

# PITTSGROVE TOWNSHIP SCHOOL DISTRICT



<b>Course Name: Writing</b>	<b>Grade Level(s): Kindergarten</b>
<b>Department: Humanities</b>	<b>Credits: N/A</b>
<b>BOE Adoption Date: September 2018</b>	<b>Revision Date(s): August 2022</b>

## Course Description

In Kindergarten, students will explore the various writing genres through a Writer’s Workshop approach. The Writer’s Workshop model recognizes that to achieve maximum success, writing instruction must be differentiated. Students in Kindergarten learn how to write complete sentences, and how to draw detailed pictures to add to their writing. They learn to stretch out the words to spell and to use correct capitalization and punctuation. Students learn to write for different purposes and audiences, and in various forms, including narrative, informational and opinion. The Writer’s Workshop structure includes a mini-lesson, independent writing, teacher and peer conferencing, and time to share their writing. Students participate in author studies in order to understand - and therefore apply in their own writing - techniques they discover in the work of published authors. “When young people are explicitly taught the craft of proficient writing, they are able to travel the world as writers, applying their skills to discipline-based learning and to their lives” (Lucy Calkins 2013).

### Mission Statement

*The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.*

### Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

### How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units*. The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key
<p>^=Amistad Law <b>O=Diversity &amp; Inclusion Law</b> &lt;&gt;=Holocaust +=LGBT and Disabilities Law *=AAPI (Asian American and Pacific Islanders) \$=Financial Literacy <b>Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.</b></p>

**Pacing Guide**

**Course Title:** Kindergarten Writing

**Prerequisite(s):** N/A

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
<p><b>Unit 1: Launching the Writing Workshop</b></p>	<p><b>September- November</b></p>	<p><b>Power Standards:</b> W.K.8 L.K.1 L.K.2</p> <p><b>Secondary Standards:</b> W.K.5</p>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>● Put ideas on paper using pictures and letters or words O+</li> <li>● Call to mind what they want to say, then put that onto the page</li> <li>● Stretch out words to write them (with teacher support) O+</li> <li>● Go back and add more details to their pictures or sounds to their words</li> <li>● Listen closely to the sounds they hear and write as many as they can to form words</li> </ul>	<ul style="list-style-type: none"> <li>● Draw a picture</li> <li>● Use at least five colors to add details to their drawings</li> <li>● Label pictures using the beginning sound</li> <li>● Tell a story using drawing and dictation</li> <li>● Go back and add more details to their pictures</li> <li>● Plan stories before beginning to draw and write</li> <li>● Begin to start labeling with the beginning and ending sounds in words</li> <li>● Stretch out words and write as many sounds as they hear</li> <li>● Share their stories during an Author’s Celebration</li> </ul>
<p><b>Unit 2: Writing for Readers</b></p>	<p><b>December-January</b></p>	<p><b>Power Standards:</b> W.K.3 W.K.8 L.K.1 L.K.2</p>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>● Reread their writing/review their drawings and fix mistakes and add details</li> <li>● Begin to write simple</li> </ul>	<ul style="list-style-type: none"> <li>● Draw and label and a detailed picture with several colors and multiple sounds in their words</li> <li>● Write simple sentences using sight words and</li> </ul>

		<p><b>Secondary Standards:</b> W.K.5</p>	<p>sentences using sight words and phonetic spelling</p> <ul style="list-style-type: none"> <li>● Stretch out words and write as many sounds as they hear</li> <li>● Utilize checklists to improve their writing</li> <li>● Begins to include vowel sounds in the words they stretch out</li> <li>● Review their stories with a partner to add more details</li> <li>● Draw from their own experiences to create writing pieces</li> <li>● Share with others what they have learned about writing and revising true stories</li> </ul>	<p>phonetic spelling</p> <ul style="list-style-type: none"> <li>● Include consonant and vowel sounds when stretching out words</li> <li>● Stretch out words and write every sound they hear</li> <li>● Revise their stories to include more details</li> <li>● Peer edit with a partner</li> <li>● Use their own experiences to generate a writing piece</li> <li>● Utilize checklists to enhance their writing</li> <li>● Share their stories with a friend or during an Author’s Celebration</li> </ul>
<p><b>Unit 3: Writing to Teach Others</b></p>	<p><b>February - March</b></p>	<p><b>Power Standards:</b> W.K.2 W.K.8 L.K.1 L.K.2</p> <p><b>Secondary Standards:</b> W.K.5 W.K.7</p>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>● Use information they already know to write information about a topic</li> <li>● Reread their writing and make necessary changes</li> <li>● Use mentor texts as models and emulate some of their features</li> <li>● Write in sequence by drawing or picturing each</li> </ul>	<ul style="list-style-type: none"> <li>● Incorporate prior knowledge into their writing</li> <li>● Revise and edit their writing pieces</li> <li>● Model their writing after informative mentor texts</li> <li>● Write step-by-step directions or informative pieces in sequence</li> <li>● Include only factual information in their</li> </ul>

