Kindergarten Writing Instruction Program

KWIP Pacing Guide

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.
## Pacing Guide for the Tools of the Mind
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<td><strong>Week 1</strong></td>
<td><em>Dinosaurs Before Dark</em>&lt;br&gt;Chapters 1-5</td>
<td>Active Listening</td>
<td>Opinion—Draw and/or write about favorite part of the book.</td>
<td><strong>Collect:</strong> Baseline writing assessment&lt;br&gt;<strong>Purpose:</strong> Use to begin planning heterogeneous writing groups.</td>
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<tr>
<td><strong>Week 2</strong></td>
<td><em>Dinosaurs Before Dark</em>&lt;br&gt;Chapters 6-10</td>
<td>Active Listening</td>
<td>Opinion—Draw and/or write about favorite part of the book</td>
<td><strong>Collect:</strong> Baseline writing assessment&lt;br&gt;<strong>Purpose:</strong> Finalize plan for heterogeneous writing groups</td>
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<td><strong>Week 3</strong></td>
<td>Background Building–Medieval Times&lt;br&gt;Children write facts, connections &amp; interesting ideas about the topic.</td>
<td>Active Listening&lt;br&gt;Visualization&lt;br&gt;Connections&lt;br&gt;Vocabulary</td>
<td>Informational/Explanatory</td>
<td><strong>Use:</strong> Tools Dynamic Assessment System&lt;br&gt;<strong>Purpose:</strong> To gauge children’s progress and develop instructional plans for continued growth.</td>
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<td><strong>Week 4</strong></td>
<td><em>The Knight at Dawn</em>&lt;br&gt;Chapters 1-5&lt;br&gt;Children write chapter summaries that reflect their understanding of the text.</td>
<td>Chapters:&lt;br&gt;1—Visualization&lt;br&gt;2—Character Empathy&lt;br&gt;3—Visualization&lt;br&gt;4—Inferences&lt;br&gt;5—Visualization</td>
<td>Narrative</td>
<td><strong>Use:</strong> Tools Dynamic Assessment System&lt;br&gt;<strong>Purpose:</strong> To gauge children’s progress and develop instructional plans for continued growth.</td>
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| **Week 5** | *The Knight at Dawn* 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** | *Mummies in the Morning* 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** | *Mummies in the Morning* 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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<td><strong>Week 9</strong></td>
<td>Tools writing prompt pictures</td>
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<td><strong>Week 10</strong></td>
<td>Background Building–Caribbean Sea/Pirates/Tall Tales Children write facts, connections &amp; about what interests them.</td>
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<td>Active Listening Visualization Connections Vocabulary</td>
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<td><strong>Week 11</strong></td>
<td><em>Pirates Past Noon</em> Chapters 1-5 Children write chapter summaries that reflect their understanding of the text.</td>
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<td>Chapters: 1—Visualization 2—Visualization 3—Character Empathy 4—Character Empathy 5—Inferences</td>
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<td><strong>Week 12</strong></td>
<td><em>Pirates Past Noon</em> Chapters 6-10 Children write chapter summaries that reflect their understanding of the text.</td>
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<td>Chapters: 6—Visualization 7—Character Empathy 8—Inferences 9—Inferences 10—Story Grammar</td>
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**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.

**Use:** The Tools Dynamic Assessment System

**Purpose:** To gauge children’s progress and develop instructional plans for continued growth.
# Pacing Guide for the Tools of the Mind
## Kindergarten Writing Instruction Program (KWIP)

| Pacing | Story Lab  
|--------|--------------------------------------------------|
| **Week 13** | Background Building—Ancient Japan/history & culture. Children write facts, connections & interesting ideas about the topic.  
| **Story Lab** | Shared Interactive Reading—Topic & Text **  
| **Comprehension** | Strategy Suggestions  
| **Writing Genre** | Focus for Scaffolded Writing Lesson  
| **Assessment** |  
|  | Active Listening Connections Vocabulary  
|  | Informational/Explanatory  
|  |  
| **Week 14** | **Night of the Ninjas**  
| Chapters 1-5 | Children write chapter summaries that reflect their understanding of the text.  
|  | **Use:** Tools Dynamic Assessment System  
|  | **Purpose:** To gauge children’s progress and develop instructional plans for continued growth.  
|  | **Writing Genre** | **Narrative**  
|  | **Strategy Suggestions** | **Chapters:**  
|  |  | 1—Visualization  
|  |  | 2—Inferences  
|  |  | 3—Character Empathy  
|  |  | 4—Character Empathy  
|  |  | 5—Inferences  
|  |  
| **Week 15** | **Night of the Ninjas**  
| Chapters 6-10 | Children write chapter summaries that reflect their understanding of the text.  
|  | **Use:** The Writing Rubric, the Tools Dynamic Assessment System  
|  | **Purpose:** To gauge children’s progress and develop instructional plans for continued growth.  
|  | **Writing Genre** | **Narrative**  
|  | **Strategy Suggestions** | **Chapters:**  
|  |  | 6—Character Empathy  
|  |  | 7—Visualization  
|  |  | 8—Visualization  
|  |  | 9—Inferences  
|  |  | 10—Story Grammar  
|  |  
| **Week 16** | **Tools writing prompt pictures**  
|  | **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.  
|  | **Writing Genre** | **Narrative**  

