



Park Hill School District

Building Successful Futures • Each Student • Every Day

Kindergarten ELA-Writing Curriculum

Course Description:

Kindergarten students are introduced to living a writerly life. Students are first encouraged to label drawings, and then they quickly move on to writing how-to texts, true stories, petitions and persuasive letters. We focus on not only how to write, but why we write.

Scope and Sequence:

Kindergarten Writing Units		
Quarter	Unit	
1	1	Launching the Writing Workshop
1, 2	2	Looking Closely: Observing, Labeling, and Listing Like Scientists
2	3	Writing for Readers
3	4	How To Books
	5	Writing All About Books
4	6	Persuasive Writing of All Kinds

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.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
W.K.2	drawing, dictating and writing	use	Apply	2
	informational/explanatory texts	compose	Apply	2
	what they are writing about (topic)	name	Understand	1
	information about a topic	supply	Understand	1
W.K.3	drawing, dictating, and writing	use	Apply	2
	single event or loosely linked events	narrate	Understand	2
	events in order	tell	Understand	2
	reaction to what happened	provide	Apply	2

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:

Academic Cross-Curricular Words	Content/Domain Specific
booklet	author illustrator revise edit storytell

Topic 1: We Are All Writers

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 sloooooowwwwwly 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.)
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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. Writers 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 writer 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

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

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 your 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

Topic 4: Preparing for Publication

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 look 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.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Teaching Point	Description	Suggested Length of Time
We Are All Writers	Writer have specials tools when they write	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.	1 mini lesson
	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.	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.	1 mini lesson
	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."	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".	1 mini lesson
	When writers have problems and don't know what to do, they	One way to do this is to demonstrate that you solve your own problems and figure out what to do during writing time.	1 mini lesson

	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.	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.	
	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.	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.	1 mini lesson
	Writers use words as well as pictures to teach people what we know. Writers write words by saying the word sloooooowwwwwly and then writing down the first sound they hear	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 <i>Writers Don’t Say...</i> anchor chart file.)	1 mini lesson
	When writers get that “on-no!” feeling about an idea that is hard, they don’t just quit. They keep trying.	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. (<i>The Little Engine That Could</i>) Recruit students to help you work through the hard parts of your writing, through interactive writing.	1 mini lesson
Writing Teaching Books	Writers write to teach more, they add more pages to their books.	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	1 mini lesson

	<p>We can use either a stapler or tape to turn pages into a book.</p>	<p>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</p>	
	<p>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.</p>	<p>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.</p> <p>Another way to do this is to model touching the pages of a blank book and telling what is happening on each page.</p> <p>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.</p>	<p>2 mini lessons</p>
	<p>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.</p>	<p>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.</p> <p>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.</p>	<p>2 mini lesson</p>

	<p>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</p>	<p>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.</p>	<p>1 mini lesson</p>
	<p>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.</p>	<p>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.</p>	<p>1 mini lesson</p>
<p>Writing Stories</p>	<p>Writers not only write about things they know, they also write true stories about their lives.</p>	<p>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- <i>Think of something that happened or that you did.</i></p>	<p>1 mini lesson</p>
	<p>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</p>	<p>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>	<p>1 mini lesson</p>

	what people said and do	to anchor chart- <i>Practice telling the story in a storyteller's voice.</i>	
	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.	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.	1 mini lesson
	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.	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- <i>Use pictures and words: Tell who is in the story. Tell where the story is taking place. Tell what is happening.</i>	1 mini lesson
	Writers spell words fully so that they can read their stories and so that others can read them as well.	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	1 mini lesson

		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- <i>Use speech bubbles to show what the people said.</i>	1 mini lesson
	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	2 mini lessons
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.	1 mini lesson

	<p>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</p>		
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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.
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Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
W.K.2	drawing, dictating and writing	use	Apply	2
	informational/explanatory texts	compose	Apply	2
	what they are writing about (topic)	name	Understand	1
	information about a topic	supply	Understand	1

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:

Academic Cross-Curricular Words	Content/Domain Specific
observe scientist details	diagram label

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

Topic 2: Writing More: Adding Details and Information and Writing Phrases or Sentences

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

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

Topic 4: Finishing Up Our books, Getting Ready to Present Our Work

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

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

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

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.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Teaching Point	Description	Suggested Length of Time
Living Like Writers, Living Like Scientists	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.	<p><i>(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.)</i></p> <p>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</p>	1-2 mini lessons
	Writers/scientists draw all the small details like the small hole in a leaf just like we see them.	<p>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</p>	1 mini lesson

		attention to the colors you use in your drawings.	
	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.	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.	1 mini lesson
	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?	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.	2 mini lessons
	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.	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.	1 mini lesson
	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	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.	1 mini lesson

	stuck in the middle of our writing time, you can ask your partner in a whisper and then go right back to work.		
Writing More: Adding Details and Information and Writing Phrases or Sentences	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.	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.	1 mini lesson
	Writers use our drawings and labels to remind us what we want to say. We go back and more ideas (sentences under our pictures). Sometimes we end up writing in a pattern, saying similar things on every page.	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.	1 mini lesson
	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	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.	1-2 mini lessons
	Writers see what other authors have done in their books and think “How does this whole book go?”	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	1-2 mini lessons

	<p>“How do I want my book to go?” For example, in this book (mentor text) the author showed how to _____.</p>	<p>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.)</p>	
<p>Becoming Researchers : Scientists Make Connections, Predict, Have Ideas, and Compare and Contrast</p>	<p>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.</p>	<p>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.</p>	<p>1 mini lesson</p>
	<p>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.</p>	<p>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).</p>	<p>1 mini lesson</p>
	<p>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</p>	<p>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.</p>	<p>1 mini lesson</p>

	make good guesses even if we don't know the answers.		
	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 . . ."	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).	1 mini lesson
	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.	One way to do this is to add to the <i>Writers Don't Say</i> spelling anchor chart created in Unit 1. Add "check the word wall" and "use a word you know"	1 mini lesson
	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	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

	that people would already know.		
Finishing Up Our books, Getting Ready to Present Our Work	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	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.	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	One way to do this is to model using the Kindergarten Information Student Checklist (page 131 in <i>Writing Pathways</i> 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 <i>Writing Pathways</i> book) to peer revise/edit their work.	1-2 mini lessons

	add, "I wonder why it is faster than other birds."		
	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.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
W.K.3	drawing, dictating, and writing	use	apply	2
	single event or loosely linked events	narrate	understand	2
	events in order	tell	understand	2
	reaction to what happened	provide	apply	2

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:

Academic Cross-Curricular Words	Content/Domain Specific
checklist mental image word wall	vowel sentence lead (beginning) closure (ending)

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 checklists 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 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

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

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

Topic	Engaging Experience Teaching Point	Description	Suggested Length of Time
Writing Stories that People Can Really Read	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.	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.	1 mini lesson
	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	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	1 mini lesson

	<p>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.</p>	<p>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.</p>	
	<p>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.</p>	<p>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.</p>	<p>1 mini lesson</p>
	<p>Writers say a sentence in his or her mind, then write it, writing word after word.</p>	<p>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. Don’t worry that many children will not totally grasp all this. This is immersion.</p>	<p>2 mini lessons</p>
	<p>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.</p>	<p>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.</p>	<p>1 mini lesson</p>
<p>Tools Give Writers Extra Power</p>	<p>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</p>	<p>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</p>	<p>1 mini lesson</p>

	<p>checklist. This may seem like a simple thing, but writers know that checklists can help them make their writing the best it can be.</p>	<p>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.</p>	
	<p>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.</p>	<p>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.</p>	<p>2 mini lessons</p>
	<p>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.</p>	<p>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.</p>	<p>1 mini lesson</p>
	<p>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.</p>	<p>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.</p>	<p>1 mini lesson</p>

	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.	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.	1 mini lesson
	Partners <i>help</i> each other hear more sounds in words they write but they don't do the work for their partner.	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 hear more sounds in word rather than just telling him how to spell it.	1 mini lesson
	Writers often look back over their writing and think about all the things they have learned to do to make their writing better.	One way to do this is to review the <i>What Makes Writing Easy/Hard to Read</i> 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 checklist to see what they are doing well as writers and what they still need to work on.	1 mini lesson
Partnering for	Writers revise stories, just like you revise Lego	One way to do this is to demonstrate how you begin to revise, accentuation	1 mini lesson

Revisions: Making Stories More Fun to Read	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.	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.	
	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.	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.	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 “ <i>Writing Amazing Story Beginnings</i> ”.	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	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	1 mini lesson

	learn ways to revise their own.	children emulate when they write their beginnings. You could begin an anchor chart titled “ <i>Writing Amazing Story Beginnings</i> ”.	
	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
Preparing for Publication	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.	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.	1 mini lesson
	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.	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.	2 mini lessons
	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.	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.	1-2 mini lessons

Unit 4: How-To Books

Subject: Writing

Grade: Kindergarten

Name of Unit: How-To Books

Length of Unit: approximately 6 weeks, January/Mid-February

Overview of Unit:

In this unit, the genre of how-to writing weaves together drawing (with labels of course) and writing, and it has a hands-on, action-oriented feel. To do this work, kindergarteners alternate between doing (often dramatizing), drawing, and writing.

In Topic 1 (Bend 1), you'll tell children that writers not only use writing to tell stories, but they also use writing to teach others how to do stuff. Instead of proceeding to teach your children the characteristics of how-to writing, you'll simply show them a how-to text, laying it alongside a narrative text, and you'll then challenge your kindergartners to study the difference between story writing and a how-to text of their own, figuring out for themselves how the two genres are different. Students will begin writing lots of how-to books right away.