			<ul style="list-style-type: none"> <li>step</li> <li>● Write factual information about a topic of their choosing</li> <li>● Write step-by-step directions to create a How-To piece</li> <li>● Continue to use checklists to enhance their writing</li> <li>● Share their writing during an Author's Celebration</li> </ul>	<ul style="list-style-type: none"> <li>informative pieces</li> <li>● Utilize checklists to improve their writing</li> <li>● Share their writing with the class</li> </ul>
<b>Unit 4: Persuasive Writing of all Kinds</b>	<b>April-June</b>	<p><b>Power Standards:</b> W.K.1 W.K.8 L.K.1 L.K.2</p> <p><b>Secondary Standards:</b> W.K.5 W.K.6</p>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>● Write an opinion piece by providing reasons and consequences</li> <li>● Write two or more sentences to support their opinions</li> <li>● Reread and revise their writing with a partner or independently</li> <li>● Use spelling strategies to stretch out words</li> <li>● Model their writing after a mentor text</li> <li>● Write a persuasive piece</li> <li>● Edit for proper punctuation and spacing</li> <li>● Publish their writing and share it during an Author's Celebration</li> </ul>	<ul style="list-style-type: none"> <li>● Use reasons and consequences to generate opinion pieces</li> <li>● Write multiple sentences about a topic</li> <li>● Revise and edit their work</li> <li>● Utilize various spelling strategies to enhance their writing</li> <li>● Utilize checklists to improve their writing</li> <li>● Emulate mentor texts</li> <li>● Write persuasive pieces</li> <li>● Use proper capitalization, punctuation, and spacing</li> <li>● Publish and share their writing</li> </ul>

## Instructional Unit Map

**Course Title: Unit 1: Launching the Writing Workshop**

<b>Unit Title</b>	Narrative Writing	<b>Start Date:</b>	September
		<b>Length of Unit:</b>	3 months
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<b>Power Standards:</b> <ul style="list-style-type: none"> <li>● W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. O+</li> <li>● L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print many upper- and lowercase letters. B. Use frequently occurring</li> </ul>	<b>Learning Goals</b>	<b>Students will be able to...</b> <ul style="list-style-type: none"> <li>● Put ideas on paper using pictures and letters or words O+</li> <li>● Call to mind what they want to say, then put that onto the page</li> <li>● Stretch out words to write them (with teacher support) O+</li> <li>● Go back and add more details to their pictures or sounds to their words</li> <li>● Listen closely to the sounds they hear and write as many as they can to form words</li> </ul>

	<p>nouns and verbs.</p> <p>C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>F. Produce and expand complete sentences in shared language activities</p> <ul style="list-style-type: none"> <li>● L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>A. Capitalize the first word in a sentence and the pronoun I.</li> <li>B. Recognize and name end punctuation.</li> <li>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>D. Spell simple words</li> </ul> </li> </ul>		
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	<p>phonetically, drawing on knowledge of sound-letter relationships.</p> <p><b>Secondary Standards:</b></p> <ul style="list-style-type: none"> <li>W.K.5 With guidance and support from adults, strengthen writing through response and self reflection using questions and suggestions from peers (e.g., adding details). O+</li> </ul>		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How can we use words and pictures to tell a story?</li> <li>How can we use strategies like brainstorming and stretching out words to tell a story?</li> <li>Why is it important to reread and edit our stories?</li> </ul>		
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>
	<ul style="list-style-type: none"> <li>Interactive questioning</li> <li>Teacher observation</li> <li>Choral and individual responses</li> <li>Center work</li> <li>Homework</li> <li>Checklists</li> <li>Hand signals</li> <li>Think/Pair/Share</li> <li>Student Conferencing</li> <li>Self Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Published Writing Pieces</li> <li>Narrative Writing Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Author's Chair</li> <li>Letter Collage</li> <li>Sight Word Collage</li> <li>Writing Center</li> <li>Presentations</li> </ul>
<b>Unit Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>Letter Identification Assessment</li> <li>Letter Sound Identification Assessment</li> <li>Uppercase Letter Writing Assessment</li> </ul>		



