

**English Language Arts
Writing Curriculum
2019**

Kindergarten

Montague Township School

Contents

K-8 Curriculum Map

Kindergarten Writing Curriculum

Unit Title: Building a Talking Community: Oral Language

Unit 1: Launch Writing

Unit 2: Writers are Readers

Unit 3: How-To Books

Unit 4: Persuasive Writing

First Grade Writing Curriculum

Unit 1 Title: Launching/ Small Moments (Narrative)

Unit 2: How-To Writing

Unit 3: Writing Non-Fiction (Information)

Unit 4: Opinion Writing

Unit 5: Realistic Fiction

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Unit Title: Unit 3: Bringing History to Life

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Unit Title: Narrative: Realistic Fiction: Symbolism, Syntax and Truth
 Unit Title: Journalism: Uncovering the Stories of Our World
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Unit Title: Narrative Realistic Fiction - Realistic Fiction: Using Story Elements to Convey Ideas
 Unit Title: Argument Writing
 Unit Title: Informational Writing - Historical Perspective Unit
 Title: Memoir - Sharing our Story

K-8 Curriculum Map

	September	October	November	December	January	February	March	April	May	June
K	Building a Talking Community	Launch Writing	Launch Writing	Writers are Readers	Writers are Readers	How-To Books	How-To Books	Persuasive Writing	Persuasive Writing	Persuasive Writing
1	Launch/Small Moments	Launch/Small Moments How-To Writing	How-To Writing	How-To Writing	Writing NonFiction	Writing NonFiction	Opinion Writing	Opinion Writing Realistic Fiction	Realistic Fiction	Realistic Fiction Poetry
2	Narrative Writing	Narrative Writing	Writing About Reading	Writing About Reading	Writing About Reading	Lab Reports and Science Books	Lab Reports and Science Books	Lab Reports and Science Books Poetry	Poetry	If..Then...

3	Routines	Crafting True Stories	Crafting True Stories	The Art of Information Writing	The Art of Information Writing	Changing The World	Changing the World	Once Upon a Time	Once Upon a Time	Poetry
4	Routines	Arc of Story	Arc of Story Personal/ Persuasive	Personal/ Persuasive	Bringing History to Life	Bringing History to Life Literary Essay- Fiction	Literary Essay- Fiction Mythology/ Folklore	Mythology/ Folklore	Poetry/Drama Prose	Poetry/Drama Prose
5	Launch/ Fan Favorites	Fan Favorites	Informational Writing	Informational Writing	Informational Writing Research Based Argument Essay	Research Based Argument Essay	Research Based Argument Essay Career Speeches	Career Speeches	Fantasy	Fantasy
6	Narrative Realistic Fiction	Narrative Realistic Fiction	Argument- Literary Essay	Argument – Literary Essay	Argument – Literary Essay	Teaching Books	Teaching Books	Biography	Biography Poetry	Poetry
7	Launch/ Realistic Fiction	Realistic Fiction	Journalism	Journalism	Journalism	Argument	Argument	Poetry	Social Issues	Social Issues
8	Realistic Fiction	Realistic Fiction	Argument Writing	Argument Writing	Argument Writing	Informational Writing	Informational Writing	Memoir	Memoir	Poetry

Units of Study for Teaching Writing (16-17 K-8 Sequence of Units)

	September	October	November	December	January	February	March	April	May	June
K	Launching the Writing Workshop	Launching the Writing Workshop Looking Closely...	Looking Closely... Writing for Readers	Writing for Readers	How-to Books...	How-to Books... Persuasive Writing...	Persuasive Writing...	All About Books	All About Books Crafting Stories	Crafting Stories
1	Small Moments...	Small Moments... Writing How-to Books	Writing How-to Books Nonfiction Chapter Books	Nonfiction Chapter Books	Writing Reviews	Writing Reviews Poetry and Songs	Poetry and Songs	From Scenes to Series	From Scenes to Series Writing Like Scientists	Writing Like Scientists

2	Lesson from the Masters	Lesson from the Masters	A How-to Guide to Nonfiction	A How-to Guide to Nonfiction	Writing Gripping Fictional Stories	Poetry...	Poetry...	Lab Reports and Science Books	Lab Reports and Science Books	Writing about Reading	Writing about Reading
3	Crafting True Stories	Crafting True Stories The Art of Information...	The Art of Information... Changing the World	Changing the World	Baby Literary Essay	Baby Literary Essay	Unit of Choice/Test Prep	Writing about Research	Writing about Research	Writing about Research Design Your Own Unit/Once Upon a Time	Design Your Own Unit/Once Upon a Time
4	The Arc of Story	The Arc of Story Boxes and Bullets	Boxes and Bullets Historical Fiction Writing/Design Your Own Unit	Historical Fiction Writing/Design Your Own Unit	The Literary Essay	The Literary Essay	Unit of Choice/Test Prep	Bringing History to Life	Bringing History to Life	Bringing History to Life Journalism	Journalism
5	Narrative Craft	Narrative Craft Feature Articles	Feature Articles The Research-Based Argument Essay	The Research-Based Argument Essay	Literary Essay...	Literary Essay...	Unit of Choice/Test Prep	The Lens of History...	The Lens of History...	The Lens of History... Shaping Texts...	Shaping Texts...
6	Personal Narrative	Personal Narrative	The Literary Essay	The Literary Essay	Research-Based Information Writing	Research-Based Information Writing	Unit of Choice/Test Prep	Unit of Choice/Test Prep Design Your Own Unit/Fantasy Writing	Unit of Choice/Test Prep Design Your Own Unit/Fantasy Writing	Design Your Own Unit/Fantasy Writing Persuasive Essays	Persuasive Essays
7	Writing Realistic Fiction	Writing Realistic Fiction	Writing About Reading	Writing About Reading	The Art of Argument	The Art of Argument	Unit of Choice/Test Prep	Unit of Choice/Test Prep Design Your Own Unit/Poetry	Unit of Choice/Test Prep Design Your Own Unit/Poetry	Design Your Own Unit/Poetry Writing Information Books	Writing Information Books
8	Memoir	Memoir	The Literary Essay	The Literary Essay	Position Papers	Position Papers	Unit of Choice/Test Prep	Unit of Choice/Test Prep Investigative Journalism	Unit of Choice/Test Prep Investigative Journalism	Investigative Journalism Design Your Own Unit/Poetry	Design Your Own Unit/Poetry

