

# Unit 2 - Writing for Readers

Content Area: **English Language Arts**  
Course(s): **English Language Arts**  
Time Period: **Generic Time Period**  
Length: **Weeks**  
Status: **Published**

## Unit Overview

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This unit is an opportunity to draw on the natural instinct students have to tell the truth as you channel them to tell true stories from their lives. In class, students will have been telling many stories of experiences together and their own stories to help prepare for this work. In this unit, the teacher will be teaching children strategies for making clearer, richer stories and help them strengthen the conventions and mechanics of their writing. Until now, the teachers has wanted their children to feel so good as writers that the teacher has hidden their struggles to translate their letters into meaning. It's crucial however, that as soon as children have the ability to begin to write in ways a reader could conceivably read, the teacher lets them in on the truth. Right away, the teacher will challenge their writers to not only tell the true stories of their lives, but to do so through writing that is easy for others to read.

## Standards

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LA.K.3.2.K A.1	Recognize that thoughts and talk can be written down in words.
LA.K.3.2.K A.2	Observe the teacher modeling writing.
LA.K.3.2.K A.3	Generate and share ideas and experiences for a story.
LA.K.3.2.K A.4	Attempt to put ideas into writing using pictures, developmental spelling, or conventional text.
LA.K.3.2.K A.5	Write (print) own first and last name.
LA.K.3.2.K A.6	Participate in group writing activities such as experience stories, interactive writing, and shared writing.
LA.K.3.2.K A.7	Begin to sequence story events for writing using pictures, developmental spelling, or conventional text.
LA.K.3.2.K B.1	Show and talk about work samples containing pictures, developmental spelling, or conventional text.
LA.K.3.2.K B.2	Begin to collect favorite work samples to place in personal writing folder.
LA.K.3.2.K C.1	Use letter/sound knowledge in attempting to write (print) some words.
LA.K.3.2.K C.2	Spell own name.
LA.K.3.2.K C.3	Recognize and begin to use left-to-right and top-to-bottom directionality and spacing between words when writing.
LA.K.3.2.K C.4	Gain increasing control of penmanship, including pencil grip, paper position, and beginning strokes.
LA.K.3.2.K C.5	Write all uppercase and lowercase letters of the alphabet from teacher copy.
LA.K.3.2.K D.1	Communicate personal response to literature through drawing, telling, or writing.
LA.K.3.2.K D.2	Show and talk about favorite work samples (drawing or writing) with teacher and family.

## Essential Questions

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1. What can writers do to write stories that readers can read?
2. What tools can writers use to make their writing more powerful?
3. How can writers make their writing more fun to read?

## Application of Knowledge: Students will know that...

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- Writers can use checklists to prepare their writing for publication
- Writers can work with partners to help make their stories more fun to read
- Writers can write words and sentences so that they can be read by others
- Writers use tools to create more powerful writing

## Application of Skills: Students will be able to...

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- use capitalization, punctuation, and spelling when writing
- use drawing, dictating and/or writing to narrate an event

## Teaching Points and Suggested Activities

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*The following teaching points and activities are adapted from Units of Study in Opinion, Information, and Narrative Writing, Grade K (Calkins et al., 2013) and serve as a loose framework for teachers, who will add and or emphasize based on their students' needs.*

### Teaching Points

#### Bend I: Writing Stories That People Can Really Read

- Writing for readers - Writers read their own writing like its a real book and if they can't figure out what the writing says, they need to fix it up so other people won't have the same trouble.
- How to write true stories that readers really want to read - Don't just focus on making your writing readable, it is important to also remember everything you already learned about writing great stories and that you can reread old charts to remember those strategies.
- Drawing stories for readers - Pictures created during the planning of a story can be used to remind the writer about what they were writing about and help them write the story.
- Writing Sentences that tell a story - Writers writer sentences in their mind, then writes the sentence, writing word after word.
- The Power of Rereading - Writers reread for lots of reason. Writers write a little, and then read a little, flipping back and forth between being writer and reader of the story.

## **Bend II: Tools Give Writers Extra Power**

- Checklists can help writers make powerful stories - Writers use tools to help them write the best that they can. One of the tools that help writers write powerful true stories is a checklist.
- A vowel chart can help with the middles of words - Vowels can help you spell the middles of words. A vowel chart can help you hear the vowel sound and come up with the right vowel to put on your paper.
- Writing readable stories using word walls - Every writer has words that he or she just knows and can write easily, in a snap. Writers don't stretch out those words - they just write them quickly. Word walls are a great tool for writers because they remind writers of the words they know in a snap.
- Writing stories with true words: making stories talk - Writers need to write with their own true, storytelling words, even though that means they have to work a little harder to spell those true words. It helps to story-tell your story to your partner, using your best storytelling voice. Listen to your own storyteller voice, and put that voice onto the page.
- Using reading partnerships to support more conventional writing - When writers are working to make their writing more readable, it helps if the writer has a partner who works with the writer - like a team - to get the job done.
- Using a partner to hear more sounds in words -
- Putting it together: how to make readable writing -

## **Bend III: Partnering for Revision: Making Stories More Fun To Read**

- Writers search their mental and drawn pictures to make their stories better - Writers revise stories. When a writer likes his or her story, the writer returns to it, thinking, "How can I make this even better?" One way to revise is writers picture what happened in their mind (and sometimes by making a drawing) and then put what they picture onto the page.
- Writers use flaps to make better stories - Paper flaps are a kind of revision tool that can make your stories better. Writers think carefully about where to put those flaps and use them in many different places in a story to help tell a better story.
- Writing amazing story beginnings - One of the best ways to become a better writer is to look closely at the work of authors we love and to think, "What did this writer do that I could try?" Because the lead to a story is really important, authors study other writers' leads and learn ways to revise their own.
- Writers work with partners to answer reader's questions - Everyone can be a writing teacher. To be a writing teacher, you need to really listen to the writer's draft, trying to really understand it, and you need to notice the places where you go, "Huh?" to help the writer make those parts clear.

