

Unit 01 Writing: We Are All Writers (Writing for Readers)

Content Area: **English Language Arts**

Course(s):

Time Period: **Trimester 1**

Length: **8 weeks**

Status: **Published**

Brief Summary of Unit

This first unit is designed to help Kindergarten students work with independence, confidence, and stamina. Routines and procedures for Writers Workshop are introduced and students quickly identify themselves as authors and illustrators. Students are exposed to both narrative and informational writing in this unit. In teaching writers to stretch out a story, they will draw the start on one page, then the next part on the next page, and whatever happened next on the third page. These drawings will help children stretch out and elaborate their stories. The importance of drawing for planning should be stressed in this unit.

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: June 2021

Pacing Guide

Please refer to [this Language Arts Reading and Writing Workshop Pacing Guide for grade K](#); mentor sentences will be paced and aligned within the Grammar and Conventions section.

A sample [Literacy Schedule Across a Week](#) for both full and half-day 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.

| | |
|----------------|--|
| LA.L.K.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.K.1.F | Produce and expand complete sentences in shared language activities. |
| LA.L.K.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.K.2.A | Capitalize the first word in a sentence and the pronoun I. |
| LA.L.K.2.C | Write a letter or letters for most consonant and short-vowel sounds (phonemes). |
| LA.L.K.2.D | Spell simple words phonetically, drawing on knowledge of sound-letter relationships. |
| LA.L.K.5 | With guidance and support from adults, explore word relationships and nuances in word meanings. |
| LA.L.K.6 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |
| 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.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. |
| LA.SL.K.2 | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |
| LA.SL.K.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| 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.SL.K.6 | Speak audibly and express thoughts, feelings, and ideas clearly. |
| TECH.8.1.2.B.1 | Illustrate and communicate original ideas and stories using multiple digital tools and resources. |
| TECH.8.1.2.D.1 | Develop an understanding of ownership of print and nonprint information. |

Essential Questions

- What does Kindergarten writing workshop look, sound, and feel like?
- How do Kindergarten writers use what they know about letters and sounds to help them begin to write?
- How do Kindergarten authors and illustrators communicate their ideas to an audience?
- How do Kindergarten authors and illustrators tell stories and communicate their ideas? [through a combination of pictures, labels, and words]
- Why do Kindergarten authors write?
- How do Kindergarten authors and illustrators make their writing better?
- How do Kindergarten writers communicate their ideas?

Students Will Know/Students Will Be Skilled At

- Kindergartners will use a combination of drawing and writing to narrate a single event or several loosely linked events.
- Kindergartners will use a combination of drawing and writing to create books that teach about high-interest topic(s)
- Kindergartners will apply habits of confidence and stamina during writing workshop.
- Kindergartners will engage in revision with the support of a partner.
- Kindergartners will publish their work for an audience.
- Kindergartners will stretch, hear, and write sounds
- Kindergartners will write with a beginning, middle, and an end

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)
- 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

Summative:

- Students should have 2-3 final pieces to score not including the post assessment.
- Published pieces
- 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-8 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, interactive writing, independent writing, guided drawing, small group strategy instruction, one-to-one conferencing, and partnership work. Writing Workshop emphasizes immersion, independence, and choice. Individual conferences with each student will address specific needs of the reader. 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 alouds’ 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 teacher confers with individual students, works with small groups, or writing clubs.
- 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

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

Please reference the [Phonological Awareness scope & sequence](#).

Suggested Teaching Points and Potential Lessons

Bend I: We Are All Writers

Introduction: Writers follow the routines of Writing Workshop

Writer have specials tools when they write.

One way to do this is to show students all the tools (paper, pencil, crayons, erasers, folders) they will have available during writing workshop. Explicitly model what each tool is used for and where the supplies are located. During writing time, students can just draw/write on a topic of their choice.

Picture icons can be used to show student thinking. Sample ideas.

| What does Writers Workshop <u>LOOK</u> like in our classroom? | What does Writers Workshop <u>SOUND</u> Like in our classroom? |
|--|---|
| <ul style="list-style-type: none">• Students sounds out words• Students writing• colorful illustrations• Writing with a partner• Special paper being written on.• Writing with different tools. | <ul style="list-style-type: none">• Whisper Voices• "Writing Tools" scratching on paper• Quiet Music• Partners talking• Teachers and students talking about writing• Sharing writing |

Session 1:

So, writers, today, what I want to teach you is that it is not just grown-ups like Donald Crews who write to teach people what they know. You can do that as well. You think of something you know about, and then with drawings and writing, you put what you know on the paper.

We do this by:

1. I ask myself, “What do I know about?” and tell lots of ideas.
2. I picture what I want to teach like a picture in my mind.
3. I draw and write all that I pictured in my mind ON the paper.