Pacing Guide

Content Area: Writing-Language Arts

Grade Level: Kindergarten

Building a Talking Community: Oral Language	September
Unit 1: Launch Writing	October-November
Unit 2: Writers are Readers	December-January
Unit 3: How-To Books	February-March
Unit 4: Persuasive Writing	April-June

Unit Title: Building a Talking Community: Oral Language	Grade Level: Kindergarten	Time Frame: September
Standards: W.K.3, W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.6 L.K.1, RF.K.1, L.K.1B, L.K.2.C, L.K.4, L.K.6		
Essential Questions: <ul style="list-style-type: none"> • How do writers become a community of writers? • How do writers think and choose a topic? • How do writers recite their stories? 	Unit Goals/Enduring Understandings: <ul style="list-style-type: none"> • Writers work together to become a community. • Writers learn how to choose a topic. • Writers recite their stories to an audience. 	
Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Kindergarten students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Use digital devices to create stories with pictures, numbers, letters and words • Create a document using a word processing application • Demonstrate developmentally appropriate navigation skills in virtual environments • Collaborate with peers by participating in interactive digital games or activities • Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools • Use the internet to explore and investigate questions with teacher’s support. 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. Kindergarten students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Identify how technology impacts or improves life • Brainstorm ideas on how to solve a problem or build a product • Explain how using a tool aids in reducing work 		
Skills: <ul style="list-style-type: none"> • Speaking • Listening • Rehearsal 	<ul style="list-style-type: none"> • Partner share • Story teller/Story telling • Community • Audience 	Demonstration of Learning/Assessment Evidence: Formative <ul style="list-style-type: none"> • Informal-Formal assessment/notes-checklist • Writing charts/routines • Oral language • Conferring Summative <ul style="list-style-type: none"> • Informal-Formal assessment/notes-checklist

		<ul style="list-style-type: none"> • Conferring <p>Alternative</p> <ul style="list-style-type: none"> • Oral assessment <p>Benchmark</p> <ul style="list-style-type: none"> • MAP/STAR 360 	
<p>Mentor Texts: Too Many Toys by David Shannon Titch I Love School When I get Bigger</p>	<p>Resources: **refer to "Writing Pathways K-5/ A Guide To The Common Core Writing Workshop/A Guide To The Common Core Writing Workshop by Lucy Calkins * Mastering Mechanics Guidebook www.readingandwritingproject.com Assessment Tools Read aloud Anchor Charts</p>	<p>Structures:</p> <ul style="list-style-type: none"> • Minilessons • Independent Writing • Interactive Writing (K-1 only) • Conferencing • Shared Writing/Reading • Strategy Groups Partner Conversations • Mid-Workshop Teaching Point • Teaching Share 	<p>Writing Process K-2</p> <ul style="list-style-type: none"> • Generate Ideas (Think) • Rehearse (Say) • Plan (Sketch) • Draft • Revise • Edit • Publish • Celebrate

<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> • Social Studies- Communities, Diagram community rules to follow in the classroom • Health- Identify rules for playing inside; draw and illustrate a safety rule 	<p>21st Century Life and Career</p> <ul style="list-style-type: none"> • 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. • 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive) • 9.4.2.DC.2: Explain the importance of respecting digital content of others. • 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). • 9.4.2.TL.2: Create a document using a word processing application. • 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. • 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. 	<p>Integrated Modifications/Accommodations:</p> <p>Special Education</p> <ul style="list-style-type: none"> • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Rest breaks • Immediate feedback • Books on Tape <p>Section 504</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Student provides oral responses • Assistance in maintaining uncluttered space • Alternate quiet and active time 	<p>At Risk of School Failure</p> <ul style="list-style-type: none"> • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor • Checklists • Personalized examples <p>Gifted and Talented</p> <p>Presentation Strategies:</p> <ul style="list-style-type: none"> • Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation • Avoid having student copy notes when material is already mastered Curriculum Strategies: • Provide opportunities for open-ended, self-directed activities
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		<ul style="list-style-type: none"> • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Space for movement and breaks • work in progress check <p>English Language Learners</p> <ul style="list-style-type: none"> • Support with graphics • Tiered Vocabulary • Dictionary, Native lang to English • Additional time • Review of directions • Support auditory presentations with visuals • Hands-on activities • Verbal and visual cues regarding directions and staying on task • Books on Tape 	<ul style="list-style-type: none"> • Provide instruction in research skills needed to conduct an independent study in student's interest area • Provide independent learning opportunities Use advanced supplementary/reading materials • Encourage the use of creativity • Ask higher level questions • Provide opportunities to develop depth and breadth of knowledge in a subject area <p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> • Use a Study Contract for student to achieve outcomes • Use a Learning Log for independent or outside learning • Establish a timeline for long-range projects <p>Motivational Strategies:</p> <ul style="list-style-type: none"> • Provide fewer drill and practice activities when material is learned • Give student choices of activities in learning the content • Allow the student to 'buy' time for self-directed activities after material is learned <p>Assessment Strategies:</p> <ul style="list-style-type: none"> • Give a pretest to allow the student to demonstrate mastery • Provide self-checking materials • Provide tests at a higher level of thinking <p>Environmental Strategies:</p> <ul style="list-style-type: none"> • Arrange for a mentor to work with the student in interest area • Cluster group gifted/talented students by areas of strength in the classroom • Allow independent use of library
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Unit Title: Building a Talking Community: Oral Language	Grade Level: Kindergarten	Time Frame: September
Goals	Suggested Mini lessons	Teacher's Notes/Ideas

