

Kindergarten Writing Instruction Program



KWIP Pacing Guide



**TOOLS
OF THE
MIND**

A guide to help organize your
week-by-week schedule

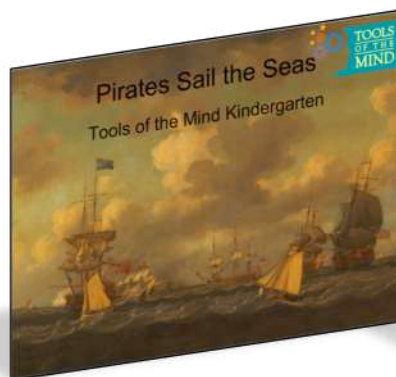
Objectives of Scaffolded Writing

- Learn to use drawing (symbolic representation) and writing to represent ideas, concepts and opinions
- Learn the concept of “word”
- Learn sound to symbol and symbol to sound correspondence (consonant, vowel, digraph, word pattern and onset-rime patterns)
- Learn letter names
- Learn conventions of writing (sweep, capitalization & punctuation)
- Learn and practice how to encode words sound by sound, representing each sound with phonetically correct symbols (letters) using alphabetic principle
- Learn and practice comprehension skills when reading own writing. For example, using the context of the message as a decoding strategy, such as picture, background knowledge of the texts read and the writer’s intention.
- Practice applying information learn from non-fiction texts into own writing
- Practice summarizing information heard, condensing it into the most important facts
- Practice writing different forms, including opinion, narrative and explanatory/informational text

Objectives of Story Lab Shared Interactive Reading:

- Learn to listen with a purpose
- Learn to use comprehension strategies including: Active Listening, Visualization, Character Empathy, Connections, Vocabulary, Predictions, Inferences, Inferences, Story Grammar and Story Comparisons.
- Discuss the text with group support to strengthen memory and vocabulary and provide a basis for using information in Scaffolded Writing and later conversation.
- Experience listening to different genres of literature
- Ask and answer questions about key details in the text, and confirm understandings in a conversation with peers and with adults
- Describe events in the story an illustration depicts
- Practice conversing with peers and engaging in a positive social interaction
- Use conventions of standard English when conversing

For *Background Building Story Lab* lessons, Tools of the Mind provides teachers with electronic presentations that can be used on a Smart Board or printed as a book. These are available for all topics of study, and can be found in the eTools section on the Tools website, www.toolsofthemind.org. These resources are filled with facts related to the time and place of each Magic Tree House book, with engaging photos and illustrations that teachers can use to build background knowledge. In addition to the presentation provided as part of the Tools of the Mind writing program, age appropriate trade books, field trips, guest speakers or other media resources related to the topics are also considered appropriate for building background knowledge.



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Pacing	<i>Story Lab</i> Shared Interactive Reading- Topic & Text **	<i>Story Lab</i> Comprehension Strategy Suggestions	Writing Genre Focus for Scaffolded Writing Lesson	Assessment
Week 1	<i>Dinosaurs Before Dark</i> Chapters 1-5	Active Listening	Opinion—Draw and/or write about favorite part of the book.	Collect: Baseline writing assessment Purpose: Use to begin planning heterogeneous writing groups.
Week 2	<i>Dinosaurs Before Dark</i> Chapters 6-10	Active Listening	Opinion—Draw and/or write about favorite part of the book	Collect: Baseline writing assessment Purpose: Finalize plan for heterogeneous writing groups
Week 3	Background Building— Medieval Times Children write facts, connections & interesting ideas about the topic.	Active Listening Visualization Connections Vocabulary	Informational/ Explanatory	Use: Tools Dynamic Assessment System Purpose: To gauge children’s progress and develop instructional plans for continued growth.
Week 4	<i>The Knight at Dawn</i> Chapters 1-5 Children write chapter summaries that reflect their understanding of the text.	Chapters: 1—Visualization 2—Character Empathy 3—Visualization 4—Inferences 5—Visualization	Narrative	Use: Tools Dynamic Assessment System Purpose: To gauge children’s progress and develop instructional plans for continued growth.