In Topic 2 (Bend 2), lessons focus on studying mentor texts and trying out techniques the students notice in those texts. Children will study elaboration techniques, for example, including the fact that how-to writers often tuck tips into their teaching, and they often write directly to the readers, using the "you" voice. Ultimately, you'll want to use this bend to help your young writers understand that they can always look to real, published books as exemplars and then use what they learn from those texts both to help them write better first drafts and also to go back and revise their prior writing.

In Topic 3 (Bend 3), you will help your children find opportunities across the school day to write how-to books that can be helpful to others. You'll help your children realize that topics are really everywhere and that there are many opportunities in the course of a day for them to teach readers how to do something. In this bend, children will also be encouraged to write a series or collections of how-to books. The books children write will be put into the hand of their classmates, so this bend also includes an emphasis on writing easy-to-read books that actually convey to readers what they need to know.

In Topic 4 (Bend 4), you will help your children get ready to share their work, making sure it will reach and help the intended audiences. You will teach writers to think strategically about where in the world their book should go.

Getting Ready for the Unit:

- Read through *How-To Books (Unit 3)* by Lucy Calkins, Laurie Pessah, and Elizabeth Moore.
- Set up an experience outside the writing workshop in which children rely on a procedural text to get something done: to make a friendship bracelet, to make play dough. You could follow a procedural text to do that activity, helping children to be able to draw on a vivid sense of the genre once they are invited to write their own how-to texts.

- Select and read aloud mentor texts to use during the unit. These could include: cookbooks, instructions for new toys and games, craft projects to make, and so on. Book *The Pumpkin Book* by Gail Gibbons, *Walk On!* by Marla Freeze, *How to Clean Your Room in 10 Easy Steps* by Jennifer LaRue Huget and Edward Koren and *My First Soccer Game* by Alyssa Capucilli.
- Prepare a variety of paper choices appropriate for this genre of writing.

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

- Administer the informational 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:

- W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- L.K.2.a Capitalize the first word in a sentence and the pronoun *I*
- L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- 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.

Standard	Unwrapped Concepts (Students need to know)	Skills Unwrapped (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
W.K.2	drawing, dictating and writing	use	apply	2
	informative/explanatory texts	compose	apply	2
	what they are writing about	name	understand	2
	information	supply	apply	2

Essential Questions:

1. What type of information can be shared through writing?
2. How can we communicate our ideas through writing?
3. How can we learn from other authors?
4. Why is it important for me to check my conventions when editing my writing?

Enduring Understanding/Big Ideas

1. Drawing and writing are important ways to communicate information.
2. Writers can teach people to do things.
3. Writers study texts by other authors and learn from them.
4. Using standard English conventions is important when writing to make the piece readable.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
compose information goals diagram comparison	informative/explanatory how-to

Topic 1: Writing How-To Books, Step by Step

Engaging Experience 1

Teaching Point: Just like there are different kinds of dogs, there are different kinds of writing. Before writers write, the writer thinks, “What kind of thing am I making?”

Suggested Length of Time: 1-2 minilessons

Standards Addressed

Priority: W.K.2

Supporting: SL.K.4

Detailed Description/Instructions:

- **One way to do this** is to point out that there are different kinds of writing, illustrating this with enlarged versions of a familiar narrative and how-to text, suggesting children ascertain the differences. Encourage students to choose a topic-something they will teach

others to do-before channeling children to study the differences between narratives and how-to texts and to get started writing the latter.

- **Another way to do this** is to have students study mentor How-To texts and as a class create an anchor chart titled *How-To Writing* (see page 10)

Bloom's Levels: Apply
Webb's DOK: 2

Engaging Experience 2

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

Suggested Length of Time: 1 minilesson

Standards Addressed

Priority: W.K.2

Supporting: SL.K.4, W.K.7

Detailed Description/Instructions:

- **One way to do this** is while writing a class text, demonstrate how to make a how-to text, first coming up with a topic, then saying each step while touching one page at a time, and then sketching.

Bloom's Levels: Apply
Webb's DOK: 2

Engaging Experience 3

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

Suggested Length of Time: 1 minilesson

Standards Addressed

Priority: W.K.2

Supporting: W.K.5

Detailed Description/Instructions:

- **One way to do this** is to demonstrate what it means to check your directions with a partner, noticing whether the directions make sense or need to be revised for clarity.

Bloom's Levels: Apply
Webb's DOK: 2

Engaging Experience 4

Teaching Point: Writers feel really lucky if they have readers who not only try to follow their directions, but who also speak up, saying things like, "I'm confused" or "Can you explain that more clearly" when they need to do so.

Suggested Length of Time: 1 minilesson

Standards Addressed

Priority: W.K.2

Supporting: W.K.5

Detailed Description/Instructions:

- **One way to do this** is to recruit a child to play the role of your writing partner. Coach the child to act out the steps of a how-to book and give suggestions for making it stronger. Tell students that writers use their partner's feedback to revise their books for clarity.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 5

Teaching Point: One way that writers add detail to information books is by adding detailed pictures called diagrams. Writers often help readers understand their how-to books by making detailed diagrams and by labeling the diagrams, using the most precise, specific words they can.

Suggested Length of Time: 1-2 minilessons

Standards Addressed

Priority: W.K.2

Supporting: SL.K.4, SL.K.5

Detailed Description/Instructions:

- **One way to do this** is to show that you have added detail to the preceding day's directions by adding a giant diagram, but without labels. Recruit children to join you in thinking about how this is different than illustrations in a picture book. Demonstrate how to label diagrams, using precise words.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 6

Teaching Point: Once writers learn how to write how-to books, they continue to practice and push themselves to write more and more each day.

Suggested Length of Time: 1 minilesson

Standards Addressed

Priority: W.K.2

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** model setting a goal for yourself. Using a class written text, look through what you have written and think aloud as you talk about what you have done on each page and how you can push yourself to write more. Talk about how to set a goal (maybe increasing from 1 line on each page to 2). Student call share their goal with a partner or write it on a post-it.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 7

Teaching Point: Writers use checklists to help them see what they are doing well in their writing and things they can work on.

Suggested Length of Time: 1-2 minilessons

Standards Addressed

Priority: W.K.2

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** use two pieces of student writing that illustrate growth over time, highlight the idea that writers grow when they set goals and work toward them. Suggest that students use the Informational Writing Checklist to determine which writing goals they have met and which they can work toward, making note of each in a concrete way.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Using Mentor Texts for Inspiration: Revising Old How-To Books and Writing New Ones

Engaging Experience 8

Teaching Point: Writers emulate features of informational writing using a mentor text.

Suggested Length of Time: 1-2 minilessons

Standards Addressed

Priority: W.K.2

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** is to set children up for a mini-inquiry; set them up to study a mentor text for something they could try in their own writing. Read aloud a selection of the mentor text, encouraging children to notice text features. Ask children to report on their findings and chart them with quick picture clues for easy reference later (see page 63).

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 9

Teaching Point: When you're writing a how-to book, your words need to reach your reader. One of the best ways to reach your readers is to talk directly to them, by saying the word *you*: "First you...and then you..."

Suggested Length of Time: 1 minilesson

Standards Addressed

Priority: W.K.2

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** is to recruit students to study the way a mentor author writes directly to the reader. Point out what the writer could have done but didn't to highlight

the use of direct address. Add this technique to the *Learning from a Mentor How-To Text* chart in the previous session. (see page 70-71 for examples)

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 10

Teaching Point: To write how-to steps that a reader can easily follow, it is really important to remember yourself doing something and to picture it, almost like you're watching video in slow motion, pausing often to say, "What exact words describe what I just did?"

Suggested Length of Time: 1 minilesson

Standards Addressed

Priority: W.K.2

Supporting: L.K.6

Detailed Description/Instructions:

- **One way to do this** to convey to kids that writers work hard to choose the exactly right words to match what they want to say-that precision counts, and leads writers to draft and revise. Demonstrate how an author envisions a step in her how-to book and tries out different words until she finds the exactly right ones.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 11

Teaching Point: In how-to books, writers just don't teach the steps. They also add little warnings and tips. They do this by thinking about how the learner could go wrong and then adding advice to keep that from happening.

Suggested Length of Time: 1 minilesson

Standards Addressed

Priority: W.K.2

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** read aloud a mentor text, asking children to notice when they hear warnings or tips. Suggest that students add similar warning and tips to a class text. As the text is read aloud, recruit children to imagine possible mishaps and suggest cautionary notes. Add this strategy to the *Learning from a Mentor How-To Text* anchor chart.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 12

Teaching Point: Another way to show readers exactly what you mean for them to do when they ready your how-to directions. It's called *making comparisons*.

Suggested Length of Time: 1 minilesson

Standards Addressed

Priority: W.K.2

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** is to ask volunteers to follow your directions. Alternate giving a stark command with a direction that explains how to do the same thing, using the *word like* and a comparison. Contrasting directions show highlight the value of comparisons.

Bloom’s Levels: Apply

Webb’s DOK: 2

Topic 3: Keeping Readers in Mind

Engaging Experience 13

Teaching Point: All of you, every single one of you, has learned to do things at school, as well as at home. You can even write how-to books that help others learn something that you just learned in school yesterday! And there are lots of objects in school that can remind you of how-to books you could write.

Suggested Length of Time: 1 minilesson

Standards Addressed

Priority: W.K.2

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** demonstrate how you can use an artifact from school to get ideas for your next how-to book. Encourage students to look around the room and come up with things they have learned to do at school (how to get your book box, how to line up, how to go on a fire drill, etc.)

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Experience 14

Teaching Point: When you really love a topic, when it is something that is a big part of your life, or if it is something that you really know a lot about, you can write lots of how-to books about it by thinking of that topic in many different ways.

Suggested Length of Time: 2-3 minilessons

Standards Addressed

Priority: W.K.2

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** is to share an example of writing from one student who has already written multiple how-to books about a single topic. Recruit the class to help generate next steps. Share one child’s next steps, and quickly demonstrate how to get started making a collection of how-to books.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Experience 15

Teaching Point: Writers of how-to books often write a special page to introduce their book to help their readers understand their topic. How-to writers often pretend that the people who will read the book have never even heard of the topic, and then they write an introduction page to give the readers some information or facts so the rest of the how-to book will make more sense.