<p>1. Writers work together to become a community.</p>	<ul style="list-style-type: none"> • Writers will learn how to follow routines and procedures on the carpet. (May span up to a week.) *Infuse Morning Message on chart paper ☐ <p>Writers tell a story about things they know how to do.</p> <ul style="list-style-type: none"> • Writers learn how to use a “speaking voice” and look at audience when talking about things they know how to do. • Writers actively listen to others when telling about things they know how to do. • Writers take turns being both a listener and speaker. (Spans over 2 days) ☐ <p>Writers listen and learn how to respond to the speaker.</p>	<p>*Refer to Mentor texts *Anchor charts *Set classroom writing routine *refer to Mastering Mechanics pg40-60-70-132 *Trade book: Titch, I Love School, When I Get Bigger</p>
<p>2. Writers learn how to choose a topic.</p>	<ul style="list-style-type: none"> • Writers use experiences to generate ideas. • Writers share meaningful experiences. • Writers think, share, and rehearse to self. 	<p>*Anchor charts</p>
<p>3. Writers recite their stories to an audience.</p>	<p>☐ Writers think, picture, and say their story.</p>	<p>*Anchor charts (think -picture-say)</p>

Unit 1: Launch Writing	Grade Level: Kindergarten	Time Frame: October-November
Standards: W.K.3 W.K.5 SL.K.1 SL.K.3 SL.K.4 SL.K.5 L.K.2		
Essential Questions: <ul style="list-style-type: none"> • How do writers learn to write? • How do writers add more pages to their story? • How do writers tell a story before writing? • How do writers publish? 	Unit Goals/Enduring Understandings: <ul style="list-style-type: none"> • Writers learn how to write a story. • Writers add more pages to story. • Writers tell a story. • Writers prepare for publication. 	
Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Kindergarten students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Use digital devices to create stories with pictures, numbers, letters and words • Create a document using a word processing application • Demonstrate developmentally appropriate navigation skills in virtual environments • Collaborate with peers by participating in interactive digital games or activities • Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools • Use the internet to explore and investigate questions with teacher’s support. 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. Kindergarten students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Identify how technology impacts or improves life • Brainstorm ideas on how to solve a problem or build a product • <input type="checkbox"/> Explain how using a tool aids in reducing work 		
Skills: <ul style="list-style-type: none"> • Edit • Publish • Routines/procedures • Writing process • Rehearsal (partners-audience) 	Demonstration of Learning/Assessment Evidence: Formative <ul style="list-style-type: none"> • Assessment/checklist-notes • Conferring Writing folders • Writing folders Summative <ul style="list-style-type: none"> • Assessment/checklist-notes • Conferring • Writing folders Alternative <ul style="list-style-type: none"> • Oral assessment Benchmark <ul style="list-style-type: none"> • STAR 360/MAP 	

<p>Mentor Texts: Freight Train Creak! Said the Bed</p>	<p>Resources: *Unit 1-Launching the Writing Workshop by Lucy Calkins * "Writing Pathways K-5/ A Guide To The Common Core Writing Workshop/A Guide To The Common Core Writing Workshop by Lucy Calkins * CD-ROM "Resources for Teaching Writing Anchor charts Post-its Pens-paper-date stamper*(Writing Tools)</p>	<p>Structures:</p> <ul style="list-style-type: none"> • Minilessons • Independent Writing • Interactive Writing (K-1 only) • Conferencing • Shared Writing/Reading • Strategy Groups Partner Conversations • Mid-Workshop Teaching Point • Teaching Share 	<p>Writing Process K-2</p> <ul style="list-style-type: none"> • Generate Ideas (Think) • Rehearse (Say) • Plan (Sketch) • Draft • Revise • Edit • Publish • Celebrate
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> • Math and Science Journals: investigate the seasons changing, sequencing the cycle of a tree, labeling and diagramming an illustration • Social Studies–Celebrate <u>All About Me</u> books 	<p>21st Century Life and Career</p> <ul style="list-style-type: none"> • 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. • 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive) • 9.4.2.DC.2: Explain the importance of respecting digital content of others. • 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). • 9.4.2.TL.2: Create a document using a word processing application. • 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. • 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. 	<p>Integrated Modifications/Accommodations:</p> <p>Special Education</p> <ul style="list-style-type: none"> • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Rest breaks • Immediate feedback • Books on Tape <p>Section 504</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Student provides oral responses • Assistance in maintaining uncluttered space • Alternate quiet and active time • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Space for movement and breaks • work in progress check <p>English Language Learners</p> <ul style="list-style-type: none"> • Support with graphics 	<p>At Risk of School Failure</p> <ul style="list-style-type: none"> • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor • Checklists • Personalized examples <p>Gifted and Talented</p> <p>Presentation Strategies:</p> <ul style="list-style-type: none"> • Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation • Avoid having student copy notes when material is already mastered <p>Curriculum Strategies:</p> <ul style="list-style-type: none"> • Provide opportunities for open-ended, self-directed activities • Provide instruction in research skills needed to conduct an independent study in student's interest area • Provide independent learning opportunities Use advanced supplementary/reading materials • Encourage the use of creativity