Session 2:

Today I want to teach you that after writers write what they know about a topic, they don’t just say, “I’m done” and relax. No way! Instead, writers say, “I’m going to look back on my writing and see if I can add more to it.” Writers revise.

We do this by:

1. I “reread” each item in my drawing, pointing as I name the item, and then generate more content to add.
2. I debrief, emphasizing that as a writer, I need to decide whether to add onto a piece I’ve already begun writing or to start a new one.

Anchor Chart:

When We Are Done, We Have Just Begun

We can:

- add to our pictures
- add to our words
- start a new piece

Session 3:

Today I want to teach you that when when writers have problems and don't know what to do, they say, 'I can solve this myself.' Then writers come up with solutions to those problems and carry on, writing, writing, writing. That way, writers don't waste precious time!

We do this by:

1. I notice I might be stuck as a writer.
2. I realize I am the boss of my own writing.
3. I independently figure out what to do during writing time.

Session 4:

Today I want to teach you that once writers have something they want to write about, it helps for them to get that topic in mind before they write.

We do this by:

1. I close my eyes and picture a topic I want to write about.
2. I record my details with pictures and words.
3. I check my mental image for more specifics.

Session 5:

Today I want to teach you that writers use words as well as pictures to teach people what we know. Writers write words by saying the word slooowwwly and then writing down the first sound they hear.

We do this by:

1. I look at my writing and see what words I could add.
2. I stretch out words nice and slow so that I can hear all the sounds and get those onto the page.

Session 6:

Writers, you're not alone. I get the 'oh-no' feeling, and so do writers the world over. Today I want to teach you that when writers get that 'oh-no!' feeling about an idea that is hard, they don't just quit. They keep trying.

We do this by:

1. When I encounter hard parts, I do not give up.
2. Instead, I say, "I think I can, I think I can" and I keep going.
3. I take risks and I do the best I can.

Bend II: Writing Teaching Books

Session 7:

Today I want to teach you that when writers want to teach more, they add more pages to their books. We can use either a stapler to turn pages into a book, or tape to turn pages into what people call a scroll.

We do this by:

1. When I finish one page I can think about what else I have to teach about my topic, and I can add on pages if I need to.
2. I will decide, "Will I tape my pages, or will I staple my pages together?"
3. To add more, I can get paper at the writing center and use the tape and staplers in my caddie.

Anchor Chart:

When We Are Done, We Have Just Begun

We can:

- add to our pictures
- add to our words
- start a new piece
- **reread our writing**

Session 8:

Today I want to teach you that writers of books take time to plan how their pages will go. Writers know from the start that they will be writing a whole book, and they plan out how that whole book will go.

We do this by:

1. I ask myself, 'What are all the things I need to teach people about my topic?'
2. I can touch each page, and as I do so, think about the information that I might draw and write on that page.
3. I plan what I am going to write for the whole book.

Session 9:

Today I want to teach you that partners also help writers after a book is written, when the writer is thinking, 'I'm done,' The partner reads a writer's book. The partner asks the writer questions. Those questions help the writer know what to add on.

We do this by:

1. I read my book to my partner.
2. My partner asks me questions about the information I am teaching.
3. I find out what information is missing from my book.
4. I go back and put more information into my writing

Session 10:

Today I want to teach you that brave writers need lots of practice in hearing sounds and matching them to letters. To get letters down, writers say the word they want to write, stretching it like a rubber band. Then they record the first sound they hear and reread. Then they stretch the word out again to hear the next sound. And so on and so on.

We do this by:

1. I say a word and hear the sounds
2. I look at my alphabet chart as a resource.
3. I write down the letters.
4. I reread after each letter I write.

Session 11:

Today I want to teach you something about publishing your writing. Before authors finish, they do everything they know to make their writing the best that it can be! Authors use a checklist to help them, just like the one I have here. Today you will each get your own copy of this checklist to use before you publish.

We do this by:

1. I select a piece of writing I would like to publish.

2. I use the checklist to make a plan for the writing work that needs to be done before the celebration.
3. I find at least one thing to work on.

Bend III: Writing Stories

Session 12:

Today I want to teach you that one way writers get ready to write true stories is to first practice telling the stories. They tell all the little things that happened, including what people said and did.

We do this by:

1. I close my eyes and get an idea for writing.
2. I pick one idea.
3. I get started by drawing and writing.
4. To make it a story I tell what people did and what people said.

Session 13:

Today I want to teach you that writers plan how stories will go. Writers of story books plan from the start how the whole book will go.

We do this by:

1. I touch each page as I tell my story.
2. I turn the page to say the next thing that will happen.
3. I draw and write my ideas on each page.

