

Unit 02 Writing: Informational Writing

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 1**
Length: **4-5 Weeks**
Status: **Published**

Brief Summary of Unit

During this unit, children will write books on self-selected topics about which they have some knowledge. They will also do a bit of research on these topics, incorporating new knowledge into what they already know. The theory is that by writing information books on topics of their own choosing, children are more apt to feel invested in the project and therefore more likely to write with voice and conviction. Writing volume is an important goal in this unit, and for starters, this means children will write many information books. A second goal is that children begin to explore and learn about different ways of structuring nonfiction texts. As children learn more about text structures, they may return to a book they wrote earlier in the unit, rewriting it with a new structure. Ultimately, of course, it is up to children to decide how best to structure each book to teach others. Regardless of the structure writers choose, in the interest of upholding your volume goal, you will want to keep paper choices ambitious. Provide children with booklets that contain lots of pages and lots of lines for writers to fill. Be clear that you expect a lot of writing. A question-and-answer book does not mean one question followed by a sentence for an answer but rather a question to hook the reader and then whole paragraphs of writing to answer the question and teach information to help readers understand the answer to the question. Throughout the unit you'll use mentor texts to help you teach and entice!

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision Date: June 2021

Pacing Guide

Please refer to this Language Arts [Reading and Writing Workshop Pacing Guide for grade 2](#); Sentence Study is paced and aligned within the Syntax, Style, Grammar and Conventions section. Please refer to [this folder](#) for the scope and sequence as well as specific lessons and materials.

A sample K-5 Literacy Schedule Across a Week is accessible in instructional materials section of the [Grades K-5 folder](#).

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

Information Literacy

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources.

LA.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.2.2.A	Capitalize holidays, product names, and geographic names.
LA.L.2.4.E	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
LA.L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
LA.W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
LA.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
LA.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
LA.SL.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.

CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
TECH.8.1.2.A.2	Create a document using a word processing application.
TECH.8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
TECH.8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
TECH.8.2.2.B.1	Identify how technology impacts or improves life.

Essential Questions

- How can I use what I already know about organization, details, and editing to write information books?
- How can I learn from a mentor author to make my information books longer and more interesting?
- How can I revise one of my books by studying and researching the topic?
- Can I use artifacts, photographs and books to do some research and teach more in order to create an expert project?
- How do Information writers write with stamina, volume and independence?
- How can Information writers apply their revising and editing skills to fancy up and publish their writing?
- How can information writers make certain that their writing teaches the audience in clear and exciting ways?

Students Will Know/Students Will Be Skilled At

- characteristics of informational books
- difference between fact and opinion
- information writers write about topics they care greatly about
- to make lists of everything they know about a topic and decide if there is more to learn
- consulting mentor texts for research
- writing introductions and conclusions
- collaborating with peers
- the steps of the writing process
 - Prewrite
 - Plan- across pages
 - Draft- across pages
 - Revise- with author's craft, word choice in mind, and with evidence based facts and definitions to develop points
 - Edit
- the traits/lenses of writing
 - Meaning: Is this important to the reader?
 - Structure/Organization: Is it logical or sequential?
 - Details/Elaboration: Do the details develop meaning?
 - Voice/Craft: Can you sense the writer and the writer's mood?
 - Genre: Does the writer understand the type of writing?

- Conventions: Does the writer control spelling and punctuation?

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Answer essential questions
- Teacher observations/conferring notes
- Turn and talks
- Partnerships rehearsing their writing
- Peer Conferences
- Writer's Notebook (quick writes/drafts/prewrites)
- Teacher checklists using mini-lessons for measurable skills
- Writing Conferences: Individual and small group
- Writing Partnership work and discussions
- Writing folders with student work
- Writing pieces to note the growth need of the writer
- Observations
- Listening in on partnership discussion of writing piece
- Drafts online (Google Docs)
- Writing Club work and discussions

Summative, including Alternative Assessments:

- Students should have 2-3 final pieces to score not including the post assessment.
- Published pieces
- Score grammar and spelling in final drafts only
- Student portfolios
- During publishing students read their piece to assess oral speaking and reading skills
- Teachers College Reading and Writing Project Learning Progressions