<i>What do they already know?</i>	<ul style="list-style-type: none"> <li>● Lowercase Letter Writing Assessment</li> </ul>			
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>● Explicit whole group writing mini lessons</li> <li>● Mentor text read alouds</li> <li>● Interactive questioning</li> <li>● Turn and talk</li> <li>● Teacher conferencing</li> <li>● Peer conferencing</li> <li>● Writing Center work</li> <li>● Edits/revisions</li> <li>● Publishing</li> <li>● Author Celebration</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications/Accommodations) – planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>
	<ul style="list-style-type: none"> <li>● Provide visuals</li> <li>● Labeling in English and Spanish</li> <li>● Use of Google Translate</li> <li>● Provide modeling</li> <li>● Differentiated grouping</li> <li>● Small group instruction</li> <li>● Single step directions</li> <li>● Allow child to redo/retake</li> <li>● Word wall with visuals</li> <li>● Response to intervention</li> <li>● Modified Seesaw assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Provide visuals</li> <li>● Provide modeling</li> <li>● Small group instruction</li> <li>● Single step instructions</li> <li>● Provide extra time</li> <li>● Peer buddy</li> <li>● Differentiated grouping</li> <li>● Allow child to redo work</li> <li>● Alternative assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Allow for choice in student grouping</li> <li>● Provide more detailed instructions</li> <li>● Small group instruction</li> <li>● Additional time on tests/assignments</li> <li>● Provide visuals</li> <li>● Provide modeling</li> <li>● Peer buddy</li> <li>● Response to intervention</li> </ul>	<ul style="list-style-type: none"> <li>● Tiered assignments</li> <li>● Flexible grouping</li> <li>● Independent reading</li> <li>● Learning Centers</li> <li>● Tiered homework assignments</li> <li>● Response to intervention</li> </ul>

		<ul style="list-style-type: none"> <li>● Enhanced directions</li> <li>● Shortened/simplified assignments</li> <li>● Less homework</li> <li>● Response to intervention</li> <li>● Modified Seesaw assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled Seesaw assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled Seesaw assignments</li> </ul>
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	<ul style="list-style-type: none"> <li>● Student writing journals</li> <li>● Promethean board for student &amp; teacher discussions and interactive activities</li> <li>● 1-1 Chrome books for each student</li> <li>● Word Wall - contains all learned sight words</li> <li>● Writing partners for peer conferencing and brainstorming</li> </ul>		<ul style="list-style-type: none"> <li>● Daily center activities</li> <li>● Journaling</li> <li>● Author's chair/peer sharing</li> <li>● Writing piece discussions</li> <li>● Writing Sessions/Mini Lessons</li> </ul>	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<b>Tier II:</b> writing, drawing, dictating, stories, letters, words, labels, checklists, conferencing, capitalization, punctuation, spacing  <b>Tier III:</b> narrative, experience, personal, character, event, significant, sequence, setting			

<b>Integration of Technology</b> <u>SAMR</u>	<p><b>S</b> - Type sentences in word processing program, Use Seesaw to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.)</p> <p><b>A</b> - Edit sentences in word processing program, Teacher will use comment feature in Google Docs or Seesaw for feedback</p> <p><b>M</b> - Students collaborate in Slides or Docs; Students comment and interact with each other in Seesaw</p> <p><b>R</b> - Students publish their work online</p>	
<b>Interdisciplinary Connections</b> <u>NJ Student Learning Standards</u>	<p><b>Social Studies</b></p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. <b>O</b></p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. <b>O</b></p> <p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. <b>O</b></p> <p><b>Computer Science and Design Thinking (2020)</b></p> <p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</p> <p>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p>	
<b>21<sup>st</sup> Century Themes/Skills</b> <u>P21 Framework</u>	<p style="text-align: center;"><b>Themes</b></p>	<p style="text-align: center;"><b>Skills</b></p>
<p><b>Global Awareness</b></p> <ol style="list-style-type: none"> <li>Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. <b>O</b></li> <li>Understanding other nations and culture, including the use of non-English languages.</li> </ol>		<ul style="list-style-type: none"> <li>● Creativity and innovation</li> <li>● Critical thinking and problem solving</li> <li>● Communication and collaboration O+</li> <li>● Information literacy</li> <li>● Flexibility and adaptability O+</li> <li>● Initiative and self direction</li> <li>● Productivity and accountability</li> <li>● Leadership and responsibility</li> </ul>

