students will be able to share their writing with an audience.

### **Essential Questions:**

What are the procedures and expectations of the Writing Workshop and why are they important for writers?

How do writers use written language/drawings to represent stories?

How can my own experiences help me to become an eager and confident writer?

What can I do to make my writing more readable?

### **Common Core State Standards/Learning Targets:**

#### **Bend 1**

W.K.2, W.K.5, RI.K.1, RI.K.2, RFS.K.1, RFS.K.2, RFS.K.3, SL.K.1, SL.K.4, SL.K.5, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.2.c,d, L.1.d,e, **8.1**, **8.2**, **K-PS2**, **K-ESS3**, **K-ESS2**

#### **Bend 2**

W.K.2, W.K.5, W.K.6, W.1.2, RI.K.1, RI.K.7, RFS.K.2, RFS.K.3, SL.K.1, SL.K.2, SL.K.3, SL.K.6, SL.K.5, L.K.1, L.K.2, L.K.2.c,d, L.K.2.a,c,d, L.K.1.f, **8.1**,

#### **Bend 3**

W.K.3, W.K.5, W.1.3, W.K.6, RL.K.1, RL.K.2, RFS.K.3, RFS.K.4, RL.K.5, SL.K.1, SL.K.4, SL.K.6, SL.K.5, L.K.1, L.K.2, L.K.5, [8.1](#),  
Bend 4  
W.K.3, W.K.5, W.K.6, W.1.3, RFS.K.1, RFS.K.2, RFS.K.3, SL.K.1, SL.K.6, L.K.1, L.K.2, [8.1](#), [9.2](#)

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<p><b><u>Bend 1</u></b>  <b>Session 1</b>  Understand procedures/routines of Writing Workshop.  Use pictures and/or words to tell about something they know.  Write/draw independently for 15 minutes.  Recognize self as a writer and the class as a community of writers.</p>	<p><b><u>Bend 1</u></b>  <b>Session 1</b>  “Launching the Writing Workshop” Grade K Unit 1 Narrative  pp 2-7  “A Guide to the Common Core Writing Workshop” chapter 5  “Creak! Said the Bed” by Phyllis Root  “Freight Train” by Donald Crews</p>	<p><b><u>Bend 1</u></b>  <b>Session 1</b>  Paper  Markers  Crayons</p>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● ipads</li> </ul>
<p><b>Session 2</b>  Understand the structure of “When we are done, we have just begun.”  Understand the structure of a mini-lesson.  Option to add to a piece or begin a new piece.  Recognize the role of a table monitor.  Refer to an anchor chart to reinforce ideas.</p>	<p><b>Session 2</b>  “Launching the Writing Workshop” Grade K Unit 1 Narrative  pp 9-16  “A Guide to the Common Core Writing Workshop” chapter 5</p>	<p><b>Session 2</b>  paper  markers  previous day’s writing  chart paper  crayons</p>	
<p><b>Session 3</b>  Understand the concept of working independently as a writer/problem solving.</p>	<p><b>Session 3</b>  “Launching the Writing Workshop: Grade K  Unit 1 Narrative pp. 17-24</p>	<p><b>Session 3</b>  Paper  Markers  Previous day’s writing</p>	

<p>Brainstorm solutions to individual/group problems Properly use a writing folder and date stamp</p>	<p>“A Guide to the common core writing workshop” chapter 5</p>	<p>(student and teacher) Chart paper Markers Date stamp</p>	
<p><b>Session 4</b> Picture the setting and details of their illustration Add labels to items in pictures Stretch the sounds in words and write the first sound Stop writing and attend to teacher mid-lesson</p>	<p><b>Session 4</b> “Launching the Writing Workshop” Grade K Unit 1 Narrative pp 25-32  “A Guide to the Common Core Writing Workshop” chapter 5</p>	<p><b>Session 4</b> One child’s work (model) Enlarged name chart Class piece of shared writing Markers Copy of name chart Anchor Chart</p>	
<p><b>Session 5</b> Understand that writers use pictures AND words to convey meaning Stretch words to hear sounds and write the first (and possibly other) sounds Point to and re-read their words and pictures</p>	<p><b>Session 5</b> “Launching the Writing Workshop” Grade K Unit 1 Narrative pp 33-40 “A Guide to the Common Core Writing Workshop” chapter 5</p>	<p><b>Session 5</b> One child’s work (model) Enlarged name chart Class piece of shared writing Markers Copy of name chart Anchor Chart Rubber band</p>	

<p><b>Session 6</b> Write or draw new and/or difficult material</p>	<p><b>Session 6</b> “Launching the Writing Workshop” Grade K Unit 1 Narrative pp 41-47 “A Guide to the Common Core Writing Workshop” chapter 5 “The Little Engine that Could”</p>	<p><b>Session 6</b> Teacher’s writing piece WWADWHJB Chart Student writing piece White board/markers (one per student)</p>	
<p><b>Session 7</b> Convert writing to a book or scroll Observe and demonstrate use of stapler/tape Meet and work with a partner</p>	<p><b>Session 7</b> “Launching the Writing Workshop” Grade K Unit 1 Narrative pp 48-56 “A Guide to the Common Core Writing Workshop” chapter 5  Farm Animal book or other logical text</p>	<p><b>Session 7</b> Partnership chart/masking tape or labels Student writing piece (to convert to booklet) Teacher’s writing piece (to convert to scroll) Class shared playground piece Writing folders Tape and staplers Photos of flowers and one photo that does not belong Chart paper/markers</p>	

<p><b><u>Bend 2</u></b>  <b>Session 8</b>  Recognize and use roles of partner #1 and partner #2  Plan the pages of a book  Return to previously completed pieces of writing to write more</p>	<p><b>Session 8</b>  “Launching the Writing Workshop”  Grade K Unit 1 Narrative  pp 57-64  “A Guide to the Common Core Writing Workshop” chapter 5</p>	<p><b>Session 8</b>  Partnership chart  Prestapled booklets (one per partnership)  Student writing for demo  Student writing folders  Teacher writing folder with unfinished writing  Post-It notes</p>	
<p><b>Session 9</b>  Ask and answer questions to add to writing  Understand the partner’s role in adding to one’s writing  Identify missing information in writing</p>	<p><b>Session 9</b>  “Launching the Writing Workshop” Grade K Unit 1 Narrative  pp 65-72  “A Guide to the Common Core Writing Workshop” chapter 5</p>	<p><b>Session 9</b>  Chart paper/markers  Teacher writing (sparse)  In-progress student writing  I Can Revise My Teaching Book anchor chart</p>	

<p><b>Session 10</b>  Stretch out words to make even more sounds  Hear sounds and match them to words  Use an alphabet chart as a reference tool to identify sounds  Add high frequency words to classroom labels and student writing</p>	<p><b>Session 10</b>  “Launching the Writing Workshop” Grade K Unit 1 Narrative  pp 73-80  “A Guide to the Common Core Writing Workshop” chapter 5</p>	<p><b>Session 10</b>  Physical items in the classroom (letter sound song)  Enlarged alphabet chart with student names  Individual alphabet chart  Teacher’s book on topic from previous day  White boards  Paper  Post-its  Writing implements</p>	
<p><b>Session 11</b>  Use all previous lesson strategies to revise and edit writing  Use a checklist to improve writing  Read and listen to a partner’s writing</p>	<p><b>Session 11</b>  “Launching the Writing Workshop” Grade K Unit 1 Narrative  pp 81-85  “A Guide to the Common Core Writing Workshop” chapter 5</p>	<p><b>Session 11</b>  Alphabet charts (student and class)  Writer’s checklist  Teacher checklist  Student writing folders</p>	