- Teachers College Reading and Writing Project Rubrics and Student Samples
- Rubrics: created for the standards-based report card as well as teacher-created.
- Standards should be addressed as reported on the Standards-Based Report Card

Benchmark:

- Benchmark writing assessments: opinion, narrative, and informational, scored using rubrics, district-created and provided. Located in the shared Grades K-5 Language Arts folder on the Google Drive, reported three times per year

Learning Plan

Our primary writing instruction follows a balanced literacy approach including a number of strategies and techniques in Writing Workshop. These include mini-lessons, shared writing, independent writing, small group strategy instruction, one-to-one conferencing, and partnerships. Writing Workshop emphasizes immersion, independence, and choice. Individual conferences with each student will address specific needs of the writer. Each unit ends with a celebration of learning where children share their writing with others in the school community.

Lessons should follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses "think aloud" when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Writing/Student Conferences: Provides time for students to do independent writing while the teacher confers with individual students, works with small groups, or writing partnerships.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point.

For teaching purposes, see attached template for structure of a Writing Workshop lesson. Change red font to match your teaching point. Click [here](#).

Here is a sample of a Writing Workshop template. Click [here](#).

The architecture of a writing conference includes:

- Research
- Decide
- Teach and Coach with guided practice
- Link

Please refer to the Grades [K-5 Google folder](#) for specific lessons and materials.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Suggested Teaching Points/Lessons

Options for implementation:

Option 1 → Use the following process sections as a menu. Students should be writing one piece a week (2-3 pieces a week in opinion unit) following the writing process throughout the week →

- First week of unit → Immersion Week- Generating Ideas
- Monday → planning (students can start drafting if finished planning)
- Tuesday → drafting
- Wednesday → drafting
- Thursday → Revising (Elaboration/Voice)
- Friday → Editing & Grammar (Conventions)
- Last week of unit → Publishing

Choose the Teaching Points, based on your class that year, for each week based on the writing process schedule. (Ex: Monday-teach a planning teaching point as the mini lesson)

**If you finish planning or editing lessons or don't need the extra drafting lesson that week, get students writing and use it as time to dedicate to Word Work and/or meeting with strategy groups/independent conferences so there is time to incorporate this meaningful work on their level. Students won't be writing the whole time because they will be working in their Word Work groups and/or with the teacher in groups and conferences.

Option 2 → Teach the process from the beginning of the unit to the end, each week being the next part of the process. (Ex: Week 1- planning & structure, Week 2- drafting, Week 3- revising, Week 4- editing, Week 5- publishing)

Note: Not all Teaching Points listed below need to be taught (it is a menu to choose from)...it depends on the students and what they need based on assessment data.

** Prior to beginning this unit, switch student rubrics, paper choice, and mentor texts and examine your initial student assessments on informational writing to inform your instruction. Also, keep in mind that the first 2-3

weeks does not require any research on the part of the student. They will do most of their research on a topic during the last bend of the reading unit and then will compose their final writing piece using the research from the reading unit. (Pre and Post Assessments can be accessed through the ELA folder of the K-8 2nd Grade drive)

Quick Writes: You may wish to take some time for your students to do 2-3 quick writes in the beginning of units as well as a couple days in each unit throughout the year. As a reminder, a quick write is an opportunity for students and teachers to experience joyful, ungraded practice. Quick writes allow students to try ideas and experiment with writer's craft and technique without commitment to that topic within their writer's notebook.

- Increases students independence
- Helps build writing fluency as they learn to outrun their writing censor and push through the critical voice in their head
- Helps students understand the craft of revision
- While you may provide your students with infographics, pictures, video clips, or short writings that would lend itself to narrative writing (possibly even fairy tale writing), please note that the intention of a quick write is for students do whatever genre of writing they are inspired to do. Some ideas for the images you share during this unit's quick writes include, pictures from classic or revised fairy tales, infographics about favorite superheroes, etc.

Grammar and Conventions

Mentor sentences will be implemented into the weekly routine. They introduce students to a CORRECTLY written sentence. It shows students what GOOD writing is all about. Rather than students identifying what is wrong with a sentence, they have to find what is RIGHT about a sentence's grammar, structure, and style. Students will be able to independently use their learning to develop and strengthen their independent writing skills.

