Unit 1: Launching the Writing Workshop

Subject: Writing
Grade: Kindergarten
Name of Unit: Launching the Writing Workshop
Length of Unit: approximately 5 weeks, August- mid-September

Overview of Unit:
This unit introduces the students to world of writing. Routines and procedures for Writers Workshop are introduced and student quickly identify themselves as authors and illustrators. Students are exposed to both narrative and informational writing in this unit.

**In Topic 1 (Bend 1),** your aim will be to introduce youngsters to the writing workshop. “You are an author”, you’ll say, and you’ll help youngsters understand how to think up a topic, to draw it, and then to do their best approximation of writing. You’ll also teach youngsters how to go from finishing one piece to starting another and to do this with some independence.

**In Topic 2 (Bend 2),** children learn that they can reread what they have written, realize they have more to say, then staple on more pages to make a homemade book. Children will plan across the pages of their booklets and will elaborate more. You’ll channel children’s eagerness to fill up all the pages in their books into a willingness to label more of their pictures, to represent more sounds in a word, and to make two-word labels.

**In Topic 3 (Bend 3),** children will learn that they can also write to capture true stories from their lives. You’ll encourage children to put small episodes of their lives onto the page. Children will learn that to write true stories, writers think about what happened and then draw and write what happened first, then turn the page and tell what happened next and then next.

**In Topic 4 (Bend 4)** your children will select a few stories to publish and will learn to revise and edit as they make those stories the best they can be.
Getting Ready for the Unit:

- Read through Launching the Writing Workshop (Unit 1) by Lucy Calkins and Amanda Hartman
- Prepare writing supplies: writing folders, paper choices, writing tools, etc.
- Select mentor texts to use during the unit. Some possible titles may include: Donald Crew’s *Freight Train* and Phyllis Root’s *Creek! Said the Bed*.
- Word Wall - begin to put high frequency words on the word wall as students encounter them.

Pre-Assessment (given prior to starting the unit):

- Administer the narrative on-demand writing assessment (see page 182 in the Writing Pathways book)

Priority Standards for Unit:

- 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
- 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.

Supporting Standards for Unit:

- L.K.1.a Print many upper- and lowercase letters
- L.K.1.d Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*).
- L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships
- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail
- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
**Essential Questions:**
1. How do authors and illustrators teach people what they know?
2. How do authors and illustrators tell stories?
3. How do authors and illustrators make their writing better?

**Enduring Understanding/Big Ideas**
1. Drawing and writing are important ways to communicate information and stories.
2. Adding details strengthens a writer’s message.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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| booklet                         | author
|                                 | illustrator
|                                 | revise
|                                 | edit
|                                 | storytell

<table>
<thead>
<tr>
<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.K.2</td>
<td>drawing, dictating and writing</td>
<td>use</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>informational/explanatory texts</td>
<td>compose</td>
<td></td>
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<td></td>
<td>what they are writing about (topic)</td>
<td>name</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
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<td>information about a topic</td>
<td>supply</td>
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<td>single event or loosely linked events</td>
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<td>2</td>
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<td>events in order</td>
<td>tell</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>reaction to what happened</td>
<td>provide</td>
<td>Apply</td>
<td>2</td>
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</table>
Engaging Experience 1
Teaching Point: Writer have specials tools when they write.
Suggested Length of Time: 1 mini lesson
Standards Addressed
  Priority: W.K.2
  Supporting: N/A
Detailed Description/Instructions:
  ● 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.

Bloom’s Levels: Apply
Webb’s DOK: 1

Engaging Experience 2
Teaching Point: It is not just grown-up writers 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.
Suggested Length of Time: 1 mini lesson
Standards Addressed
  Priority: W.K.2
  Supporting: SL.K.4
Detailed Description/Instructions:
  ● One way to do this is to demonstrate how you go about making a teaching text- coming up with topics, then picturing those topics, and then getting ready to put what you know on the page. Model this process with a topic of you know about using chart paper or the document camera.

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 3
Teaching Point: 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.”
Suggested Length of Time: 1 mini lesson
Standards Addressed
Priority: W.K.2
Supporting: W.K.5, SL.K.4, L.K.1.a

Detailed Description/Instructions:
- **One way to do this** is to set children up to encourage you to look back on yesterday’s writing, seeing if you can add more. Demonstrate “rereading” each item in your drawing, pointing as you name the item, and then generating more content to add. Emphasize that as a writer, you need to decide whether to add onto a piece you’ve already begun writing or to start a new one. Begin creating an anchor chart titled “When We Are Done, We Have Just Begun”.

Bloom’s Levels: Apply
Webb’s DOK: 2

**Engaging Experience 4**
Teaching Point: When writers have problems and don’t know what to do, they say, “I can solve this myself.” Then come up with solutions to those problems and carry on, writing, writing, writing. That way, writers don’t waste precious time.

Suggested Length of Time: 1 mini lesson
Standards Addressed
Priority: N/A
Supporting: N/A

Detailed Description/Instructions:
- **One way to do this** is to demonstrate that you solve your own problems and figure out what to do during writing time. Consider making an anchor listing solutions to typical problems encountered during writing workshop. Some examples are: my pencil broke, I don’t know what to write about, I can’t spell the words, I finished what I was working on, etc.

Bloom’s Levels: Apply
Webb’s DOK: 3

**Engaging Experience 5**
Teaching Point: Once writers have something they want to write about, it helps for them to get that topic—their garden, the supermarket—in mind before they write. Sometimes writer’s close their eyes, picture the topic they want to write about, and then put all the details into the picture and words.

Suggested Length of Time: 1 mini lesson
Standards Addressed
Priority: W.K.2
Supporting: SL.K.4
Detailed Description/Instructions:

- One way to do this is to begin a shared writing about a topic familiar to the children as well as to you. Model that you picture the topic, then record details, checking your mental image for more specific details.

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 6
Teaching Point: Writers use words as well as pictures to teach people what we know. Writers write words by saying the word slooooooowwwwwwly and then writing down the first sound they hear.
Suggested Length of Time: 1 mini lesson
Standards Addressed
  Priority: N/A
  Supporting: L.K.1.a, L.K.2.c, L.K.2.d

Detailed Description/Instructions:

- One way to do this is to compare sounding out words to stretching out a rubber band, and get children stretching out words that you need to add to the class text. Begin a spelling anchor chart. Add “Say It Slow Like a Turtle” (see Writers Don’t Say… anchor chart file.)

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 7
Teaching Point: When writers get that “on-no!” feeling about an idea that is hard, they don’t just quit. They keep trying.
Suggested Length of Time: 1 mini lesson
Standards Addressed
  Priority: N/A
  Supporting: N/A

Detailed Description/Instructions:

- One way to do this is to tell a familiar tale that teaches the lesson that it’s important to persist in the face of difficulties. (The Little Engine That Could) Recruit students to help you work through the hard parts of your writing, through interactive writing.

Bloom’s Levels: Apply
Webb’s DOK: 2
Topic 2: Writing Teaching Books

Engaging Experience 8
Teaching Point: Writers write to teach more, they add more pages to their books. We can use either a stapler or tape to turn pages into a book.

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: N/A
Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** is to recruit the class to help one child turn a page of writing into a book. Put the students writing under the document camera and have the student share what is on the page. Ask questions and probe for new information to add. Model how to add a page by stapling or taping on new pages.

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 9
Teaching Point: Writers of books take time to plan how their pages will go. Writer’s don’t just write one page and then say, “Oops, I want to add another” Instead, writers know from the start that they will be writing a whole book, and they plan out how that whole book will go.

Suggested Length of Time: 2 mini lessons

Standards Addressed

Priority: W.K.2
Supporting: SL.K.4

Detailed Description/Instructions:

- **One way to do this** is model telling a story across your hand. Counting the numbers of fingers and making a booklet with that many pages. Demonstrate how to add what you said for each finger on a different page of the book.

- **Another way to do this** is to model touching the pages of a blank book and telling what is happening on each page.

- **Another way to do this** to model how to use post-it notes on a storyboard to plan out a story. Start by telling a story across your hand. For each finger, draw a picture on a post-it to represent that event. Once you have a picture for each finger, the post-it notes can be put into a booklet.

Bloom’s Levels: Apply
Webb’s DOK: 2
Engaging Experience 10
Teaching Point: Partners help writers after a book is written, when the writer is thinking, “I’m done”. Specifically, a partner reads a writer’s book and then asks, “What questions does this book give me?” and then the partner asks the writer questions. Those questions help a write know what to add on.
Suggested Length of Time: 2 mini lesson
Standards Addressed
  Priority: W.K.2
  Supporting: SL.K.5, L.K.1.d
Detailed Description/Instructions:
  ● One way to do this is to ask the class to be your writing partner and invite them to ask questions about your writing. Point out that “where,” “how,” and “why” questions help writers discover what they can add to their writing. Model adding to your writing based on the answers you give the students. You might consider making an anchor chart or talking stems with the question words.
  ● Another way to do this is to ask a partnership to come to the front and coach them as they give suggestions to each other. Model having Partner 2 read their writing, and then Partner 1 asking questions, then Partner 2 adding to their writing based on the questions.