Suggested Length of Time: 1 minilesson

Standards Addressed

Priority: W.K.2

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** is to invite students to role-play being an uninformed reader, and recruit the class to help generate an introduction that provides background information. Model writing a very simple introduction, leaving out crucial information.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 16

Teaching Point: Writers of how-to books often write conclusions that let readers know the book is over.

Suggested Length of Time: 1 minilesson

Standards Addressed

Priority: W.K.2

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** is to use the work of one child, and explain that in addition to introductions that get readers ready to learn, how-to book writers can write conclusions that let readers know the book is over. Model writing a conclusion for a class text or coach a student to write a conclusion for his/her book.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 17

Teaching Point: Writers don't just wait until they are finished to go back and make their writing easy to read. They work on it all the time, using all their strategies combined.

Suggested Length of Time: 1-2 minilessons

Standards Addressed

Priority: W.K.2

Supporting: L.K.2.a, L.K.2.c

Detailed Description/Instructions:

- **One way to do this** is to conduct an interactive writing session modeling how to switch from reading to writing as you compose the end of a class text.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 4: Giving How-To Books as Gifts

Engaging Experience 18

Teaching Point: How-to books make amazing gifts. Writers often write books for people they care about or for people they would like to teach. Writers often write dedications for those people to let everybody know who the book was really written for.

Suggested Length of Time: 1 minilesson

Standards Addressed

Priority: W.K.2

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** think aloud as you weigh various dedication possibilities and tuck in tips for choosing a recipient that makes sense. Model writing a dedication page.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 19

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

Suggested Length of Time: 1-2 minilessons

Standards Addressed

Priority: W.K.2

Supporting: L.K.2.a, L.K.2.c, SL.K.5

Detailed Description/Instructions:

- **One way to do this** is to prepare students to use the editing checklist and popsicle stick pointers you have prepared. Demonstrate how to use the popsicle stick pointer to check for one element of the editing checklist, and ask students to give it a try. (see sample editing checklist on page 141).

Bloom's Levels: Apply

Webb's DOK: 2

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 assessment.

Engaging Scenario

Engaging Scenario

Celebrate the students' hard work during this unit by hosting a publishing celebration. Prior to the celebration you could videotape the students reading and acting out (demonstrating) their How-To. A During the celebration students and invited guests can watch the video then walk around the room and admire, and place comments on the How-To Books. Since the end of the unit focuses on writing for an audience, end the celebration by sending the books off to the person it was dedicated to.

Rubric for Engaging Scenario:

Use the information writing rubric to score the published piece. Take note of what students were able to do with coaching and support during the unit

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Teaching Point	Description	Suggested Length of Time
Writing How-To Books, Step by Step	Just like there are different kinds of dogs, there are different kinds of writing. Before writers write, the writer thinks, "What kind of thing am I making?"	<p>One way to do this is to point out that there are different kinds of writing, illustrating this with enlarged versions of a familiar narrative and how-to text, suggesting children ascertain the differences. Encourage students to choose a topic-something they will teach others to do-before channeling children to study the differences between narratives and how-to texts and to get started writing the latter.</p> <p>Another way to do this is to have students study mentor How-To texts and as a class create an anchor chart titled <i>How-To Writing</i> (see page 10)</p>	1-2 mini lessons

	<p>When you write a how-to book, there are <i>new</i> things to do but it also helps to use some of the <i>old</i> techniques you <i>already</i> learned when you were writing stories. You <i>still</i> say what you are going to write across the pages- touch and tell- and you <i>still</i> draw the pictures, saying the words that go with a picture. Only this time, each picture and page is another step.</p>	<p>One way to do this is while writing a class text, demonstrate how to make a how-to text, first coming up with a topic, then saying each step while touching one page at a time, and then sketching.</p>	<p>1 mini lesson</p>
	<p>How-to writers don't just reread the words, touching them with a finger or a pencil, How-to writers also reread to check that their writing makes sense. To do that kind of rereading, writers reread to a partner or to themselves and make sure it is easy to follow the steps.</p>	<p>One way to do this is to demonstrate what it means to check your directions with a partner, noticing whether the directions make sense or need to be revised for clarity.</p>	<p>1 mini lesson</p>
	<p>Writers feel really lucky if they have readers who not only try to follow their directions, but who also speak up, saying things like, "I'm confused" or "Can you explain that more clearly" when they need to do so.</p>	<p>One way to do this is to recruit a child to play the role of your writing partner. Coach the child to act out the steps of a how-to book and give suggestions for making it stronger. Tell students that writers use their partners' feedback to revise their books for clarity.</p>	<p>1 mini lesson</p>
	<p>One way that writers add detail to information books is by adding detailed pictures called diagrams. Writers often help readers understand their how-to books by making detailed diagrams and by labeling the</p>	<p>One way to do this is to show that you have added detail to the preceding day's directions by adding a giant diagram, but without labels. Recruit children to join you in thinking about how this is different than illustrations in a picture book. Demonstrate</p>	<p>1-2 mini lessons</p>

	diagrams, using the most precise, specific words they can.	how to label diagrams, using precise words.	
	Once writers learn how to write how-to books, they continue to practice and push themselves to write more and more each day.	One way to do this model setting a goal for yourself. Using a class written text, look through what you have written and think aloud as you talk about what you have done on each page and how you can push yourself to write more. Talk about how to set a goal (maybe increasing from 1 line on each page to 2). Student call share their goal with a partner or write it on a post-it.	1 mini lesson
	Writers use checklists to help them see what they are doing well in their writing and things they can work on.	One way to do this use two pieces of student writing that illustrate growth over time, highlight the idea that writers grow when they set goals and work toward them. Suggest that students use the Informational Writing Checklist to determine which writing goals they have met and which they can work toward, making note of each in a concrete way.	1 mini lesson
Using Mentor Texts for Inspiration: Revising Old How-To Books and Writing New Ones	Writers emulate features of informational writing using a mentor text.	One way to do this is to set children up for a mini-inquiry; set them up to study a mentor text for something they could try in their own writing. Read aloud a selection of the mentor text, encouraging children to notice text features. Ask children to report on their findings and chart them with quick picture clues for easy reference later (see page 63).	1 mini lesson
	When you're writing a how-to book, your words need to reach your reader. One of the best ways to	One way to do this is to recruit students to study the way a mentor author writers directly to the reader. Point out what the writer	1 mini lesson

	reach your readers is to talk directly to them, by saying the word <i>you</i> : “First you...and then you...”	could have done but didn’t to highlight the use of direct address. Add this technique to the <i>Learning from a Mentor How-To Text</i> chart in the previous session.	
	To write how-to steps that a reader can easily follow, it is really important to remember yourself doing something and to picture it, almost like you’re watching video in slow motion, pausing often to say, “What exact words describe what I just did?”	One way to do this to convey to kids that writers work hard to choose the exactly right words to match what they want to say-that precision counts, and leads writers to draft and revise. Demonstrate how an author envisions a step in her how-to book and tries out different words until she finds the exactly right ones.	1 mini lesson
	In how-to books, writers just don’t teach the steps. They also add little warnings and tips. They do this by thinking about how the learner could go wrong and then adding advice to keep that from happening.	One way to do this read aloud a mentor text, asking children to notice when they hear warnings or tips. Suggest that students add similar warning and tips to a class text. As the text is read aloud, recruit children to imagine possible mishaps and suggest cautionary notes. Add this strategy to the <i>Learning from a Mentor How-To Text</i> anchor chart.	1 mini lesson
	Another way to show readers exactly what you mean for them to do when they ready your how-to directions. It’s called <i>making comparisons</i> .	One way to do this is to ask volunteers to follow your directions. Alternate giving a stark command with a direction that explains how to do the same thing, using the <i>word like</i> and a comparison. Contrasting directions show highlight the value of comparisons.	1 mini lesson
Keeping Readers in Mind	All of you, every single one of you, has learned to do things at school, as well as at home. You can even write how-to books that help others learn something	One way to do this demonstrate how you can use an artifact from school to get ideas for your next how-to book. Encourage students to look around the room and come up with things they have learned	1 mini lesson

	that you just learned in school yesterday! And there are lots of objects in school that can remind you of how-to books you could write.	to do at school (how to get your book box, how to line up, how to go on a fire drill, etc.)	
	When you really love a topic, when it is something that is a big part of your life, or if it is something that you really know a lot about, you can write lots of how-to books about it by thinking of that topic in many different ways.	One way to do this is to share an example of writing from one student who has already written multiple how-to books about a single topic. Recruit the class to help generate next steps. Share one child's next steps, and quickly demonstrate how to get started making a collection of how-to books.	2-3 mini lessons
	Writers of how-to books often write a special page to introduce their book to help their readers understand their topic. How-to writers often pretend that the people who will read the book have never even heard of the topic, and then they write an introduction page to give the readers some information or facts so the rest of the how-to book will make more sense.	One way to do this is to invite students to role-play being an uninformed reader, and recruit the class to help generate an introduction that provides background information. Model writing a very simple introduction, leaving out crucial information.	1 mini lesson
	Writers of how-to books often write conclusions that let readers know the book is over.	One way to do this is to use the work of one child, and explain that in addition to introductions that get readers ready to learn, how-to book writers can write conclusions that let readers know the book is over. Model writing a conclusion for a class text or coach a student to write a conclusion for his/her book.	1 mini lesson
	Writers don't just wait until they are finished to go back	One way to do this is to conduct an interactive writing session	1 mini lesson

	and make their writing easy to read. They work on it all the time, using all their strategies combined.	modeling how to switch from reading to writing as you compose the end of a class text.	
Giving How-To Books as Gifts	How-to books make amazing gifts. Writers often write books for people they care about or for people they would like to teach. Writers often write dedications for those people to let everybody know who the book was really written for.	One way to do this think aloud as you weigh various dedication possibilities and tuck in tips for choosing a recipient that makes sense. Model writing a dedication page.	1 mini lesson
	You can be an editor and edit your own writing to make sure it's easy for readers to read. You can use our new editing checklist to make sure you used capital letters at the beginning of each sentence and lowercase letters for the rest of the letters in words, and that you spelled word wall words correctly.	One way to do this prepare students to use the editing checklist and popsicle stick pointers you have prepared. Demonstrate how to use the popsicle stick pointer to check for one element of the editing checklist, and ask students to give it a try. (see sample editing checklist on page 141).	1-2 mini lessons

Unit 5: Writing All-About Books

Subject: Writing

Grade: Kindergarten

Name of Unit: Writing All About Books

Length of Unit: approximately 5 weeks, Mid February- Mid March

Overview of Unit:

This unit teaches students that their beloved bicycle, their action figure collection, and their favorite topics - horses, insects, dinosaurs - are book worthy! During this unit, each child will write lots of information books about lots of different topics. Students will recognize that their own lives are full of so much that they can teach others.