<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>● Launching the Writing Workshop Manual</li> <li>● A Guide to the Writing Workshop Manual</li> <li>● If...Then...Curriculum: Assessment Based Instruction Manual</li> <li>● Writing Pathways Grades K-5 Manual</li> <li>● Units of Study Anchor Charts</li> <li>● Mentor Texts O+</li> </ul>
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Instructional Unit Map			
Course Title: Unit 2: Writing for Readers			
<b>Unit Title</b>	Narrative Writing	<b>Start Date:</b>	December
		<b>Length of Unit:</b>	2 months
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<p><b>Power Standards:</b></p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. O+</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. O+</p> <p>L.K.1 Demonstrate command of the</p>	<b>Learning Goals</b>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>● Reread their writing/review their drawings and fix mistakes and add details <b>O</b></li> <li>● Begin to write simple sentences using sight words and phonetic spelling</li> <li>● Stretch out words and write as many sounds as they hear</li> <li>● Utilize checklists to improve their writing</li> <li>● Begins to include vowel sounds in the words they stretch out</li> <li>● Review their stories with a partner to add more details <b>O</b></li> <li>● Draw from their own experiences to create writing pieces <b>O</b></li> </ul>

	<p>conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print many upper- and lowercase letters.</p> <p>B. Use frequently occurring nouns and verbs.</p> <p>C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>F. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize the first word in a sentence and the pronoun I.</p> <p>B. Recognize and name end punctuation.</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>		<ul style="list-style-type: none"> <li>● Share with others what they have learned about writing and revising true stories</li> </ul>
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	<p><b>Secondary Standards:</b>  W.K.5 With guidance and support from adults, strengthen writing through response and self reflection using questions and suggestions from peers (e.g., adding details). O+</p>		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How can we edit our stories to add more details?</li> <li>• How can we use our sight words and letter sounds to write a sentence?</li> <li>• What are some tools we can use to improve our writing?</li> <li>• How can we work with a partner to make our stories better?</li> <li>• How can we use our own experiences to write a true story about ourselves?</li> </ul>		
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>
	<ul style="list-style-type: none"> <li>• Interactive questioning</li> <li>• Teacher observation</li> <li>• Choral and individual responses</li> <li>• Center work</li> <li>• Homework</li> <li>• Checklists</li> <li>• Hand signals</li> <li>• Think/Pair/Share</li> <li>• Student Conferencing</li> <li>• Self Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Published Writing Pieces</li> <li>• Narrative Writing Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Author’s Chair</li> <li>• Letter Collage</li> <li>• Sight Word Collage</li> <li>• Writing Center</li> <li>• Presentations</li> </ul>
<b>Unit Pre-Assessment (s)</b> <i>What do they already know?</i>	<ul style="list-style-type: none"> <li>• Letter Identification Assessment</li> <li>• Letter Sound Identification Assessment</li> <li>• Uppercase Letter Writing Assessment</li> <li>• Lowercase Letter Writing Assessment</li> </ul>		

<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>● Explicit whole group writing mini lessons</li> <li>● Mentor text read alouds</li> <li>● Interactive questioning</li> <li>● Turn and talk</li> <li>● Teacher conferencing</li> <li>● Peer conferencing</li> <li>● Writing Center work</li> <li>● Edits/revisions</li> <li>● Publishing</li> <li>● Author Celebration</li> </ul>			
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<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	<ul style="list-style-type: none"> <li>● Student writing journals</li> <li>● Promethean board for student &amp; teacher discussions and interactive activities</li> <li>● 1-1 Chrome books for each student</li> <li>● Word Wall - contains all learned sight words</li> <li>● Writing partners for peer conferencing and brainstorming</li> </ul>		<ul style="list-style-type: none"> <li>● Daily center activities</li> <li>● Journaling</li> <li>● Author's chair/peer sharing</li> <li>● Writing piece discussions</li> <li>● Writing Sessions/Mini Lessons</li> </ul>	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<b>Tier II:</b> writing, drawing, dictating, stories, letters, words, labels, checklists, conferencing, capitalization, punctuation, spacing  <b>Tier III:</b> narrative, experience, personal, character, event, significant, sequence, setting			
<b>Integration of Technology</b> <u>SAMR</u>	<b>S</b> - Type sentences in word processing program, Use Seesaw to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.) <b>A</b> - Edit sentences in word processing program, Teacher will use comment feature in Google Docs or Seesaw for feedback <b>M</b> - Students collaborate in Slides or Docs; Students comment and interact with each other in Seesaw <b>R</b> - Students publish their work online			