Bloom’s Levels: Apply
Webb’s DOK: 3

Engaging Experience 11
Teaching Point: 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.
Suggested Length of Time: 1 mini lesson
Standards Addressed
  Priority: N/A
  Supporting: L.K.1.a, L.K.2.c, L.K.2.d
Detailed Description/Instructions:
  ● One way to do this to introduce students to a new writing tool-a mini alphabet chart. Modeling adding words to a current shared writing piece, emphasizing how to look at the alphabet chart to find the letters you are wanting to write. Pass out the alphabet charts and have students help as you add more words to your writing.

Bloom’s Levels: Apply
Webb’s DOK: 2
Engaging Experience 12
Teaching Point: Before authors publish their work, they do everything they know how to make their writing the best that it can be. Sometimes they even use a checklist to help them.
Suggested Length of Time: 2 mini lesson
Standards Addressed
  Priority: W.K.2
  Supporting: W.K.5
Detailed Description/Instructions:
  • One way to do this is to model using the informational writing check-list to demonstrate how to use it to make your writing better.
Bloom’s Levels: Apply
Webb’s DOK: 3

Topic 3: Writing Stories

Engaging Experience 13
Teaching Point: Writers not only write about things they know, they also write true stories about their lives.
Suggested Length of Time: 1 mini lesson
Standards Addressed
  Priority: W.K.3
  Supporting: N/A
Detailed Description/Instructions:
  • One way to do this is to make an anchor chart of all the true stories students can write about (what I did over the weekend, something I did at home, one time you did something with a friend, something that happened at school.) Pick a common classroom event (like a fire drill) and write a shared story about the event. Start anchor chart titled “How to Write a True Story”. Add- Think of something that happened or that you did.
Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 14
Teaching Point: 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 do.
Suggested Length of Time: 1 mini lesson
Standards Addressed
  Priority: W.K.3
  Supporting: SL.K.4
Detailed Description/Instructions:

- **One way to do this** is to tell a story of something that happened to the class to model how a story sounds. Tell the story in a storyteller voice. Put the students in partners and ask them to retell the same story using their storyteller voices. Add to anchor chart- *Practice telling the story in a storyteller’s voice.*

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 2

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**Engaging Experience 15**

**Teaching Point:** Just as writers plan how information books will go, writers also plan how stories will go. Writers of story books plan from the start how the whole book will go. They touch each page as they tell their story. Then they turn the page to say the next thing that will happen.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

- **Priority:** W.K.3  
- **Supporting:** SL.K.4

**Detailed Description/Instructions:**

- **One way to do this** is to tell a story of something that happened to the class to model how a story sounds. Tell the story in a storyteller voice. Put the students in partners and ask them to retell the same story using their storyteller voices.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 2

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**Engaging Experience 16**

**Teaching Point:** When writers write stories, they try to write them in such a way that readers feel like they are right there with them. To do this, they think about where they were, who they were with, and what they were doing on each page, and then they put those details into the pictures and words.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

- **Priority:** W.K.3  
- **Supporting:** SL.K.4, SL.K.5

**Detailed Description/Instructions:**

- **One way to do this** is to begin a story from your life as you draw only the sparse details onto a page of a blank booklet (example: a picture of a cat with no details of the surround room and people in the room). Then stop and talk through the story including all the details (who, what, and where) adding those details to the pictures as you talk. Add to anchor chart- *Use pictures and words: Tell who is in the story. Tell where the story is*
taking place. Tell what is happening. (There is a good picture of this part of the chart in Unit 2: Writing for Readers, page 24)

Bloom’s Levels: Understand
Webb’s DOK: 1

Engaging Experience 17
Teaching Point: Writers spell words fully so that they can read their stories and so that others can read them as well.
Suggested Length of Time: 1 mini lesson
Standards Addressed
Priority: N/A
Supporting: L.K.1.c
Detailed Description/Instructions:

• One way to do this is to say the word slowly as you can, listen closely to the sounds you hear at the beginning, and then write those sounds down. Next, you can say the word again as you reread your writing, this time listening closely for the sounds you hear in the middle, and then again at the end of the word. This helps you write all the sounds you hear in a word, from beginning to end, which will make your writing much easier to read. Demonstrate doing this by adding labels to a class story. To make your demonstration very explicit, you might voice over, or narrate, the steps of your process as you stretch the word, listen, and record each sound.

Bloom’s Levels: Apply
Webb’s DOK: 1

Engaging Experience 18
Teaching Point: Writers make characters talk. You can do this by putting speech bubbles by whoever is talking. When you tell the story, the speech bubbles will remind you to include what people said. Later, when you write the story, you can write bits of talking in the speech bubbles to get down the exact words that people said.
Suggested Length of Time: 1 mini lesson
Standards Addressed
Priority: W.K.3
Supporting: N/A
Detailed Description/Instructions:

• One way to do this is to model adding speech bubbles and bits of dialogue to one of your own stories. Recap by reading the whole page, including the dialogue. Add to anchor chart - Use speech bubbles to show what the people said.

Bloom’s Levels: Apply
Webb’s DOK: 2


**Engaging Experience 19**

**Teaching Point:** 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.

**Suggested Length of Time:** 2 mini lessons

**Standards Addressed**

- **Priority:** W.K.3
- **Supporting:** W.K.5

**Detailed Description/Instructions:**

- **One way to do this** is to demonstrate choosing one text to reread and revise. Ask children to help you compare one of the stories you wrote during this unit to the anchor chart, “How to Write a True Story,” starting with the first page. Turn to the second page and ask partners to decide what your story has and could use, prompting and supporting them as needed. Ask students to work in partnerships to name what you have on the last page and what you need.

- **Another way to do this** is to use the illustrated Narrative Writing Checklist and walk students through using it to revise their writing.

*Note-Students should select a piece to publish for the next engaging experience.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

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**Engaging Experience 20**

**Teaching Point:** Writers edit their writing. They sometimes try to spell their words again so that they can remember them and help others read them too! They reread each word and make sure the words looks right. Then they may even need to change it to make it more readable.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

- **Priority:** W.K.3
- **Supporting:** L.K.2.c, L.K.2.d

**Detailed Description/Instructions:**

- **One way to do this** is to edit your own writing in front of the class. Think aloud during your demonstration so the students can see the kinds of strategies you use.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 1
Post Assessment

Administer the narrative on-demand writing assessment. See page 182 in the Writing Pathways book.

**Rubric for Post Assessment**
Use the narrative writing rubric to score the published piece. Take note of what students were able to do independently on the on-demand assessment.

Engaging Scenario

**Engaging Scenario**
Have a “Reading Into the Circle” publishing celebration. Model having a few students read their published piece aloud. Then divide the class into groups to share their stories. Make a big deal of the student’s’ first published pieces and display the writing in a prominent place in the classroom.

**Rubric for Engaging Scenario:**
Use the narrative writing rubric to score the published piece. Take note of what students were able to do with coaching and support during the unit.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Teaching Point</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>We Are All Writers</td>
<td>Writer have specials tools when they write</td>
<td><strong>One way to do this</strong> 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.</td>
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</table>
### Writing Teaching Books

<table>
<thead>
<tr>
<th>Solution</th>
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<td><strong>myself.</strong>” Then come up with solutions to those problems and carry on, writing, writing, writing. That way, writers don’t waste precious time.</td>
<td>solutions to typical problems encountered during writing workshop. Some examples are: my pencil broke, I don’t know what to write about, I can’t spell the words, I finished what I was working on, etc.</td>
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<td>**Once writers have something they want to write about, it helps for them to get that topic—**their garden, the supermarket—<strong>in mind before they write. Sometimes writer’s close their eyes, picture the topic they want to write about, and then put all the details into the picture and words.</strong></td>
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<td><strong>Writers use words as well as pictures to teach people what we know. Writers write words by saying the word sloooooooowwwwly and then writing down the first sound they hear</strong></td>
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<td><strong>When writers get that “on-no!” feeling about an idea that is hard, they don’t just quit. They keep trying.</strong></td>
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<td>Stapler or tape to turn pages into a book.</td>
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<td>Writers of books take time to plan how their pages will go. Writer’s don’t just write one page and then say, “Oops, I want to add another” Instead, writers know from the start that they will be writing a whole book, and they plan out how that whole book will go.</td>
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<td>Partners help writers after a book is written, when the writer is thinking, “I’m done”. Specifically, a partner reads a writer’s book and then asks, “What questions does this book give me?” and then the partner asks the writer questions. Those questions help a write know what to add on.</td>
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Before authors publish their work, they do everything they know how to make their writing the best that it can be. Sometimes they even use a checklist to help them.