<p><b><u>Bend 3</u></b>  <b>Session 12</b>  Recognize how writers generate ideas for stories  Practice oral storytelling as a precursor to writing  Recognize the work of others and point out specific things to admire  Recognize the use of speech bubbles to indicate dialogue in writing</p>	<p><b>Session 12</b>  “Launching the Writing Workshop” Grade K Unit 1 Narrative  pp 88-97  “Creak! Said the Bed” by Phyllis Root</p>	<p><b>Session 12</b>  Tape  Premade booklets  Large scale booklet  Markers  Story about class experience  WWADWHJB anchor chart</p>	
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<p><b>Session 13</b>  Recognize that stories build slowly over multiple pages  plan a story by oral telling and touching pages in a booklet</p>	<p><b>Session 13</b>  “Launching the Writing Workshop” Grade K Unit 1 Narrative  pp 98-105  “Creak! Said the Bed” by Phyllis Root</p>	<p><b>Session 13</b>  Sample of writing with entire story on one page and rest of booklet empty  Summary of “Creak! Said the Bed” on chart paper  Story about teacher experience  Large empty booklet to plan above story  Empty booklets for student plan-along  A story about a class experience  Completed book with more than one story</p>	
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<p><b>Session 14</b>  Add more details to pictures and stories  Use who, what, where to add details  Use an anchor chart to reinforce procedures  Focus on words in writing  Listen and respond to partner writing</p>	<p><b>Session 14</b>  “Launching the Writing Workshop” Grade K Unit 1 Narrative  pp 106-114</p>	<p><b>Session 14</b>  Student writing with sparse picture detail  Teacher experience and blank booklet  White board and marker for each set of partners  How To Write A True story Anchor Chart</p>	
<p><b>Session 15</b>  Hear and record sounds in sequence  Use classroom tools to find and use letters/sounds  Take risks to attempt difficult words</p>	<p><b>Session 15</b>  “Launching the Writing Workshop” Grade K Unit 1 narrative  pp 115-118</p>	<p><b>Session 15</b>  Teacher writing (unlabeled)  Post-it notes of various colors  White boards and markers</p>	

<p><b>Session 16</b>  Add dialogue through the use of speech bubbles  Recognize that writers make characters talk  Refer to an anchor chart to reinforce writing procedures</p>	<p><b>Session 16</b>  “Launching the Writing Workshop”  Grade K Unit 1 Narrative  pp 126-134</p>	<p><b>Session 16</b>  Puppets (villain/hero)  Teacher story with no dialogue  Student in-progress writing  HTWATS Chart</p>	
<p><b>Session 17</b>  Incorporate all previously taught strategies to revise and edit writing for publication  Reread a story with a view to making it the best it can be  Sort and select stories for publication</p>	<p><b>Session 17</b>  “Launching the Writing Workshop” Grade K Unit 1 Narrative  pp 136-142</p>	<p><b>Session 17</b>  Teacher’s writing folder  HTWATS Chart  Star shaped Post-It’s  Narrative checklist</p>	

<p><b><u>Bend IV</u></b>  <b>Session 18</b>  Edit writing for spelling and readability  Use classroom tools to aid in correct spelling  Use single line cross-out to correct spelling  Point to each word when re-reading writing  Add color to writing  Work with a partner to edit  Reflect on growth as a writer</p>	<p><b>Session 18</b>  “Launching the Writing Workshop” Grade K Unit 1 Narrative  pp 143-149</p>	<p><b>Session 18</b>  Piece of writing about a shared class experience (several sheets with misspellings)  Pointer  Colored pencils/markers  Narrative writing checklist</p>	
<p><b>Session 19</b>  <b>CELEBRATION DAY!</b>  Read and share writing  Listen to peer writing  Meet with a group and use group  Procedures to share writing</p>	<p><b>Session 19</b>  “Launching the Writing Workshop” Grade K Unit 1 Narrative  pp 143-149   “Creak! Said the Bed” and other class favorite books</p>	<p><b>Session 19</b>  Completed (fancied up) student writing  “WE ARE WRITERS” display area (bulletin board)  light refreshments  basket to hold completed stories in class library</p>	

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
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*Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.*

**Suggested activities to assess student progress:**

- **Self-reflections**
- **Teacher-student conferences**
- **Teacher observations**
- **Students' published pieces**
- **Rubric**
- **Anecdotal notes**

*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*

**Final Assessment/Benchmark/Project:**

**Completed narrative piece of student's choice. The choice piece must follow from beginning to final steps of the writing process.**

**Suggested skills to be assessed:**

*Did the student use pictures to illustrate story?*

*Can the student write his or her name?*

*Did the student listen for sounds in the word?*

*Did the student use spaces between words?*

*Did the student use any punctuation?*

*Did the student use an editing checklist to improve writing?*

**Differentiation**

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>● RTI</li> <li>● Modify and accommodate as listed in student's IEP or 504 plan</li> <li>● Utilize effective</li> </ul>	<ul style="list-style-type: none"> <li>● RTI</li> <li>● Speech/Language Therapy</li> <li>● Rosetta Stone</li> <li>● Hold high expectations</li> </ul>	<ul style="list-style-type: none"> <li>● RTI Tiered Interventions following RTI framework</li> <li>● Support instruction with RTI intervention</li> </ul>	<ul style="list-style-type: none"> <li>● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and</li> </ul>

<p>amount of wait time</p> <ul style="list-style-type: none"> <li>● Hold high expectations</li> <li>● Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>● Utilize open-ended questioning techniques</li> <li>● Utilize scaffolding to support instruction.</li> <li>● Chunk tasks into smaller components</li> <li>● Provide step by step instructions</li> <li>● Model and use visuals as often as possible</li> <li>● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>● Utilize a variety of</li> </ul>	<ul style="list-style-type: none"> <li>● Provide English/Spanish Dictionary for use</li> <li>● Place with Spanish speaking teacher/paraprofessional as available</li> <li>● Learn/Utilize/Display some words in the students' native language</li> <li>● Invite student to after school tutoring sessions</li> <li>● Basic Skills Instruction</li> <li>● Utilize formative assessments to drive instruction</li> <li>● Translate printed communications for parents in native language</li> <li>● Hold conferences with translator present</li> <li>● Utilize additional NJDOE resources/recommendations</li> <li>● Review Special Education listing for</li> </ul>	<p>resources</p> <ul style="list-style-type: none"> <li>● Provide after school tutoring services</li> <li>● Basic Skills Instruction</li> <li>● Hold high expectations</li> <li>● Utilize Go Math! RTI strategies</li> <li>● Fountas and Pinnell Phonics</li> <li>● Hold parent conferences fall and spring</li> <li>● Make modifications to instructional plans based on I and RS Plan.</li> <li>● Develop a record system to encourage good behavior and completion of work.</li> <li>● Establish a consistent and daily routine.</li> </ul>	<p>problems through Compacting.</p> <ul style="list-style-type: none"> <li>● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>● Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>● Promote self-initiated and self-directed learning and growth.</li> <li>● Provide for the development of self-understanding of</li> </ul>
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<p><b>formative assessments to drive next point of instruction/differentiated instructional practices.</b></p> <ul style="list-style-type: none"><li>● <b>Create rubrics/allow students to assist with task, so that all are aware of expectations.</b></li><li>● <b>Create modified assessments.</b></li><li>● <b>Allow students to utilize online books, when available, to listen to oral recorded reading.</b></li><li>● <b>Provide individualized assistance as necessary.</b></li><li>● <b>Allow for group work (strategically selected) and collaboration as necessary.</b></li><li>● <b>Utilize homework recorder within SIS.</b></li><li>● <b>Allow for copies of notes to be shared</b></li></ul>	<p><b>additional recommendations</b></p> <ul style="list-style-type: none"><li>● <b>Establish a consistent and daily routine</b></li></ul>		<p><b>one's relationships with people, societal institutions, nature and culture.</b></p> <ul style="list-style-type: none"><li>● <b>Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</b></li></ul>
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out.

