

PRESCOTT UNIFIED SCHOOL DISTRICT
2018-2019 District Instructional Guide: Writing

Revised: 6/25/18

Fall & Spring BENCHMARK ASSESSMENT
BENCHMARK RUBRIC

Purple ~ The standard in the Kindergarten Writing/Language Standards section of the report card

Grade Level: Kindergarten	Subject: Writing	Time: Quarter 2	Core Text: Units of Study
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Week	Bend	AZCCRS Standards	Session/Minilesson	Benchmarks/ Assessments	Resources
UNIT 2 :: Writing for Readers					
K.W.3 ~ With guidance and support from adults, 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.					
Q2 W1	Bend I <i>Writing Stories that People Can Really Read</i> (Sessions 1-5)	K.W.3 K.W.5	Sessions 1-2 1. Writing for Readers 2. How to Write True Stories That Readers Really Want to Read		Heinemann-Unit 2 Lucy on Pinterest
Q2 W2	Bend I <i>Writing Stories that People Can Really Read</i> (Sessions 1-5)	K.W.3 K.W.5	Sessions 3-4 3. Drawing Stories for Readers 4. Writing Sentences that Tell a Story		<i>Don't Let the Pigeon Drive the Bus</i> by Mo Willems (or other text demonstrating speech bubbles with ending punctuation)
Q2 W3	Bend I	K.W.3	Sessions 5-6		People using Tools

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	<p><i>Writing Stories that People Can Really Read</i> (Sessions 1-5)</p> <p>Bend II <i>Tools Give Writers Extra Power</i> (Sessions 6-12)</p>	<p>K.W.5 K.W.6</p>	<p>5. The Power of Rereading</p> <p>6. Checklists Can Help Writers Make Powerful Stories</p>		<p>(Images)</p>
Q2 W4	<p>Bend II <i>Tools Give Writers Extra Power</i> (Sessions 6-12)</p>	<p>K.W.3 K.W.5</p>	<p>Sessions 7-8</p> <p>7. A Vowel Chart Can Help with the Middles of Words</p> <p>8. Writing Readable Stories Using Word Walls</p>		
Q2 W5	<p>Bend II <i>Tools Give Writers Extra Power</i> (Sessions 6-12)</p>	<p>K.W.3 K.W.5 K.W.6 K.W.7</p>	<p>Sessions 9-10</p> <p>9. Writing Stories with True Words: Making Stories Talk</p> <p>10. Using Reading Partnerships to Support More Conventional Writing</p>		
Q2 W6	<p>Thanksgiving</p>				
Q2 W7	<p>Bend II <i>Tools Give Writers Extra Power</i> (Sessions 6-12)</p>	<p>K.W.3 K.W.5</p>	<p>Sessions 11-13</p> <p>11. Letter to Teachers: Using a Partner to Hear More Sounds in Words</p> <p>12. Putting It Together: How to Make</p>		

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	Bend III <i>Partnering for Revision: Making Stories More Fun to Read</i> (Sessions 13-16)		Readable Writing (Guided Inquiry Lesson) 13. Writers Search Their Mental and Drawn Pictures to Make Their Stories Better		
Q2 W8	Bend III <i>Partnering for Revision: Making Stories More Fun to Read</i> (Sessions 13-16)	K.W.3 K.W.5	Sessions 14-15 14. Writers Use Flaps to Make Better Stories 15. Writing Amazing Story Beginnings		
Q2 W9	Bend III <i>Partnering for Revision: Making Stories More Fun to Read</i> (Sessions 13-16) Bend IV <i>Preparing for Publication</i> (Sessions 17-20)	K.W.3 K.W.5 K.W.6	Sessions 16-17 16. Writers Work with Partners to Answer Readers' Questions 17. Writers Use All They Know to Select and Revise a Piece to Publish		
Q2 W10	Bend IV <i>Preparing for Publication</i> (Sessions 17-20)	K.W.3 K.W.5 K.W.6	Sessions 18-20 18. Ending with Feelings 19. Writers Make Their Pieces Beautiful to Get Ready for Publication 20. Letter to Teachers: A Final		

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			Celebration: Bringing True Stories to Life		
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