**One way to do this** is to model using the informational writing check-list to demonstrate how to use it to make your writing better.

| Writing Stories | Writers not only write about things they know, they also write true stories about their lives. | **One way to do this** is to make an anchor chart of all the true stories students can write about (what I did over the weekend, something I did at home, one time you did something with a friend, something that happened at school.) Pick a common classroom event (like a fire drill) and write a shared story about the event. Start anchor chart titled “How to Write a True Story”. Add- *Think of something that happened or that you did.* | 1 mini lesson |

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

**One way to do this** is to tell a story of something that happened to the class to model how a story sounds. Tell the story in a storyteller voice. Put the students in partners and ask them to retell the same story using their storyteller voices. Add

<p>| | | | 1 mini lesson |</p>
<table>
<thead>
<tr>
<th>what people said and do</th>
<th>to anchor chart- <em>Practice telling the story in a storyteller’s voice.</em></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Just as writers plan how information books will go, writers also plan how stories will go. Writers of story books plan from the start how the whole book will go. They touch each page as they tell their story. Then they turn the page to say the next thing that will happen.</strong></td>
<td><strong>One way to do this</strong> is to tell a story of something that happened to the class to model how a story sounds. Tell the story in a storyteller voice. Put the students in partners and ask them to retell the same story using their storyteller voices.</td>
<td>1 mini lesson</td>
</tr>
<tr>
<td><strong>When writers write stories, they try to write them in such a way that readers feel like they are right there with them. To do this, they think about where they were, who they were with, and what they were doing on each page, and then they put those details into the pictures and words.</strong></td>
<td><strong>One way to do this</strong> is to begin a story from your life as you draw only the sparse details onto a page of a blank booklet (example: a picture of a cat with no details of the surround room and people in the room. Then stop and talk through the story including all the details (who, what, and where) adding those details to the pictures as you talk. Add to anchor chart- Use pictures and words: <em>Tell who is in the story. Tell where the story is taking place. Tell what is happening.</em></td>
<td>1 mini lesson</td>
</tr>
<tr>
<td><strong>Writers spell words fully so that they can read their stories and so that others can read them as well.</strong></td>
<td><strong>One way to do this</strong> is to say the word slowly as you can, listen closely to the sounds you hear at the beginning, and then write those sounds down. Next, you can say the word again as you reread your writing, this time listening closely for the sounds you hear in the middle, and then again at the end of the word. This helps you write all the sounds you hear in a word, from beginning to end, which will make your writing much easier to read. Demonstrate doing this by adding labels to a class story. To make</td>
<td>1 mini lesson</td>
</tr>
</tbody>
</table>
your demonstration very explicit, you might voice over, or narrate, the steps of your process as you stretch the word, listen, and record each sound.

Writers make characters talk. You can do this by putting speech bubbles by whoever is talking. When you tell the story, the speech bubbles will remind you to include what people said. Later, when you write the story, you can write bits of talking in the speech bubbles to get down the exact words that people said.

One way to do this is to model adding speech bubbles and bits of dialogue to one of your own stories. Recap by reading the whole page, including the dialogue. Add to anchor chart- Use speech bubbles to show what the people said.

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.

One way to do this is to demonstrate choosing one text to reread and revise. Ask children to help you compare one of the stories you wrote during this unit to the anchor chart, “How to Write a True Story,” starting with the first page. Turn to the second page and ask partners to decide what your story has and could use, prompting and supporting them as needed. Ask students to work in partnerships to name what you have on the last page and what you need.

Another way to do this is to use the illustrated Narrative Writing Checklist and walk students through using it to revise their writing.

Preparing for Publication

Writers edit their writing. They sometimes try to spell their words again so that they can

One way to do this is to edit your own writing in front of the class. Think aloud during your demonstration so the students can see the kinds of strategies you use.
remember them and help others read them too! They reread each word and make sure the words look right. Then they may even need to change it to make it more readable.
Unit 2: Looking Closely: Observing, Labeling, and Listing Like Scientists

Subject: Writing
Grade: Kindergarten
Name of Unit: Looking Closely: Observing, Labeling, and Listing Like Scientists
Length of Unit: approximately 5 weeks, October to Mid-November

Overview of Unit:
This unit channels students to transfer and apply their knowledge of letters and sounds to labeling items and listing observations. It is designed to teach children that writing is not only a tool for storytelling; it is also a tool for learning about science.

In Topic 1 (Bend 1), students will “read the world,” collect natural items and create booklets of representational drawings with labels and, possibly, sentences, to capture the details with precision, while referencing nonfiction books when appropriate.

In Topic 2 (Bend 2), student will learn ways to revise. You will teach them that revision helps them elaborate and extend their thinking. Your class will take three or four days to revise several of their most prized pieces of work, moving between recording careful observations and including their own thinking.

In Topic 3 (Bend 3), each student will study one science topic, chosen from several possibilities, and will create books about the chosen topic. Children will spend the week making observations, labeling their diagrams, writing captions, and creating informational books that demonstrate what they have noticed and learned. This bend culminates the strategies that students have already learned. Children will end the unit by publishing books they have written on the shared class science topics or on their own independent topics.

In Topic 4 (Bend 4), students will revise their writing to make it the best it can be and fancy it up for the publishing celebration.

Getting Ready for the Unit:
- Read Looking Closely: Observing, Labeling, and Listing Like Scientists (pages 17-31) from If...Then... Curriculum (purple book) by Lucy Calkins and Colleagues
- Decide what shared class topic your students will study together during the first portion of this unit. Many classrooms choose to study trees or decide to adopt a tree of their very own outside their school building, to observe and study not just for this unit, but across the year.
- Collects books to read and reread on the topic you are studying. For example National Geographic’s picture book series on seasons and trees (A Tree for All Seasons; Seeds, Sprout, Pumpkin Pie; and Apples for Everyone by Jill Esbaum)
- Look through the lower level Reading A-Z non-fiction books. These books will be good mentor texts to use for several lessons.
- Collect notepads or clipboards for students to use as they research.
- Prepare a variety of writing paper choices. 4-5 page booklets with lines at the bottom and plenty of room for detailed illustrations

**Pre-Assessment (given prior to starting the unit):**
- Administer the information on-demand writing assessment (see page 128 in the Writing Pathways book)

**Priority Standards for unit:**
- 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

**Supporting Standards for unit:**
- L.K.1.a Print many upper- and lowercase letters
- L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships
- L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail
- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.K.2</td>
<td>drawing, dictating and writing</td>
<td>use</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>informational/explanatory texts</td>
<td>compose</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>what they are writing about (topic)</td>
<td>name</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>information about a topic</td>
<td>supply</td>
<td>Understand</td>
<td>1</td>
</tr>
</tbody>
</table>
Essential Questions:
1. How do writers build and develop ideas to write about?

Enduring Understanding/Big Ideas
1. Writers write about things in the world around them.
2. Writers label pictures to say more about a topic or event.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>observe</td>
<td>diagram</td>
</tr>
<tr>
<td>scientist</td>
<td>label</td>
</tr>
<tr>
<td>details</td>
<td></td>
</tr>
</tbody>
</table>

Topic 1: Living Like Writers, Living Like Scientists

Engaging Experience 1
Teaching Point: Scientists live like writers by noticing all the details in the world around them. They draw pictures of what they notice and write labels on the drawings.

Suggested Length of Time: 1-2 mini lesson

Standards Addressed
Priority: W.K.3
Supporting: SL.K.5

Detailed Description/Instructions:
(Prior to the mini-lesson, you may want to take the students on an excursion to collect items from nature. These items will be the focus of writing for the first few lessons. If time doesn’t allow for an excursion, you may collect items on your own for students to use. (e.g., shells, leaves, flowers, etc.)

- One way to do this is to model drawing a picture of an item you have collected. Model how to add labels to the drawing.