<b>Interdisciplinary Connections</b> <u>NJ Student Learning Standards</u>	<p><b>Social Studies</b></p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. ○</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. ○</p> <p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. ○</p> <p><b>Computer Science and Design Thinking (2020)</b></p> <p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</p> <p>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p>	
<b>21<sup>st</sup> Century Themes/Skills</b> <u>P21 Framework</u>	<p style="text-align: center;"><b>Themes</b></p> <p><b>Global Awareness</b></p> <ol style="list-style-type: none"> <li>1. Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. ○</li> <li>2. Understanding other nations and cultures, including the use of non-English languages. ○</li> </ol>	<p style="text-align: center;"><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Creativity and innovation</li> <li>● Critical thinking and problem solving</li> <li>● Communication and collaboration ○</li> <li>● Information literacy</li> <li>● Flexibility and adaptability ○</li> <li>● Initiative and self direction</li> <li>● Productivity and accountability</li> <li>● Leadership and responsibility</li> </ul>
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>● Writing for Readers Manual</li> <li>● A Guide to the Writing Workshop Manual</li> <li>● If...Then...Curriculum: Assessment Based Instruction Manual</li> <li>● Writing Pathways Grades K-5 Manual</li> <li>● Units of Study Anchor Charts</li> </ul>	

- Mentor Texts **O**

### Instructional Unit Map

Course Title: Unit 3: How-To Books

<b>Unit Title</b>	Informative Writing	<b>Start Date:</b>	February
		<b>Length of Unit:</b>	2 months
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<b>Power Standards:</b> W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. O+ W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. O+ L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print many upper- and lowercase letters. B. Use frequently occurring nouns and verbs. C. Form regular plural nouns orally	<b>Learning Goals</b>	<b>Students will be able to...</b> <ul style="list-style-type: none"> <li>• Use information they already know to write information about a topic <b>O</b></li> <li>• Reread their writing and make necessary changes</li> <li>• Use mentor texts as models and emulate some of their features</li> <li>• Write in sequence by drawing or picturing each step</li> <li>• Write factual information about a topic of their choosing <b>O</b></li> <li>• Write step-by-step directions to create a How-To piece</li> <li>• Continue to use checklists to enhance their writing</li> <li>• Share their writing during an Author's Celebration <b>O</b></li> </ul>

	<p>by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>F. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize the first word in a sentence and the pronoun I.</p> <p>B. Recognize and name end punctuation.</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p><b>Secondary Standards:</b></p> <p>W.K.5 With guidance and support from adults, strengthen writing through response and self reflection using questions and suggestions from peers (e.g., adding details).</p> <p>W.K.7 Participate in shared research</p>		
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	and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How can we use only facts to write an informative piece?</li> <li>• Why is it important to revise and edit our work?</li> <li>• How can we use mentor texts to help us become better writers?</li> <li>• Why is it important to write an informative or how-to piece in the correct order?</li> <li>• What are some tools we can use to improve our writing?</li> </ul>		
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>
	<ul style="list-style-type: none"> <li>• Interactive questioning</li> <li>• Teacher observation</li> <li>• Choral and individual responses</li> <li>• Center work</li> <li>• Homework</li> <li>• Checklists</li> <li>• Hand signals</li> <li>• Think/Pair/Share</li> <li>• Student Conferencing</li> <li>• Self Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Published Writing Pieces</li> <li>• Informative Writing Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Author’s Chair</li> <li>• Informational Collage</li> <li>• Writing Center</li> <li>• Presentations</li> </ul>
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	<ul style="list-style-type: none"> <li>• Letter/Sound Identification Assessment</li> <li>• Uppercase/Lowercase Writing Assessment</li> <li>• CVC Word Reading &amp; Writing Assessment</li> <li>• Simple Sentence Writing Assessment</li> <li>• Narrative Writing Samples</li> </ul>		
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>• Explicit whole group writing mini lessons</li> <li>• Mentor text read alouds</li> <li>• Interactive questioning</li> <li>• Turn and talk</li> </ul>		