		<ul style="list-style-type: none">• Tiered Vocabulary• Dictionary, Native lang to English• Additional time	<ul style="list-style-type: none">• Ask higher level questions
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		<ul style="list-style-type: none"> • Review of directions • Support auditory presentations with visuals • Hands-on activities • Verbal and visual cues regarding directions and staying on task Books on Tape • 	<ul style="list-style-type: none"> • Provide opportunities to develop depth and breadth of knowledge in a subject area <p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> • Use a Study Contract for student to achieve outcomes • Use a Learning Log for independent or outside learning • Establish a timeline for long-range projects <p>Motivational Strategies:</p> <ul style="list-style-type: none"> • Provide fewer drill and practice activities when material is learned • Give student choices of activities in learning the content • Allow the student to 'buy' time for self-directed activities after material is learned <p>Assessment Strategies:</p> <ul style="list-style-type: none"> • Give a pretest to allow the student to demonstrate mastery • Provide self-checking materials • Provide tests at a higher level of thinking <p>Environmental Strategies:</p> <ul style="list-style-type: none"> • Arrange for a mentor to work with the student in interest area • Cluster group gifted/talented students by areas of strength in the classroom • Allow independent use of library
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Unit 1: Launch Writing	Grade Level: Kindergarten	Time Frame: October-November
Goals	Suggested Mini lessons	Teacher's Notes/Ideas

<p>□ Writers learn how to write a story.</p>	<p>Writers put ideas on paper with pictures and words. We think about what we know and want to tell other people.</p> <ul style="list-style-type: none"> • Writers look back and add more. Writers “Revise” • Writers solve unknowns in writing procedures. Writers think to themselves, if there is something I don’t know I can figure out a way to solve it on my own. WE realize we are the boss of our own writing and make the choice not to waste any time. • Writers sketch their stories with details. We think about the story we want to tell and imagine the details in our heard. We then turn the picture in our minds into words or pictures on paper. • Writers stretch out words slowly and write the sounds we hear. • Writers try their best even when it is difficult and never give up. 	<ul style="list-style-type: none"> *Anchor charts *Model sample *Anchor Charts “When We Are Done, We Have Just Begun” *Stretchy the Snake
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<p><input type="checkbox"/> Writers add more pages to story.</p>	<ul style="list-style-type: none"> • Writers add more pages when they want to teach more about what they are writing. We can turn our pages into a book by stapling each page together. • Writers plan and write a whole book. Writing partners can help us add to our work. When we share what we wrote, our partners may have questions. We can then add to what we wrote to help answer those questions and then • teach even more about our topic. Writers stretch out words to write all the sounds. Writers also use words stuck in our memory to help with writing our stories • (sight words) Writers recall what strategies good writers use in order to write and add more details without wasting time. We may talk with our partners and keep a checklist of things we can do to make our writing the best it can be. 	<p>*Partnership chart/Anchor chart *I Can Revise MY Teaching.../Anchor charts *pg. 54 figures for writing *Refer to “Coaching” pg61 *Word wall/Student name chart *Information writing checklist pg83</p>
<p><input type="checkbox"/> Writers tell a story.</p>	<ul style="list-style-type: none"> • Writers get ready to write by first telling their stories. We use as much details in our stories including what other people said and did. • Writers plan stories page by page to show that good stories build up slowly. Each time there is a new part to our story we turn the page. • Writers add details to stories. (Who-What-Where) Writers <input type="checkbox"/> recall how to stretch sounds in words. • Writers use speech bubbles. • Writers proofread. 	<p>*Anchor Charts pg. 94 *Narrative Checklist (CD-ROM) pg. 131 *Anchor Charts “How to Write a True Story” pg129</p>
<p><input type="checkbox"/> Writers prepare for publication.</p>	<ul style="list-style-type: none"> • Writers reread and rewrite work. • Writers celebrate published stories. 	<p>*Anchor Charts-Model work</p>

Unit 2: Writers are Readers	Grade Level: Kindergarten	Time Frame: December-January
Standards: W.K.3 W.K.5 W.K.6 W.K.7 RFS.K.1 RFS.K.2 RFS.K.3 RFS.K.4 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.2 L.K.4		
Essential Questions: <ul style="list-style-type: none"> • How do writers read their stories? • How do writers use tools? • How do writers make stories fun? • How do writers get ready for publication? 	Unit Goals/Enduring Understandings: <ul style="list-style-type: none"> • Writers learn how to read their own work. • Writers use tools. • Writers make stories fun to read. • Writers prepare to publish. 	