Bloom’s Levels: Apply
Webb’s DOK: 2
Engaging Experience 2
Teaching Point: Writers/scientists draw all the small details like the small hole in a leaf just like we see them.
Suggested Length of Time: 1 mini lesson
Standards Addressed
  Priority: W.K.3
  Supporting: SL.K.5
Detailed Description/Instructions:
  • One way to do this is to model drawing an item from your collection. Emphasize drawing the smallest details like a hole or a line. Point out how important it is to pay attention to the colors you use in your drawings.
Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 3
Teaching Point: Writers need to spell words the best they can so that our readers can read them.
We stretch out the sounds in a word so that we know what letters to write. You might even need to say the word five times to hear all the letter sounds.
Suggested Length of Time: 1 mini lesson
Standards Addressed
  Priority: W.K.3
  Supporting: L.1.1.a, L.1.2.c, L.1.2.d
Detailed Description/Instructions:
  • One way to do this is to model stretching out a word you want to use to label a picture. Use a rubber band or slinky to model saying the word slowly, listening for the letters and writing them as you hear them.
Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 4
Teaching Point: Before we start writing, writers plan what we want to teach others and how our book might go. Will it be a book that teaches what things are? Or what they do? Or do we want to ask our reader questions?
Suggested Length of Time: 1 mini lesson
Standards Addressed
  Priority: W.K.3
  Supporting: SL.K.5
Detailed Description/Instructions:
  • One way to do this is to think aloud as you plan what you are going to write in front of the class. Model listing your possibilities and then your decision making process.
Bloom’s Levels: Apply
Webb’s DOK: 2

**Engaging Experience 5**
Teaching Point: Writers make plans to teach lots and lots. We try to make our books as long as some of the just-right books we are reading. We say all the stuff we want to teach across your fingers and then get a book to write down all those things.

Suggested Length of Time: 1 mini lesson

Standards Addressed
- **Priority:** W.K.3
- **Supporting:** N/A

Detailed Description/Instructions:
- **One way to do this** is to model telling about the topic you are going to write about across your fingers. Then take a booklet and point to each page as you say what you are going to put on each page. Consider using a non-fiction leveled reader to model how the author put different information on each page.

Bloom’s Levels: Apply
Webb’s DOK: 2

**Engaging Experience 6**
Teaching Point: Writers use partners to help them plan their writing. Today before you write, you will talk with your partner. Your partner can ask, “What are you going to write today? and listen carefully as you tell him/her everything you are thinking about writing. Also, if you get stuck in the middle of our writing time, you can ask your partner in a whisper and then go right back to work.

Suggested Length of Time: 1 mini lesson

Standards Addressed
- **Priority:** W.K.3
- **Supporting:** N/A

Detailed Description/Instructions:
- **One way to do this** is to ask a student to come to the front and act as your partner. Model sharing what you are going to write about and asking your partner questions to get more information. You also might consider allowing students to find places in the room to write with their partners.

Bloom’s Levels: Apply
Webb’s DOK: 2
Engaging Experience 7
Teaching Point: Writers/scientists look back at our pictures and add more detail. We even add more to our words. Sometimes we zoom in on the detail and even add another page.
Suggested Length of Time: 1 mini lesson
Standards Addressed
  Priority: W.K.3
  Supporting: SL.K.5
Detailed Description/Instructions:
  • One way to do this is to model going back to a class text you have written to add even more detail to the pictures. Model adding a post-it note or another page to add information to your writing.
Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 8
Teaching Point: Writers use our drawings and labels to remind us what we want to say. We go back and add more ideas (sentences under our pictures). Sometimes we end up writing in a pattern, saying similar things on every page.
Suggested Length of Time: 1 mini lesson
Standards Addressed
  Priority: W.K.3
  Supporting: N/A
Detailed Description/Instructions:
  • One way to do this is to model going back to a class text and adding a sentence to the bottom of each page. Use an easy reader non-fiction text that has a pattern to model writing something similar on each page.
Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 9
Teaching Point: Scientists use lots of fancy words. When we write like scientists we want to use those same kinds of science words. We can use the charts, books, and other words around the room to help us.
Suggested Length of Time: 1-2 mini lessons
Standards Addressed
  Priority: W.K.3
Supporting: L.K.6
Detailed Description/Instructions:

- **One way to do this** is to model using a book to find a specific scientific word to a class book. For example, you have the word “line” as a label on a picture of a leaf. Look up a picture of a leaf in a science book and point out that the scientific name is “vein”.
- **Another way to do this** is to model asking another “expert” what scientific words you could use in your writing. Model how talking to a partner about your topic may help you get more precise words to add to your writing.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 2

**Engaging Experience 10**
**Teaching Point:** Writers see what other authors have done in their books and think “How does this whole book go?” “How do I want my book to go?” For example, in this book (mentor text) the author showed how to __________.

**Suggested Length of Time:** 1-2 mini lessons

**Standards Addressed**

- **Priority:** W.K.3
- **Supporting:** N/A

**Detailed Description/Instructions:**

- **One way to do this** is to use a variety of mentor texts to model different ways non-fiction writers set up their texts. (Some of the lower level Reading A-Z books would be great models to use for this lesson. They are written in a way many kindergarten students can emulate.)

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 2

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**Topic 3: Becoming Researchers: Scientists Make Connections, Predict, Have Ideas, and Compare and Contrast**

**Engaging Experience 11**
**Teaching Point:** Scientists write not only what they see but also add information based on what we already know. We can write about all the parts of an object, like a tree or a flower, even if the parts aren’t right there in front of us.” We can use what we read to use in books.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

- **Priority:** W.K.3
- **Supporting:** N/A
Detailed Description/Instructions:

- One way to do this is to model studying a collection of nonfiction books on a topic to gain ideas for writing. For example, you could look through a few books on weather and think aloud as you collect ideas for your own writing. After looking through the books, you can model planning out how you would write your own weather book.

Bloom’s Levels: Apply
Webb’s DOK: 2

**Engaging Experience 12**

**Teaching Point:** Scientists try to figure out how to sort things into “piles that go together.” Then we draw and write to teach people about why these “piles go together.” We can also explain about each of those items in the pile in different sections of our books.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**
- **Priority:** W.K.3
- **Supporting:** N/A

**Detailed Description/Instructions:**

- One way to do this is to model sorting a topic into categories. For example, if you were going to write a book about food, you could sort the foods by colors: red foods, yellow foods, green foods, etc. Model how you would turn these groups into different parts of your books. Spend time brainstorming other topics and how they could be divided into sections. (Animal Covering -Level B- Reading A-Z is an example mentor text you could use).

Bloom’s Levels: Apply
Webb’s DOK: 2

**Engaging Experience 13**

**Teaching Point:** Scientists don’t just record exactly what we see and what we already know, but we can also push ourselves to think, “Why?” “Why does ____________?” or “What is the reason . . . ?” We can write about our observations and our thoughts. We can even make good guesses even if we don’t know the answers.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**
- **Priority:** W.K.3
- **Supporting:** L.K.1.d

**Detailed Description/Instructions:**

- One way to do this is to model asking questions about the topics you have been writing about. Start an anchor chart of questions words. Model using these words in your writing.

Bloom’s Levels: Apply
Webb’s DOK: 2
Engaging Experience 14
Teaching Point: Writers look closely at objects to notice what is the same and what is different. We can write using our chart of compare/contrast language. “I noticed . . . is the same as . . .” “They both . . . “I noticed . . . is different from . . .” “One has . . . but the other has . . . “

Suggested Length of Time: 1 mini lesson

Standards Addressed
Priority: W.K.3
Supporting: N/A

Detailed Description/Instructions:
- One way to do this is to model comparing and contrasting objects in a collection. You can use real objects (like shells, leaves, food, etc.) or pictures (animals, food, weather, etc.) Think aloud as you compare and contrast the objects and model putting these thoughts in your book. (For example: This shell is smooth. This shell is bumpy).

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 15
Teaching Point: Writers want others to be able to read our books so we want to spell words the best we can. We can check our words on our word wall. Look at the word, get the spelling in your mind, then look away from the word wall and see if we can still remember how to spell the word. Write it down and do a final check to see if you were right. We also need to be brave to spell hard words. Write it the best we can with the sounds and letters we know.

Suggested Length of Time: 1 mini lesson

Standards Addressed
Priority: W.K.3
Supporting: N/A

Detailed Description/Instructions:
- One way to do this is to add to the Writers Don’t Say spelling anchor chart created in Unit 1. Add “check the word wall” and “use a word you know”

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 16
Teaching Point: Science writers try to think of the best way to describe something we notice. One way we do this is to compare what we are writing about to something that people would already know.

Suggested Length of Time: 1 mini lesson

Standards Addressed
Priority: W.K.3
Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** is to model comparing some objects to things in the world. For example, we could say “Some birds are as colorful as a rainbow.” This will help our readers picture what we are writing about.

Bloom’s Levels: Apply
Webb’s DOK: 2

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**Engaging Experience 17**

**Teaching Point:** Writers, even scientist writers, always take a few days to look back over what we have written and decide what is good enough to revise to make better and share with our readers. To revise means to resee and ask, “How can I make this good work into terrific work?” We reread our writing and put post-its on all the parts where we think we can make our work even better.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

- **Priority:** W.K.3
- **Supporting:** N/A

**Detailed Description/Instructions:**

- **One way to do this** is to declare this day “no new writing day”. Tell students instead they will go back and look over everything they have written looking for ways to make it even better. Model doing this with the class texts you have written during this unit.