In Topic 1 (Bend 1) Writing All-About Books on Topics We Love

- The emphasis is on organization. You will spend the week teaching students how to stick to one piece of information at a time, rather than ramble on, and to make sure that all the pages of the all-about book fit together under one main topic.

In Topic 2 (Bend 2) Revise by Elaborating--and Then Begin Writing Longer Books, Right from the Start

- Students learn how to elaborate and say more on each page. You will teach them to say more on each page by including more information, adding examples, and considering their readers' questions. They will also use many of the same strategies that they already learned for writing how-to texts. Plan to spend a week on this bend.

In Topic 3 (Bend 3) Revising to Add Text Features-- Then Writing More Developed Books from the Start

- Students will spend the week learning to revise and also write new books, incorporating into their own writing the features of nonfiction that they notice in mentor texts.

In Topic 4 (Bend 4) One Final Grand Revision to Prepare for a Publishing Party

- Students will pick one book to revise, edit, and publish for the celebration. This week will culminate with a writing celebration where students teach others all about their areas of expertise.

Getting Ready for the Unit:

- Read *Writing All-About Books* (pages 44-54) from *If...Then... Curriculum* (purple book) by Lucy Calkins and Colleagues
- Prepare Tiny Topics notepads for your students to use in the first bend of the unit. These can be simple notepads made from scrap paper stapled into small pocket-sized booklets. Or you may decide to purchase small notepads that can be attached to a lanyard.
- Prepare five-page booklets with a box for a quick sketch and plenty of lines to fill with information (three lines or more a page!) You will also want to have plenty of stacked loose paper available that can be added to booklets as needed.

- Offer some spectacular new mentor texts - choose texts that represent complex grade level texts, as well as mentors that are just a notch up from those that you expect your children will write.
- Make sure that the mentor texts you select will provide you with examples that you need to teach the content of this unit. You may turn to the non-fiction books in the National Geographic Readers series.

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

- Use on-demand post assessment from Unit 4 to determine needs of students as you continue with informational writing in Unit 5.

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:

- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 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.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
W.K.2	drawing, dictating and writing	use	Apply	2
	informational/explanatory texts	compose	Apply	2
	what they are writing about (topic)	name	Understand	1
	information about a topic	supply	Understand	1

Essential Questions:

1. What type of information can be shared through writing?
2. How can we communicate our ideas through writing?
3. How can we learn from other nonfiction authors?

Enduring Understanding/Big Ideas

1. Drawing and writing are important ways to teach people about a topic.
2. Writers can teach people about many things.
3. Writers study nonfiction texts from other authors and learn from them.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
compare contrast diagram label caption	informative all-about zoomed-in pictures up-close details

Topic 1: Writing All - About Books on Topics We Love

Engaging Experience 1

Teaching Point: *Today I want to teach you* that when informational book writers get started, we think about topics in which we are experts, things we know all about, so that when we can teach others.

Suggested Length of Time: 2 minilessons

Standards Addressed

Priority: N/A

Supporting: W.K.5

Detailed Description/Instructions:

- **One way to do this** is to ask students to think about the people we know all about (people in our lives and famous people), places we go (to eat, to play, to shop), things that we do (at home, at school and outdoors). ”
- **Another way to do this** is to have students brainstorm places, people, things, and topics that they know well and could teach others about (karate class, the grocery store, a Barbie collection, stuffed animals, helicopters, etc.)

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Experience 2

Teaching Point: *Today I want to teach you* that writers have topics of personal expertise. Each student in our class is an expert on something and can teach others many things about their topic.

Suggested Length of Time: 2 minilessons

Standards Addressed

Priority: N/A

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** is to introduce students to tiny topic notebooks. Explain to students that these notebooks are something writers carry with them throughout their lives, the places they go, the things they do, and the people they know, thinking “Hmm. Could this be the topic I decide upon?” and then jotting possible topics into their notepad.
- **Another way to do this** is to have students work with partners to list 5 possible all about ideas in their notebooks.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Experience 3

Teaching Point: *Today I want to teach you* that writers rehearse and plan chapters before they begin writing an All About Book.

Suggested Length of Time: 2 minilessons

Standards Addressed

Priority: W.K.2

Supporting: SL.K.4

Detailed Description/Instructions:

- **One way to do this** is give students a few minutes to meet with their partners and discuss topics. This verbal rehearsal will provide students with the opportunity to see if they have enough information to write a book on the topic as well as to plan what it is that they will write in their books.
- **Another way to do this** is to teach students that information writers sort things into categories so their readers can learn more easily. The simplest version of this is for

children to say what they know, what they would write, for each finger, essentially writing sentences about each finger-topic.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 4

Teaching Point: *Today I want to teach you that* writers need to know several facts about a topic in order to compose an All About Book about that particular topic.

Suggested Length of Time: 1-2 minilessons

Standards Addressed

Priority: W.K.2

Supporting: SL.K.4

Detailed Description/Instructions:

- **One way to do this** is to teach students that when you plan out possible books, if you find you can't say more than 5 facts, then you know the topic is a no go. Put that idea back and try another.
- **Another way to do this** is to encourage students that once they have a plan, grab a booklet with the number of pages that matches the number of facts that you say across your fingers.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 5

Teaching Point: *Today I want to teach you that* writers don't just throw everything they know about a topic on the page in a giant hodge-podge. They write about one thing at a time.

Suggested Length of Time: 2 minilessons

Standards Addressed

Priority: W.K.2

Supporting: SL.K.5

Detailed Description/Instructions:

- **One way to do this** is to demonstrate how you plan out an informational book by sketching just one important thing about the topic on each page of a booklet. Reinforce sketching and drawing *first* and writing the words *second*.
- **Another way to do this** is to point out that it might be hard for students to remember things they are learning when everything is all snarled up together, and show them that people who are writing teaching books often sort things out and talk about things that go together, all at one time.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 6

Teaching Point: *Today I want to teach you that* writers write many pages on each topic and revise their books as they go.

Suggested Length of Time: 2 minilessons

Standards Addressed

Priority: W.K.2

Supporting: W.K.7

Detailed Description/Instructions:

- **One way to do this** is to use a mentor text like *Trucks!* by Wil Mara, you might show children how nonfiction authors hardly ever just write one little sentence about a topic. They try to write as much as they can, making sure that everything in the picture is also written about in the words.
- **Another way to do this** is to show children how a favorite mentor text includes descriptive sounds, colors, and specific vocabulary to add even more information to the book.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Revise by Elaborating-- and Then Begin Writing Longer Books, Right from the Start

Engaging Experience 7

Teaching Point: *Today I want to teach you that* writers say more on each page by including more information, adding examples, and considering their readers' questions.

Suggested Length of Time: 3 minilessons

Standards Addressed

Priority: W.K.2

Supporting: W.K.5

Detailed Description/Instructions:

- **One way to do this** is by pointing out that now that your students are writing books like real authors, they'll want to study what real writers do and think about doing likewise. One thing that writers do, of course, is write a lot more than a sentence on a page. That is, they say more.
- **Another way to do this** is to lure kids to write more by teaching them that writers reread a page and think, "Can I add an example?" Encourage students to use Post-it notes or strips of blank paper to add detail to a previously written page. For example, a writer who wrote, "Dogs are fun pets," may return to that page, reread, and then ask herself, "What more can I teach about this part?" Then she might add on, "Dogs lick your face. They will play all day with you."
- **A third way to do this** is to teach students to consider readers' questions. Have students read their all-about books to a partner, hear questions that the partner has, and try to write

in ways that answer those questions. You may need to teach children that they can use carets and arrows to insert information into the right spot in a text.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Revising to Add Text Features-- Then Writing More Developed Books from the Start

Engaging Experience 8

Teaching Point: *Today I want to teach you that* writers can include text features in their writing.

Suggested Length of Time: 2 minilessons

Standards Addressed

Priority: W.K.2

Supporting: W.K.5

Detailed Description/Instructions:

- **One way to do this** is to revisit some of your favorite mentor texts to allow your writers to read with a writer's eye, noticing the features that authors use to convey information. You not only want writers to recognize what different features they might include in their books, but you will also want to teach them why they might choose a particular feature.
- **Another way to do this** is to teach a how to say more by adding text features. Model how you decide where a text feature might help you say more. Introduce and model a variety of text features. For example, do not demonstrate only diagrams because students might assume that every all-about book has a diagram page and will think that it's okay to add a diagram to any book in any place. Instead, teach your students several features they might add and how to go about deciding where to add what.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 9

Teaching Point: *Today I want to teach you that* it is important to incorporate technical vocabulary - the lingo of the topic - into your writing.

