

Unit 1: Writing Workshop- Launching the Writers' Workshop

Content Area: **English Language Arts**
Course(s): **Writing K**
Time Period: **September**
Length: **6 weeks September/October**
Status: **Published**

Unit Summary

This unit is designed as an introduction to the kindergarten Writing Workshop. This first unit establishes the social structures and learning routines that children will carry with them across the school year. Children will begin to see themselves as writers who are able to tell stories and “write” stories. Am I a writer if I cannot spell words? This unit encourages our youngest and newest students to take risks and dive into the world of books and stories with strategies that will foster sound/symbol relationships, print concepts and paying attention to details. In this unit, writers will begin by writing about what they know about and learn to teach others by making books. Then, they will tell and write stories about true things that have happened to them. Most important, they will begin to see themselves as authors with something to say and share.

Standards

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.3	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.
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.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LA.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
LA.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
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

Students will learn to...

- retell, draw and write stories about themselves.
- draw and write about what they know.
- write with age-appropriate independence.
- write phonetically.
- write with focus.
- revise by adding more.
- see themselves as writers.

Essential Questions

- What is a writing workshop?
- How do we share our ideas and stories through writing?

Enduring Understandings

Students will understand that..

- in a writer's workshop, we write lots and lots, every single day, for sustained amounts of time. We are authors. We share what we write with a partner by rereading and retelling.
- we use what we know about letters and their sounds to help us write letters, words, sentences.
- we think, recite, draw and write.
- we reread our writing to make changes.

Application

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

- tell stories before they write.
- draw a story.
- add labels to their drawings.
- attempt to add words to their drawings.
- write multi-page booklets.
- stretch out the sounds in words to write them.

- ask questions to add more detail in their stories.
- tell a story using their fingers to indicate the number of pages needed.

Skills

Students will be skilled at ...

- writing with stamina and independence.
- telling stories in order.
- teaching about a topic.
- sketching an idea.
- adding to their writing.
- understand the purpose of the print (print carries a message).
- tracking Print L-R,T-B.
- notice and use spaces to define word boundaries.