Unit 1 Writing: Launching the Writing Workshop: We are all Writers

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 1**
Length: **8 weeks**
Status: **Published**

Brief Summary of Unit

In this unit, Kindergarteners learn that they are writers with important stories to share. Using pictures, letters, and words, they practice expressing ideas, rereading their work, and sharing writing with friends—building confidence and excitement as budding authors. Students learn that writing is thinking and can take many forms—pictures, labels, lists, and simple stories—and that all writing is valuable. They develop the habit of rereading their work, talking about their ideas, and supporting each other as a community of writers. By the end of the unit, students view themselves as writers, able to generate ideas, attempt sounds in words, and share their work proudly.

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 2024

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.

W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
W.NW.K.3	Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
W.SE.K.6	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.RW.K.7	With prompting and support, engage in brief but regular writing and drawing tasks.
SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.PI.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.AS.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.

Performing Arts Standards

1.4.2.Cr1: (a). Propose potential character choices and plot details in a guided drama

experience (e.g., process drama, story drama, creative drama). (b). Collaborate with peers to conceptualize props, costumes, and scenery in a guided drama experience (e.g., process drama, story drama, creative drama). (c). Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).

1.4.2.Cr2: (a). Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). (b). Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Cr3: (a). With prompting and support, contribute to the adaption of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). (b). Identify similarities and differences

in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama). (c). Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr6: (a). Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.

1.4.2.Re8: (a). With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). (b). Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama). (c). Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Cn10: (a). With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g.,

process drama, story drama, creative drama).

1.4.2.Cn11: (a). With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change. (b). Collaborate on the creation of a short scene based on personal perspectives and understanding.

Essential Questions

- Bend 1: What is the process of telling a story through talk, pictures, and writing?
- Bend 2: How do you use letter-sound knowledge to help your writing?
- Bend 3: How do you use a mentor text and author to help you write?

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.**

Detailed Curriculum Map

Teaching Points and lessons are located in the K-5 folder under curriculum for Language Arts. These curriculum unit guides include not only aligned teaching points to standards, but also specific lessons and appropriate resources. Guidelines for preparing to teach the unit as well as goals for the end of the unit are outlined. Academic vocabulary and prerequisite skills are identified. Essential questions and possible assessments are detailed as well.

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.

The core materials for this unit include the Units of Study in Writing for grade K, The Reading and Writing Project at Mossflower, 2024-2025.

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.

Instructional Materials

Please use this link to access instructional materials which correspond with this unit.

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 compete 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.

Framework for Alternative Setting (LEAP Program at Lincoln School)

In our K–5 alternative school setting, each class consists of students who require a highly personalized approach to reading instruction. The district's core Reading Units of Study will continue to serve as the primary reading curriculum framework; however, lessons will be further adapted to ensure accessibility and engagement for all learners. Teachers will use a combination of pacing adjustments, flexible timing, and individualized goal setting to meet students at their current skill levels. Instruction will be delivered through a blend of whole-group, small-group, and one-on-one settings, with intentional scaffolds in place to build confidence and reduce frustration. Please see this document for detailed information.