- Utilize assistive technology as appropriate.
- Provide meaningful feedback and utilize teachable moments.
- Utilize graphic organizers
- Introduce/review study skills
- Provide reading material at or slightly above students' reading levels.
- Utilize manipulatives as necessary.
- Utilize auditory reminders as deemed necessary.
- Provide breaks to allow for refocusing as necessary.
- Establish a consistent and daily routine.



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**Quinton Township School District  
English Language Arts Literacy-Writing  
Grade Kindergarten**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	2	<b>Unit Title:</b>	Writing for Readers	<b>Pacing:</b>	45 days
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**Unit Summary:** This unit focuses on making writing easier to read. This unit sets students up to address the standards for writing. Students will use a combination of drawing, dictating, and writing to narrate a single event. They will use the editing and revision process to make their work easier to read.

**Objectives:**

**Bend I**-Writing Stories That People Can Really Read

- Students will be able to reread their writing to make sure it is easy to read.
- Students will be able to call upon what they have already learned.
- Students will be able to draw and talk about what they need in order to tell their story.
- Students will be able to write sentences.

**Bend II**-Tools Give Writers Extra Powers

- Students will be able to use tools, such as checklists, to help them write the best they can.
- Students will be able to use vowels in the middle of words.
- Students will be able to use sight words to make writing easier to read.
- Students will be able include storytelling words in their writing.
- Students will be able to use a partner as a tool to help make writing more readable.
- Students will be able to work with other writers to help them find misspelled words, and then they work together to stretch out words, listening for sounds they hear.
- Students will be able to reflect on their past work and what they have learned in order to make plans to move forward in their writing.

**Bend III**-Partnering for Revision: Making Stories More Fun to Read

- Students will be able to revise their own writing.
- Students will be able to use tools and techniques to insert material into many different places of their drafts.
- Students will be able to pinpoint strategies for writing strong leads by studying mentor texts.

**Bend IV**-Preparing for Publication

- Students will be able to write endings that leave readers with a strong feeling.
- Students will be able to make a piece beautiful by adding depth to their story.
- Students will be able to share with others all they have learned.

**Essential Questions:**

How do we write the best we can?

What are some different ways to determine how to write/spell words?

How do we make our writing easier to read?

How can a partner help us to improve our writing?

**Common Core State Standards/Learning Targets:**

Bend 1

W.K.3, W.1.3, W.K.5, RFS.K.1, RFS.K.2, RFS.K.3, RFS.K.7, RL.K.1, RL.1.6, SL.K.1, SL.K.5, SL.K.6, L.K.1, L.K.2, L.1.2.e, L.K.2.c,d, L.K.2.a,b, 8.1,

Bend 2

W.K.3, W.K.5, W.K.6, W.1.3, W.K.7, RL.K.1, RL.K.2.b, RL.K.3, RFS.K.2d, RFS.K.3.c, RFS.K.4, SL.K.1, SL.K.4, SL.K.6, L.K.1.f, L.K.2, L.K.2c, L.1.2.d, L.K.4, L.K.6, 8.1, K-PS2, KPS3, K-LS1,

Bend 3

W.K.3, W.1.3, W.K.5, W.1.5, W.1.3, RL.K.1, RL.K.2, RL.K.3, SL.K.1, SL.K.4, SL.K.6, SL.K.2, SL.K.5, SL.K.3, L.K.1, L.K.2, L.K.2.a, c, d, 8.1,

Bend 4

W.K.3, W.K.5, W.K.6, W.1.3, RFS.K.1, RFS.K.2, RL.K.3, SL.K.1, SL.K.2, SL.K.3, SL.K.6, L.K.1, L.K.2, L.K.1.f, L.K.2.a,c,d, L.K.6, 8.1, K-ESS3, 9.2

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<p><b>Bend 1</b>  <b>Session 1</b>                      -Analyze personal writing to determine if it is easy/hard to read                      -Define the term “rough draft”                      -Recognize the need to be self-reliant when making writing readable                      -Identify characteristics of writing that is easy/hard to read</p>	<p>“Writing for Readers” Grade K Unit 2                      Narrative                      pp 2-12</p>	<p>Student folders                      Paper clips                      Post-it notes                      Chart paper/markers</p>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> </ul>

<p><b>Session 2</b>          -Recognize the importance of integrating letter/sounds and true story writing          -Refer to a chart for guidance with writing          -Add personal specific information to a chart          -Self-assess writing</p>	<p>“Writing for Readers”          Grade K Unit 2 Narrative          Pp13-20</p>	<p>HTWATS Anchor Chart          HTWATS Student chart          Enlarged blank story booklet          Clipboards with pens attached</p>	
<p><b>Session 3</b>          -Integrate the process of writing a story with spelling specific words          -Identify a strategy for refocusing on the story when writing individual words          -Implement the process think (picture)-draw(say story)</p>	<p>“Writing for Readers” Grade K Unit 2          Narrative          pp 21-29</p>	<p>White boards and erasers for each student          Chart paper/markers          HTWATS anchor chart          Shared story on chart paper</p>	
<p><b>Session 4</b>          -Observe/attempt the elements of writing a sentence          -Use a picture to remind oneself of intended writing          -Use multiple strategies (word wall, high frequency, stretching) to spell words</p>	<p>“Writing for Readers” Grade K Unit 2          Narrative          pp 30-40          Simple picture book with one line of text per page            “Don’t Let the Pigeon Drive the Bus”</p>	<p>What Makes Writing Hard to Read Anchor Chart            What Makes Writing EASY to Read anchor chart            Shared writing piece from previous day</p>	
<p><b>Session 5</b>          -Re-read for a variety of reasons          -Shift from writing to reading to spell words</p>	<p>“Writing for Readers” Grade K Unit 2          Narrative          pp 41-47</p>	<p>Chart paper/markers          Pencil for each student          Shared writing from previous day (words and</p>	

<p>-Use a tool to facilitate switching from writing to reading</p>		<p>pictures on page 1 and 2, picture only on page 3) WMWETR anchor chart</p>	
<p><b>Bend II</b> <b>Session 6</b> -Use a checklist to assist with writing -Identify skills that contribute to good narrative writing(see Narrative Writing Checklist) -Understand that sometimes it is necessary to begin a piece of writing all over again -Accept corrections and changes to writing</p>	<p>“Writing for Readers” Grade K Unit 2 Narrative pp 50-58</p>	<p>Photos of people using tools to make work easier Enlarged copy of Narrative Writing Checklist (covered with a cloth) Teacher writing sample to revise using the checklist/revised sample WMWETR Anchor Chart Student writing sample to be revised using the Narrative Writing Checklist</p>	
<p><b>Session 7</b> -Use a vowel chart to improve writing -Identify the vowel letters AEIOU -Recognize that every word has at least one vowel -Accept the challenge of difficult work</p>	<p>“Writing for Readers” Grade K Unit 2 Narrative pp 59-68</p>	<p>Chart paper/marker Vowel chart/pointer Hard to read sample with missing vowels Magnetic vowels</p>	
<p><b>Session 8</b> -Use a “personal word wall” to identify and write words which are easy for them -Add words to a personal word wall chart</p>	<p>“Writing for Readers” Grade K Unit 2 Narrative pp 69-77 CD</p>	<p>Personal word walls for each student Post-it notes Chart paper/marker</p>	

