

Unit 03 Writing: How To Books

Content Area: **English Language Arts**

Course(s):

Time Period: **Trimester 2**

Length: **12 weeks**

Status: **Published**

Brief Summary of Unit

This unit is designed to teach your students how to teach something to an audience by drawing and writing a sequence of steps. They will learn that one purpose of writing is to teach others. Crafting "how to" books will give kindergarteners an opportunity to learn ordinal words, practice explaining sequential tasks to a partner, and teach readers an operational task through writing and speech.

To begin a unit on How-To books, tell children that writers not only use their writing to tell the rich stories of their lives, or to label their environment or to celebrate others, but also to teach others. Writers can teach all about a topic, in which case the writing is informational, or they can teach people how-to-do something, in which case the writing is procedural. This unit focuses on the latter. In writing these books, they describe a sequence of steps they hope the learner will take. This kind of procedural writing requires explicitness, clarity, sequence and that writers anticipate what their readers will need to know.

In addition to reading aloud wonderful models, you may also want to make something with children and then together write a shared/interactive writing How-To piece. You can even look for occasions across the year to create class models. For instance, you could make playdough or popcorn together and then use the experience as content for a shared How-To piece. In the Fall, you might carve a pumpkin and create a "How To Carve a Pumpkin" shared text. After the first fire drill, you might want to create a how-to chart. You'll keep the work you do during shared and interactive writing up and out in the classroom to serve as a model for your How-To writers.

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.A	Print many upper- and lowercase letters.
LA.L.K.1.B	Use frequently occurring nouns and verbs.
LA.L.K.1.C	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
LA.L.K.1.D	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
LA.L.K.1.E	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
LA.L.K.1.F	Produce and expand complete sentences in shared language activities.
LA.L.K.2.A	Capitalize the first word in a sentence and the pronoun I.
LA.L.K.2.B	Recognize and name end punctuation.
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.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.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.
TECH.8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
TECH.8.2.2.A.5	Collaborate to design a solution to a problem affecting the community.

Essential Questions

- How do Kindergarten writers write to teach others?
- How do Kindergarten writers teach their audience about something they know well?
- How can I make writing a big part of my life?
- What makes writing interesting to read?
- What is a how to book?
- What type of information can be shared through writing?
- How can we learn from other authors?
- Why is it important for me to check my conventions when editing my writing?

Students Will Know/Students Will Be Skilled At

- Kindergartners will know that writing can come in steps.
- Kindergarten writers often teach their audience about something they know well.
- Kindergartners are able to draw and write a sequence of steps to teach something to an audience.
- Kindergartners will write procedural text to accomplish a particular task.
- Kindergartners will write not only to tell rich stories but also to teach others.
- Kindergartners will know the characteristics of how-to books.
- Kindergartners will know how to organize/sequence steps in a process.
- Kindergartners will use sequence words and ordinal words to write about the steps of a process.
- Kindergartners will stretch, hear, and write sounds.
- Kindergartners will improve their writing through revision and editing.

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: Writing How-To Books, Step by Step

Session 1: Writers, today I want to teach you that just like there are different kinds of dogs, there are different kinds of writing. Before a writer writes, the writer thinks, 'What kind of thing am I making?'

We do this by:

1. I think of something I know how to do that I could teach others.
2. I study what goes into a how-to book.
3. I write one as best as I can.

Session 2: Today I want to teach you that when you write a how-to book, there are new things to do, but it also helps to use some of the old techniques you already learned when you were writing stories. You still say what you are going to write across the pages (touch and tell) and you still draw the pictures, saying the words that go with a picture. Only this time, each picture and page is another step.

We do this by:

1. I first come up with a topic.
2. I say each step while touching one page at a time.
3. I sketch the pictures.

Anchor Chart: How-To Writing

- 1. Tells what to do, in steps.**
- 2. Number the steps.**
- 3. Has a picture for each step.**

Session 3: Today I want to teach you that how-to writers don't just reread the words, touching them with a finger or a pencil. How-to writers also reread to check that their writing makes sense. To do that kind of rereading, writers reread to a partner or to themselves and make sure it is easy to follow the steps.

We do this by:

1. I check my directions with a partner.
2. I notice whether the directions make sense or need to be revised for clarity.
3. After I check for clarity, I revise the original directions.

Session 4: Today I want to tell you that writers feel really lucky if they have readers who not only try to follow their directions, but who also speak up, saying things like ‘I’m confused’ or ‘Can you explain that more clearly?’ when they need to do so.