	<ul style="list-style-type: none"> <li>● Teacher conferencing</li> <li>● Peer conferencing</li> <li>● Writing Center work</li> <li>● Edits/revisions</li> <li>● Publishing</li> <li>● Author Celebration</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>
	<ul style="list-style-type: none"> <li>● Provide visuals</li> <li>● Labeling in English and Spanish</li> <li>● Use of Google Translate</li> <li>● Provide modeling</li> <li>● Differentiated grouping</li> <li>● Small group instruction</li> <li>● Single step directions</li> <li>● Allow child to redo/retake</li> <li>● Word wall with visuals</li> <li>● Response to intervention</li> <li>● Modified Seesaw assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Provide visuals</li> <li>● Provide modeling</li> <li>● Small group instruction</li> <li>● Single step instructions</li> <li>● Provide extra time</li> <li>● Peer buddy</li> <li>● Differentiated grouping</li> <li>● Allow child to redo work</li> <li>● Alternative assignments</li> <li>● Enhanced directions</li> </ul>	<ul style="list-style-type: none"> <li>● Allow for choice in student grouping</li> <li>● Provide more detailed instructions</li> <li>● Small group instruction</li> <li>● Additional time on tests/assignments</li> <li>● Provide visuals</li> <li>● Provide modeling</li> <li>● Peer buddy</li> <li>● Response to intervention</li> <li>● Leveled Seesaw assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Tiered assignments</li> <li>● Flexible grouping</li> <li>● Independent reading</li> <li>● Learning Centers</li> <li>● Tiered homework assignments</li> <li>● Response to intervention</li> <li>● Leveled Seesaw assignments</li> </ul>

		<ul style="list-style-type: none"> <li>● Shortened/simplified assignments</li> <li>● Less homework</li> <li>● Response to intervention</li> <li>● Modified Seesaw assignments</li> </ul>		
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	<ul style="list-style-type: none"> <li>● Student writing journals</li> <li>● Promethean board for student &amp; teacher discussions and interactive activities</li> <li>● 1-1 Chrome books for each student</li> <li>● Word Wall - contains all learned sight words</li> <li>● Writing partners for peer conferencing and brainstorming</li> </ul>		<ul style="list-style-type: none"> <li>● Daily center activities</li> <li>● Journaling</li> <li>● Author's chair/peer sharing</li> <li>● Writing piece discussions</li> <li>● Writing Sessions/Mini Lessons</li> </ul>	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<b>Tier II:</b> writing, drawing, dictating, stories, letters, words, labels, checklists, conferencing, capitalization, punctuation, spacing  <b>Tier III:</b> informative, facts, prior knowledge, how-to, sequence			
<b>Integration of Technology</b> <u>SAMR</u>	<b>S</b> - Type sentences in word processing program, Use Seesaw to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.)  <b>A</b> - Edit sentences in word processing program, Teacher will use comment feature in Google Docs or Seesaw for feedback			

	<p><b>M</b> - Students collaborate in Slides or Docs; Students comment and interact with each other in Seesaw</p> <p><b>R</b> - Students publish their work online</p>	
<p><b>Interdisciplinary Connections</b>  <u>NJ Student Learning Standards</u></p>	<p><b>Social Studies</b></p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. <b>O</b></p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. <b>O</b></p> <p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. <b>O</b></p> <p><b>Computer Science and Design Thinking (2020)</b></p> <p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</p> <p>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p>	
<p><b>21<sup>st</sup> Century Themes/Skills</b>  <u>P21 Framework</u></p>	<p><b>Themes</b></p>	<p><b>Skills</b></p>
	<p><b>Environmental Literacy</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as it relates to air, climate, land, food, energy, water and ecosystems. <b>O</b></li> <li>2. Demonstrate knowledge and understanding of society’s impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.). <b>O</b></li> <li>3. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions.</li> </ol>	<ul style="list-style-type: none"> <li>● Responsibility and Accountability</li> <li>● Critical Thinking</li> <li>● Problem Solving</li> <li>● Strategic Thinking</li> <li>● Decision Making</li> <li>● Respect and Understanding <b>O</b></li> </ul>