		How to Turn a Word Into a “Snap Word” chart	
<p><b>Session 9</b></p> <ul style="list-style-type: none"> <li>-Use advanced vocabulary to tell a true story.</li> <li>-Use oral storytelling (partner) to set the vocabulary for a story.</li> <li>-Attempt to spell words that are more challenging.</li> </ul>	<p>“Writing for Readers” Grade K Unit 2 Narrative pp 78-86</p>	<p>Two versions of a story one using word wall words effectively and one stringing words together. Draft of shared writing Example of student writing where storytelling language was used. “Story Words” chart</p>	
<p><b>Session 10</b></p> <ul style="list-style-type: none"> <li>-Work with a partner to determine the readability of a student story.</li> <li>-Process a new step in the Writing Workshop-partner reading.</li> </ul>	<p>“Writing for Readers” Grade K Unit 2 Narrative pp 87-94 Simple mentor texts</p>	<p>Teacher created writing sample Narrative writing checklist “Magic” Pencils</p>	
<p><b>Session 11</b></p> <ul style="list-style-type: none"> <li>-Use a partner to hear more sounds in words</li> <li>-Recognize and utilize the role of each partner</li> </ul>	<p>“Writing for Readers” Grade K Unit 2 Narrative pp 95-97</p>	<p>Sample teacher writing to use as model</p> <p>Student writing</p>	
<p><b>Session 12</b></p> <ul style="list-style-type: none"> <li>-List the ways to make writing more readable</li> </ul>	<p>“Writing for Readers” Grade K Unit 2 Narrative pp 98-104</p>	<p>“WMWETR” chart Post-it notes Narrative writing</p>	

<p>-Recognize strategies that are most useful to self as a writer</p>		<p>checklist</p>	
<p><b>Bend III</b> <b>Session 13</b> -Revise a story using a mental image. -Recognize and use a new Writing Workshop tool-a revision pen.</p>	<p>“Writing for Readers” Grade K Unit 2 Narrative pp106-113</p>	<p>Revision pens (purple) Draft of story to demonstrate revision (with illustration)</p>	
<p><b>Session 14</b> -Add more content to a story. -Use a Writing Workshop tool-a paper flap-to add to an already existing story.</p>	<p>“Writing for Readers” Grade K Unit 2 Narrative pp 114-119</p>	<p>Sample of student writing that can utilize a flap for added space Revision flaps, pre-cut, and a basket to hold them.</p>	
<p><b>Session 15</b> -Use an author’s work as a model. -Write an interesting “lead” or beginning of a story -Recognize the writer’s role in a writing conference. -Use transitional words to begin a new page of writing</p>	<p>“Writing for Readers” Grade K Unit 2 Narrative pp-120-127 <b>“A Chair for My Mother” (read previously)</b></p>	<p>Sample student work “Storytelling Words” chart</p>	
<p><b>Session 16</b> -Recognize the student role as a “Writing teacher” to his/her peers -Listen critically to the writing of a peer, pointing out clarity and concerns</p>	<p>“Writing for Readers” Grade K Unit 2 Narrative pp 128-134</p>	<p>Narrative Writing checklist Two “Conferring Center” signs posted in classroom Post-it notes</p>	

<p>-Question parts of a peer story that need revision</p>			
<p><b>Bend IV</b> <b>Session 17</b> -Choose a story for publication. -Look at a story as a whole and make sure the content matches up (words and pictures) -Choose an effective title for a story</p>	<p>“Writing for Readers” Grade K Unit 2 Narrative pp 136-141</p>	<p>Narrative Writing checklist “Toolbox” of revision strips, scissors, markers, tape, post-it notes Teacher story Shared writing from previous sessions</p>	
<p><b>Session 18</b> -Use feeling words at the end of a story, through dialogue or actions</p>	<p>“Writing for Readers” Grade K Unit 2 Narrative pp 142-147 <b>“Koala Lou” (read previously)</b></p>	<p>“Feelings” anchor chart Student/teacher writing that reflects strong emotion</p>	
<p><b>Session 19</b> -Use tools to make writing clear and beautiful for publication -Read stories aloud to a partner in a storytelling voice.</p>	<p>“Writing for Readers” Grade K Unit 2 Narrative pp 148-154</p>	<p>Selected story for publication Class story Crayons/colored pencils</p>	
<p><b>Session 20</b> -Recognize and share ways in which personal narrative writing has improved. -Point out specific examples of improvement in writing. -Contribute to a “True Stories Museum”</p>	<p>“Writing for Readers” Grade K Unit 2 Narrative pp 155-159</p>	<p>Entire body of Unit 2 student writing Narrative Writing checklist Post-it notes Bulletin Board</p>	



and bulletin board			
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Self-reflections</li> <li>● Teacher-student conferences</li> <li>● Teacher observations</li> <li>● Students' published pieces</li> <li>● Rubric</li> <li>● Anecdotal notes</li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b>  <b>Completed true story book to share in a celebration.</b></p> <p><b>Suggested skills to be assessed:</b></p> <p><i>Did the student use pictures to illustrate story?</i>  <i>Can the student write his or her name?</i>  <i>Did the student listen for sounds in the word?</i>  <i>Did the student use spaces between words?</i>  <i>Did the student use any punctuation?</i>  <i>Did the student use an editing checklist to improve writing?</i></p>

<b>Differentiation</b>
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Special Education	ELL	At Risk	Gifted and Talented
	● RTI	● RTI Tiered	

<ul style="list-style-type: none"> <li>● RTI</li> <li>● Modify and accommodate as listed in student's IEP or 504 plan</li> <li>● Utilize effective amount of wait time</li> <li>● Hold high expectations</li> <li>● Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>● Utilize open-ended questioning techniques</li> <li>● Utilize scaffolding to support instruction.</li> <li>● Chunk tasks into smaller components</li> <li>● Provide step by step instructions</li> <li>● Model and use visuals as often as possible</li> <li>● Utilize extended time and/or reduce amount of items given for homework,</li> </ul>	<ul style="list-style-type: none"> <li>● Speech/Language Therapy</li> <li>● Rosetta Stone</li> <li>● Hold high expectations</li> <li>● Provide English/Spanish Dictionary for use</li> <li>● Place with Spanish speaking teacher/paraprofessional as available</li> <li>● Learn/Utilize/Display some words in the students' native language</li> <li>● Invite student to after school tutoring sessions</li> <li>● Basic Skills Instruction</li> <li>● Utilize formative assessments to drive instruction</li> <li>● Translate printed communications for parents in native language</li> <li>● Hold conferences with translator present</li> <li>● Utilize additional</li> </ul>	<p>Interventions following RTI framework</p> <ul style="list-style-type: none"> <li>● Support instruction with RTI intervention resources</li> <li>● Provide after school tutoring services</li> <li>● Basic Skills Instruction</li> <li>● Hold high expectations</li> <li>● Utilize Go Math! RTI strategies</li> <li>● Fountas and Pinnell Phonics</li> <li>● Hold parent conferences fall and spring</li> <li>● Make modifications to instructional plans based on I and RS Plan.</li> <li>● Develop a record system to encourage good behavior and completion of work.</li> <li>● Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>● Encourage exposure to, selection and use of appropriate and specialized resources.</li> </ul>
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<p>quizzes, and tests.</p> <ul style="list-style-type: none"> <li>● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>● Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>● Create modified assessments.</li> <li>● Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>● Provide individualized assistance as necessary.</li> <li>● Allow for group work (strategically</li> </ul>	<p><b>NJDOE resources/recommendations</b></p> <ul style="list-style-type: none"> <li>● Review Special Education listing for additional recommendations</li> <li>● Establish a consistent and daily routine</li> </ul>		<ul style="list-style-type: none"> <li>● Promote self-initiated and self-directed learning and growth.</li> <li>● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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selected) and collaboration as necessary.