Suggested Length of Time: 1 minilesson

Standards Addressed

Priority: W.K.2

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** is to encourage a child who's writing about ballet, for example, to include words such as *plie* and *tendu*. You might say, "Look!, In this book the author has made each difficult word bold and underlined and then explained it in the sidebar so that the reader learns what it means." Suggest that your writers do the same. "When you teach a reader all about your topic, this means *also* teaching the reader some *special words* about your topic."

Bloom's Levels: Apply
Webb's DOK: 2

Engaging Experience 10

Teaching Point: *Today I want to teach you that* writers elaborate in order to make their all-about books more informative and interesting.

Suggested Length of Time: 1 minilesson

Standards Addressed

Priority: W.K.2

Supporting: SL.K.4

Detailed Description/Instructions:

- **One way to do this** is to teach your writers various elaboration techniques such as; writing with descriptive details, adding number facts, and using comparisons to teach the reader more. You may want to create a kindergarten-friendly chart listing some of the elaboration techniques that you have taught throughout the bend. You can add to the chart as the unit progresses and you teach more elaboration strategies.

Bloom's Levels: Apply
Webb's DOK: 2

Engaging Experience 11

Teaching Point: *Today I want to teach you that* information writers write with voice, including their own thoughts and ideas about their topics.

Suggested Length of Time: 2 minilessons

Standards Addressed

Priority: W.K.2

Supporting:

Detailed Description/Instructions:

- **One way to do this** is to teach your writers to say more by adding their own voice to their all-about books. For example if a student is writing about bikes you might teach him not only to state a fact, but to state a reaction as well: "Bikes have handlebars. You can put tassels on them. Tassels are cool!"
- **Another way to do this** is to have students work in small groups with especially proficient writers to help them know that when adding their thoughts about a topic, it can help to make comparisons: "Baby brothers are as fragile as an egg." Writers can also think about teaching through the use of contrast, such as "Big brothers can drink soda and eat solid food, but babies can only drink milk and eat soft foods."

Bloom's Levels: Apply
Webb's DOK: 2

Engaging Experience 12

Teaching Point: *Today I want to teach you that* writers use a variety of crafting techniques to help teach readers all about their topics.

Suggested Length of Time: 3 minilessons

Standards Addressed

Priority: W.K.2

Supporting: W.K.7, W.K.8

Detailed Description/Instructions:

- **One way to do this** to teach children to add warnings and suggestions in their all-about books just like they did in their how-to books: “Don’t run up and pet a dog you see at the park!”
- **Another way to do this** is to encourage students to include features of nonfiction to teach more. Teach them how writing under a picture - a caption - gives “ooh and ahh” information for their readers to learn even more. Or teach them how writers use labels and arrows to point out the important parts of a picture or diagram. You can also teach the features of zoomed-in pictures and up-close details to both sketch and write to help them elaborate and teach more.
- **A third way to do this** is to teach your writers how to add an introduction to their information books as well as a conclusion. You can show them how an information writer introduces her book to the reader by asking a question and promising to answer that question as you read on. Additionally at the end of information books, a writer often writes a big feeling or thought to leave their readers with so they will remember all they learned when they read her book.

Bloom’s Levels: Apply

Webb’s DOK: 2

Topic 4: One Final Grand Revision to Prepare for a Publishing Party

Engaging Experience 13

Teaching Point: *Today I want to teach you that* writers revise their all-about book(s) using the elaboration strategies they have learned.

Suggested Length of Time: 3 minilessons

Standards Addressed

Priority: W.K.2

Supporting: W.K.5

Detailed Description/Instructions:

- **One way to do this** is to revisit the chart on elaboration strategies from Bend 3 and have students use it to revise their books. As children are rereading their all-about books, they could use the chart to suggest strategies for adding more pages of information and more sentences on each page.
- **Another way to do this** is to teach students how to think about what their audience would want to know more about or what their readers might be confused about or by responding to questions from a partner. Show students how to check for clarity by rereading their pages, stopping after each sentence to think, “Does this make sense?” and if it does not, changing it so that it does - or even taking it out.

- **A third way to do this** is to urge writers to study the external features of a mentor text to devise appropriate title and cover page designs for their books and perhaps create a back cover. In this pre-publication stage you might even have partners read each other's books and write back-cover blurbs for each other, much as real authors do. For example, "Read Eric's book and learn about pet turtles! ~ Max, Age 5."

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 14

Teaching Point: *Today I want to teach you* how to edit your books by rereading your writing multiple times, checking for one convention at a time.

Suggested Length of Time: 2 minilessons

Standards Addressed

Priority: W.K.2

Supporting: W.K.5

Detailed Description/Instructions:

- **One way to do this is** to gather small groups and guide them through the editing process or rereading their own writing once for uppercase/lowercase, again for word wall words, and once again for end punctuation.
- **Another way to do this is** to use - or adapt - the "Language Conventions" section of the Information Writing Checklist to do this work. Encourage students to do this on their own. Even if they don't catch every mistake, you will still want to celebrate the work they are doing. The accuracy will come with practice and experience.

Bloom's Levels: Apply

Webb's DOK: 2

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

Turn the classroom into a Share Fair. Invite an older class to tour the classroom as the kindergarteners stay at “posts” around the room ready to teach the visitors about their topics. Students can wear signs around their necks that say, “Ask me about cats,” or “Ask me about bikes.”

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.

Summary of Engaging Learning Experiences for Topics

<p>Writing All-About Books on Topics we Love</p>	<p><i>Today I want to teach you</i> that when informational book writers get started, we think about topics in which we are experts, things we know all about, so that when we can teach others.</p>	<ul style="list-style-type: none"> • One way to do this is to ask students to think about the people we know all about (people in our lives and famous people), places we go (to eat, to play, to shop), things that we do (at home, at school and outdoors). ” • Another way to do this is to have students brainstorm places, people, things, and topics that they know well and could teach others about (karate class, the grocery store, a Barbie collection, stuffed animals, helicopters, etc.) 	<p style="text-align: center;">2 minilessons</p>
	<p><i>Today I want to teach you</i> that writers have topics of personal expertise. Each student in our class is an expert on something and can teach others many</p>	<ul style="list-style-type: none"> • One way to do this is to introduce students to tiny topic notebooks. Explain to students that these notebooks are something writers carry with them throughout their lives, the places they go, the things they do, and the people they know, 	<p style="text-align: center;">2 minilessons</p>

	<p>things about their topic.</p>	<p>thinking “Hmm. Could this be the topic I decide upon?” and then jotting possible topics into their notepad.</p> <ul style="list-style-type: none"> • Another way to do this is to have students work with partners to list 5 possible all about ideas in their notebooks. 	
	<p><i>Today I want to teach you that</i> writers rehearse and plan chapters before they begin writing an All About Book.</p>	<ul style="list-style-type: none"> • One way to do this is give students a few minutes to meet with their partners and discuss topics. This verbal rehearsal will provide students with the opportunity to see if they have enough information to write a book on the topic as well as to plan what it is that they will write in their books. • Another way to do this is to teach students that information writers sort things into categories so their readers can learn more easily. The simplest version of this is for children to say what they know, what they would write, for each finger, essentially writing sentences about each finger-topic. 	<p>2 minilessons</p>
	<p><i>Today I want to teach you that</i> writers need to know several facts about a topic in order to compose an All About Book about that particular topic.</p>	<ul style="list-style-type: none"> • One way to do this is to teach students that when you plan out possible books, if you find you can't say more than 5 facts, then you know the topic is a no go. Put that idea back and try another. • Another way to do this is to encourage students that once they have a plan, grab a booklet with the number of pages that matches the number of facts 	<p>1-2 minilessons</p>

		that you say across your fingers.	
	<i>Today I want to teach you that</i> writers don't just throw everything they know about a topic on the page in a giant hodge-podge. They write about one thing at a time.	<ul style="list-style-type: none"> • One way to do this is to demonstrate how you plan out an informational book by sketching just one important thing about the topic on each page of a booklet. Reinforce sketching and drawing <i>first</i> and writing the words <i>second</i>. • Another way to do this is to point out that it might be hard for students to remember things they are learning when everything is all snarled up together, and show them that people who are writing teaching books often sort things out and talk about things that go together, all at one time. 	2 minilessons
	<i>Today I want to teach you that</i> writers write many pages on each topic and revise their books as they go.	<ul style="list-style-type: none"> • One way to do this is to use a mentor text like <i>Trucks!</i> by Wil Mara, you might show children how nonfiction authors hardly ever just write one little sentence about a topic. They try to write as much as they can, making sure that everything in the picture is also written about in the words. • Another way to do this is to show children how a favorite mentor text includes descriptive sounds, colors, and specific vocabulary to add even more information to the book. 	2 minilessons
Revise by Elaborating-- and Then Begin Writing	<i>Today I want to teach you that</i> writers say more on each page by including more	<ul style="list-style-type: none"> • One way to do this is by pointing out that now that your students are writing books like real authors, they'll want to 	3 minilessons

<p>Longer Books, Right from the Start</p>	<p>information, adding examples, and considering their readers' questions.</p>	<p>study what real writers do and think about doing likewise. One thing that writers do, of course, is write a lot more than a sentence on a page. That is, they say more.</p> <ul style="list-style-type: none"> • Another way to do this is to lure kids to write more by teaching them that writers reread a page and think, "Can I add an example?" Encourage students to use Post-it notes or strips of blank paper to add detail to a previously written page. For example, a writer who wrote, "Dogs are fun pets," may return to that page, reread, and then ask herself, "What more can I teach about this part?" Then she might add on, "Dogs lick your face. They will play all day with you." • A third way to do this is to teach students to consider readers' questions. Have students read their all-about books to a partner, hear questions that the partner has, and try to write in ways that answer those questions. You may need to teach children that they can use carets and arrows to insert information into the right spot in a text. 	
<p>Revising to Add Text Features-- Then Writing More Developed Books from the Start</p>	<p><i>Today I want to teach you that</i> writers can include text features in their writing.</p>	<ul style="list-style-type: none"> • One way to do this is to revisit some of your favorite mentor texts to allow your writers to read with a writer's eye, noticing the features that authors use to convey information. You not only want writers to recognize what different features they might 	<p>2 minilessons</p>