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<td><strong>Week 17</strong></td>
<td>Background Building–Amazon Rain Forest/environment &amp; animals Children write facts, connections &amp; interesting ideas about the topic.</td>
<td>Active Listening Connections Vocabulary</td>
<td>Informational/Explanatory</td>
<td><strong>Use:</strong> Tools Dynamic Assessment System  <strong>Purpose:</strong> To gauge children’s progress and develop instructional plans for continued growth.</td>
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<td><strong>Week 18</strong></td>
<td><em>Afternoon on the Amazon</em> Chapters 1-5 Children write chapter summaries that reflect their understanding of the text.</td>
<td>Chapters: 1—Visualization 2—Story Comparison 3—Visualization 4—Character Empathy 5—Inferences</td>
<td>Narrative</td>
<td><strong>Use:</strong> Tools Dynamic Assessment System  <strong>Purpose:</strong> To gauge children’s progress and develop instructional plans for continued growth.</td>
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<td><strong>Week 19</strong></td>
<td><em>Afternoon on the Amazon</em> Chapters 6-10 Children write chapter summaries &amp; opinion pieces that reflect their understanding and feelings about the text.</td>
<td>Chapters: 6 &amp; 7—Character Empathy 8 &amp; 9—Inferences 10—Story Comparison</td>
<td>Narrative Opinion</td>
<td><strong>Use:</strong> Tools Dynamic Assessment System  <strong>Purpose:</strong> To gauge children’s progress and develop instructional plans for continued growth.</td>
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<td><strong>Week 20</strong></td>
<td>Background Building–Ice Age/history of environment &amp; animals Children write facts, connections &amp; interesting ideas about the topic.</td>
<td>Active Listening Connections Vocabulary</td>
<td>Informational/Explanatory</td>
<td><strong>Use:</strong> Tools Dynamic Assessment System  <strong>Purpose:</strong> To gauge children’s progress and develop instructional plans for continued growth.</td>
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<td>Focus for Scaffolded Writing Lesson</td>
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| **Week 21** | *Sunset of the Sabertooth* Chapters 1-5 | Children write chapter summaries that reflect their understanding of the text. | **Chapters:** 1 & 3—Visualization 4 & 5—Inferences | **Use:** Tools Dynamic Assessment System  
**Purpose:** To gauge children’s progress and develop instructional plans for continued growth. |
| **Week 22** | *Sunset of the Sabertooth* 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 | **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 | | | **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** | *Midnight on the Moon*  
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** | *Midnight on the Moon*  
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** | *Dolphins at Daybreak*  
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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<th><strong>Dolphins at Daybreak</strong> Chapters 6-10</th>
<th>Children write chapter summaries &amp; opinion pieces that reflect their understanding and feelings about the text.</th>
<th><strong>Stories Lab</strong></th>
<th>Chapters: 6—Character Empathy 7 &amp; 8—Prediction 9 &amp; 10—Story Grammar or Story Comparison</th>
<th><strong>Writing Genre Focus</strong></th>
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<td>Week 30</td>
<td><strong>Tools writing prompt pictures</strong></td>
<td><strong>Writing Genre Focus</strong> <strong>Focus for Scaffolded Writing Lesson</strong></td>
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<td><strong>Use:</strong> <strong>The Writing Rubric</strong> <strong>Purpose:</strong> To highlight areas of strength and weakness in writing. Students participate in reviewing their own work and set Learning Goals.</td>
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<td>Week 31</td>
<td><strong>Background Building—old west/cowboy life</strong> Children write “fact books” about the topic.</td>
<td><strong>Active Listening Visualization Connections Vocabulary</strong></td>
<td></td>
<td><strong>Use:</strong> Tools Dynamic Assessment System <strong>Purpose:</strong> To gauge children’s progress and develop instructional plans for continued growth.</td>
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<td>Week 32</td>
<td><strong>Ghost Town at Sundown</strong> Chapters 1-5</td>
<td>Children write chapter summaries that reflect their understanding of the text.</td>
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<td><strong>Use:</strong> <strong>Tools Dynamic Assessment System</strong> <strong>Purpose:</strong> To gauge children’s progress and develop instructional plans for continued growth.</td>
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| **Week 33** | *Ghost Town at Sundown* 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. |