- Utilize homework recorder within SIS.
- Allow for copies of notes to be shared out.
- Utilize assistive technology as appropriate.
- Provide meaningful feedback and utilize teachable moments.
- Utilize graphic organizers
- Introduce/review study skills
- Provide reading material at or slightly above students' reading levels.
- Utilize manipulatives as necessary.
- Establish a consistent and daily routine

**Quinton Township School District  
English Language Arts Literacy-Writing  
Grade Kindergarten  
Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	3	<b>Unit Title:</b>	How-To Books	<b>Pacing:</b>	45 days
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**Unit Summary:** Students will understand that writers not only use writing to tell stories, but they also use writing to teach others how to do things. This unit highlights the importance of writing partners and provides ample opportunity for students to collaborate with each other.

**Objectives:**

**Bend I**

- Students will be able to study the kind of writing they plan to make.

- Students will be able to use what they already know: touching and telling the steps across the pages.
- Students will be able to reread their writing as they go, making changes along the way.
- Students will be able to use writing partners to help each other make how-to books clearer and easier to follow.
- Students will be able to label their diagrams to teach even more information.
- Students will be able to write as many books as they can.
- Students will be able to reflect and set goals to create their best information writing.

### **Bend II**

- Students will be able to study mentor texts: noticing, naming, and trying out what they discover.
- Students will be able to focus in on their audience by addressing readers directly.
- Students will be able to build vocabulary and choose precise language.
- Students will be able to guide readers with warnings, suggestions, and tips.
- Students will be able to use comparisons to give readers clear directions.

### **Bend III**

- Students will be able to get ideas for their writing from things they do and learn throughout the day.
- Students will be able to write a collection of how-to books to teach others even more about a topic.
- Students will be able to write introductions and conclusions to help their readers.
- Students will be able to use everything they know to make their how-to books easy to read.

### **Bend IV**

- Students will be able to prepare for publishing.
- Students will be able to use an editing checklist to prepare their writing.
- Students will be able to share their how-to writings.

### **Essential Questions:**

How can I write to teach someone what I know?

How can I make sure my writing is clear to my reader?

### **Common Core State Standards/Learning Targets:**

#### **Bend I**

W.K.2, W.K.5, W.K.8, W.1.2, RI.K.1, RI.K.6, RI.K.9, RI.1.6, RI.1.9, RI.K.2, RFS.K.2, RI.K.7, RFS.K.1.b, RFS.K.3.a, b, RFS.1.3.a, b, d, e, RFS.K.3.c, RFS.K.3, RFS.1.3, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, SL.K.1.a, L.K.1, L.K.2, L.K.1.e,f, L.K.d, **8.1, K-PS2, K-ESS3**

**Bend II**

W.K.2, W.K.5, W.1.2, W.K.3, W.K.6, W.K.7, W.1.3, W.1.2, RI.K.1, RI.K.7, RI.1.1, RI.1.7, RFS.K.2, RFS.K.3, SL.K.1, SL.K.2, SL.K.3, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.6, L.1.1.j,d, L.K.5.D, L.K.5, **8.1, K-PS2, K-ESS2, K-LS1**

**Bend III**

W.K.2, W.K.8, W.1.7, W.K.2, W.K.5, W.1.2, RI.K.1, RI.K.2, RFS.K.3, RFS.1.3, SL.K.1, SL.K.4, SL.K.2, L.K.1, L.K.2, L.K.6, **8.1, K-PS2**

**Bend IV**

W.K.2, W.K.5, W.K.6, RI.K.1, RFS.K.1, RFS.K.3, RFS.K.2, SL.K.1, SL.K.6, L.K.1, L.K.2, L.K.6, **8.1, K-PS2, 9.2**

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<p><b><u>Bend I</u></b>  <b>Session 1</b>                      -Identify different types of writing                      -Determine and plan the type of writing before you begin to write</p>	<p>“Writing to Teach Others” Grade K Unit 3 pp 2-10                      “My First Soccer Game” (previously read)                      Simple how to books</p>	<p>Ribbon and scissors (for ribbon-cutting ceremony)                      Pictures of a variety of dogs                      True story/how to draw directions from previous unit                      Variety of blank how-to booklets                      “How-to Writing” anchor chart (to be created during this lesson)</p>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● ipads</li> </ul>
<p><b>Session 2</b>                      -Refer to and use previous learning applied to a new type of writing                      -Choose a topic for “how-to” writing</p>	<p>“Writing to Teach Others” Grade K Unit 3 pp 11-18</p>	<p>“How-to Writing” anchor chart                      How-to writing piece (CD or one from a</p>	

<p>-Check personal writing against a chart</p>		<p>student) Enlarged student booklet for shared writing</p>	
<p><b>Session 3</b> “How-to Writing” anchor chart How-to writing piece (CD or one from a student) Enlarged student booklet for shared writing</p>	<p>“Writing to Teach Others” Grade K Unit 3 pp 19-26</p>	<p>Student writing with unclear directions Chart paper and markers for rewriting part of a how-to booklet “How-to Writing” Anchor chart</p>	
<p><b>Session 4</b> -Ask questions to assist a partner to write clearly -Revise a story based on questions from a partner</p>	<p>“Writing to Teach Others” Grade K Unit pp 27-35</p>	<p>Teacher writing-How to make a peanut butter and jelly sandwich Jars of peanut butter, jelly, loaf of bread, and plastic knife “Magic” pencils  “How-to Writing” Anchor chart</p>	
<p><b>Session 5</b> -Identify a <b>diagram</b> and its use in how-to writing -label diagrams using specific wording</p>	<p>“Writing to Teach Others” Grade K Unit 3 pp 36-42</p>	<p>Shared writing: PBJ from previous day Clipboards with post-it attached Markers “How-to Writing” Anchor chart</p>	



<p><b>Session 6</b>          -Recognize that writers write many pieces of writing          -Set goals for writing and set strategies to meet those goals</p>	<p>“Writing to Teach Others” Grade K Unit 3 pp 43-46</p>	<p>Shared writing: PBJ from previous day          Clipboards with post-it attached          Markers          “How-to Writing”          Anchor chart</p>	
<p><b>Session 7</b>          -Reflect and set goals for writing          -Refer to anchor charts and other tools to help set goals and keep track of writing</p>	<p>“Writing to Teach Others” Grade K Unit 3 pp 47-58</p>	<p>Information writing checklist          Student writing K/First          Gold star stickers (or similar)          Individual Information Writing Checklists</p>	
<p><b><u>Bend II</u></b>  <b>Session 8</b>          -Use the example of a <b>mentor text</b> to glean ideas for writing          -Identify specific strategies that a how-to writer uses</p>	<p>“Writing to Teach Others” Grade K Unit 3 pp 60-67          “My First Soccer Game”          “Creak! Said the Bed”</p>	<p>“Learning from a Mentor Text How-to Text” (created during lesson)          “How-to Writing” anchor chart          Basket of how-to books (student and professional)          PBJ Writing</p>	
<p><b>Session 9</b>          -Use the word “YOU” to improve how-to writing          -recognize the use of a chart and expand on it</p>	<p>“Writing to Teach Others” Grade K Unit 3 pp 68-73          “My First Soccer Game”</p>	<p>“Learning from a Mentor Text” anchor chart          “How-to Writing” anchor chart</p>	