<p>Technology Implementation:</p> <p>8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>Kindergarten students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Use digital devices to create stories with pictures, numbers, letters and words • Create a document using a word processing application • Demonstrate developmentally appropriate navigation skills in virtual environments • Collaborate with peers by participating in interactive digital games or activities • Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools • Use the internet to explore and investigate questions with teacher’s support. <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>Kindergarten students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Identify how technology impacts or improves life • Brainstorm ideas on how to solve a problem or build a product • Explain how using a tool aids in reducing work
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<p>Skills:</p> <ul style="list-style-type: none"> • Edit • Publish • Routines/procedures • Writing process 	<ul style="list-style-type: none"> • Rehearsal (partners-audience) • Illustrations • Getting topics • Texts 	<p>Demonstration of Learning/Assessment Evidence:</p> <p>Formative</p> <ul style="list-style-type: none"> • Writing work in folders • Use of strategies • Assessment/notes-checklist • Conferring-group work <p>Summative</p> <ul style="list-style-type: none"> • Writing work in folders • Assessment/notes-checklist <p>Alternative</p> <ul style="list-style-type: none"> • Oral Assessment • Support writing with images <p>Benchmark</p> <ul style="list-style-type: none"> • Writing work in folders • STAR360/MAP
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<p>Mentor Texts:</p> <p>Shortcut by Donald Crews A Day with Daddy by Nikky Grimes The Snowy Day by Ezr Jack Keats Don't let the Pigeon Drive the Bus by Mo Willems A Chair for My Mother by Vera B. Williams Owl Moon by Jane Yolen When Sophie Get Angry...Really Really Angry by Molly Bang</p>	<p>Resources:</p> <p>*Unit 2-Writing For Readers * Lucy Calkins</p> <p>* Writing Pathways K-5/ A Guide To The Common Core Writing Workshop/A Guide To The Common Core Writing Workshop by Lucy Calkins *</p> <p>CD-ROM Teaching Writing Anchor charts Post-its Pens-paper-date stamper*(Writing Tools)</p>	<p>Structures:</p> <ul style="list-style-type: none"> • Minilessons • Independent Writing • Interactive Writing (K-1 only) • Conferencing • Shared Writing/Reading • Strategy Groups Partner Conversations • Mid-Workshop Teaching Point • Teaching Share 	<p>Writing Process K-2</p> <ul style="list-style-type: none"> • Generate Ideas (Think) • Rehearse (Say) • Plan (Sketch) • Draft • Revise • Edit • Publish • Celebrate
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<p>Cross Curricular Connections: Art- Create 2 dimensional snowflakes Music-Sing with expression <u>Owl</u> <u>Moon</u> song by Jack Pearson</p>	<p>21st Century Life and Career</p> <ul style="list-style-type: none"> • 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. • 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive) • 9.4.2.DC.2: Explain the importance of respecting digital content of others. • 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). • 9.4.2.TL.2: Create a document using a word processing application. • 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. • 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. 	<p>Integrated Modifications/Accommodations:</p> <p>Special Education</p> <ul style="list-style-type: none"> • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Rest breaks • Immediate feedback • Books on Tape <p>Section 504</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Student provides oral responses • Assistance in maintaining uncluttered space • Alternate quiet and active time • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Space for movement and breaks • work in progress check <p>English Language Learners</p> <ul style="list-style-type: none"> • Support with graphics • Tiered Vocabulary 	<p>At Risk of School Failure</p> <ul style="list-style-type: none"> • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor • Checklists • Personalized examples <p>Gifted and Talented</p> <p>Presentation Strategies:</p> <ul style="list-style-type: none"> • Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation • Avoid having student copy notes when material is already mastered <p>Curriculum Strategies:</p> <ul style="list-style-type: none"> • Provide opportunities for open-ended, self-directed activities • Provide instruction in research skills needed to conduct an independent study in student's interest area • Provide independent learning opportunities Use advanced supplementary/reading materials • Encourage the use of creativity • Ask higher level questions
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		<ul style="list-style-type: none"> • Dictionary, Native lang to English • Additional time • Review of directions • Support auditory presentations with visuals • Hands-on activities • Verbal and visual cues regarding directions and staying on task • Books on Tape 	<ul style="list-style-type: none"> • Provide opportunities to develop depth and breadth of knowledge in a subject area <p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> • Use a Study Contract for student to achieve outcomes • Use a Learning Log for independent or outside learning • Establish a timeline for long-range projects <p>Motivational Strategies:</p> <ul style="list-style-type: none"> • Provide fewer drill and practice activities when material is learned • Give student choices of activities in learning the content • Allow the student to 'buy' time for self-directed activities after material is learned <p>Assessment Strategies:</p> <ul style="list-style-type: none"> • Give a pretest to allow the student to demonstrate mastery • Provide self-checking materials • Provide tests at a higher level of thinking <p>Environmental Strategies:</p> <ul style="list-style-type: none"> • Arrange for a mentor to work with the student in interest area • Cluster group gifted/talented students by areas of strength in the classroom • Allow independent use of library
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Unit 2: Writers are Readers		Grade Level: Kindergarten	Time Frame: December-January
Goals	Suggested Mini lessons	Teacher's Notes/Ideas	
1. Writers learn how to read their own work.	<ul style="list-style-type: none"> Writers reread our stories. If we have trouble getting through it, we fix it up so that others don't have the same problem. Writers write personal stories using what they have learned. Writers share work and draw to tell their story. Writers write sentences that match pictures. (Use of punctuation in speech bubbles) Writers reread often. 	<ul style="list-style-type: none"> *Anchor charts *refer to chart on pg24 *refer to chart pg. 32 "What Makes Reading Hard To Read" *refer to Pigeon Books for speech bubbles *refer to chart pg. 45 "What Makes Writing Easy To Read" 	
2. Writers use tools.	<ul style="list-style-type: none"> Writers use a checklist. Writers use vowels to help with middle sounds in writing. (Use chart) □ Writers use "snap" words/word wall. Writers use story telling words. (First/Next/Last &-use descriptive words) □ Writers use partners as tools. (Turn and Talk) 	<ul style="list-style-type: none"> * Narrative Writing Checklist & vowel chart on CD-ROM *Anchor Charts *Word Wall (High Frequency Words) *Teach children to use periods 	
	<ul style="list-style-type: none"> Writers engage with partners to clarify and edit work. Writers reflect on work to make it readable. (Guided Inquiry Lesson) 		
3. Writers make stories fun to read.	<ul style="list-style-type: none"> Writers visualize and sketch to make stories better. Writers use tools to make writing better. Writers refer to mentor texts to write strong beginnings. Writers □ work with partners to revise work. 	<ul style="list-style-type: none"> *Model Revision Strategy *Use writing "Revision Flaps" *Writing for Readers Unit2-Fig. 15-1 pg127 (Storytelling Transitions) * A Chair for My Mother by Vera B. Williams Owl Moon by Jane Yolen *Student Conferring Centers 	