Session 14:

Today I want to teach you that when writers write stories, they try to write them in such a way that readers feel like they are right there with them.

We do this by:

1. I picture my story in my mind.
2. I think about where I was, who I was with, and what I was doing on each page.
3. I put those details into the pictures and words on my pages.

Session 15:

Today I want to teach you that writers spell words fully so that they can read their stories and so that others can read them as well.

We do this by:

1. I say the word as slowly as I can.
2. I listen closely to the sounds I hear at the beginning, and then write those sounds down.
3. I say the word again as I reread my writing, this time listening closely for the sounds I hear in the middle, and then again at the end of the word. I write those sounds down.

Session 16:

Today I want to teach you that writers make characters talk. You can do this by putting speech bubbles by whoever is talking.

We do this by:

1. I look carefully at the pictures and words to help me remember what happened in the story.
2. I touch a person in the picture and ask myself, 'Did this person talk at this part? What did he or she say?'
3. I draw a speech bubble right next to the people who talked and add words.

Session 17:

Today I want to teach you that writers reread their stories, thinking about what they can do from everything they know about good writing to make their piece the best it can be) We do this by:

1. I choose one story from my folder that I really like.
2. I reread my story searching for all the things I did well.
3. Then I can decide what else I can do to fix it up.
4. I can use the narrative writing checklist to help me find things to add.

Possible Anchor Chart:

How to Write a True Story

- Think of something that happened or that you did.
- Practice telling the story in a storyteller's voice.
- With pictures and words.

Tell **who** is in the story

Tell **where** the story takes place
Tell **what** is happening

- Use speech bubbles to show what people said.

Bend IV: Preparing for Publication

Session 18:

Today I am going to teach you all about how writers edit their writing.

We do this by:

1. I reread my writing making sure my finger is under the words.
2. As I reread each word, I make sure the word looks right.
3. If needed, I change my words to make them more readable.

Session 19:

On a special day, like today, our workshop will be a little different. We won't write today. Today, Super Writers, we are going to read and listen to one another! We are going to hear many stories from many new authors!

We do this by:

1. I bring my published piece to the circle.
2. I read into the circle with my favorite part.
3. I join a group and share my whole writing piece.

Grammar and Conventions

Conventions:

- Writers label their pictures to make their work to give the reader more information.
- Writers say words slowly, over and over again, to write all of the sounds that they hear.
- Writers spell words as best they can, stretching out the word slowly, listening to the sounds they hear, and then writing those sounds down.

- Writers use tools, like alphabet charts, to help them write the best they can.
- Writers use tools, like word walls, to help them write words they'll use heavily.

Mentor sentences 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

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 K Heinemann, 2013.
- *Resources for Teaching Writing CD*, Grade K, Heinemann, 2013.

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

Possible Readaloud Texts

- *Pancakes for Breakfast*, Tomie dePaola
- *Where the Wild Things Are*, Maurice Sendak
- *Owl Moon*, Jane Yollen
- *No, David*, David Shannon
- *The Little Engine that Could*, Watty Piper
- *The Mitten*, Jan Brett
- *Not a Box*, Antoniette Portis
- *The Snowy Day*, Ezra Keats
- *Shelia Rae the Brave*, Kevin Henkes
- *Bear Snores on*, Karma Wilson
- *Cassie's Word Quilt*, Faith Ringgold
- *Freight Train*, Donald Crews
- *Creak! Said the Bed*, Phyllis Root
- *The Dot*, Peter H. Reynolds
- *Ish*, Peter H. Reynolds
- *Beautiful Oops*, Barney Saltzberg

- *The Pencil*, Allan Ahlberg

Fountas and Pinnell Classroom: Interactive Read Aloud

- Set 7: Wordless Books
- Set 18: Colors and Textures

Possible Teaching Charts

- What Do Writers Do?
- When We are Done, We Have Just Begun!
- Add to Our Pictures
- Add to Our Words
- Start a New Piece
- Reread Our Writing
- Meet With Our Partners
- Narrative Writing Tells a Story/ Story Elements
- What Is a Label?
- How To Stretch Words

- ****Narrative Writing Checklist, blown up**
- Use resource CD for rubrics, student samples, and charts.
- **[Pathways to Intervention](#)**

- **Fountas & Pinnell Crosswalk Kindergarten Click [here](#).**

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:

- Use visual presentations of all materials to include organizers, charts, word walls.
- Work in partnerships

- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to complete a task or project
- Take frequent breaks
- Use an alarm to help with time management
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework
- Provide distinct steps in a process; eliminate unnecessary steps, as needed.
- Manage executive function by scaffolding process and amending deadlines
- Access speech to text function on computer

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.