

Sept. Writing: How Writers Work

Content Area: **English**
Course(s):
Time Period: **September**
Length: **6 Weeks**
Status: **Published**

Unit Overview

Text Type: Launching

This unit was created to introduce students to writing workshop, to the writing process, and to getting to know why writers write in the ways they do. The mentor texts in this unit of study will help students think about what authors and illustrators are thinking and feeling when they write and draw. They will also encourage young students to notice how authors incorporate personal experiences, emotions, and details to enhance readers' experiences. In order for a writing workshop to run smoothly, students will need to know what is expected of them. Procedural conversations such as how writing workshop will function, what writing tools are and how they will be used, where these tools will be stored, and how students will discuss and share ideas are also presented in this unit.

Enduring Understandings

Authors use processes to write. Students can do the same through the writers workshop model, using the same tools and techniques of professional writers.

Essential Questions

How can I use the same processes and techniques of professional writers to learn to write?

Instructional Strategies & Learning Activities

Immersion: Interactive Read-Aloud Lessons

Day 1:

I Am a Writer!

uses Library Mouse by Daniel Kirk.

Rationale: Students will discover that writers write stories “only they can tell” and that there is a writer inside all of us.

Common Core State Standards: W.K.3, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Day 2:

Writers Share Information

uses *To Be a Kid* by Maya Ajmera and John Ivanko.

Rationale: Students will learn how writers ask questions to learn more about their topics and tell about the things they know and learn.

Common Core State Standards: W.K.1, W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Day 3:

Making Connections

uses *Taking a Bath with the Dog* by Scott Menchin.

Rationale: Students will learn that writers often show how small things can turn into big emotions and how this engages and helps them connect with their readers.

Common Core State Standards: W.K.2, W.K.3, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Day 4:

Writers Are Storytellers

uses *This Quiet Lady* by Charlotte Zolotow.

Rationale: Students will discover that writers celebrate their life experiences through the stories they tell.

Common Core State Standards: W.K.3, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Day 5:

Picture Writer

uses *The Art Lesson* by Tomie dePaola.

Rationale: Students will learn how illustrators, like Tomie dePaola, tell stories with detailed pictures.

Common Core State Standards: W.K.1, W.K.2, W.K.3, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Mini-Lessons

Generating Ideas I: Write What You Know

uses *Library Mouse* by Daniel Kirk.

Rationale: Writers think about what they know and want to share with their readers before they begin writing or drawing. Students will think and talk about what they know to generate writing and drawing ideas.

Common Core State Standards: W.K.2, W.K.3, W.K.5, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.6

Generating Ideas II: Writers Remember

uses *This Quiet Lady* by Charlotte Zolotow.

Rationale: Writers often write about special moments they don't want to forget. Students will think about their own

special memories as a source of inspiration.

Common Core State Standards: W.K.3, W.K.5, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.6

Generating Ideas III: Your Favorite Thing to Do

uses *The Art Lesson* by Tomie dePaola.

Rationale: Writers are often inspired by their passions. Students will discuss what they love to do and the stories

they can tell about them.

Common Core State Standards: W.K.1, W.K.3, W.K.5, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.6

Selecting: Which Idea Do I Want to Publish?

uses all mentor texts from the unit.

Rationale: Writers have ways of deciding which ideas to publish. Students will reflect on and reread their work to

decide which idea they want to stick with and publish.

Common Core State Standards: W.K.5, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.6, L.K.1, L.K.2, L.K.6

Drafting: Let's Look and See

uses *The Art Lesson* by Tomie dePaola and students' selections from their Writing Folders.

Rationale: Writers reread their work to decide what they need to change or add to their drawings so readers will

understand their stories. Students will go back to their drafts and reread what they have done so far to see what changes they would like to make.

Common Core State Standards: W.K.2, W.K.3, W.K.5, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.6

Revising: Am I Done Yet?

uses *Library Mouse* by Daniel Kirk and students' drafts.

Rationale: Writers have their audiences in mind when revising their pieces. Students will share their stories with

partners in order to determine if they need to add more or take away something in order for their stories to make sense.

Common Core State Standards: W.K.2, W.K.3, W.K.5, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.6

Editing: Uppercase and Lowercase Letters

uses *Taking a Bath with the Dog* by Scott Menchin and students' drafts.

Rationale: Writers use the conventions of standard English capitalization to make their writing easy to read and understand. Students will begin to learn about the editing process as they check their writing for correct uppercase and lowercase letters.

Common Core State Standards: W.K.5, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.6, L.K.1, L.K.2, L.K.6

Publishing: What Is Included on a Cover?

uses all mentor texts from the unit.

Rationale: Writers consider how their final pieces will look in order to make them attractive to readers. Students will

create covers for their writing to make their pieces more inviting.

Common Core State Standards: W.K.2, W.K.5, W.K.6, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.6

Integration of career readiness, life literacies and key skills

Students learn about how professional writers work.

WRK.9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
WRK.9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.
WRK.9.1.2.CAP.3	Define entrepreneurship and social entrepreneurship.
WRK.9.1.2.CAP.4	List the potential rewards and risks to starting a business.
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.DC.1	Explain differences between ownership and sharing of information.
TECH.9.4.2.DC.2	Explain the importance of respecting digital content of others.
TECH.9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
TECH.9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
TECH.9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
TECH.9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
	Individuals from different cultures may have different points of view and experiences.

Individuals should practice safe behaviors when using the Internet.

Brainstorming can create new, innovative ideas.

Different types of jobs require different knowledge and skills.

Income is received from work in different ways including regular payments, tips, commissions, and benefits.

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Technology and Design Integration

Utilize programs on the iPad.

Watch and interact with letter sound videos.

Observe and engage with SchoolTube videos.

Use of books on tape and listening center.

Use of Shutterfly Share Site.

Creation and publication of class created books.

Incorporating BrainPop and BrainPopJr themes and lessons

CS.K-2.8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
CS.K-2.8.1.2.CS.2	Explain the functions of common software and hardware components of computing systems.
CS.K-2.8.1.2.CS.3	<p>Describe basic hardware and software problems using accurate terminology.</p> <p>Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.</p> <p>Describing a problem is the first step toward finding a solution when computing systems do not work as expected.</p> <p>A computing system is composed of software and hardware.</p>

Interdisciplinary Connections

Connections to science, social studies and math may be made within the texts and student choices for writing.

SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
SOC.6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
SOC.6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
SOC.6.1.2.EconET.1	Explain the difference between needs and wants.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components:**
 - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
 - Process – how the student will acquire the content information.
 - Product – how the student will demonstrate understanding of the content.
 - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will receive support according to their individual needs throughout the writing process.

Intervention services.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMODATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Accommodations will follow IEP's or address individual needs.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimswest benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Observation

Teacher conferences

Daily discussion

Writing pieces

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Student Self-Reflection - students' published pieces and a self-reflection handout for students to complete.
Rationale: Reflective practices help us learn and grow as writers. A self-reflection instrument will help students reflect on and understand how they have evolved as writers over time.

Final writing pieces

Instructional Materials

Schoolwide, Inc. Writing Fundamentals "How Writers Work" Teacher instructional unit.

Mentor Texts

The Art Lesson

by Tomie dePaola

Library Mouse

by Daniel Kirk

Taking a Bath with the Dog

and Other Things that Make

Me Happy

by Scott Menchin

This Quiet Lady

by Charlotte Zolotow

To Be a Kid

by Maya Ajmera and

John Ivanko

Standards

CCSS.ELA-Literacy.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CCSS.ELA-Literacy.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
CCSS.ELA-Literacy.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CCSS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.