We do this by:

1. I read my book to my partner.
2. My partner can let me know if my writing is confusing and if I need to explain things more clearly.
3. I revise my writing responding to my partners suggestions.

Session 5: Today I want to teach you that one way that writers add detail to information books is by adding detailed pictures called diagrams. Writers often help readers understand their how-to books by making detailed diagrams and by labeling the diagrams, using the most precise, specific words they can.

We do this by:

1. I add detail to my how-to book by adding a diagram.
2. I point to my diagram, say a few different words, and pick the most exact words I could think of to label.
3. I label my diagram using precise words.

Anchor Chart: How-To Writing

Add: has labels to teach.

Session 6: Children, one way writers manage to write more is by setting goals for themselves.

We do this by:

1. I look over the pieces I have written.
2. I give myself a goal (I can ask my partner for help).
3. I plan a way to remind myself of that goal (a note or reminder of some kind).

Session 7: Today I want to teach you that even though you are learning all these important new things about

how-to books, you still need to remember everything you already learned about writing informational books. You can use old charts to help you keep track of all the work you are already doing and to help you set new goals.

We do this by:

1. I use the Information Writing Checklist to determine which writing goals I have met and which goals I can work toward.
2. I mark my how-to books where I have accomplished a goal.
3. I mark my checklist where I am still working toward a goal.
4. I tell my writing partner what I plan to work on.

Review Anchor Charts

Bend II: Using Mentor Texts for Inspiration: Revising Old How-To Books and Writing New Ones

Session 8: Name the inquiry question: What are some things that Alyssa Satin Capucilli does as a writer that I might try and why does she do those things? (**Mentor Text: My First Soccer Game**)

We do this by:

1. I study a mentor text for something I could try in my own writing.
2. I notice text features.
3. I report on my findings.
4. I apply something from the chart to a piece of my how-to writing.

Session 9: Today I want to teach you that when you're writing a how-to book, your words need to reach your reader. One of the best ways to reach your readers is to talk directly to them, by saying the word you: 'First you... and then you...'

We do this by:

1. I study the way a mentor author writes directly to the reader.

2. I talk right to the reader, saying, ‘First you... and then you...’
3. I use the word you in my piece so that there isn’t any confusion about who I am talking to or what to do for each step.

Session 10: What I want to teach you today is that to write how-to steps that a reader can easily follow, it is really important to remember yourself doing something and to picture it, almost like you’re watching video in slow motion, pausing often to say, ‘What exact words describe what I just did?’

We do this by:

1. I envision a step in my how-to book.
2. I try out different words until I find exactly the right ones to match the step.
3. I start to write those words.

Session 11: Today I want to teach you that in how-to books, writers don’t just teach the steps. They also add little warnings and tips.

We do this by:

1. I think about how the learner could go wrong.
2. I share warnings or tips with my partner that might help how-to book readers avoid mishaps.
3. I add advice to keep that from happening in my how-to book.

Anchor Chart: Learning From a Mentor How-To Text

Add: Warnings, suggestions, and tips

Session 12: Today I want to teach you another way to show readers exactly what you mean for them to do when they read your how-to directions. It’s called making comparisons.

We do this by:

1. I look at a mentor author that uses this technique.
2. I act out a step in my how-to book. I ask myself, ‘What is this like? What does it remind me of?’

3. I come up with a comparison for one of the steps in my how-to book.

Anchor Chart: Learning From a Mentor How-To Text

Add: comparisons

Bend III: Keeping Readers in Mind

Session 13: Today I want to teach you that all of you have learned to do things at school, as well as at home. You can even write how-to books that help others learn something that you just learned in school yesterday! And there are lots of objects in school that can remind you of how-to books you could write.

We do this by:

1. I use an artifact from school to get ideas for my next how-to book.
2. I examine the artifact, sparking memories of things I've learned how to do.
3. I list the steps of my how-to book topic across my fingers.

Session 14: Today I'm going to teach you that when you really love a topic, when it is something that is a big part of your life, or it is something that you really know a lot about, you can write lots of how-to books about it by thinking of that topic in many different ways.

We do this by:

1. I look through my folder to see if there is a how-to book that I really love.
2. I plan to write another how-to book on this topic that I've already written a book about.
3. I write multiple how-to books about one topic, using the many resources available to me.

Session 15: Today I want to teach you that writers of how-to books often write a special page to introduce their books to help their readers understand their topic. How-to writers often pretend that the people who will read the book have never even heard of the topic, and then they write an introduction page. This gives the readers some information or facts so that the rest of the how-to book will make more sense.

