# 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.

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| | Different types of jobs require different knowledge and skills. |
| | Brainstorming can create new, innovative ideas. |
| 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). |
| 9.1.2.CAP.1 | Make a list of different types of jobs and describe the skills associated with each job. |
| | Income is received from work in different ways including regular payments, tips, commissions, and benefits. |
| 9.4.2.CI.2 | Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). |
| 9.1.2.CAP.2 | Explain why employers are willing to pay individuals to work. |
| | Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. |
| 9.1.2.CAP.3 | Define entrepreneurship and social entrepreneurship. |
| 9.1.2.CAP.4 | List the potential rewards and risks to starting a business. |
| 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). |
| 9.4.2.CT.3 | Use a variety of types of thinking to solve problems (e.g., inductive, deductive). |
| 9.4.2.DC.1 | Explain differences between ownership and sharing of information. |
| 9.4.2.DC.2 | Explain the importance of respecting digital content of others. |
| | Individuals should practice safe behaviors when using the Internet. |
| 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). |

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| 9.4.2.DC.4 | Compare information that should be kept private to information that might be made public. |
| 9.4.2.DC.6 | Identify respectful and responsible ways to communicate in digital environments. |
| | Individuals from different cultures may have different points of view and experiences. |
| 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). |

## 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

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| | Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally. |
| 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. |
| | A computing system is composed of software and hardware. |
| 8.1.2.CS.2 | Explain the functions of common software and hardware components of computing systems. |
| | Describing a problem is the first step toward finding a solution when computing systems do not work as expected. |
| 8.1.2.CS.3 | Describe basic hardware and software problems using accurate terminology. |

## Interdisciplinary Connections

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

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| 6.1.2.CivicsPD.1 | Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. |
| 6.1.2.CivicsPD.2 | Establish a process for how individuals can effectively work together to make decisions. |
| 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. |
| 6.1.2.CivicsCM.3 | Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. |
| 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 ACCOMMOCATIONS 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:**

Aimsweb 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

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| 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). |

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| 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. |
| 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. |