		<p>include in their books, but you will also want to teach them why they might choose a particular feature.</p> <ul style="list-style-type: none"> • Another way to do this is to teach a how to say more by adding text features. Model how you decide where a text feature might help you say more. Introduce and model a variety of text features. For example, do not demonstrate only diagrams because students might assume that every all-about book has a diagram page and will think that it's okay to add a diagram to any book in any place. Instead, teach your students several features they might add and how to go about deciding where to add what. 	
	<p><i>Today I want to teach you that it is important to incorporate technical vocabulary - the lingo of the topic - into your writing.</i></p>	<p>One way to do this is to encourage a child who's writing about ballet, for example, to include words such as <i>plie</i> and <i>tendu</i>. You might say, "Look!, In this book the author has made each difficult word bold and underlined and then explained it in the sidebar so that the reader learns what it means." Suggest that your writers do the same. "When you teach a reader all about your topic, this means <i>also</i> teaching the reader some <i>special words</i> about your topic."</p>	<p>1 minilesson</p>
	<p><i>Today I want to teach you that writers elaborate in order to make their all-about books more informative and interesting.</i></p>	<p>One way to do this is to teach your writers various elaboration techniques such as; writing with descriptive details, adding number facts, and using comparisons to teach the reader more. You may want to create a kindergarten-friendly chart listing some of the elaboration techniques that you have taught throughout the bend.</p>	<p>1 minilesson</p>

		You can add to the chart as the unit progresses and you teach more elaboration strategies.	
	<i>Today I want to teach you that</i> information writers write with voice, including their own thoughts and ideas about their topics.	<ul style="list-style-type: none"> • One way to do this is to teach your writers to say more by adding their own voice to their all-about books. For example if a student is writing about bikes you might teach him not only to state a fact, but to state a reaction as well: “Bikes have handlebars. You can put tassels on them. Tassels are cool!” • Another way to do this is to have students work in small groups with especially proficient writers to help them know that when adding their thoughts about a topic, it can help to make comparisons: “Baby brothers are as fragile as an egg.” Writers can also think about teaching through the use of contrast, such as “Big brothers can drink soda and eat solid food, but babies can only drink milk and eat soft foods.” 	2 minilessons
	<i>Today I want to teach you that</i> writers use a variety of crafting techniques to help teach readers all about their topics.	<ul style="list-style-type: none"> • One way to do this to teach children to add warnings and suggestions in their all-about books just like they did in their how-to books: “Don’t run up and pet a dog you see at the park!” • Another way to do this is to encourage students to include features of nonfiction to teach more. Teach them how writing under a picture - a caption - gives “ooh and ahh” information for their readers to learn even more. Or teach them 	3 minilessons

		<p>how writers use labels and arrows to point out the important parts of a picture or diagram. You can also teach the features of zoomed-in pictures and up-close details to both sketch and write to help them elaborate and teach more.</p> <ul style="list-style-type: none"> • A third way to do this is to teach your writers how to add an introduction to their information books as well as a conclusion. You can show them how an information writer introduces her book to the reader by asking a question and promising to answer that question as you read on. Additionally at the end of information books, a writer often writes a big feeling or thought to leave their readers with so they will remember all they learned when they read her book. 	
<p>One Final Grand Revision to Prepare for a Publishing Party</p>	<p><i>Today I want to teach you that</i> writers revise their all-about book(s) using the elaboration strategies they have learned.</p>	<ul style="list-style-type: none"> • One way to do this is to revisit the chart on elaboration strategies from Bend 3 and have students use it to revise their books. As children are rereading their all-about books, they could use the chart to suggest strategies for adding more pages of information and more sentences on each page. • Another way to do this is to teach students how to think about what their audience would want to know more about or what their readers might be confused about or by responding to questions from a partner. Show students how to 	<p>3 minilessons</p>

		<p>check for clarity by rereading their pages, stopping after each sentence to think, “Does this make sense?” and if it does not, changing it so that it does - or even taking it out.</p> <ul style="list-style-type: none"> • A third way to do this is to urge writers to study the external features of a mentor text to devise appropriate title and cover page designs for their books and perhaps create a back cover. In this prepublication stage you might even have partners read each other’s books and write back-cover blurbs for each other, much as real authors do. For example, “Read Eric’s book and learn about pet turtles! ~ Max, Age 5.” 	
	<p><i>Today I want to teach you</i> how to edit your books by rereading your writing multiple times, checking for one convention at a time.</p>	<ul style="list-style-type: none"> • One way to do this is to gather small groups and guide them through the editing process or rereading their own writing once for uppercase/lowercase, again for word wall words, and once again for end punctuation. • Another way to do this is to use - or adapt - the “Language Conventions” section of the Information Writing Checklist to do this work. Encourage students to do this on their own. Even if they don’t catch every mistake, you will still want to celebrate the work they are doing. The accuracy will come with practice and experience. 	<p>2 minilessons</p>

Unit 6: Persuasive Writing of All Kinds

Subject: Writing

Grade: Kindergarten

Name of Unit: Persuasive Writing of All Kinds

Length of Unit: approximately 6 weeks, End of March- Mid May

Overview of Unit:

In this unit, you teach kindergartners that they can write to make their own classroom, their school, and their world into a better place. You help them know that they are not just writing “pieces” for folders. They are writing particular kinds of texts for specific audiences.

In Topic 1 (Bend 1), you’ll ask children to look at the world around them in new ways- seeing not just what is, but what could be. You’ll teach children to reflect on the troubles they see around the classroom and school and think, “What could make things better?” and to then do all kinds of writing to help make a change.

In Topic 2 (Bend 2), you’ll channel students toward writing lots of persuasive letters. You’ll guide them to use their words to make things better in the neighborhood, branching out from problems they see in the classroom or at school. You’ll teach children that they can write letters to persuade people to join the cause.

In Topic 3 (Bend 3), you’ll rally kids to join you in a whole-class pursuit, possibly around a more global cause such as protecting the planet. Students might use poster boards to display this array of new writing, designing a collage of signs, songs, petitions, letters, lists, how-to books, and so on.

Getting Ready for the Unit:

- Read *Persuasive Writing of All Kinds* by Lucy Calkins and Elizabeth Dunford.
- Prepare paper choices and other writing supplies (letter-writing paper, envelopes, postage labels, blank poster paper for signs, poetry paper for songs or chants and petition paper)
- Immerse your students in the voice and structure of persuasive writing through read-aloud and shared writing of letters, petitions, signs or even songs.
- Read books that contain persuasive writing such as *Click, Clack Moo: Cows that Type* by Doreen Cronin or *Corduroy Writes a Letter* by Alison Inches.

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

- Administer the opinion on-demand writing assessment (see page 86 in the *Writing Pathways* book)

Priority Standards for unit:

- W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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
- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- L.K.2.b Recognize and name end punctuation.
- 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.6 Speak audibly and express thoughts, feelings, and ideas clearly

Standard	Unwrapped Concepts (Students need to know)	Skills Unwrapped (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
W.K.1	combination of drawing, dictating and writing	use	Apply	2
	opinion pieces	compose	Apply	2
	topic, name of book	tell	Understand	1
	opinion/preference	state	Apply	2

Essential Questions:

1. How can I share my opinions through writing?
2. How do I use research to help me as a writer?
3. How can I effectively communicate my thoughts and ideas?
4. How can I speak clearly when presenting to an audience?

Enduring Understanding/Big Ideas

1. Drawing and writing are important ways to communicate opinions.
2. Writers conduct research to build their knowledge on a writing topic.
3. It is important to speak audibly and with appropriate vocabulary to be understood by an audience.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
convince persuade problem speech	opinion compose revise punctuation

Topic 1: Exploring Opinion Writing: Making Our School A Better Place

Engaging Experience 1

Teaching Point: If you are going to write to make the world a better place, first you need to ask, “Where is there a problem?” After thinking of problem, you think of ways to solve it. Then you write to make things better.

Suggested Length of Time: 1-2 mini lessons

Standards Addressed

Priority: W.K.1

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** demonstrate thinking of a problem in the school or neighborhood, thinking of a way to fix it, and then asking, “Could I write something to make it better?” Refer to the anchor chart *Writers Write to Make the World Better!* (page 4) as you model each step.

Bloom’s Levels: Create

Webb’s DOK: 1

Engaging Experience 2

Teaching Point: You can get people to follow your idea by using words. One way that sometimes works to get people to follow your idea is to give people lots and lots of reasons why they should follow your idea. The more reasons you can give them, the more convincing you will be.

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: W.K.1

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** is to tell children that you are not convinced something you wrote the preceding day is convincing (make it not be!) and mull over how to make it more persuasive. Show children that writing is more apt to persuade people to take an action if it cites multiple reasons why an idea should be followed.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Experience 3

Teaching Point: Opinion writers don't just write one thing and say, "Oh, well. I hope that helps, but it is not my business." Instead, they keep writing more and more to tackle the problem they've seen. They write to different people, in different ways, and suggest different solutions.

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: W.K.1

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** is to refer back to the previous day's chart and lesson, revising both to say that writers work on a lot of writing to address problems in the world. Recruit children to join you in considering kinds of writing (other than a book) that could address the issue under consideration, and then take the lead in generating possible genre. Create a *Writers Can Make* anchor chart (page 23)

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 4

Teaching Point: Writers don't wait around for someone to tell them how to make their writing better-or in this case how to make their writing more persuasive, more convincing. Writers reread what they have written and think, "How can I make this even better?" Then they change their writing, without anyone telling them what to do. Writers are the bosses of their own writing.