Bloom’s Levels: Apply
Webb’s DOK: 2

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**Engaging Experience 18**

**Teaching Point:** Writers reread these books a couple of times and think to ourselves, “Do I have more to add to my labels? To my pictures? To my sentences? Do I have more to say about what I see... where I see it... and why it looks or feels this way?” We even say more to be more specific like if we have written, “This leaf has spikes. The spikes are on the top.” We can add more into our pattern books. Sometimes as we are rereading we may have questions and we can write the questions in our books. For example, you may have written, “The hummingbird flaps its wings fast.” You could add, “I wonder why it is faster than other birds.”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

- **Priority:** W.K.3
- **Supporting:** N/A
Detailed Description/Instructions:

- **One way to do this** is to model using the Kindergarten Information Student Checklist (page 131 in *Writing Pathways* book) to look over and revise your writing.
- **Another way to do this** is to have students get in partnerships and use the Kindergarten Information Student Checklist (page 131 in *Writing Pathways* book) to peer revise/edit their work.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

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**Engaging Experience 19**

**Teaching Point:** Writers don’t just fix up our writing. We also fancy it up so that it is ready to be published. Let’s think of some old ways we have done that as well as some new ways.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

- **Priority:** W.K.3
- **Supporting:** N/A

**Detailed Description/Instructions:**

- **One way to do this** is to model selecting your favorite piece to publish. Then model adding color or other details to make it just right. You could also model adding a cover page to the book.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

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**Post Assessment**

Administer the information on-demand writing assessment. See page 128 in the *Writing Pathways* book.

**Rubric for Post Assessment**

Use the information writing rubric to score the on-demand. Take note of what students were able to do independently on the on-demand.
Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Set the classroom up in a museum like format. Have the students set out the objects they wrote about with their published piece next to it. Invite other kindergarten classrooms to tour the museum and learn from the authors/scientists.

**Rubric for Engaging Scenario:**
Use the information writing rubric to score the published piece. Take note of what students were able to do with support during this unit.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Teaching Point</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living Like Writers, Living Like Scientists</td>
<td>Scientists live like writers by noticing all the details in the world around them. They draw pictures of what they notice and write labels on the drawings.</td>
<td><em>(Prior to the mini-lesson, you may want to take the students on an excursion to collect items from nature. These items will be the focus of writing for the first few lessons. If time doesn’t allow for an excursion, you may collect items on your own for students to use. (e.g., shells, leaves, flowers, etc.)</em>  <strong>One way to do this</strong> is to model drawing a picture of an item you have collected. Model how to add labels to the drawing</td>
<td>1-2 mini lessons</td>
</tr>
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<td>Writers/scientists draw all the small details like the small hole in a leaf just like we see them.</td>
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<td>2 mini lessons</td>
<td></td>
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<tr>
<td>Writing More: Adding Details and Information and Writing Phrases or Sentences</td>
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<td>listing your possibilities and then your decision making process.</td>
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<tr>
<td>Writers make plans to teach lots and lots. We try to make our books as long as some of the just-right books we are reading. We say all the stuff we want to teach across your fingers and then get a book to write down all those things.</td>
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<tr>
<td>One way to do this is to model telling about the topic you are going to write about across your fingers. Then take a booklet and point to each page as you say what you are going to put on each page. Consider using a non-fiction leveled reader to model how the author put different information on each page.</td>
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<tr>
<td>1 mini lesson</td>
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<tr>
<td>Writers use partners to help them plan their writing. Today before you write, you will talk with your partner. Your partner can ask, “What are you going to write today? and listen carefully as you tell him/her everything you are thinking about writing. Also, if you get stuck in the middle of our writing time, you can ask your partner in a whisper and then go right back to work.</td>
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<tr>
<td>One way to do this is to ask a student to come to the front and act as your partner. Model sharing what you are going to write about and asking your partner questions to get more information. You also might consider allowing students to find places in the room to write with their partners.</td>
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<tr>
<td>1 mini lesson</td>
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</tbody>
</table>
go back and more ideas (sentences under our pictures). Sometimes we end up writing in a pattern, saying similar things on every page.

<table>
<thead>
<tr>
<th>Scientists use lots of fancy words. When we write like scientists we want to use those same kinds of science words. We can use the charts, books, and other words around the room to help us</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One way to do this</strong> is to model using a book to find a specific scientific word to a class book. For example, you have the word “line” as a label on a picture of a leaf. Look up a picture of a leaf in a science book and point out that the scientific name is “vein”. <strong>Another way to do this</strong> is to model asking another “expert” what scientific words you could use in your writing. Model how talking to a partner about your topic may help you get more precise words to add to your writing.</td>
</tr>
<tr>
<td>1-2 mini lessons</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writers see what other authors have done in their books and think “How does this whole book go?” “How do I want my book to go?” For example, in this book (mentor text) the author showed how to _________.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One way to do this</strong> is to use a variety of mentor texts to model different ways non-fiction writers set up their texts. (Some of the lower level Reading A-Z books would be great models to use for this lesson. They are written in a way many kindergarten students can emulate.)</td>
</tr>
<tr>
<td>1-2 mini lessons</td>
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<thead>
<tr>
<th><strong>Becoming Researchers</strong>: Scientists Make Connections, Predict, Have Ideas, and Compare and Contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientists write not only what they see but also add information based on what we already know. We can write about all the parts of an object, like a tree or a flower, even if the parts aren’t right there in front of us.” We can use what we read to us in books.</td>
</tr>
<tr>
<td><strong>One way to do this</strong> is to model studying a collection of nonfiction books on a topic to gain ideas for writing. For example, you could look through a few books on weather and think aloud as you collect ideas for your own writing. After looking through the books, you can model planning out how you would write your own weather book.</td>
</tr>
<tr>
<td>1 mini lesson</td>
</tr>
<tr>
<td><strong>One way to do this</strong> is to model sorting a topic into categories. For example, if you were going to write a book about food, you could sort the foods by colors: red foods, yellow foods, green foods, etc. Model how you would turn these groups into different parts of your books. Spend time brainstorming other topics and how they could be divided into sections. (Animal Covering -Level B- Reading A-Z is an example mentor text you could use).</td>
</tr>
<tr>
<td>Scientists don’t just record exactly what we see and what we already know, but we can also push ourselves to think, “Why?” “Why does ___________?” or “What is the reason . . .?” We can write about our observations and our thoughts. We can even make good guesses even if we don’t know the answers.</td>
</tr>
<tr>
<td>Writers look closely at objects to notice what is the same and what is different. We can write using our chart of compare/contrast language. “I noticed . . . is the same as . . .” “They both . . .” “I noticed . . . is different from . . .” “One has . . . but the other has . . .”</td>
</tr>
<tr>
<td>Finishing Up Our books, Getting Ready to Present Our Work</td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>Writers, even scientist writers, always take a few days to look back over what we have written and decide what is good enough to revise to make better and share with our readers. To revise means to resee and ask, “How can I make this good work into terrific work?” We reread our writing and put post-its on all the parts where we think we need to make improvements. <strong>One way to do this</strong> is to declare this day “no new writing day”. Tell students instead they will go back and look over everything they have written looking for ways to make it even better. Model doing this with the class texts you have written during this unit.</td>
</tr>
</tbody>
</table>

| Science writers try to think of the best way to describe something we notice. One way we do this is to compare what we are writing about to something that people would already know. **One way to do this** is to model comparing some objects to things in the world. For example, we could say “Some birds are as colorful as a rainbow.” This will help our readers picture what we are writing about. |

| 1 mini lesson | 1 mini lesson |
| Writers reread these books a couple of times and think to ourselves, “Do I have more to add to my labels? To my pictures? To my sentences? Do I have more to say about what I see . . . where I see it . . . and why it looks or feels this way?” We even say more to be more specific like if we have written, “This leaf has spikes. The spikes are on the top.” We can add more into our pattern books. Sometimes as we are rereading we may have questions and we can write the questions in our books. For example, you may have written, “The hummingbird flaps its wings fast.” You could add, “I wonder why it is faster than other birds.” | **One way to do this** is to model using the Kindergarten Information Student Checklist (page 131 in *Writing Pathways* book) to look over and revise your writing. **Another way to do this** is to have students get in partnerships and use the Kindergarten Information Student Checklist (page 131 in *Writing Pathways* book) to peer revise/edit their work. | 1-2 mini lessons |

| Writers don’t just fix up our writing. We also fancy it up so that it is ready to be published. Let’s think of some old ways we have done that as well as some new ways. | **One way to do this** is to model selecting your favorite piece to publish. Then model adding color or other details to make it just right. You could also model adding a cover page to the book. | 1-2 mini lessons |
Unit 3: Writing for Readers

Subject: Writing
Grade: Kindergarten
Name of Unit: Writing for Readers
Length of Unit: approximately 6 weeks, November-December

Overview of Unit:
This unit teaches children strategies for making clearer, richer stories and help them strengthen the conventions and mechanics of their writing. The big goal of the unit is to help children put actual words and sentences onto the page. They will continue to work in partnerships, as they did during the first unit, sharing their booklets just as reading workshop partners share their books.