We do this by:

1. I think of of writing an introduction that would really make people want to read it.

2. I write a sentence or two that could go at the start of my how-to book as an introduction.
3. I can let readers know where my idea came from, or why the book is important to read, or even to tell my readers a bit of information, so that they won't get confused.

Anchor Chart: Making Writing Easy to Read

Add: flip between writing and reading, writing and reading

Session 16: Today I want to teach you that writers don't just wait until they are finished to go back and make their writing easy to read. They work on it all the time, using all their strategies combined.

We do this by:

1. I reread my sentences.
2. I use what I know to make my writing easy to read.
3. I use my checklist as a resource.

Bend IV: Giving How-To Books as Gifts

Session 17: Writers, today I want to teach you that how-to books make amazing gifts. Writers often write books for people they care about or for people they would like to teach. Writers often write dedications for those people, to let everybody know who the book was really written for.

We do this by:

1. I choose one of my how-to books.
2. I think about dedication possibilities and choosing a recipient that makes sense.
3. I decide whom I might dedicate it to.
4. I write my dedication, keeping in mind the recipient that makes sense.

Session 18: Today I want to teach you that you can be an editor and edit your own writing to make sure it's easy for readers to read. You can use our new editing checklist to make sure you used capital letters at the beginning of each sentence and lowercase letters for the rest of the letters in words, and that you spelled word

wall words correctly.

We do this by:

1. I use a popsicle stick pointer to check for one element of the editing checklist.
2. I use my editing pointer to check for the next item on the editing checklist (and I do so for all items on the checklist).
3. I take my special pen and change what I need to edit.

Session 19: Let children know that today they are not only celebrating their writing, but they are also celebrating teaching others.

We do this by:

1. Reading or acting out a how-to book as soon as I have an audience, using my best acting-out voice.
2. Visitors keep moving so that they can hear as many how-to books as possible.
3. Guests leave compliments for each child on paper, so all writers receive meaningful questions and suggestions from the adults and classmates who came to hear them read.

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

- *My First Soccer Game*, Alyssa Satin Capucilli
- *My First Ballet Class*, Alyssa Satin Capucilli
- *Scaredy Squirrel*, Melanie Watt
- *How to Dress a Dragon*, Thelma Lynne Godin
- *How to Train a Train*, Jason Carter Eaton
- *How do Dinosaurs Say.....*, Janes Yolen
- *How to Babysit a Grandma*, Jean Reagan
- *How To Make Slime*, Lori Shores
- *How To Make Bubbles*, Erica Shores
- *How To Make A Liquid Rainbow*, Lori Shores
- How to Carve a Pumpkin in *The Pumpkin Book* by Gail Gibbons
- How a House is Built by Gail Gibbons
- Building a House by Byron Barton
- How to Make Salsa by Jamie Lucero
- Make a Valentine by Dale Gordon
- How to Make a Hot Dog by Joy Cowley
- Peanut Butter and Jelly by Nadine Nernard Westcott
- *Applesauce*, Level B, Raz-Kids
- *Making Salsa*, Level C, Raz-Kids
- *Let's Make Lemonade*, Level D, Raz-Kids
- TV Remotes by Robin Koontz (Level E)
- Crayons by Vanessa Black (Level J)
- My New Team by Ryan and Krystle Howard (Level J)
- Ice Cream by R.J Bailey (Level J)
- Peanut Butter by R.J. Bailey (Level J)
- Paper by Erica Donner (Level J)
- Go-Karts by Jeff Barger (Level K)

Chronological Order Video Clips:

[Ham Shows Smalls How to Make S'mores \(The Sandlot\)](#)

[I Suppose You're Gonna Fly \(Space Jam\)](#)

[Making Friends With a Dragon \(How to Train Your Dragon\)](#)

[Gotta Go \(Spider-Man Miles Morales 2018\)](#)

Guided Drawing Website

- How to Draw a Doughnut Stack. Click [here](#)
- How to Draw a Bunny with Shapes. Click [here](#)
- How to Draw a Dinosaur with Shapes. Click [here](#)
- How to Draw and Ice Cream Cone. Click [here](#)

Possible Teaching Charts

- How-To Writing
- How To Helpers

- Information Writing Checklist
- Learning from a Mentor How-To Text
- [Heinemann link with login information for anchor charts and other teacher resources & materials](#)
(username: deacon@cranfordschools.org. password: Hillside125)

[Pathways to Intervention](#)

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

Teacher Resources

- *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.
- *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
- [Kinderconfidential](#) Blog
- 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).
- Cranford Public School [Grades K-5 Google Folder](#) for instructional materials
- [Florida Center for Reading Research](#)

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.