

# Unit 5: Writing Workshop: All About Books

Content Area: **English Language Arts**  
Course(s): **Writing K**  
Time Period: **March**  
Length: **30 Days**  
Status: **Published**

## Unit Summary

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This unit teaches students that their beloved bicycle, their action figure collection, and their favorite topics - horses, insects, dinosaurs - are book worthy! During this unit, each child will write lots of information books about lots of different topics. Students will recognize that their own lives are full of so much that they can teach others.

In Topic 1 (Bend 1) Writing All-About Books on Topics We Love • The emphasis is on organization. You will spend the week teaching students how to stick to one piece of information at a time, rather than ramble on, and to make sure that all the pages of the all-about book fit together under one main topic.

In Topic 2 (Bend 2) Revise by Elaborating--and Then Begin Writing Longer Books, Right from the Start • Students learn how to elaborate and say more on each page. You will teach them to say more on each page by including more information, adding examples, and considering their readers' questions. They will also use many of the same strategies that they already learned for writing how-to texts. Plan to spend a week on this bend.

In Topic 3 (Bend 3) Revising to Add Text Features-- Then Writing More Developed Books from the Start • Students will spend the week learning to revise and also write new books, incorporating into their own writing the features of nonfiction that they notice in mentor texts.

In Topic 4 (Bend 4) One Final Grand Revision to Prepare for a Publishing Party • Students will pick one book to revise, edit, and publish for the celebration. This week will culminate with a writing celebration where students teach others all about their areas of expertise.

## Standards

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LA.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LA.W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
LA.W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
LA.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LA.SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
LA.SL.K.1.B	Continue a conversation through multiple exchanges.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity,

whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

TECH.8.1.2.A.CS1

Understand and use technology systems.

## Student Learning Objectives

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Students will be able to....

- plan ahead by talking with a partner about their topic.
- imagine what information will go on each blank page of their booklets.
- draw pictures and label pictures.
- write in a teaching voice.
- go back to reread, hold facts in their minds, and add to their teaching books.
- use metaphors to help the reader understand.
- stretch their sounds when composing.
- reread to make sure they have included everything.

## Essential Questions

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- How can I teach others what I know?
- How can I make sure my book makes sense?
- What type of information can be shared through writing?
- How can we learn from other nonfiction authors?

## Enduring Understandings

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Students will understand that...

- drawing and writing are important ways to teach people about a topic.
- writers can teach people about many things.
- writers study nonfiction texts from other authors and learn from them.
- writers make sure they think about what they want to write before they write.
- they talk to a partner to rehearse their books.
- writers reread what they have written to make sure everything is included.

## Application

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Students will be able to use their learning to...

- make teaching books independently and with support.
- write for sustained periods of time.
- make decisions.
- sketch, write and label.
- develop and revise their writing.
- learn craft moves from a mentor text for example by noticing new ways to structure text.
- teach readers about something they know well.
- support each others' efforts during the writing process.

## Skills

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Students will be skilled at ...

- writing with stamina and independence.
- teaching about a topic.
- stretching their sounds when composing.
- rereading their writing.
- using revision and editing techniques.