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Week 5	<i>The Knight at Dawn</i> Chapters 6-10 Children write chapter summaries that reflect their understanding of the text.	Chapters: 6—Visualization 7—Inferences 8—Character Empathy 9—Visualization 10—Story Grammar	Narrative	Use: Tools Dynamic Assessment System Purpose: To gauge children's progress and develop instructional plans for continued growth.
Week 6	Background Building—Egypt Children write facts, connections & interesting ideas about the topic.	Active Listening Visualization Connections Vocabulary	Informational/ Explanatory	Use: Tools Dynamic Assessment System Purpose: To gauge children's progress and develop instructional plans for continued growth.
Week 7	<i>Mummies in the Morning</i> Chapters 1-5 Children write chapter summaries that reflect their understanding of the text.	Chapters: 1—Visualization 2—Visualization 3—Character Empathy 4—Character Empathy 5—Inferences	Narrative	Use: Tools Dynamic Assessment System Purpose: To gauge children's progress and develop instructional plans for continued growth.
Week 8	<i>Mummies in the Morning</i> Chapters 6-10 Children write chapter summaries	Chapters: 6—Visualization 7—Inferences 8—Character Empathy 9—Inferences 10—Story Grammar	Narrative	Use both: The Writing Rubric, the Tools Dynamic Assessment System Purpose: To gauge children's progress and develop instructional plans for continued growth.

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Week 9	Tools writing prompt pictures		Narrative	Use: The Writing Rubric Purpose: To highlight areas of strength and weakness in writing. Students participate in reviewing their own work and set Learning Goals.
Week 10	Background Building– Caribbean Sea/Pirates/Tall Tales Children write facts, connections & about what interests them.	Active Listening Visualization Connections Vocabulary	Informational/ Explanatory	Use: The Tools Dynamic Assessment System Purpose: To gauge children’s progress and develop instructional plans for continued growth.
Week 11	<i>Pirates Past Noon</i> Chapters 1-5 Children write chapter summaries that reflect their understanding of the text.	Chapters: 1—Visualization 2—Visualization 3—Character Empathy 4—Character Empathy 5—Inferences	Narrative	Use: Tools Dynamic Assessment System Purpose: To gauge children’s progress and develop instructional plans for continued growth.
Week 12	<i>Pirates Past Noon</i> Chapters 6-10 Children write chapter summaries that reflect their understanding of the text.	Chapters: 6—Visualization 7—Character Empathy 8—Inferences 9—Inferences 10—Story Grammar	Narrative	Use: Tools Dynamic Assessment System Purpose: To gauge children’s progress and develop instructional plans for continued growth.

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Week 13	Background Building– Ancient Japan/history & culture. Children write facts, connections & interesting ideas about the topic.	Active Listening Connections Vocabulary	Informational/ Explanatory	Use: Tools Dynamic Assessment System Purpose: To gauge children’s progress and develop instructional plans for continued growth.
Week 14	<i>Night of the Ninjas</i> Chapters 1-5 Children write chapter summaries that reflect their understanding of the text.	Chapters: 1—Visualization 2—Inferences 3—Character Empathy 4—Character Empathy 5—Inferences	Narrative	Use: Tools Dynamic Assessment System Purpose: To gauge children’s progress and develop instructional plans for continued growth.
Week 15	<i>Night of the Ninjas</i> Chapters 6-10 Children write chapter summaries that reflect their understanding of the text.	Chapters: 6—Character Empathy 7—Visualization 8—Visualization 9—Inferences 10—Story Grammar	Narrative	Use: The Writing Rubric, the Tools Dynamic Assessment System Purpose: To gauge children’s progress and develop instructional plans for continued growth.
Week 16	Tools writing prompt pictures		Narrative	Use: The Writing Rubric Purpose: To highlight areas of strength and weakness in writing. Students participate in reviewing their own work and set Learning Goals.

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Week 17	Background Building– Amazon Rain Forest/environment & animals Children write facts, connections & interesting ideas about the topic.	Active Listening Connections Vocabulary	Informational/ Explanatory	Use: Tools Dynamic Assessment System Purpose: To gauge children 's progress and develop instructional plans for continued growth.
Week 18	<i>Afternoon on the Amazon</i> Chapters 1-5 Children write chapter summaries that reflect their understanding of the text.	Chapters: 1—Visualization 2—Story Comparison 3—Visualization 4—Character Empathy 5—Inferences	Narrative	Use: Tools Dynamic Assessment System Purpose: To gauge children's progress and develop instructional plans for continued growth.
Week 19	<i>Afternoon on the Amazon</i> Chapters 6-10 Children write chapter summaries & opinion pieces that reflect their understanding and feelings about the text.	Chapters: 6 & 7—Character Empathy 8 & 9—Inferences 10—Story Comparison	Narrative Opinion	Use: Tools Dynamic Assessment System Purpose: To gauge children's progress and develop instructional plans for continued growth.
Week 20	Background Building–Ice Age/history of environment & animals Children write facts, connections & interesting ideas about the topic.	Active Listening Connections Vocabulary	Informational/ Explanatory	Use: Tools Dynamic Assessment System Purpose: To gauge children's progress and develop instructional plans for continued growth.