4. Writers prepare to publish.	<ul style="list-style-type: none">• Writers prepare for celebration.• Writers use “feeling” words to write a strong ending.• Writers make their stories beautiful. (Add color, check words, be neat) <input type="checkbox"/> Writers celebrate.	<ul style="list-style-type: none">*Anchor Charts/ Edit tools*Anchor chart about feelings*Sophie gets Angry....by Molly Bang
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Unit 3: How-To Books	Gr a d e L e v e l: K i n d e r g a r t e n	Time Frame: February-March
Standards: W.K.2 W.K.5 W.K.6 W.K.7 W.K.8 RI.K.1 RI.K.2 RI.K.3 RF.K.1 RF.K.2 RF.K.3 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.2 L.K.5 L.K.6		
Essential Questions: <ul style="list-style-type: none"> • How do writers use text to create How-To topics? • Why do we revisit and revise our work? • Why should we keep the reader in mind when writing? • How do writers prepare for publication? 	Unit Goals/Enduring Understandings: <ul style="list-style-type: none"> • Writers use text to write How-To stories. • Writers revise and revisit writing. • Writers keep readers in mind while writing. • Writers publish work. 	
Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Kindergarten students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Use digital devices to create stories with pictures, numbers, letters and words • Create a document using a word processing application • Demonstrate developmentally appropriate navigation skills in virtual environments • Collaborate with peers by participating in interactive digital games or activities • Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools • Use the internet to explore and investigate questions with teacher’s support. 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.		

Kindergarten students will infuse technology into Language Arts by learning to:

- Identify how technology impacts or improves life
- Brainstorm ideas on how to solve a problem or build a product
- Explain how using a tool aids in reducing work

Skills:

- Informational
- Procedures
- Sequence

- Revise-Revisit
- Turn and talk
- Tone
- Text Features

Demonstration of Learning/Assessment Evidence:

- Assessment/notes-checklist
- Use of strategies
- Conferring-group work
- Writing work in folders

Mentor Texts:

Choice of “How-to” books
My First Soccer Game (in Unit of Study)

Resources:

*Unit 3-How-To Books * Lucy Calkins
* Writing Pathways K-5/ A Guide To The Common Core Writing Workshop/A Guide To The Common Core Writing Workshop by Lucy Calkins *
www.arthubforkids.com _C D-ROM

Teaching Writing
Anchor charts
Post-its
Pens-paper-date stamper*(Writing Tools)

Structures:

- Minilessons
- Independent Writing
- Interactive Writing (K-1 only)
- Conferencing
- Shared Writing/Reading
- Strategy Groups Partner Conversations
- Mid-Workshop Teaching Point
- Teaching Share

Writing Process K-2

- Generate Ideas (Think)
- Rehearse (Say)
- Plan (Sketch)
- Draft
- Revise
- Edit
- Publish
- Celebrate