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: W.K.1

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** is to remind children that they are in charge of their writing, so they need to make decisions about whether a piece is done for now or needs further revision. Revisit the *When We Are Done, We Have Just Begun* anchor chart from Unit 1. (see page 31). Recruit the class to join you in rereading the book you've written about a school problem, helping you consider how to make the text more persuasive. Then demonstrate the process of adding more reasons for addressing the problem.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 5

Teaching Point: Even when words are hard, writers don't say "Help Me, Help Me!" Instead, writers think about all the ways they know how to write words. Then they decide which strategies they will use to spell the best they can.

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: W.K.1, L.K.2

Supporting: L.K.2.c, L.K.2.d

Detailed Description/Instructions:

- **One way to do this** revisit the anchor chart make in earlier units (*Writers Don't Say*). Review the spelling strategies and add on any not already taught. (see page 39)

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 6

Teaching Point: Opinion writers don't wait around quietly, hoping that someone will ask to learn their opinion. Opinion writers get their words out into the world so lots of people will be able to know and care about the message.

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: W.K.1

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** channel children to watch you as you demonstrate the process of rereading your text, thinking about who needs to read it. Channel children to ask the same question of the piece of writing they have selected to publish. Channel writers to watch as you do one more step, thinking about how your writing can reach the readers it needs to reach. Demonstrate the work children will do back at their seats with their partners.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Sending Our Words Out Into the World: Writing Letters to Make a Change

Engaging Experience 7

Teaching Point: When you are writing a letter, it helps to imagine the person is standing right beside you, and then you almost talk to the person, only you are talking to the page.

Suggested Length of Time: 1 -2 mini lessons

Standards Addressed

Priority: W.K.1

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** is to demonstrate the thin line between talking to someone and writing to that person. Start the letter the class has decided to write by saying sentences to imaginary readers, sitting near, and then recording what you say. After writing half the letter yourself, with input, pass the baton to the children. Ask them to write-in-the-air what they would write. Then tap the class for some content to add to the letter.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 8

Teaching Point: Writers study mentor text to learn techniques to apply to their own writing.

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: W.K.1

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** is to set writers up to investigate a student’s letter (see Lily’s letter on page 68) by guiding them through a series of steps that help students answer the question -*What does Lily do to convince her read to make her help things better?*. Then listen and coach, eliciting and collecting comments. Coach into children’s work, prompting them to study Lily’s structure, voice, word choice, and craft. Listen in and highlight observation that students make. Repeat their observations using more precise language, and record these on a chart titled *We Can Be Really Convincing* (see page 70).

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Experience 9

Teaching Point: Persuasive writers write many letters to fix the problems they see. They ask, “Who else can help me fix this problem? What do I need to tell this reader? Or that one?”

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: W.K.1

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** is to refer back to an earlier letter the class helped you write and generate plans for new letters for new readers. Then coach children to ask next “What do I need to tell this reader?” and tailor the message accordingly.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Experience 10

Teaching Point: Persuasive writers suggest solutions to the problems they see. Writers include “fix-it” ideas into their letters so that readers know possible ways to take action. To include solutions first the writer thinks of what the solution might be, and then the writer writes. First, you think of exactly what you want the other person to do, and then you write, “Maybe we can…” or “We should…” and include the solution right in the letter.

Suggested Length of Time:

Standards Addressed

Priority: W.K.1

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** is to add the sentence prompts “Maybe we can.., We should” to the anchor chart created in session 8. Reread the letter you and the class wrote together earlier and recruit the class to help add suggested solutions to that letter. Ask children to reread their most recent letter and check whether they proposed possible solutions. If not, ask them to work with partners to generate ideas for this.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Experience 11

Teaching Point: Writers check over their work carefully before sharing it with others, making sure it is clear and easy to read. One way you can make sure your writing is clear is to reread, looking especially for places that are confusing or hard to read. Then you can pick up your pens and fix those parts.

Suggested Length of Time:

Standards Addressed

Priority: W.K.1, L.K.2

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** is to demonstrate how to look carefully at a piece of writing to find parts that are unclear. (choose a piece with purposeful mistakes). Model how to look closely at each line of a letter, pointing as you read the words aloud. Project the writing on a document camera so students can easily see that parts are clear and other parts are hard to decipher.

Bloom’s Levels: Apply

Webb’s DOK: 2

Topic 3: Persuasive Writing Projects

Engaging Experience 12

Teaching Point: When writers tackle new projects, they start by recalling all they already know how to do. If the project is writing to persuade people of something, writers think, “What do I know about ways writers can write to make the world better?” Then writers go back and use what they already know how to do as directions to help them get started.

Suggested Length of Time: 1 minilesson

Standards Addressed

Priority: W.K.1

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** is to show writers how to use what they know how to do as a guide for them proceeding forward. (Refer to *Writers Write to Make the World Better* anchor chart). Coach them to identify a problem related to saving the earth. List these problems

on a chart. Ask each member of the class to each choose a problem to address, reorganizing seating so children are sitting with others who selected their topic. Channel these groups to create solutions.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 13

Teaching Point: The best way to make your writing stronger is to include important information. You can get that information by researching, which means looking closely, talking to people, asking questions, and reading. Then you can include those details and facts in your writing. That's another way we can be really convincing.

Suggested Length of Time: 1-2 minilessons

Standards Addressed

Priority: W.K.1, W.K.7, W.K.8

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** is to add "Include Important Information" to the *We Can Be Really Convincing* anchor chart (see page 107). Then, tell children about a child who reread his writing, realizing he'd included reasons for the problem and a suggested solution, and questioned if he'd included information. Set the children up to watch and join in as you and the child you describe think over how he can embed some information into his writing.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 14

Teaching Point: If you want to be sure that whatever you are writing about is filled with lots of precise details, it can often help to read a bit about the topic you are writing about.

Suggested Length of Time: 1 minilesson

Standards Addressed

Priority: W.K.1

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** is by thinking aloud "Hmmm, I know I need more information about how important trees are, about all the great things they do for the environment. I better be on the lookout for this kind of information as I am reading" Then read aloud, stopping to narrate when you find important information. Model how you put a post-it on this page so you can go back and find the information when you are done reading.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 15 (Session 14)

Teaching Point: When you are adding information to your writing, it helps to remember that precise names and numbers and colors matter.

Suggested Length of Time: 1 minilesson

Standards Addressed

Priority: W.K.1

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** is to share with the class a sample of writing that does not include any precise information. Put up a bare bones example of persuasive writing, one that does not include any facts. Think aloud about which sentences are crafted with very general information, in a direct contrast to others.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 16 (session 15)

Teaching Point: When you explain your solutions to readers, sometimes it helps to do that by writing a how-to book. After you think, “What should people do to fix this problem”, you write every step in a way that teaches readers exactly what to do.

Suggested Length of Time: 1-2 minilessons

Standards Addressed

Priority: W.K.1

Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** is to refer back to the “*How-To Writing*” anchor chart. Model the steps to take in writing a how-to book. Add “How-To Books” to the *Writers Can Make* anchor chart (page 119).

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 17 (session 16)

Teaching Point: Writers make sure that punctuation marks are in all the right places so that their writing sounds exactly the way they want it to. You can reread your piece and include the marks that will tell the reader exactly how to read it.

Suggested Length of Time: 1 minilesson

Standards Addressed

Priority: W.K.1, L.K.2

Supporting: L.K.2.b

Detailed Description/Instructions:

- **One way to do this** is to model this work with your own teacher demonstration piece or a shared class piece. You can enlarge a page of this piece on chart paper, so that students can easily recognize parts that are punctuated correctly and parts that need marks to tell readers how it should sound.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 18 (session 17)

Teaching Point: Presenters make a plan for the words and ideas they want to share with their audience. You can reread your writing and think, “What sentences are most important: What else do I think? What stories can I tell to say even more?” Then you can mark parts in your writing where you can say more- things you haven’t yet written- and rehearse your speech out loud, practicing reading part of it and then saying more.

Suggested Length of Time: 1-2 minilessons

Standards Addressed

Priority: W.K.1

Supporting: SL.K.6

Detailed Description/Instructions:

- **One way to do this** is to show students how to use post-its notes labeled with speech prompts to mark places in their writing where they have a story to tell or other ideas to share. (see chart on page 131) Give students an opportunity to find parts in the petition that remind them of stories they want to tell or additional information that is important to share. Model giving a speech by alternating between reading the petition and telling anecdotes to accompany it.
- **Another way to do this** is to make an anchor chart titled *Make People Really Listen* (see page 135)

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Experience 19 (session 18)

Teaching Point: Writers need to make sure that their writing says exactly what they want it to say and also make sure that is readable, before they send it out to the world.

Suggested Length of Time: 1 minilesson

Standards Addressed

Priority: W.K.1

Supporting: SL.K.6

Detailed Description/Instructions:

- **One way to do this** is to introduce the Super Checklist (see the opinion student checklist on pages 88-89 in *Writing Pathways*) to the students as a tool to use to get their writing ready for publication. Revise your writing in front of the class using the checklist.

Bloom’s Levels: Apply

Webb’s DOK: 2

Post Assessment

Administer the opinion on-demand writing assessment. See page 86 in the *Writing Pathways* book.

Rubric for Post Assessment

Use the opinion 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

Set up an Earth Day Fair of some sort. Students should each have a poster display with a few pieces of their persuasive writing. Invite guests (parents, staff members, older buddy classes) to come view the students' displays. Students should be prepared to talk to the visitors about their opinion pieces and work to persuade them to join their cause. Students could have prepared petition sheets next to their displays for visitors to sign.