In Topic 1 (Bend 1), you’ll challenge your writers not only to tell the true stories of their lives, but to do so through writing that is easy for others to read. As children work, you will address the print on the page and encourage your writers to write words in more conventional ways. The bend ends with a focus on writing in sentences and rereading their work as they write.

In Topic 2 (Bend 2), begins by teaching children how to use a checklist to reflect on what they have learned so far this year. Sessions are designed specifically to strengthen your students’ word-writing skills by spotlighting the use of vowels and sight words. Writers will also use the power of partnerships as they aim to make their writing clearer.

In Topic 3 (Bend 3), the focus shifts from getting readable words on the page to telling stories more powerfully through the use of revision. This bend will also include working in partnerships to support this work.

In Topic 4 (Bend 4), students learn the process of taking a single piece of writing to publishing. Students will spend time both editing and revising and will work on creating an ending that introduces a big feeling.

Getting Ready for the Unit:
- Read through Writing for Readers (Unit 2) by Lucy Calkins and Natalie Louis
- Immerse your students in a culture of storytelling. Encourage students to talk about things that happen in their lives. You can model this by talking about the events that happen in your classroom (fire drill, assembly, etc.). You can also have students bring objects from home that are important to them and have them share stories about their objects with partners.
- Select and read aloud mentor texts to use during the unit. Selections should resemble the personal narratives your children will be writing. Some possible titles may include: Donald Crew’s Shortcut, A Day with Daddy by Nikki Grimes, and The Snowy Day by Ezra Jack Keats
- Continue to develop with classroom word wall, add high frequency words as you focus on them.

Pre-Assessment (given prior to starting the unit):
- Use the narrative on-demand writing assessment you gave as a post-assessment for Unit 1 as your pre-assessment data for Unit 3.

Priority Standards for unit:
- 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.

Supporting Standards for unit:
- W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- L.K.1.a Print many upper- and lowercase letters.
- L.K.1.f Produce and expand complete sentences in shared language activities
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships
- L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.K.3</td>
<td>drawing, dictating, and writing</td>
<td>use</td>
<td>apply</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>single event or loosely linked events</td>
<td>narrate</td>
<td>understand</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>events in order</td>
<td>tell</td>
<td>understand</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>reaction to what happened</td>
<td>provide</td>
<td>apply</td>
<td>2</td>
</tr>
</tbody>
</table>
**Essential Questions:**
1. How do authors and illustrators tell stories?
2. Why is it important to re-read my writing?
3. Why is it important for me to check my conventions when editing my work?

**Enduring Understanding/Big Ideas**
1. Drawing and writing are important ways to communicate stories.
2. Writers look for ways to make their writing better.
3. Using standard English conventions is important when writing to make the piece readable.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>checklist</td>
<td>vowel</td>
</tr>
<tr>
<td>mental image</td>
<td>sentence</td>
</tr>
<tr>
<td>word wall</td>
<td>lead (beginning)</td>
</tr>
<tr>
<td></td>
<td>closure (ending)</td>
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</tbody>
</table>

**Topic 1: Writing Stories that People Can Really Read**

**Engaging Experience 1**

**Teaching Point:** Writers use all their writing muscles to make sure people don’t put their writing down. Like all writers, each of you can tell if your writing is easy to read by reading your own writing like it’s a book in your book baggie. If you can’t figure out what your writing says, then you need to fix it up so other people won’t have the same trouble.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**
- **Priority:** W.K.3
- **Supporting:** N/A

**Detailed Description/Instructions:**
- **One way to do this** is to tell children that they’ll want to shift from writing to reading their own stories, and caution them that they’ll need to invest some extra work in that reading. Show children that when reading their stories, you use the pictures to help you guess what the words say, and you also point under the print and use word-solving strategies. Recruit the class to join you in naming the strategies they saw you using to read hard-to-read writing. Create a t-chart titled “What Makes Writing Hard to Read”/“What Makes Writing Easy to Read” and list students’ discoveries on the chart. (examples on page 10 and 99)
Bloom’s Levels: Apply  
Webb’s DOK: 2  

**Engaging Experience 2**  
**Teaching Point:** Even when you are working really hard to hear all the sounds and to write so people can read your writing, you still need to remember everything you already learned about writing great stories. It helps to reread old charts, using those as reminders of all the things you can always remember to do.  
**Suggested Length of Time:** 1 mini lesson  
**Standards Addressed**  
- **Priority:** W.K.3  
- **Supporting:**  

**Detailed Description/Instructions:**  
- **One way to do this** is to tell children that throughout the upcoming unit, they will write a new story almost every day, and remind them that they know how to do this. Role-play that you are a kindergarten wanting to write, doing this in a way that channels children to reread the first two points of the “How to Write a True Story” chart (which was created in Unit 1). Specifically, add on the fact that when choosing a story idea, it helps to feel excited about the story you elect to tell.  

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 2  

**Engaging Experience 3**  
**Teaching Point:** If you get so busy writing one word-like pencil-and you forget the whole story you wanted to write, you can look back up at your picture. The picture can remind you of the story, of all the words you wanted to write. But the picture helps you remember the story only if, when you made the picture, you were thinking about the words of the story.  
**Suggested Length of Time:** 1 mini lesson  
**Standards Addressed**  
- **Priority:** W.K.3  
- **Supporting:** L.K.2.c, L.K.2.d  

**Detailed Description/Instructions:**  
- **One way to do this** is to point out that before you draw a picture in a storybook, you first think of what it is that you did. Your picture records who did what, where writers say the words they draw. Taking a class story, demonstrate how you draw the start of the story, generating words to accompany your mental image.  

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 2
Engaging Experience 4
Teaching Point: Writers say a sentence in his or her mind, then write it, writing word after word.
Suggested Length of Time: 2 mini lessons
Standards Addressed
  Priority: W.K.3
  Supporting: L.K.2.f
Detailed Description/Instructions:
  ● **One way to do this** is to read the pictures of your story, saying aloud the short sentences you plan to write. Demonstrate the whole process of saying a word, recording it, leaving a space, then saying the next word.

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 5
Teaching Point: Writers reread-often, for lots of reasons. Writers write a little, and then they read a little, flipping back and forth between being a writing and reader of the story.
Suggested Length of Time: 1 mini lesson
Standards Addressed
  Priority: W.K.3
  Supporting: N/A
Detailed Description/Instructions:
  ● **One way to do this** is to suggest that pencils can be magic because one end is good for writing and the other for tapping at words as one reads. Demonstrate the shifts between writing and rereading as you continue to work on the class story.

Bloom’s Levels: Apply
Webb’s DOK: 2

Topic 2: Tools Give Writers Extra Power

Engaging Experience 6
Teaching Point: Writers use tools to help them write the best that they can. One of the tools that help writers write powerful true stories is a checklist. This may seem like a simple thing, but writers know that checklists can help them make their writing the best it can be.
Suggested Length of Time: 1 mini lesson
Standards Addressed
  Priority: W.K.3
  Supporting: L.K.2.c, L.K.2.d
Detailed Description/Instructions:
- **One way to do this** is to tell children about a time when checklist have proven very valuable. (e.g., preparing for a party). Tell children that all writers across their school will have checklists to remind them of the things writing do to make a good story and to make other kinds of writing good writing, too. Reveal part of the checklist for kindergarteners, and remind children how it is used, using it to assess an imaginary and problematic piece by an unknown child.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 2

**Engaging Experience 7**
**Teaching Point:** Vowels can help you spell the middle of words. If you know just a few tips about how vowels work, this can make your writing so much easier to read. A vowel chart can help you hear the vowel sound and come up with the right vowel to put on your paper.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**  
Priority: W.K.3  
Supporting: L.K.2.c

**Detailed Description/Instructions:**
- **One way to do this** is to tell children about a child whose reading is hard to read, using a piece of kid writing that could be made more readable had the writer used vowels. Teach children that when words are hard to read and write, sometimes it is because of the tricky parts-vowels. It helps to know every word has a vowel and to guess which of them a word contains.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 1

**Engaging Experience 8**
**Teaching Point:** Every writer has words that he or she just knows and can write easily, in a snap. Writers don’t stretch out those words- they just write them quickly. Word walls are a great tool for writers because they remind writers of the words they know in a snap.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**  
Priority: W.K.3  
Supporting: L.K.2