-Work to solve one's own problems in writing		Post-its	
<b>Session 10</b> -Picture each step of the how-to writing process to include precise language	“Writing to Teach Others” Grade K Unit 3 pp 74-81 “My First Soccer Game”	PBJ Writing Post-its	
<b>Session 11</b> -Enhance how-to writing by adding tips and warnings -Incorporate a variety of revision strategies	“Writing to Teach Others” Grade K Unit 3 pp 82-89 “My First Soccer Game”	Real life story with warnings and tips PBJ Writing Peanut butter and plastic knife “Learning from a mentor How-to Text” anchor chart Chart paper/markers	
<b>Session 12</b> -Make comparisons to create a clear picture in a how-to book	“Writing to Teach Others” Grade K Unit 3 pp 90-98 “My First Soccer Game”	“Learning from a mentor How-to Text” anchor chart Post-its Exemplary student writing	
<b><u>Bend III</u></b> <b>Session 13</b> -Glean topics for how-to writing from information learned at school	“Writing to Teach Others” Grade K Unit 3 pp 100-105 Variety of texts from earlier in the school year	“ <b>Artifacts</b> ” from previous lessons in all areas of the school curriculum	
<b>Session 14</b>	“Writing to Teach Others” Grade K Unit 3	Student writing with	

<p>-Recognize that writers can write multiple how-to texts on the same general topic</p>	<p>pp 106-111</p> <p>Several how-to text on the same general topic (science, sports, drawing)</p>	<p>multiple texts on one topic</p> <p>Student writing with one topic that doesn't fit</p>	
<p><b>Session 15</b></p> <p>-Recognize the importance of an introduction in a how-to text</p> <p>-Write a clear introduction to a how-to text</p> <p>-Attempt a clear ending to a how-to text</p>	<p>“Writing to Teach Others” Grade K Unit 3 pp-112-120</p>	<p>Student writing that requires background information</p> <p>PBJ Writing</p> <p>Writing with an exemplary ending</p>	
<p><b>Session 16</b></p> <p>-Use cumulative information, strategies, and skills to make how-to texts easier to read</p>	<p>“Writing to Teach Others” Grade K Unit 3 pp 121-130</p>	<p>“Making Writing Easy to Read” anchor chart from earlier in the year</p> <p>PBJ Writing</p> <p>“Learning from a Mentor How-to Text”</p> <p>“Peanut Butter and Jelly”</p> <p>Song lyrics</p> <p>Post-its</p>	
<p><b><u>Bend IV</u></b></p> <p><b>Session 17</b></p> <p>-Recognize the importance/purpose of a dedication</p> <p>-Write a dedication for a how-to text</p> <p>-Assess own writing using a checklist</p>	<p>“Writing to Teach Others” Grade K Unit 3 pp 132-138</p> <p>“My First Soccer Game”</p>	<p>Dedication paper and storage</p> <p>Star shaped Post-its (or similar) for selecting publication piece</p> <p>Individual copies of the Information Writing Checklist</p>	

		Enlarged copy of Information Writing Checklist “How-to Writing” anchor chart “Learning from a Mentor How-to Text” chart	
<b>Session 18</b> -Use an editing checklist to make writing easy to read -Use an editing tool (popsicle stick) -Capitalize the beginning of a sentence. -Use lower case letters	“Writing to Teach Others” Grade K Unit 3 pp 139-145	Popsicle stick pointer with a different marking on each end Enlarged and individual writing checklists PBJ Writing Editing pens	
<b>Session 19</b> CELEBRATION DAY! -Share writing with others	“Writing to Teach Others” Grade K Unit 3 pp 146-150 <b>Parents/invited guests</b>	Student selected publishing piece Envelopes/stamps Refreshments	

Formative Assessment Plan	Summative Assessment Plan
<i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>

<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Self-reflections</li> <li>● Teacher-student conferences</li> <li>● Teacher observations</li> <li>● Students' published pieces</li> <li>● Rubric</li> <li>● Anecdotal notes</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b>  <b>Completed how-to piece of student's choice. The choice piece must follow from beginning to final steps of the writing process.</b></p> <p><b>Suggested skills to be assessed:</b>  <i>Did the student use pictures to illustrate story?</i>  <i>Can the student write his or her name?</i>  <i>Did the student listen for sounds in the word?</i>  <i>Did the student use spaces between words?</i>  <i>Did the student use any punctuation?</i>  <i>Did the student use an editing checklist to improve writing?</i></p>
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**Differentiation**

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>● RTI</li> <li>● Modify and accommodate as listed in student's IEP or 504 plan</li> <li>● Utilize effective amount of wait time</li> <li>● Hold high</li> </ul>	<ul style="list-style-type: none"> <li>● RTI</li> <li>● Speech/Language Therapy</li> <li>● Rosetta Stone</li> <li>● Hold high expectations</li> <li>● Provide English/Spanish Dictionary for use</li> </ul>	<ul style="list-style-type: none"> <li>● RTI Tiered Interventions following RTI framework</li> <li>● Support instruction with RTI intervention resources</li> <li>● Provide after school tutoring services</li> </ul>	<ul style="list-style-type: none"> <li>● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> </ul>

<p>expectations</p> <ul style="list-style-type: none"> <li>● Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>● Utilize open-ended questioning techniques</li> <li>● Utilize scaffolding to support instruction.</li> <li>● Chunk tasks into smaller components</li> <li>● Provide step by step instructions</li> <li>● Model and use visuals as often as possible</li> <li>● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>● Utilize a variety of formative assessments to drive</li> </ul>	<ul style="list-style-type: none"> <li>● Place with Spanish speaking teacher/paraprofessional as available</li> <li>● Learn/Utilize/Display some words in the students' native language</li> <li>● Invite student to after school tutoring sessions</li> <li>● Basic Skills Instruction</li> <li>● Utilize formative assessments to drive instruction</li> <li>● Translate printed communications for parents in native language</li> <li>● Hold conferences with translator present</li> <li>● Utilize additional NJDOE resources/recommendations</li> <li>● Review Special Education listing for additional recommendations</li> <li>● Establish a consistent</li> </ul>	<ul style="list-style-type: none"> <li>● Basic Skills Instruction</li> <li>● Hold high expectations</li> <li>● Utilize Go Math! RTI strategies</li> <li>● Fountas and Pinnell Phonics</li> <li>● Hold parent conferences fall and spring</li> <li>● Make modifications to instructional plans based on I and RS Plan.</li> <li>● Develop a record system to encourage good behavior and completion of work.</li> <li>● Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>● Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>● Promote self-initiated and self-directed learning and growth.</li> <li>● Provide for the development of self-understanding of one's relationships with people, societal</li> </ul>
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<p>next point of instruction/differentiated instructional practices.</p> <ul style="list-style-type: none"><li>● Create rubrics/allow students to assist with task, so that all are aware of expectations.</li><li>● Create modified assessments.</li><li>● Allow students to utilize online books, when available, to listen to oral recorded reading.</li><li>● Provide individualized assistance as necessary.</li><li>● Allow for group work (strategically selected) and collaboration as necessary.</li><li>● Utilize homework recorder within SIS.</li><li>● Allow for copies of notes to be shared out.</li><li>● Utilize assistive</li></ul>	<p>and daily routine</p>		<p>institutions, nature and culture.</p> <ul style="list-style-type: none"><li>● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li></ul>
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<p><b>technology as appropriate.</b></p> <ul style="list-style-type: none"><li>● <b>Provide meaningful feedback and utilize teachable moments.</b></li><li>● <b>Utilize graphic organizers</b></li><li>● <b>Introduce/review study skills</b></li><li>● <b>Provide reading material at or slightly above students' reading levels.</b></li><li>● <b>Utilize manipulatives as necessary.</b></li><li>● <b>Establish a consistent and daily routine</b></li></ul>			
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**Quinton Township School District  
English Language Arts Literacy-Writing  
Grade Kindergarten**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	4	<b>Unit Title:</b>	Persuasive Writing of All Kinds	<b>Pacing:</b>	45 days
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**Unit Summary:** This unit is designed so that students do lots and lots of persuasive writing. They begin by writing signs, songs, petitions, and letters about problems they see in their classroom and their school, and then they address problems they identify in the larger world of their neighborhood.