Rubric for Engaging Scenario:

Use the opinion writing rubric to score the published pieces. Take note of what students were able to do with support during this unit.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Teaching Point	Description	Suggested Length of Time
Topic 1: Exploring Opinion Writing: Making Our School A Better Place	If you are going to write to make the world a better place, first you need to ask, "Where is there a problem?" After thinking of problem, you think of ways to solve it. Then you write to make things better.	One way to do this demonstrate thinking of a problem in the school or neighborhood, thinking of a way to fix it, and then asking, "Could I write something to make it better?" Refer to the anchor chart <i>Writers Write to Make the World Better!</i> (page 4) as you model each step.	1-2 mini lessons
	You can get people to follow your idea by using	One way to do this is to tell children that you are not	1 mini lesson

	<p>words. One way that sometimes works to get people to follow your idea is to give people lots and lots of reasons why they should follow your idea. The more reasons you can give them, the more convincing you will be.</p>	<p>convinced something you wrote the preceding day is convincing (make it not be!) and mull over how to make it more persuasive. Show children that writing is more apt to persuade people to take an action if it cites multiple reasons why an idea should be followed.</p>	
	<p>Opinion writers don't just write one thing and say, "Oh, well. I hope that helps, but it is not my business" Instead, they keep writing more and more to tackle the problem they've seen. They write to different people, in different ways, and suggest different solutions.</p>	<p>One way to do this is to refer back to the previous day's chart and lesson, revising both to say that writers work on a lot of writing to address problems in the world. Recruit children to join you in considering kinds of writing (other than a book) that could address the issue under consideration, and then take the lead in generating possible genre. Create a <i>Writers Can Make</i> anchor chart (page 23)</p>	<p>1 mini lesson</p>
	<p>Writers don't wait around for someone to tell them how to make their writing better-or in this case how to make their writing more persuasive, more convincing. Writers reread what they have written and think, "How can I make this even better?" Then they change their writing, without anyone telling them what to do. Writers are the bosses of their own writing.</p>	<p>One way to do this is to remind children that they are in charge of their writing, so they need to make decisions about whether a piece is done for now or needs further revision. Revisit the <i>When We Are Done, We Have Just Begun</i> anchor chart from Unit 1. (see page 31). Recruit the class to join you in rereading the book you've written about a school problem, helping you consider how to make the text more persuasive. Then demonstrate the process of</p>	<p>1 mini lesson</p>

		adding more reasons for addressing the problem.	
	Even when words are hard, writers don't say "Help Me, Help Me!" Instead, writers think about all the ways they know how to write words. Then they decide which strategies they will use to spell the best they can.	One way to do this revisit the anchor chart make in earlier units (<i>Writers Don't Say</i>). Review the spelling strategies and add on any not already taught. (see page 39)	1 mini lesson
	Opinion writers don't wait around quietly, hoping that someone will ask to learn their opinion. Opinion writers get their words out into the world so lots of people will be able to know and care about the message.	One way to do this channel children to watch you as you demonstrate the process of rereading your text, thinking about who needs to read it. Channel children to ask the same question of the piece of writing they have selected to publish. Channel writers to watch as you do one more step, thinking about how your writing can reach the readers it needs to reach. Demonstrate the work children will do back at their seats with their partners.	1 mini lesson
Topic 2: Sending Our Words Out Into the World: Writing Letters to Make a Change	When you are writing a letter, it helps to imagine the person is standing right beside you, and then you almost talk to the person, only you are talking to the page.	One way to do this is to demonstrate the thin line between talking to someone and writing to that person. Start the letter the class has decided to write by saying sentences to imaginary readers, sitting near, and then recording what you say. After writing half the letter yourself, with input, pass the baton to the children. Ask them to write-in-the-air what they would write. Then tap the class for	1-2 mini lessons

		some content to add to the letter.	
	Writers study mentor text to learn techniques to apply to their own writing.	One way to do this is to set writers up to investigate a student’s letter (see Lily’s letter on page 68) by guiding them through a series of steps that help students answer the question - <i>What does Lily do to convince her read to make her help things better?</i> . Then listen and coach, eliciting and collecting comments. Coach into children’s work, prompting them to study Lily’s structure, voice, word choice, and craft. Listen in and highlight observation that students make. Repeat their observations using more precise language, and record these on a chart titled <i>We Can Be Really Convincing</i> (see page 70).	1 mini lesson
	Persuasive writers write many letters to fix the problems they see. They ask, “Who else can help me fix this problem? What do I need to tell this reader? Or that one?”	One way to do this is to refer back to an earlier letter the class helped you write and generate plans for new letters for new readers. Then coach children to ask next “What do I need to tell this reader?” and tailor the message accordingly.	1 mini lesson
	Persuasive writers suggest solutions to the problems they see. Writers include “fix-it” ideas into their letters so that readers know possible ways to take action. To include solutions first the writer thinks of what the solution might be, and then	One way to do this is to add the sentence prompts “Maybe we can.., We should” to the anchor chart created in session 8. Reread the letter you and the class wrote together earlier and recruit the class to help add suggested solutions to that	1 mini lesson

	<p>the writer writes. First, you think of exactly what you want the other person to do, and then you write, “Maybe we can...” or “We should...” and include the solution right in the letter.</p>	<p>letter. Ask children to reread their most recent letter and check whether they proposed possible solutions. If not, ask them to work with partners to generate ideas for this.</p>	
	<p>Writers check over their work carefully before sharing it with others, making sure it is clear and easy to read. One way you can make sure your writing is clear is to reread, looking especially for places that are confusing or hard to read. Then you can pick up your pens and fix those parts.</p>	<p>One way to do this is to demonstrate how to look carefully at a piece of writing to find parts that are unclear. (choose a piece with purposeful mistakes). Model how to look closely at each line of a letter, pointing as you read the words aloud. Project the writing on a document camera so students can easily see that parts are clear and other parts are hard to decipher.</p>	<p>1 mini lesson</p>
<p>Topic 3: Persuasive Writing Projects</p>	<p>When writers tackle new projects, they start by recalling all they already know how to do. If the project is writing to persuade people of something, writers think, “What do I know about ways writers can write to make the world better?” Then writers go back and use what they already know how to do as directions to help them get started.</p>	<p>One way to do this is to show writers how to use what they know how to do as a guide for them proceeding forward. (Refer to <i>Writers Write to Make the World Better</i> anchor chart). Coach them to identify a problem related to saving the earth. List these problems on a chart. Ask each member of the class to each choose a problem to address, reorganizing seating so children are sitting with others who selected their topic. Channel these groups to create solutions.</p>	<p>1 mini lesson</p>
	<p>The best way to make your writing stronger is to include important information. You can get that information by</p>	<p>One way to do this is to add “Include Important Information” to the <i>We Can Be Really Convincing</i> anchor</p>	<p>1-2 mini lessons</p>

	<p>researching, which means looking closely, talking to people, asking questions, and reading. Then you can include those details and facts in your writing. That's another way we can be really convincing.</p>	<p>chart (see page 107). Then, tell children about a child who reread his writing, realizing he'd included reasons for the problem and a suggested solution, and questioned if he'd included information. Set the children up to watch and join in as you and the child you describe think over how he can embed some information into his writing.</p>	
	<p>If you want to be sure that whatever you are writing about is filled with lots of precise details, it can often help to read a bit about the topic you are writing about.</p>	<p>One way to do this is by thinking aloud "Hmmm, I know I need more information about how important trees are, about all the great things they do for the environment. I better be on the lookout for this kind of information as I am reading" Then read aloud, stopping to narrate when you find important information. Model how you put a post-it on this page so you can go back and find the information when you are done reading.</p>	<p>1 mini lesson</p>
	<p>When you are adding information to your writing, it helps to remember that precise names and numbers and colors matter.</p>	<p>One way to do this is to share with the class a sample of writing that does not include any precise information. Put up a bare bones example of persuasive writing, one that does not include any facts. Think aloud about which sentences are crafted with very general information, in a direct contrast to others.</p>	<p>1 mini lesson</p>

	<p>When you explain your solutions to readers, sometimes it helps to do that by writing a how-to book. After you think, “What should people do to fix this problem”, you write every step in a way that teaches readers exactly what to do</p>	<p>One way to do this is to refer back to the “<i>How-To Writing</i>” anchor chart. Model the steps to take in writing a how-to book.</p>	<p>1-2 mini lessons</p>
	<p>Writers make sure that punctuation marks are in all the right places so that their writing sounds exactly the way they want it to. You can reread your piece and include the marks that will tell the reader exactly how to read it.</p>	<p>One way to do this is to model this work with your own teacher demonstration piece or a shared class piece. You can enlarge a page of this piece on chart paper, so that students can easily recognize parts that are punctuated correctly and parts that need marks to tell readers how it should sound.</p>	<p>1 mini lesson</p>
	<p>Presenters make a plan for the words and ideas they want to share with their audience. You can reread your writing and think, “What sentences are most important: What else do I think? What stories can I tell to say even more?” Then you can mark parts in your writing where you can say more- things you haven’t yet written- and rehearse your speech out loud, practicing reading part of it and then saying more</p>	<p>One way to do this is to show students how to use post-its notes labeled with speech prompts to mark places in their writing where they have a story to tell or other ideas to share. (see chart on page 131) Give students an opportunity to find parts in the petition that remind them of stories they want to tell or additional information that is important to share. Model giving a speech by alternating between reading the petition and telling anecdotes to accompany it. Another way to do this is to make an anchor chart titled</p>	<p>1-2 mini lessons</p>

		<i>Make People Really Listen</i> (see page 135)	
	Writers need to make sure that their writing says exactly what they want it to say and also make sure that is readable, before they send it out to the world.	One way to do this is to introduce the Super Checklist (see the opinion student checklist on pages 88-89 in <i>Writing Pathways</i>) to the students as a tool to use to get their writing ready for publication. Revise your writing in front of the class using the checklist.	1 mini lesson