**Detailed Description/Instructions:**
- **One way to do this** is to show your writers how a word wall works. Demonstrate how you make a personal word wall even more personal by modeling with one student in the class.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 1
Engaging Experience 9
Teaching Point: Writers need to write with their own true, storytelling words even though that means they have to work a little harder to spell those true words. It helps to story-tell your story to a partner, using your best storytelling voice. Listen to your own storyteller voice, and put that voice on the page.
Suggested Length of Time: 1 mini lesson
Standards Addressed
  Priority: W.K.3
  Supporting: L.K.6
Detailed Description/Instructions:
  ● One way to do this is to recruit children to join you in writing the last page to your ongoing story. Pretend you are doing this, only demonstrate the problematic way to write, relying exclusively on word wall words. Then recruit children to protest that that’s the wrong way to proceed. Recruit children to articulate what was wrong with the way you’d gone about writing, then re-articulate the goal that writers use their own storytelling voice to write.
Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 10
Teaching Point: When writers are working to make their writing more readable, it helps if the writer has a partner who works with their writing-like a team- to get the job done.
Suggested Length of Time: 1 mini lesson
Standards Addressed
  Priority: W.K.3
  Supporting: W.K.5
Detailed Description/Instructions:
  ● One way to do this is to sit students by their reading partners during writing time instead of their writing partner. Explain that kids are sitting beside reading partners because at the end of writing time, they’ll read as if it is reading time, only with books and magic pencils in hand, upping the readability. Demonstrate how you hope children read with their reading partners, modeling the shifts between reading and writing and the use of tools to help.
Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 11
Teaching Point: Partners help each other hear more sounds in words they write but they don’t do the work for their partner.
Suggested Length of Time: 1 mini lesson
Standards Addressed
Priority: W.K.3
Supporting: W.K.5, L.K.1.c, L.K.1.d

Detailed Description/Instructions:

- One way to do this is to give the analogy that a piano teacher wouldn’t ask a student to move off the bench and take over playing, instead she would coach the student on how to improve their playing. Model with a student how to coach or teach a partner how to hear more sounds in word rather than just telling him how to spell it.

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 12
Teaching Point: Writers often look back over their writing and think about all the things they have learned to do to make their writing better.
Suggested Length of Time: 1 mini lesson
Standards Addressed
Priority: W.K.3
Supporting: N/A

Detailed Description/Instructions:

- One way to do this is to review the What Makes Writing Easy/Hard to Read chart created in session 1. Set up writers to reread as much of their writing as they can. Then listen in and coach. Once writers have read most of their writing, channel them to notice specific things they have done that make their writing readable. Prompt them to find evidence of the items on the class chart and talk with partners about what they notice. Next, ask students to look at the same pages, noticing things they could still do.
- Another way to do this is to model how to use the narrative writing check-list to see what they are doing well as writers and what they still need to work on.

Bloom’s Levels: Apply
Webb’s DOK: 3

Topic 3: Partnering for Revisions: Making Stories More Fun to Read

Engaging Experience 13
Teaching Point: Writers revise stories, just like you revise Lego buildings or clay creations. When a writer likes his or her story, the writer returns to it, thinking “How can I make this even better?” One way writers revise is they picture what happened in their mind (and sometimes by drawing) and then put what they picture onto the page.
Suggested Length of Time: 1 mini lesson
Standards Addressed
Priority: W.K.3
Supporting: W.K.5

Detailed Description/Instructions:
• One way to do this is to demonstrate how you begin to revise, accentuation the techniques you want your student to use: rereading the pictures and words, envision one’s subject, and asking, “How could I make this better?” When you revise, name the replicable strategy you use. Remind writers that they can use this strategy often.

Bloom’s Levels: Apply
Webb’s DOK: 3

Engaging Experience 14
Teaching Point: Paper flaps or post-its are a kind of revision tool that can make your stories better. Writers think carefully about where to put those flaps/post-its and use them many different places in a story to help tell a story better.
Suggested Length of Time: 1 mini lesson
Standards Addressed
Priority: W.K.3
Supporting: W.K.5

Detailed Description/Instructions:
• One way to do this is to tell the class about a child who reread, envisioned his content, and then revised by adding to the end of his draft. Tell the class how this same child wanted to add writing where there wasn’t space. Show that the child created a flap/post-it for the added writing.

Bloom’s Levels: Apply
Webb’s DOK: 3

Engaging Experience 15
Teaching Point: One of the best ways to become a better writer is to look closely at the work of authors we love and to think, “What did this writer do that I could try?” Because the lead to a story is really important, authors study other writers’ and learn ways to revise their own.
Suggested Length of Time: 1 mini lesson
Standards Addressed
Priority: W.K.3
Supporting: N/A

Detailed Description/Instructions:
• One way to do this is to tell the children that just as they often learn from experts in sports, today they’ll study an expert writer. Ask the children to join you in thinking about what the author has done as you read and then reread the beginning from a familiar book. Reiterate and clarify what the author has done that you hope children emulate when they
write their beginnings. You could begin an anchor chart titled “Writing Amazing Story Beginnings”.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 2

**Engaging Experience 16**  
**Teaching Point:** To be a writing teacher, you need to really listen to the writer’s draft, trying to really understand it, and you need to notice the places where you go, “Huh?” and to help the write make those parts clear.  
**Suggested Length of Time:** 1 mini lesson  
**Standards Addressed**  
*Priority:* W.K.3  
*Supporting:* W.K.5  
**Detailed Description/Instructions:**  
- **One way to do this** is to demonstrate how children can be writing teachers for one another. First, teach them to read each other’s writing. Demonstrate how to pay attention to your reactions as a reader of your partner’s writing. Teach students how to use the narrative writing check-list with their partner.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 3

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**Topic 4: Preparing for Publication**

**Engaging Experience 17**  
**Teaching Point:** Writers get ready to publish by choosing the story they want to share with the world. Then, they use all they know to make their stories come to life and be easy to read.  
**Suggested Length of Time:** 1 mini lesson  
**Standards Addressed**  
*Priority:* W.K.3  
*Supporting:* N/A  
**Detailed Description/Instructions:**  
- **One way to do this** is to model the revision process for writers by reading aloud your own story. Students should select their favorite piece to work on revising.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 2

**Engaging Experience 18**  
**Teaching Point:** One way writers write strong endings is to end their stories with a feeling. Sometimes writers just tell how they feel, but other times, writers use dialogue or actions to show a feeling.
Suggested Length of Time: 1 mini lesson

Standards Addressed
- Priority: W.K.3
- Supporting: N/A

Detailed Description/Instructions:
- One way to do this is to tell the children that writers can emulate endings in published texts. Select a mentor text or two which have endings with dialogue or actions to show feelings and use it for your explicit teaching.

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 19
Teaching Point: Writers spend time making sure their writing is as clear and beautiful as possible. Three ways you can do this are: adding missing bits to your drawing, adding color to your pictures, and checking your words to make sure they are not too messy to read.

Suggested Length of Time: 1-2 mini lesson

Standards Addressed
- Priority: W.K.3
- Supporting: L.K.2c, L.K.2.d

Detailed Description/Instructions:
- One way to do this is to using a class text, ask students to think of specific ways to prepare it to be shared with an audience. Model adding to the drawings, adding color to the picture and checking words.

Bloom’s Levels: Apply
Webb’s DOK: 2

Post Assessment

Administer the narrative on-demand writing assessment. See page 182 in the Writing Pathways book.

Rubric for Post Assessment
Use the narrative writing rubric to score the on-demand. Take note of what students were able to do independently on the on-demand.
Engaging Scenario

Since this unit focuses on writing for readers, you will want to invite an audience to come read your students’ stories. This could be another kindergarten class, a buddy class, or other staff members from the building. Before hosting the celebration, ask students to look at their writing and identify one or more things they learned (and is evident) in their writing. This can be written on a post-it note and adding to their piece. Encourage visitors to also add comments to the students writing. Display the writing and all of the comments on Author’s board in the classroom or hall.