**Objectives:**

**Bend I**

- Students will be able to use words to make things happen.
- Students will be able to convince people using reasons and consequences.
- Students will be able to generate more writing for more causes.
- Students will be able to reread and fix up their writing.
- Students will be able to call upon strategies to figure out how to write words that are hard to spell.
- Students will be able to get their words out into the world to enable change.

**Bend II**

- Students will be able to write letters that reach readers.
- Students will be able to study a mentor text.
- Students will be able to angle letters to different audiences.
- Students will be able to write ideas to fix a problem.
- Students will be able to reread their writing to make sure it is clear and easy to read.

### **Bend III**

- Students will be able to draw on a repertoire of strategies to write about a world problem.
- Students will be able to include facts that teach their readers important information about their topic.
- Students will be able to add detailed information to persuasive writing.
- Students will be able to write how-to books to give their readers detailed instructions on how to solve a problem.
- Students will be able to include the right punctuation that will tell their readers how to read their piece.
- Students will be able to plan and rehearse speeches.
- Students will be able to revise and edit their writing before publication using writing tools.
- Students will be able to share their writing with others.

### **Essential Questions:**

What is an opinion?

How is it different from a fact?

How can I use writing to share my opinion?

Why and how do we write letters?

How can I use writing to persuade?

### **Common Core State Standards/Learning Targets:**

#### **Bend I**

W.K.1, W.K.5, W.1.1, W.K.6, RI.K.7, RI.K.8, RI.K.10, RL.K.2, RL.K.3, RFS.K.1, RFS.K.2, RFS.K.3, SL.K.1, SL.K.2, SL.K.3, SL.K.6, SL.K.4, SL.K.5, L.K.1, L.K.2, L.K.6, L.K.2.c,d, **8.1, K-ESS3, K-ESS2**

#### **Bend II**

W.K.1, W.1.1, W.K.5, W.K.8, RL.K.1, RFS.K.1, RFS.K.2, RFS.K.3, RI.K.8, RI.K.10, SL.K.1, SL.K.4, SL.K.5, SL.K.6, SL.K.3, L.K.1, L.K.2,

L.K.6, 8.1, K-PS2, K-ESS3, K-ESS2

**Bend III**

W.K.1, W.K.5, W.K.8, W.1.1, W.K.2, W.1.2, K.1.2, RI.K.1, RFS.K.1, RFS.K.2, RFS.K.3, RFS.1.3, SL.K.1, SL.K.4, SL.K.5, SL.K.6, SLK.K.3, L.K.1, L.K.2, L.K.6, 8.1, K-PS2, K-ESS3, K-ESS2, 9.2

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<p><b>Bend I</b>  <b>Session 1</b>                      -Identify a problem that could be solved to make the world a better place                      -List solutions to the problem                      -Make a plan to write</p>	<p>Persuasive Writing of All Kinds: Using words to make a change                      Grade K Unit 4                      pp 2-10</p>	<p>A variety of paper: poster paper, letter writing paper, stationery, poetry paper, picture story paper                      “Writers Write to Make the World Better!” chart                      sample of student petition</p>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● ipads</li> </ul>
<p><b>Session 2</b>                      -identify reasons to persuade people to follow an idea                      -identify consequences for following/not following an idea</p>	<p>Persuasive Writing of All Kinds: Using words to make a change                      Grade K Unit 4                      Pp 11-19</p>	<p>Teacher demo piece                       Student writing</p>	
<p><b>Session 3</b>                      -Utilize a variety of writing strategies to work towards solving a problem                      -Identify audience                      -Show persistence in writing to work</p>	<p>Persuasive Writing of All Kinds: Using words to make a change                      Grade K Unit 4                      Pp 20-27</p>	<p>Chart paper/markers                      WWTOMTWB chart (revised)                      Shared writing                      “Writers can make a....”</p>	

toward a solution		Recording of song that calls people to action	
<b>Session 4</b> -critically examine one's own writing to revise -make changes without teacher guidance	Persuasive Writing of All Kinds: Using words to make a change Grade K Unit 4 Pp 30-35	Song lyrics WWADWJB chart (new and improved) Demo writing from sessions 2 and 3 Revision strips Tape Post-its Student sample White boards and markers (one per student)	
<b>Session 5</b> -utilize a variety of strategies to spell unfamiliar/difficult words -use a graphic organizer to help identify strategies	Persuasive Writing of All Kinds: Using words to make a change Grade K Unit 4 Pp 36-43	White boards/markers (one per student) Demo writing from previous lessons "Writers don't say 'how do you spell'?" chart "How to turn a word into a snap word" chart	
<b>Session 6</b> -select a piece of opinion writing to share -identify the audience for sharing writing	Persuasive Writing of All Kinds: Using words to make a change Grade K Unit 4 Pp 44-52	Demo writing WWTMTWB chart Selected piece Opinion writing checklist Star stickers for each student (or similar)	

<p><b><u>Bend II</u></b>  <b>Session 7</b>          -write a persuasive letter in a “talking voice”          -begin to use letter format in writing</p>	<p>Persuasive Writing of All Kinds: Using words to make a change          Grade K Unit 4          Pp 54-64</p>	<p>WWTMTWB chart          Chart paper/markers          Variety of letter writing paper choices</p>	
<p><b>Session 8</b>          -pinpoint areas to revise/improve persuasive writing           (Guided Inquiry)</p>	<p>Persuasive Writing of All Kinds: Using words to make a change          Grade K Unit 4          Pp 65-73</p>	<p>Enlarged copy of persuasive letter          Individual copies on clipboards          Star sticky notes (or similar)          Chart paper/marker          “What makes writing easy to read” chart</p>	
<p><b>Session 9</b>          -identify multiple audiences for persuasive writing/letters          -alter one’s strategy/voice when changing audience</p>	<p>Persuasive Writing of All Kinds: Using words to make a change          Grade K Unit 4          Pp 74-81</p>	<p>Chart paper/marker          Shared writing (letter)          Clipboards, pencils, revision strips</p>	
<p><b>Session 10</b>          -identify and share solutions to a problem in a persuasive piece          -use “maybe we can” /”we should” to make suggestions in a persuasive piece          -select a piece of writing to send as a persuasive letter</p>	<p>Persuasive Writing of All Kinds: Using words to make a change          Grade K Unit 4          Pp 82-91</p>	<p>“We can be really convincing” chart          Shared writing sample (letter)          Variety of student writing samples</p>	