Teaching Points

Habits of and in a Community of Writers (taught throughout unit)

- Writers have partners that help them create and listen to their writing. (beginning of unit--establish new partnerships)
- Based on the Continuum for Talk in Writing Workshop (level 3: Responding as a Writer), writing partners are using language from the unit and/or mentors to respond to partner and talks as a writer and not a reader.
- I want to teach you that just as dancers and athletes work hard, practice, and then get stronger, writers can do that too. Sometimes, this work takes five minutes, sometimes a day, and sometimes even a whole month! Writers work hard to get better by setting goals and making plans to work toward these goals. ^[L]_[SEP](throughout unit
- Writers work hard to improve their writing:
- Writers use the Informational Writing Checklist to evaluate their books. Writers compare their own writing against the checklist
- Writers set goals and make plans to continue doing what they do well and ^[L]_[SEP]try something new or

improve something they have already done.

- Writers can use their writing partners to help them set new goals.

Immersion Week Generating Ideas--First week of unit

- Writers read like writers by immersing themselves in nonfiction texts and noticing how informational books are organized (expose students to many texts in this genre throughout the week incorporating the below skills to generate ideas from these texts)
- Writers create a class chart of 'Noticings and Characteristics of Information about Information Books.'
- Informational writers select topics that they care about or could teach others about by generating a list of possible topics they know a lot about or are interested then choose one to start writing about (encourage students to choose books on these topics for reader's workshop). Informational writers share their ideas on their topic with a partner.
- Writers think, "do I have a lot to say about a topic?" Use fingers to track how much students know about the topic...if not enough and get stuck, cross the topic out.

Planning & Structure--Monday lessons

- Writers plan a new page for each chapter by sketching what they know at the top of the page (touch and tell).
- Writers can plan by thinking of all they know, writing out all information about a topic they know and circling all ideas that relate in one color until groups of smaller categories that relate to the big topic are made.
- Writers can plan by considering the audience they are writing for. Informational writers think about what their reader will need to learn or know about their topic and create big categories that are important to teach their topic. (Use an organizer that provides a few boxes to add categories for the topic when teaching this)
- Writers can plan by creating a table of contents that lists big categories of information about their topic to see how their chapters will go. Informational writers want a logical structure or order to their chapters (not all grade 2 students will be able to follow suit on this idea but use this Table of Contents organizer to list the categories formed in the last two teaching points).
- Writers can plan their writing by touching the title of each chapter in the table of contents and tell a partner something that they have to say for each chapter (or pretend write).^[SEP] Make adjustments as needed (ex: if not enough details about a chapter title then delete the category, if notice two categories contain similar information then combine, etc.)

Drafting (adding important details)--Tuesday & Wednesday lessons

- Writers think about the way they start their books to interest their reader and get them to want to read more by beginning with a series of short sentences using a variety of punctuation and bold words, with questions, a narrative story, overview of the topic, and starting big and end small by zooming in. (use mentor texts that demonstrate these various introductions and then model creating them with interactive writing pieces)
- Writers draft by adding information to lend precision and clarity to their writing (sentence starters: all, many, some, a few, most, for example).
- Writers help their partners make their writing clear by asking them questions to push their thinking on

the topic and help them add more when drafting.

- Writers draft by writing a fact-per-page and elaborate by thinking about the fact : “This is important because...” You might be surprised to learn that...” “This shows that...” “I used to think...but now I know...”, “The thing I am realizing about this is ...”, “The surprising thing about this is...”, “Notice that...”
- Writers draft with the reader in mind by adding questions the reader may have, writing twin sentences, and/or including pictures with details.
 - Strategy Group suggestion around this skill: Writers zoom in on focused topics, or a particular subtopic within the bigger topic to stretch out the information. (for students who need more of a challenge)
- Writers expand their sentences by adding connector words (so, and, but) to lend precision and clarity to their writing^[L]_[SEP].
- Writers think about their conclusions carefully and make sure that the final thought is the thing they want their readers to remember the most. Informational writers know that their conclusion is their final opportunity to get readers to care about the information that they are teaching (final thought of their book—main idea).
 - Informational writers revisit or summarize some of the most important information from their book so the reader remembers the main points (main idea).
 - Informational writers share ideas and opinions about their topic in their conclusion.