Rubric for Engaging Scenario:
Use the narrative writing rubric to score the published piece. Take note of what students were able to do with support during this unit.
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Teaching Point</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
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<td>Writing Stories that People Can Really Read</td>
<td>Writers use all their writing muscles to make sure people don’t put their writing down. Like all writers, each of you can tell if your writing is easy to read by reading your own writing like it’s a book in your book baggie. If you can’t figure out what your writing says, then you need to fix it up so other people won’t have the same trouble.</td>
<td><strong>One way to do this</strong> is to tell children that they’ll want to shift from writing to reading their own stories, and caution them that they’ll need to invest some extra work in that reading. Show children that when reading their stories, you use the pictures to help you guess what the words say, and you also point under the print and use word-solving strategies. Recruit the class to join you in naming the strategies they saw you using to read hard-to-read writing.</td>
<td>1 mini lesson</td>
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<td>Even when you are working really hard to hear all the sounds and to write so people can read your writing, you still need to remember everything you already learned about writing great stories. It helps to reread old charts, using those as reminders of all the things you can always remember to do.</td>
<td><strong>One way to do this</strong> is to tell children that throughout the upcoming unit, they will write a new story almost every day, and remind them that they know how to do this. Role-play that you are a kindergarten wanting to write, doing this in a way that channels children to reread the first two points of the “How to Write a True Story” chart (which was created in Unit 1). Specifically, add on the fact that when choosing a story idea, it helps to feel excited about the story you elect to tell.</td>
<td>1 mini lesson</td>
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<td>If you get so busy writing one word-like pencil-and you forget the whole story you wanted to write, you can look back up at your picture. The picture can remind you of the story, of all the words you wanted to write. But the picture</td>
<td><strong>One way to do this</strong> is to point out that before you draw a picture in a storybook, you first think of what it is that you did. Your picture records who did what, where writers say the words they draw. Taking a class story, demonstrate how you draw the start of the story, generating words to accompany your mental image.</td>
<td>1 mini lesson</td>
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<td>Tools Give Writers Extra Power</td>
<td>Helps you remember the story only if, when you made the picture, you were thinking about the words of the story.</td>
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<td><strong>Writers say a sentence in his or her mind, then write it, writing word after word.</strong></td>
<td><strong>One way to do this</strong> is to read the pictures of your story, saying aloud the short sentences you plan to write. Demonstrate the whole process of saying a word, recording it, leaving a space, then saying the next word. Don’t worry that many children will not totally grasp all this. This is immersion.</td>
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<td><strong>Writers reread—often, for lots of reasons. Writers write a little, and then they read a little, flipping back and forth between being a writing and reader of the story.</strong></td>
<td><strong>One way to do this</strong> is to suggest that pencils can be magic because one end is good for writing and the other for tapping at words as one reads. Demonstrate the shifts between writing and rereading as you continue to work on the class story.</td>
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<td><strong>Tools Give Writers Extra Power</strong></td>
<td><strong>One way to do this</strong> is to tell children about a time when checklist have proven very valuable. (e.g., preparing for a party). Tell children that all writers across their school will have checklists to remind them of the things writing do to make a good story and to make other kinds of writing good writing, too. Reveal part of the checklist for kindergarteners, and remind children how it is used, using it to assess an imaginary and problematic piece by an unknown child.</td>
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<td><strong>Vowels can help you spell the middle of words. If you know just a few tips about how vowels work, this can make your writing so much easier to read. A vowel chart can help you hear the vowel sound and</strong></td>
<td><strong>One way to do this</strong> is to tell children about a child whose reading is hard to read, using a piece of kid writing that could be made more readable had the writer used vowels. Teach children that when words are hard to read and write, sometimes it is because of the tricky</td>
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<p>| 2 mini lessons | 1 mini lesson | 1 mini lesson | 2 mini lessons |</p>
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<th>Come up with the right vowel to put on your paper.</th>
<th>Every writer has words that he or she just knows and can write easily, in a snap. Writers don’t stretch out those words—they just write them quickly. Word walls are a great tool for writers because they remind writers of the words they know in a snap.</th>
<th><strong>One way to do this</strong> is to show your writers how a word wall works. Demonstrate how you make a personal word wall even more personal by modeling with one student in the class.</th>
<th>1 mini lesson</th>
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<td>parts-vowels. It helps to know every word has a vowel and to guess which of them a word contains.</td>
<td><strong>One way to do this</strong> is to recruit children to join you in writing the last page to your ongoing story. Pretend you are doing this, only demonstrate the problematic way to write, relying exclusively on word wall words. Then recruit children to protest that that’s the wrong way to proceed. Recruit children to articulate what was wrong with the way you’d gone about writing, then re-articulate the goal that writers use their own storytelling voice to write.</td>
<td>1 mini lesson</td>
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<td>Writers need to write with their own true, storytelling words even though that means they have to work a little harder to spell those true words. It helps to story-tell your story to a partner, using your best storytelling voice. Listen to your own storyteller voice, and put that voice on the page.</td>
<td><strong>One way to do this</strong> is to sit students by their reading partners during writing time instead of their writing partner. Explain that kids are sitting beside reading partners because at the end of writing time, they’ll read as if it is reading time, only with books and magic pencils in hand, upping the readability. Demonstrate how you hope children read with their reading partners, modeling the shifts between reading and writing and the use of tools to help.</td>
<td>1 mini lesson</td>
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<td><strong>Partners help</strong> each other hear more sounds in words</td>
<td><strong>One way to do this</strong> is to give the analogy that a piano teacher wouldn’t</td>
<td>1 mini lesson</td>
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<td>Partnering for Revisions: Making Stories More Fun to Read</td>
<td>Writers often look back over their writing and think about all the things they have learned to do to make their writing better.</td>
<td><strong>One way to do this</strong> is to review the <em>What Makes Writing Easy/Hard to Read</em> chart created in session 1. Set up writers to reread as much of their writing as they can. Then listen in and coach. Once writers have read most of their writing, channel them to notice specific things they have done that make their writing readable. Prompt them to find evidence of the items on the class chart and talk with partners about what they notice. Next, ask students to look at the same pages, noticing things they could still do. <strong>Another way to do this</strong> is to model how to use the narrative writing checklist to see what they are doing well as writers and what they still need to work on.</td>
<td>1 mini lesson</td>
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<td>they write but they don’t do the work for their partner.</td>
<td>ask a student to move off the bench and take over playing, instead she would coach the student on how to improve their playing. Model with a student how to coach or teach a partner how hear more sounds in word rather than just telling him how to spell it.</td>
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<td>Writers revise stories, just like you revise Lego buildings or clay creations. When a writer likes his or her story, the writer returns to it, thinking “How can I make this even better?” One way writers revise is they picture what happened in their mind (and sometimes by drawing) and then put what they picture onto the page.</td>
<td><strong>One way to do this</strong> is to demonstrate how you begin to revise, accentuation the techniques you want your student to use: rereading the pictures and words, envision one’s subject, and asking, “How could I make this better?” When you revise, name the replicable strategy you use. Remind writers that they can use this strategy often.</td>
<td>1 mini lesson</td>
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<td>Paper flaps or post-its are a kind of revision tool that can make your stories</td>
<td><strong>One way to do this</strong> is to tell the class about a child who reread, envisioned his content, and then revised by adding</td>
<td>1 mini lesson</td>
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better. Writers think carefully about where to put those flaps/post-its and use them many different places in a story to help tell a story better.

to the end of his draft. Tell the class how this same child wanted to add writing where there wasn’t space. Show that the child created a flap/post-it for the added writing.

One way to do this is to tell the children that just as they often learn from experts in sports, today they’ll study an expert writer. Ask the children to join you in thinking about what the author has done as you read and then reread the beginning from a familiar book. Reiterate and clarify what the author has done that you hope children emulate when they write their beginnings. You could begin an anchor chart titled “Writing Amazing Story Beginnings”.

1 mini lesson

One of the best ways to become a better writer is to look closely at the work of authors we love and to think, “What did this writer do that I could try?” Because the lead to a story is really important, authors study other writers’ and learn ways to revise their own.

One way to do this is to tell the children that just as they often learn from experts in sports, today they’ll study an expert writer. Ask the children to join you in thinking about what the author has done as you read and then reread the beginning from a familiar book. Reiterate and clarify what the author has done that you hope children emulate when they write their beginnings. You could begin an anchor chart titled “Writing Amazing Story Beginnings”.

1 mini lesson

To be a writing teacher, you need to really listen to the writer’s draft, trying to really understand it, and you need to notice the places where you go, “Huh?” and to help the write make those parts clear

One way to do this is to demonstrate how children can be writing teachers for one another. First, teach them to read each other’s writing. Demonstrate how to pay attention to your reactions as a reader of your partner’s writing. Teach students how to use the narrative writing check-list with their partner.

1 mini lesson
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<th><strong>Preparing for Publication</strong></th>
<th>Writers get ready to publish by choosing the story they want to share with the world. Then, they use all they know to make their stories come to life and be easy to read.</th>
<th><strong>One way to do this</strong> is to model the revision process for writers by reading aloud your own story. Students should select their favorite piece to work on revising.</th>
<th>1 mini lesson</th>
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<td>One way writers write strong endings is to end their stories with a feeling. Sometimes writers just tell how they feel, but other times, writers use dialogue or actions to show a feeling.</td>
<td><strong>One way to do this</strong> is to tell the children that writers can emulate endings in published texts. Select a mentor text or two which have endings with dialogue or actions to show feelings and use it for your explicit teaching.</td>
<td>2 mini lessons</td>
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<td>Writers spend time making sure their writing is as clear and beautiful as possible. Three ways you can do this are: adding missing bits to your drawing, adding color to your pictures, and checking your words to make sure they are not too messy to read.</td>
<td><strong>One way to do this</strong> is to using a class text, ask students to think of specific ways to prepare it to be shared with an audience. Model adding to the drawings, adding color to the picture and checking words.</td>
<td>1-2 mini lessons</td>
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