<p><b>Session 11</b> -use revision/editing skills to improve writing -read own writing with a critical eye</p>	<p>Persuasive Writing of All Kinds: Using words to make a change Grade K Unit 4 Pp 92-94</p>	<p>Student writing Charts Checklists</p>	
<p><b>Bend III</b> <b>Session 12</b> -use multiple strategies to write about a world problem</p>	<p>Persuasive Writing of All Kinds: Using words to make a change Grade K Unit 4 Pp 96-104</p>	<p>-variety of paper choices for signs, letter writing, stationery, poetry paper, narrative paper (CD) -shared class topic “WWTMTWB” chart Chart paper/markers “WCBRC” chart</p>	
<p><b>Session 13</b> -include specific information about a problem when writing persuasively -identify and use various ways to gather information (observation, asking questions, reading) -revise writing using a chart</p>	<p>Persuasive Writing of All Kinds: Using words to make a change Grade K Unit 4 Pp 105-111</p>	<p>Student writing Shared writing (Lily’s letter) “WCRBC” chart revision strips “WMWETR” chart</p>	
<p><b>Session 14</b> -identify and utilize multiple ways to improve writing -use anchor charts and peer/teacher conferencing to revise/improve writing</p>	<p>Persuasive Writing of All Kinds: Using words to make a change Grade K Unit 4 Pp 112-113</p>	<p>Student writing Anchor charts Variety of revision tools</p>	
<p><b>Session 15</b> -use a “how-to” book format to persuade</p>	<p>Persuasive Writing of All Kinds: Using words to make a change</p>	<p>“How-to” anchor chart How-to writing booklets</p>	

<p>-identify and write clear steps to solve a problem -use a variety of questioning techniques to improve writing</p>	<p>Grade K Unit 4 Pp 116-122</p>	<p>“Writers can make a ...” chart Student writing with warnings and tips</p>	
<p><b>Session 16</b> -work with a partner to confer -identify and correctly use end punctuation</p>	<p>Persuasive Writing of All Kinds: Using words to make a change Grade K Unit 4 Pp 123-126</p>	<p>Student writing Revision pens</p>	
<p><b>Session 17</b> -convert written piece to oral persuasive -make critical selections to highlight persuasive arguments</p>	<p>Persuasive Writing of All Kinds: Using words to make a change Grade K Unit 4 Pp 127-135 CD</p>	<p>Post-its with speech prompts Petition Paper clips/star-shaped post-its Video clip Chart paper/markers</p>	
<p><b>Session 18</b> -revise and edit with a critical eye for publication</p>	<p>Persuasive Writing of All Kinds: Using words to make a change Grade K Unit 4 Pp 136-142</p>	<p>Student selected pieces for publication “Make People Really Listen!” chart double-sided checklists for students enlarged copies of Opinion/Editing checklists Petition Labels/stickers for editing</p>	

		Poster boards (one per student) Petition sheets per student Binder clips and glue sticks	
<b>Session 19</b> -share persuasive writing –deliver a persuasive speech	Persuasive Writing of All Kinds: Using words to make a change Grade K Unit 4 Pp 136-142	Student writing	

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Self-reflections</li> <li>● Teacher-student conferences</li> <li>● Teacher observations</li> <li>● Students' published pieces</li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b> Completed persuasive writing of student's choice. The choice piece must follow from beginning to final steps of the writing process.</p> <p><b>Suggested skills to be assessed:</b> <i>Did the student use pictures to illustrate story?</i> <i>Can the student write his or her name?</i></p>



<ul style="list-style-type: none"> <li>● <b>Rubric</b></li> <li>● <b>Anecdotal notes</b></li> </ul>	<p><i>Did the student listen for sounds in the word?</i></p> <p><i>Did the student use spaces between words?</i></p> <p><i>Did the student use any punctuation?</i></p> <p><i>Did the student use an editing checklist to improve writing?</i></p>
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**Differentiation**

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>● RTI</li> <li>● Modify and accommodate as listed in student's IEP or 504 plan</li> <li>● Utilize effective amount of wait time</li> <li>● Hold high expectations</li> <li>● Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>● Utilize open-ended</li> </ul>	<ul style="list-style-type: none"> <li>● RTI</li> <li>● Speech/Language Therapy</li> <li>● Rosetta Stone</li> <li>● Hold high expectations</li> <li>● Provide English/Spanish Dictionary for use</li> <li>● Place with Spanish speaking teacher/paraprofessional as available</li> <li>● Learn/Utilize/Display some words in the students' native</li> </ul>	<ul style="list-style-type: none"> <li>● RTI Tiered Interventions following RTI framework</li> <li>● Support instruction with RTI intervention resources</li> <li>● Provide after school tutoring services</li> <li>● Basic Skills Instruction</li> <li>● Hold high expectations</li> <li>● Utilize Go Math! RTI strategies</li> <li>● Fountas and Pinnell</li> </ul>	<ul style="list-style-type: none"> <li>● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>● Allow for the development and application of productive thinking skills to enable students to re-conceptualize</li> </ul>

<p><b>questioning techniques</b></p> <ul style="list-style-type: none"> <li>● Utilize scaffolding to support instruction.</li> <li>● Chunk tasks into smaller components</li> <li>● Provide step by step instructions</li> <li>● Model and use visuals as often as possible</li> <li>● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>● Create rubrics/allow students to assist with task, so that all</li> </ul>	<p><b>language</b></p> <ul style="list-style-type: none"> <li>● Invite student to after school tutoring sessions</li> <li>● Basic Skills Instruction</li> <li>● Utilize formative assessments to drive instruction</li> <li>● Translate printed communications for parents in native language</li> <li>● Hold conferences with translator present</li> <li>● Utilize additional NJDOE resources/recommendations</li> <li>● Review Special Education listing for additional recommendations</li> <li>● Establish a consistent and daily routine</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>● Hold parent conferences fall and spring</li> <li>● Make modifications to instructional plans based on I and RS Plan.</li> <li>● Develop a record system to encourage good behavior and completion of work.</li> <li>● Establish a consistent and daily routine.</li> </ul>	<p><b>existing knowledge and/or generate new knowledge.</b></p> <ul style="list-style-type: none"> <li>● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>● Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>● Promote self-initiated and self-directed learning and growth.</li> <li>● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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<p>are aware of expectations.</p> <ul style="list-style-type: none"><li>● Create modified assessments.</li><li>● Allow students to utilize online books, when available, to listen to oral recorded reading.</li><li>● Provide individualized assistance as necessary.</li><li>● Allow for group work (strategically selected) and collaboration as necessary.</li><li>● Utilize homework recorder within SIS.</li><li>● Allow for copies of notes to be shared out.</li><li>● Utilize assistive technology as appropriate.</li><li>● Provide meaningful feedback and utilize teachable moments.</li><li>● Utilize graphic organizers</li></ul>			
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- **Introduce/review study skills**
- **Provide reading material at or slightly above students' reading levels.**
- **Utilize manipulatives as necessary.**
- **Establish a consistent and daily routine**