	4. Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues).	
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>• How-To Books Manual</li> <li>• A Guide to the Writing Workshop Manual</li> <li>• If...Then...Curriculum: Assessment Based Instruction Manual</li> <li>• Writing Pathways Grades K-5 Manual</li> <li>• Units of Study Anchor Charts</li> <li>• Mentor Texts <b>D</b></li> </ul>	

Instructional Unit Map			
<b>Course Title: Unit 4: Persuasive Writing of All Kinds</b>			
<b>Unit Title</b>	Opinion Writing	<b>Start Date:</b>	April
		<b>Length of Unit:</b>	3 months
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<b>Power Standards:</b> <ul style="list-style-type: none"> <li>• W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which</li> </ul>	<b>Learning Goals</b>	<b>Students will be able to...</b> <ul style="list-style-type: none"> <li>• Write an opinion piece by providing reasons and consequences <b>D</b></li> <li>• Write two or sentences to support their opinions</li> <li>• Reread and revise their writing with a partner or</li> </ul>



	<p>they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). O+</p> <ul style="list-style-type: none"> <li>● W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. O+</li> <li>● L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>A. Print many upper- and lowercase letters.</li> <li>B. Use frequently occurring nouns and verbs.</li> <li>C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>D. Understand and use question words (interrogatives) (e.g.,</li> </ul> </li> </ul>		<p>independently</p> <ul style="list-style-type: none"> <li>● Use spelling strategies to stretch out words</li> <li>● Model their writing after a mentor text</li> <li>● Write a persuasive piece O</li> <li>● Edit for proper punctuation and spacing</li> <li>● Publish their writing and share it during an Author's Celebration O</li> </ul>
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	<p>who, what, where, when, why, how).</p> <p>E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>F. Produce and expand complete sentences in shared language activities.</p> <ul style="list-style-type: none"> <li>● L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>A. Capitalize the first word in a sentence and the pronoun I.</li> <li>B. Recognize and name end punctuation.</li> <li>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul> </li> </ul> <p><b>Secondary Standards:</b></p>		
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	<ul style="list-style-type: none"> <li>● W.K.5 With guidance and support from adults, strengthen writing through response and self reflection using questions and suggestions from peers (e.g., adding details). O+</li> <li>● W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> </ul>			
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How can I write an opinion or persuasive piece?</li> <li>● How can I use my spelling strategies to write more than one sentence?</li> <li>● Why is it important to revise and edit?</li> <li>● How can we use a mentor text to improve our writing?</li> </ul>			
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>	
	<ul style="list-style-type: none"> <li>● Interactive questioning</li> <li>● Teacher observation</li> <li>● Choral and individual responses</li> <li>● Center work</li> <li>● Homework</li> <li>● Checklists</li> <li>● Hand signals</li> <li>● Think/Pair/Share</li> <li>● Student Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>● Published Writing Pieces</li> <li>● Opinion Writing Rubric</li> </ul>	<ul style="list-style-type: none"> <li>● Author’s Chair</li> <li>● Interest Collage</li> <li>● Writing Center</li> <li>● Presentations</li> </ul>	

	<ul style="list-style-type: none"> <li>● Self Assessment</li> </ul>			
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	<ul style="list-style-type: none"> <li>● Letter/Sound Identification Assessment</li> <li>● Uppercase/Lowercase Writing Assessment</li> <li>● CVC Word Reading &amp; Writing Assessment</li> <li>● Simple Sentence Writing Assessment</li> <li>● Narrative and Informative Writing Samples</li> </ul>			
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>● Explicit whole group writing mini lessons</li> <li>● Mentor text read alouds</li> <li>● Interactive questioning</li> <li>● Turn and talk</li> <li>● Teacher conferencing</li> <li>● Peer conferencing</li> <li>● Writing Center work</li> <li>● Edits/revisions</li> <li>● Publishing</li> <li>● Author Celebration</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>
	<ul style="list-style-type: none"> <li>● Provide visuals</li> <li>● Labeling in English and Spanish</li> <li>● Use of Google Translate</li> <li>● Provide modeling</li> <li>● Differentiated grouping</li> <li>● Small group instruction</li> <li>● Single step directions</li> <li>● Allow child to redo/retake</li> </ul>	<ul style="list-style-type: none"> <li>● Provide visuals</li> <li>● Provide modeling</li> <li>● Small group instruction</li> <li>● Single step instructions</li> <li>● Provide extra time</li> </ul>	<ul style="list-style-type: none"> <li>● Allow for choice in student grouping</li> <li>● Provide more detailed instructions</li> <li>● Small group instruction</li> <li>● Additional time on tests/assignments</li> <li>● Provide visuals</li> <li>● Provide modeling</li> </ul>	<ul style="list-style-type: none"> <li>● Tiered assignments</li> <li>● Flexible grouping</li> <li>● Independent reading</li> <li>● Learning Centers</li> </ul>