<p>Cross Curricular Connections: Phys. Ed. and Math-Shoot for gross motor skills and count to tell number of goals</p>	<p>21st Century Life and Career</p> <ul style="list-style-type: none"> • 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. • 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive) • 9.4.2.DC.2: Explain the importance of respecting digital content of others. • 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). • 9.4.2.TL.2: Create a document using a word processing application. • 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. • 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. 	<p>Integrated Modifications/Accommodations:</p> <p>Special Education</p> <ul style="list-style-type: none"> • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task <p>• Rest breaks</p> <p>• Immediate feedback</p> <p>• Books on Tape</p> <p>Section 504</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Student provides oral responses • Assistance in maintaining uncluttered space • Alternate quiet and active time • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task <p>• Space for movement and breaks</p> <p>• work in progress check</p> <p>English Language Learners</p> <ul style="list-style-type: none"> • Support with graphics • Tiered Vocabulary • Dictionary, Native lang to English • Additional time • Review of directions • Support auditory presentations with visuals • Hands-on activities • Verbal and visual cues regarding directions and staying on task <p>• Books on Tape</p>	<p>At Risk of School Failure</p> <ul style="list-style-type: none"> • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor • Checklists • Personalized examples <p>Gifted and Talented</p> <p>Presentation Strategies:</p> <ul style="list-style-type: none"> • Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation • Avoid having student copy notes when material is already mastered <p>Curriculum Strategies:</p> <ul style="list-style-type: none"> • Provide opportunities for open-ended, self-directed activities • Provide instruction in research skills needed to conduct an independent study in student's interest area • Provide independent learning opportunities Use advanced supplementary/reading materials • Encourage the use of creativity • Ask higher level questions • Provide opportunities to develop depth and breadth of knowledge in a subject area <p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> • Use a Study Contract for student to achieve outcomes • Use a Learning Log for independent or outside learning • Establish a timeline for long-range projects <p>Motivational Strategies:</p> <ul style="list-style-type: none"> • Provide fewer drill and practice activities when material is learned
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- Give student choices of activities in learning the content
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			<ul style="list-style-type: none"> ● Allow the student to 'buy' time for self-directed activities after material is learned <p>Assessment Strategies:</p> <ul style="list-style-type: none"> ● Give a pretest to allow the student to demonstrate mastery ● Provide self-checking materials ● Provide tests at a higher level of thinking <p>Environmental Strategies:</p> <ul style="list-style-type: none"> ● Arrange for a mentor to work with the student in interest area ● Cluster group gifted/talented students by areas of strength in the classroom ● Allow independent use of library
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Unit 3: How-To Books		Grade Level: Kindergarten	Time Frame: February-March
Goals	Suggested Mini lessons		Teacher's Notes/Ideas
1. Writers use text to write How-To stories.	<ul style="list-style-type: none"> • Writers "think" before they write. • Writers use their senses across the page. • Writers reread writing and make changes along the way. • Writers collaborate with partners to ensure sequences are clear. • Writers label their diagrams. • Writers write more. • Writers set goals. 		<ul style="list-style-type: none"> *My First Soccer Game (in Unit of Study) *Anchor Chart "How-To style" pg. 10 *CD-ROM paper sample-35pg booklets *Fig. 7-1 pg. 49 "Information Writing Checklist"

<p>2. Writers revise and revisit writing.</p>	<ul style="list-style-type: none"> • Writers use informational text to add to writing. • Writers write for readers using second person pronoun (you). • Writers use “just right” words for how-to books. • Writers elaborate giving the reader tips/suggestions/warnings in their how-to process. • Writers clarify directions by imagining. 	<p>*My First Soccer Game *Anchor Charts Unit 3-Fig 8-1 pg 63 “Learning From a Mentor/How-To Text” *Visualize steps *Refer to Unit 3-pg88 “Share”</p>
<p>3. Writers keep readers in mind while writing.</p>	<ul style="list-style-type: none"> • Writers get ideas from everyday experiences. • Writers gather information on a topic for how-to writing. • Writers can write introductions and conclusions. • Writers use strategies to make stories easy to read. 	<p>*Refer to class favorites book tub *Teach the Writer, Not the Writing</p>
<p>4. Writers publish work.</p>	<ul style="list-style-type: none"> • Writers create, publish, and dedicate their writing to a person. Writers prepare with editing checklist to publish and share. • Writers celebrate. 	<p>*Editing tools *CD-ROM edit checklist & dedication page *Fig 18-1 pg. 141</p>

<p>Unit 4: Persuasive Writing</p>	<p>Grade Level: Kindergarten</p>	<p>Time Frame: April-June</p>
<p>Standards: W.K.1 W.K.2 W.K.5 W.K.6 W.K.8 RI.K.1 RI.K.2 RI.K.8 RI.K.10 RL.K.1 RL.K.2 RL.K.3 RL.K.7 RL.K.8 RL.K.10 RFS.K.1 RFS.K.2 RFS.K.3 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.2 L.k.6</p>		
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What does it mean to have an opinion about something? • What do letters represent? • Why would you want to try to persuade someone to like what you like? 	<p>Unit Goals/Enduring Understandings:</p> <ul style="list-style-type: none"> • Writers write their opinion. • Writers write letters to help make a change. • Writers write persuasive writing. 	

Technology Implementation:

8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Kindergarten students will infuse technology into Language Arts by learning to:

- Use digital devices to create stories with pictures, numbers, letters and words
- Create a document using a word processing application
- Demonstrate developmentally appropriate navigation skills in virtual environments
- Collaborate with peers by participating in interactive digital games or activities
- Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools
- Use the internet to explore and investigate questions with teacher's support.