*Review the Writing Rubric parts that match the lesson for the day, that can help improve their writing by utilizing the revising and editing skills below.

Revising (making it interesting)--Thursday lessons

Make a “Learning Writing Moves from a Mentor Text” chart as the class discovers the following skills in mentor texts.

- Writers can examine other nonfiction texts by published authors to help them notice text features such as sidebars, lists, tables, diagrams that teach, pictures with captions etc. that they might want to try and elaborate by adding nonfiction text features in their own books to make their writing more powerful.
- Writers can elaborate by using comparisons and examples, including pictures with details.
- Writers revise so it makes sense by taking out parts that don’t belong/confusing and/or reordering their chapters.
- Writers can research (simple) information to add additional information from other resources to their book.^[L]_[SEP] Informational writers cite resources of specific information such as books, websites or people by saying “According to ...”, or “The website...says...” (see grade 1 Nonfiction Chapter Books, session 16 for more info).
 - ^[L]_[SEP]Informational writers revise by not just recording information straight from books that they read but by using the information they learn to clarify or augment facts they have already included.
- Writers revise their word choice by including specific vocabulary that relates to their topic.^[L]_[SEP]
- Write a list of words you would expect to see in that book (connect to reading lesson) and then look at index and glossary of a book on that topic and then try to include those in your book if there is a spot for it.
- Writers add a glossary by identifying domain specific terms and defining these important terms in a simple glossary.
- Writing partners can teach a chapter of their books to each other to check for clarity or missing information and then revise.
 - Find a part in your book and add what your partner says about the information (read the page to

a partner, have a conversation for a little, and jot down what your partner said if it will help your book).

- Writers revise introductions and conclusions after they have added or removed sections of their work by checking if the information in their chapters match the introduction and conclusion.

Editing & Grammar (helping us read it)--Friday lessons

- Writers check their writing for quotation marks by identifying where they cited resources and adding quotation marks around the words of others.^[L1]^[SEP]
 - MWI: Writers check for capital letters/punctuation independently and with writing partners by using a checklist and chant: ‘Waddle, waddle, waddle, clap, clap, clap...first put your period, then put your cap!’ (this is a review of Unit 1 and 1st grade skills)
- Writers check for commas to separate lists.^[L1]^[SEP]
 - MWI: Writers check for ending punctuation--periods, exclamation points, question marks--independently and with writing partners.^[L1]^[SEP] (this is a review of Unit 1 and 1st grade skills)
- Writers produce, expand, and rearrange simple and compound sentences and combine two sentences to write one compound sentence.
 - MWI: Writers edit to make sure that each chapter is readable (handwriting).^[L1]^[SEP] (this is a review of Unit 1 and 1st grade skills)
- Writers capitalize chapter headings and any subheadings.
 - MWI: Writers make sure that page numbers are on their pages and in the table of contents.^[L1]^[SEP]
- Writers reread their books to determine if their book makes sense, both independently and with writing partners (use the rubrics as a checklist).^[L1]^[SEP]

Publishing--End of Unit lessons/Celebration

- Writers utilize the information learned about their expert topic from reading to share their information in an All About book.
- Writers can “fancy up” their books by:^[L1]^[SEP] underlining, bolding, or boxing important vocabulary around words that are important to the topic.^[L1]^[SEP]
- Writers create front and back covers for their books and color the pictures/put finishing touches on text features in their books.
- Writers create an ‘Meet the Author’ page by introducing who they are, how old they are, anything else about their life they want to share, and/or why they decided to teach this topic.
- Writers celebrate their published pieces.
 - Host a Museum Exhibit→ Invite other elementary classrooms to the celebration where students share all they learned about their expert topic. (This Museum Exhibit is part of the ‘Informational Reading Unit’--the celebration is combined to celebrate all they learned through reading but also to showcase their All About book on the topic they became an expert on).

Syntax, Style, Grammar, and Conventions

Sentence study will be taught across the week to teach syntax, diction, grammar, and punctuation. Students will learn how to write like an author by mimicking specific sentence patterns and applying it to their own

writing. Please refer to the K-5 folder for specific lessons and materials.