	<ul style="list-style-type: none"> <li>● Word wall with visuals</li> <li>● Response to intervention</li> <li>● Modified Seesaw assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Peer buddy</li> <li>● Differentiated grouping</li> <li>● Allow child to redo work</li> <li>● Alternative assignments</li> <li>● Enhanced directions</li> <li>● Shortened/simplified assignments</li> <li>● Less homework</li> <li>● Response to intervention</li> <li>● Modified Seesaw assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Peer buddy</li> <li>● Response to intervention</li> <li>● Leveled Seesaw assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Tiered homework assignments</li> <li>● Response to intervention</li> <li>● Leveled Seesaw assignments</li> </ul>
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	<ul style="list-style-type: none"> <li>● Student writing journals</li> <li>● Promethean board for student &amp; teacher discussions and interactive activities</li> <li>● 1-1 Chrome books for each student</li> <li>● Word Wall - contains all learned sight words</li> <li>● Writing partners for peer conferencing and brainstorming</li> </ul>		<ul style="list-style-type: none"> <li>● Daily center activities</li> <li>● Journaling</li> <li>● Author's chair/peer sharing</li> <li>● Writing piece discussions</li> <li>● Writing Sessions/Mini Lessons</li> </ul>	

<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p><b>Tier II:</b> writing, drawing, dictating, stories, letters, words, labels, checklists, conferencing, capitalization, punctuation, spacing</p> <p><b>Tier III:</b> opinion, personal, feeling, emotions, persuasive, reasons, consequences</p>	
<b>Integration of Technology</b> <u>SAMR</u>	<p><b>S</b> - Type sentences in word processing program, Use Seesaw to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.)</p> <p><b>A</b> - Edit sentences in word processing program, Teacher will use comment feature in Google Docs or Seesaw for feedback</p> <p><b>M</b> - Students collaborate in Slides or Docs; Students comment and interact with each other in Seesaw</p> <p><b>R</b> - Students publish their work online</p>	
<b>Interdisciplinary Connections</b> <u>NJ Student Learning Standards</u>	<p><b>Social Studies</b></p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. <b>O</b></p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. <b>O+</b></p> <p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. <b>O</b></p> <p><b>Computer Science and Design Thinking (2020)</b></p> <p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</p> <p>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p>	
<b>21<sup>st</sup> Century Themes/Skills</b> <u>P21 Framework</u>	<b>Themes</b>	<b>Skills</b>

	<p><b>Global Awareness</b></p> <ol style="list-style-type: none"> <li>1. Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. <b>O</b></li> <li>2. Understanding other nations and cultures, including the use of non-English languages. <b>O</b></li> </ol>	<ul style="list-style-type: none"> <li>● Creativity and innovation</li> <li>● Critical thinking and problem solving</li> <li>● Communication and collaboration <b>O</b></li> <li>● Information literacy</li> <li>● Flexibility and adaptability <b>O</b></li> <li>● Initiative and self direction</li> <li>● Productivity and accountability</li> <li>● Leadership and responsibility</li> </ul>
<p><b>Resources/Materials</b></p>	<ul style="list-style-type: none"> <li>● Persuasive Writing of All Manual</li> <li>● A Guide to the Writing Workshop Manual</li> <li>● If...Then...Curriculum: Assessment Based Instruction Manual</li> <li>● Writing Pathways Grades K-5 Manual</li> <li>● Units of Study Anchor Charts</li> <li>● Mentor Texts <b>O</b></li> </ul>	