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. Kindergarten students will infuse technology into Language Arts

by learning to:

- Identify how technology impacts or improves life
- Brainstorm ideas on how to solve a problem or build a product
- Explain how using a tool aids in reducing work

Skills: <ul style="list-style-type: none"> • Opinion/Persuasive/letter writing • Procedures • Revise-Revisit 	<ul style="list-style-type: none"> • Tone • Text Features • Grammar • Turn and talk 	Demonstration of Learning: <ul style="list-style-type: none"> • Assessment/notes-checklist • Handles book correctly. <input type="checkbox"/> Use of strategies 	
Mentor Texts: Click Clack Moo, Cows That Type by Doreen Cronin Corduroy Writes A Letter by Alison Inches	Resources: *Unit 4-Persuasive Writing of all Kinds Lucy Calkins * Writing Pathways K-5/ A Guide To The Common Core Writing Workshop/A Guide To The Common Core Writing Workshop by Lucy Calkins * CD-ROM Teaching Writing Anchor charts Post-its Pens- paper-date stamper*(Writing Tools)	Structures: <ul style="list-style-type: none"> • Minilessons • Independent Writing • Interactive Writing (K-1 only) • Conferencing • Shared Writing/Reading • Strategy Groups Partner Conversations • Mid-Workshop Teaching Point • Teaching Share 	Writing Process K-2 <ul style="list-style-type: none"> • Generate Ideas (Think) • Rehearse (Say) • Plan (Sketch) • Draft • Revise • Edit • Publish • Celebrate

<p>Cross Curricular Connections: Social Studies- Write letters to people in the community (ex. mayor, police, firemen, giving an opinion of a want for the community).</p>	<p>21st Century Life and Career</p> <ul style="list-style-type: none"> • 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. • 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive) • 9.4.2.DC.2: Explain the importance of respecting digital content of others. • 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). • 9.4.2.TL.2: Create a document using a word processing application. • 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. • 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. 	<p>Integrated Modifications/Accommodations:</p> <p>Special Education</p> <ul style="list-style-type: none"> • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Rest breaks • Immediate feedback • Books on Tape <p>Section 504</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Student provides oral responses • Assistance in maintaining uncluttered space • Alternate quiet and active time • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Space for movement and breaks • work in progress check <p>English Language Learners</p> <ul style="list-style-type: none"> • Support with graphics • Tiered Vocabulary • Dictionary, Native lang to English • Additional time • Review of directions • Support auditory presentations with visuals • Hands-on activities • Verbal and visual cues regarding directions and staying on task • Books on Tape 	<p>At Risk of School Failure</p> <ul style="list-style-type: none"> • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor • Checklists • Personalized examples <p>Gifted and Talented</p> <p>Presentation Strategies:</p> <ul style="list-style-type: none"> • Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation • Avoid having student copy notes when material is already mastered Curriculum Strategies: • Provide opportunities for open-ended, self-directed activities • Provide instruction in research skills needed to conduct an independent study in student's interest area • Provide independent learning opportunities Use advanced supplementary/reading materials • Encourage the use of creativity • Ask higher level questions • Provide opportunities to develop depth and breadth of knowledge in a subject area <p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> • Use a Study Contract for student to achieve outcomes • Use a Learning Log for independent or outside learning • Establish a timeline for long-range projects <p>Motivational Strategies:</p> <ul style="list-style-type: none"> • Provide fewer drill and practice activities when material is learned • Give student choices of activities in learning the content
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			<ul style="list-style-type: none"> ● Allow the student to 'buy' time for self-directed activities after material is learned <p>Assessment Strategies:</p> <ul style="list-style-type: none"> ● Give a pretest to allow the student to demonstrate mastery ● Provide self-checking materials ● Provide tests at a higher level of thinking <p>Environmental Strategies:</p> <ul style="list-style-type: none"> ● Arrange for a mentor to work with the student in interest area ● Cluster group gifted/talented students by areas of strength in the classroom ● Allow independent use of library
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Unit 4: Persuasive Writing	Grade Level: Kindergarten	Time Frame: April-June
Goals	Suggested Mini lessons	Teacher's Notes/Ideas
<p>1. Writers write their opinion.</p>	<ul style="list-style-type: none"> • Writers know that their words can be used like magic wands. We can use our words to help others understand things better. Sometimes we can use our words to help other understand ways to help make the world a better place. We can do this by thinking or a problem and then a way to solve that problem. • Writers give reasons to convince reader. We come up with reasons why the problem we are facing should be solved. • Writers write a variety of genres for their audience. □ Writers reread and revise. • Writers use many strategies to spell difficult words. 	<p>*Anchor Charts Unit- pg4 "Writers Write To Make The World Better"</p> <p>*Audio recording: "If I Had A Hammer" by Pete Seeger</p> <p>*Anchor Chart Unit 4 pg23- "Writers Can Make..."</p> <p>*Anchor Chart Reading and Writing Strategies</p>
	<p>□ Writers share their opinions.</p>	

<p>2. Writers write letters to help make a change</p>	<p>Writers write letters for the reader. Writers reference mentor texts to enhance their writing.</p> <ul style="list-style-type: none"> • Writers write to many audiences. <input type="checkbox"/> Writers use problem solving skills in their writing. • Writers celebrate. 	<p>*Click Clack Moo, Cows That Type *Anchor Chart Unit4 pg84 “How Can We Be Convincing”</p>
<p>3. Writers write persuasive writing.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Writers use what they know about persuasive writing. • Writers use facts to make writing more persuasive. <input type="checkbox"/> Writers add more facts to persuasive writing. Writers write how-to books with detailed information to solve problems. <input type="checkbox"/> Writers edit and include punctuation in writing. <input type="checkbox"/> Writers edit and include punctuation in writing. • Writers plan what they will write and share about. Writers revise and edit work using a checklist. Writers celebrate. 	<p>*CD-ROM for variety of paper choices *Anchor charts</p> <p>*Video Clip: mentor speechmaker http://www.youtube.com/watch?v=ealvk1cSyG8</p> <p>*Fig. 17-1 Unit4-pg131 *Anchor Chart pg137 “Make people Really Listen” *CD-ROM: Super Checklist</p>