Sentence study introduce students to a CORRECTLY written sentence. It shows students what GOOD writing is all about. Rather than students identifying what is wrong with a sentence, they have to find what is RIGHT about a sentence's grammar, structure, and style. Students will be able to apply their learning to develop and strengthen their independent writing skills.

Please refer to [this folder](#) for the scope and sequence as well as specific lessons and materials.

Materials

The materials used in this course allow for integration of a variety of instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Core materials include:

- *Units of Study for Teaching Writing*, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 2 Heinemann, 2013.
- Resources for Teaching Writing CD, Grade 2, Heinemann, 2013.

Materials used for grammar and convention study include the following: *Patterns of Power: Inviting Young Writers into the Conventions of Language* by Jeff Anderson.

For Fountas & Pinnell classroom shared reading and interactive read aloud books that link to each unit, please see [the FPC and Units of Study Crosswalk](#).

Supplemental Instructional Materials

[Heinemann](#) for anchor charts and other teacher resources & materials (username: deacon@cranfordschools.org password: Hillside125)

Possible Mentor Texts:

- Earthworms (Claire Llewellyn)
- Bugs!Bugs!Bugs! (Jennifer Dussling)
- Surprising Sharks (Nicola Davie)
- Hamsters (Bobbie Kalman)
- National Geographic “Animal” Series—Pandas (Anne Schreiber)
- [All About Sharks](#) (Jim Arnosky)

- [What Is Weather?](#) (Ellen Lawrence)
- [The Bicycle Book](#) (Gail Gibbons)
- [All Kinds of Habitats \(It's Science!\)](#) (Sally Hewitt)
- [The ABCs of Habitats \(Abcs of the Natural World\)](#) (Bobbie Kalman)
- [Nature's Patchwork Quilt: Understanding Habitats](#) (Mary Miche)
- [What Is the World Made Of? All About Solids, Liquids, and Gases](#) (Kathleen Weidner Zoehfeld)
- [Solids, Liquids, And Gases \(Rookie Read-About Science\)](#) (Ginger Garrett)

Teacher Resources

- Units of Study for Teaching Writing, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 2 Heinemann, 2013.
- Resources for Teaching Writing CD, Grade 2, Heinemann, 2013.
- Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, and other online materials. (Consult with building principal or literacy team for access).
- *The Writing Strategies Book*, Jennifer Serravallo
- *About the Authors*, Lisa Cleveland and Katie Wood Ray
- *More About the Authors*, Lisa Cleveland
- *In Pictures and In Words*, Katie Wood Ray
- *Patterns of Power*, Jeff Anderson
- *Assessing Writers*, Carl Anderson
- Cranford Public School Grades K-8 Google Folder for instructional materials

Suggested Strategies for Modifications and Accommodations

[Content specific accommodations and modifications as well as Career Ready Practices are listed here](#) for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

The structure of writing workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students have individualized choice of topics within each unit.
- Individual conferences with each student will address specific needs of the writer.

Possible accommodations during writing workshop include, but are not limited to:

- Variety of paper choice that suits needs of student (raised line, dotted lines, color coded, double spaced)

- Choice seating (standing desks, laying on stomach, resistance bands on desks legs)
- Pencil grips, different size length/width pencils
- Blocking (blocking assignments into smaller segments)
- Cutting (cut worksheets into sections)
- Folding (fold worksheets into sections)
- Highlighting, color coding or underlining.
- Minimize amount of papers/organizers in writing folder/binder
- Slant desk
- Seat cushion/sensory input
- Use lines to indicate number of words in a sentence and where they should be placed
- Personal dictionary (Words I Use When I Write)
- Personal Word Wall with sight words
- Speech to Text (Dictation technology)
- Visual aides on desk (blends, di/trigraphs, diphthongs), (structure/organization)
- Provide peer support
- Use brain breaks as well as short breaks within work session
- Checklist with visuals
- Student office/privacy folders

For possible modifications to content during writing workshop, please . . .

- Consult with Cranford Problem Solving Team (CPST) at your school, as needed.
- Adhere to all modifications and accommodations as prescribed in IEP and 504 plans.
- Refer to the [Strategies for Striving Students](#) and [Pathways to Intervention](#) documents in the Grades K-5 folder for specific appropriate interventions.