## **Bend IV: Preparing for Publication**

- Writers use all they know to select and revise a piece to publish - Writers get ready to publish by choosing the story they want to share with the world. Then, they use all they know to make their stories come to life and be easy to read.
- Ending with feelings - One way writers write strong endings is to end their stories with a feeling. Sometimes writers just tell how they feel, but other times, writers use dialogue or actions to show a feeling.
- Writers make their pieces beautiful to get ready for publication - Here are three ways you can make your stories as clear as possible: you can add missing bits to your drawings, you can add color to your pictures, and you can check your words to make sure they are not too messy to read.

## **Activities to support teaching points**

- create and refer to anchor charts
- use two-pocket folders for each student to organize writing
- use whiteboards, post-its and alphabet charts for individual use and engagement
- study pages from exemplar writing
- provide and present mentor texts as models
- teach children to read like writers using mentor texts
- create an on-going class book for modeling and trying out new skills
- tap, sketch, or jot across the pages as a way of planning stories
- practice creating mental movies and acting out a story in order to make writing come alive
- add dialogue to writing to bring characters alive
- set mini-writing goals as you move through the writing process
- write long and strong to build stamina
- provide editing checklist to improve writing
- plan to celebrate the conclusion of classroom writing projects

## **Assessments**

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Assessment in this unit takes three forms: diagnostic, formative, and summative. Assessment rubrics are available in Lucy Calkins' Reading and Writing Project resource kits, but teachers may also develop their own rubrics in order to include more specific elements of knowledge and skills listed in this unit summary.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one-to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

### **Diagnostic Assessments**

On-Demand Performance Assessment Prompt - most useful if done pre and post unit

(More information can be found in *Writing Pathways: Performance Assessments and Learning Progressions, K-5*)

### **Formative Assessments** (Informal)

Daily observation of students' participation during the active engagement segment of each mini-lesson.

Students' conversation with partners during Turn and Talk segment of mini-lessons.

Comments, corrections, and records from peer conferences between students.

Observation of daily writing progress in writing notebooks and/or folders.

### **Formative Assessments** (Formal)

Teacher-student conferences

### **Summative Assessment**

Published Work

Completed unit writing projects

On-Demand Performance Assessment Prompt (Same prompt as the diagnostic on-demand)

### **Activities to Differentiate Instruction**

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The workshop format is inherently differentiated, as teachers are provided with time during independent student writing time to confer one-on-one with students as well as provide small group instruction. During that time, teachers can utilize formative assessments to target areas in which students need more support, or determine areas in which students are ready to surge forward in their writing. General supports can take the form of:

- provide support as needed during individual teaching sessions
- provide feedback in small group setting
- provide personal copies of teaching charts
- provide modified and/or alternate grade level checklists and rubrics
- provide modified writing paper
- provide appropriate writing partners

More content specific supports can be found when analyzing the "Learning Progressions" in the *Writing Pathways* book. Teachers can look forward to the end of kindergarten or first grade criteria for areas in which students can be challenged to excel.

## **Integrated/Cross-Disciplinary Instruction**

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### **Technology**

Sketch a small moment in Kidpix

Watch videos of book readings, author interviews, or a small moment

### **Science**

Write about a class science experiment

## **Suggested Mentor Texts and Other Resources**

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### **Resources**

*Crafting True Stories* by Lucy Calkins and Marjorie Martinelli

*Launching the Writing Workshop*, Grades K-2; Lucy Calkins and Marjorie Martinelli

*A Guide to the Common Core Writing Workshop*, Intermediate Grades; Lucy Calkins

*Writing Pathways, Grades K-5, Performance Assessments and Learning Progressions*; Lucy Calkins

*If...Then... Curriculum*, Grade 2 (Assessment-Based Instruction) by Lucy Calkins, Julia Mooney and Colleagues From the TCRWP

*Resources for Teaching Writing* (DVD) Units of Study in Opinion, Information, and Narrative Writing; Lucy Calkins

*The Art of Teaching Writing*; Lucy Calkins

*The Writing Thief*; Ruth Culham

*Creating Classrooms for Authors*; Jerome C Harste, Kathy G Short with Carolyn Burke

*Guiding Readers and Writers*, Grades K-2; Irene C Fountas and Gay Su Pinnell

*Smarter Charts*; Marjorie Martinelli

*Launching the Writing Workshop*; Denise Leograndis

The mentor texts listed are mentioned in the *Units of Study*, but many of the titles can be substituted with books you already own having similar characteristics

### **Mentor Texts**

*Short Cut* by Donald Crews

*A Day With Daddy* by Nikki Grimes

*The Snowy Day* by Ezra Jack Keats