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Week 21	<i>Sunset of the Sabertooth</i> Chapters 1-5 Children write chapter summaries that reflect their understanding of the text.	Chapters: 1 & 3—Visualization 4 & 5—Inferences	Narrative Opinion	Use: Tools Dynamic Assessment System Purpose: To gauge children's progress and develop instructional plans for continued growth.
Week 22	<i>Sunset of the Sabertooth</i> Chapters 6-10 Children write chapter summaries & opinion pieces that reflect their understanding and feelings about the text.	Chapters: 6—Character Empathy 7 & 8—Inferences or Character Empathy 9 & 10—Story Grammar	Narrative	Use: The Writing Rubric, the Tools Dynamic Assessment System Purpose: To gauge children's progress and develop instructional plans for continued growth.
Week 23	Tools writing prompt pictures		Narrative	Use: The Writing Rubric Purpose: To highlight areas of strength and weakness in writing. Students participate in reviewing their own work and set Learning Goals.
Week 24	Background Building— moon/space Children write facts, connections & interesting ideas about the topic.	Active Listening Connections Vocabulary	Informational/ Explanatory	Use: Tools Dynamic Assessment System Purpose: To gauge children's progress and develop instructional plans for continued growth.

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Week 25	<i>Midnight on the Moon</i> Chapters 1-5 (combine chapters 1 & 2) Children write chapter summaries that reflect their understanding of the text.	Chapters: 1—3 Visualization 4—5 Inference	Narrative	Use: Tools Dynamic Assessment System Purpose: To gauge children’s progress and develop instructional plans for continued growth.
Week 26	<i>Midnight on the Moon</i> Chapters 6-10 Children write chapter summaries & opinion pieces that reflect their understanding and feelings about the text.	Chapters: 6—Character Empathy 7 & 8—Prediction 9 & 10—Story Grammar	Narrative Opinion	Use: Tools Dynamic Assessment System Purpose: To gauge children’s progress and develop instructional plans for continued growth.
Week 27	Background Building—Pacific Ocean/ocean animals Children write facts, connections & interesting ideas about the topic.	Active Listening Visualization Connections Vocabulary	Informational/ Explanatory	Use: Tools Dynamic Assessment System Purpose: To gauge children’s progress and develop instructional plans for continued growth.
Week 28	<i>Dolphins at Daybreak</i> Chapters 1-5 Children write chapter summaries that reflect their understanding of the text.	Chapters: 1—3 Visualization 4—5 Inferences	Narrative	Use: Tools Dynamic Assessment System Purpose: To gauge children’s progress and develop instructional plans for continued growth.

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Week 29	<i>Dolphins at Daybreak</i> Chapters 6-10 Children write chapter summaries & opinion pieces that reflect their understanding and feelings about the text.	Chapters: 6—Character Empathy 7 & 8—Prediction 9 & 10—Story Grammar or Story Comparison	Narrative Opinion	Use: Tools Dynamic Assessment System Purpose: To gauge children's progress and develop instructional plans for continued growth.
Week 30	Tools writing prompt pictures		Narrative	Use: The Writing Rubric Purpose: To highlight areas of strength and weakness in writing. Students participate in reviewing their own work and set Learning Goals.
Week 31	Background Building—old west/cowboy life Children write “fact books” about the topic.	Active Listening Visualization Connections Vocabulary	Informational/ Explanatory	Use: Tools Dynamic Assessment System Purpose: To gauge children's progress and develop instructional plans for continued growth.
Week 32	<i>Ghost Town at Sundown</i> Chapters 1-5 Children write chapter summaries that reflect their understanding of the text.	Chapters: 1 & 3— Visualization 4 & 5—Inferences	Narrative	Use: Tools Dynamic Assessment System Purpose: To gauge children's progress and develop instructional plans for continued growth.

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Week 33	<i>Ghost Town at Sundown</i> Chapters 6-10 Children write chapter summaries & opinion pieces that reflect their understanding and feelings about the text.	Chapters: 6—Character Empathy 7 & 8—Predictions 9 & 10—Story Grammar or Story Comparisons	Narrative Opinion	Use: Tools Dynamic Assessment System Purpose: To gauge children's progress and develop instructional plans for continued growth.
Week 34	Magic Tree House Chapter Books & MTH Website	Active Listening	Letters to the next kindergarten class to tell them about Jack & Annie	Use: Tools Dynamic Assessment System Purpose: To gauge children's progress and develop instructional plans for continued growth.
Week 35	Magic Tree House Chapter Books, Background Building Resources & MTH Website	Active Listening	Magic Tree House Opinion- What was the best adventure ever and why?	Use: Tools Dynamic Assessment System Purpose: To gauge children's progress and develop instructional plans for continued growth.