

**Unit Overview**

This first unit is designed to help your students work with independence, confidence, and stamina. Routines and procedures will be taught. The importance of drawing for planning should be stressed in this unit. The children will write in both information books as well as true stories. In teaching writers to stretch out a story, they will draw the start on one page, then the next part on the next page, and whatever happened next on the third page. These drawings will help children stretch out and elaborate their stories. If need be, provide more support in small groups. This unit is critical in establishing clear structures that children will carry with them throughout the year, the children will learn what it means to be a part of a writing workshop.

Many kindergarten teachers will wait to establish the workshop until students are prepared for school. Don't wait! Dive in and use this writing workshop structure to teach students about the joys of writing and school at the same time.

For additional information regarding the unit please see Units of Study for Teaching Writing Kindergarten Book 1 and the Writing Workshop Book in the kits.

| Overarching Standards Aligning with Kindergarten Unit 1, Launching the Writing Workshop |   |  |   |                                 |
|---|---|--|---|---------------------------------|
| Session   | Writing Standards                         | Reading Standards                            | Speaking & Listening Standards            | Language Standards              |
| 1   | <b>W.K.2</b>                              | RI.K.1, RI.K.2                               | SL.K.1, SL.K.4, SL.K.5                    | L.K.1, L.K.2                    |
| 2   | <b>W.K.2, W.K.5</b>                       | RFS.K.1, RFS.K.2, RFS.K.3                    | SL.K.1                                    | L.K.1, L.K.2                    |
| 3   | <b>W.K.2, W.K.5</b>                       | RFS.K.1, RFS.K.2, RFS.K.3                    | <b>SL.K.1</b>                             | L.K.1, L.K.2                    |
| 4   | W.K.2, W.K.5                              | RL.K.1                                       | SL.K.1, SL.K.5                            | L.K.1, L.K.2                    |
| 5   | W.K.2                                     | <b>RFS.K.1, RFS.K.2</b>                      | SL.K.1, SL.K.6                            | L.K.1, <b>L.K.2.c,d</b>         |
| 6   | W.K.2, W.K.5                              | RI.K.1, RFS.K.1, RFS.K.2                     | SL.K.1, SL.K.5                            | L.K.1., L.K.2.c,d, L.1.d,e      |
| 7   | W.K.2, <b>W.K.5</b>                       | RI.K.1, <b>RI.K.7</b>                        | SL.K.1, <b>SL.K.2, SL.K.3</b>             | L.K.1, L.K.2.                   |
| 8   | W.K.2, <b>W.K.5</b>                       | RFS.K.1, RFS.K.2                             | SL.K.1, SL.K.2, SL.K.6                    | <b>L.K.1</b> , L.K.2.           |
| 9   | W.K.2, <b>W.K.5</b>                       | RI.K.1                                       | SL.K.1, <b>SL.K.2</b> , SL.K.5            | L.K.1, L.K.2                    |
| 10  | W.K.2                                     | <b>RFS.K.1, RFS.K.2, RFS.K.3</b>             | SL.K.1                                    | L.K.1, <b>L.K.2.c,d</b> , L.K.6 |
| 11  | W.K.2, W.K.5, W.K.6, W.1.2                | RFS.K.1, RFS.K.2, RFS.K.3                    | SL.K.1, SL.K.6                            | L.K.1.f, L.K.2.a,c,d            |
| 12  | W.K.3, W.K.5                              | RL.K.1, RL.K.2, <b>RFS.K.3, RFS.K.4</b>      | SL.K.1, <b>SL.K.4</b> , SL.K.6            | L.K.1, L.K.2                    |
| 13  | <b>W.K.3, W.K.5</b>                       | <b>RFS.K.1, RFS.K.2, RFS.K.3</b>             | SL.K.1, SL.K.4, SL.K.5, SL.K.6,<br>SL.1.4 | L.K.1, L.K.2                    |
| 14  | W.K.3, <b>W.K.5</b> , W.1.3               | RFS.K.1, RFS.K.2, RFS.K.3, RL.K.3,<br>RL.1.3 | SL.K.1                                    | L.K.1, L.K.2                    |
| 15  | <b>W.K.3</b> , W.K.7, W.K.8, <b>W.1.3</b> | RL.K.3, RL.K.5                               | SL.K.1                                    | L.K.1, L.K.2                    |
| 16  | W.K.3, W.K.5                              | RFS.K.1, RFS.K.3, RFS.K.4                    | <b>SL.K.3</b> , SL.K.6                    | L.K.1, L.K.2                    |
| 17  | W.K.3, <b>W.K.5, W.K.6</b> , W.1.3        | RFS.K.1, RFS.K.2, RFS.K.3                    | SL.K.1                                    | L.K.1, L.K.2, L.K.5             |
| 18  | W.K.3, <b>W.1.3</b>                       | RL.K.1, RL.K.3                               | SL.K.1, SL.K.2                            | <b>L.K.5, L.K.6</b>             |
| 19  | W.K.3, <b>W.K.5, W.K.6</b> , W.1.3        | <b>RFS.K.1, RFS.K.2, RFS.K.3</b>             | SL.K.1                                    | L.K.1, L.K.2                    |
| 20  | W.K.3, W.1.3                              | RFS.K.1, RFS.K.2, RFS.K.3                    | <b>SL.K.1, SL.K.6</b>                     | L.K.1, L.K.2                    |

\*Bold indicates Priority Standards that are a major emphasis.

| Overarching Standards Aligning with Kindergarten Unit 1, Launching the Writing Workshop |  |   |  |   |
|---|--|---|--|---|
| Session   | Writing Standards  | Reading Standards   | Speaking & Listening Standards   | Language Standards  |
| 1   | 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.  |   |  |   |
| 2   | 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.<br><br>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. |   |  |   |
| 3   | 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.<br><br>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. |   | SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. |   |
| 5   |  | RFS.K.1. Demonstrate understanding of the organization and basic features of print.<br><br>RFS.K.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |  | L.K.2.c,d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br><br>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).<br><br>d. Spell simple words |

**Kindergarten Unit 1 – Launching Writing Workshop**

**Writing Workshop: Oct./Nov.**

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|    |   |  |   | phonetically, drawing on knowledge of sound-letter relationships.   |
| 7  | W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).   | SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.<br><br>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |   |
| 8  | 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 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| 9  | W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. |  | SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.   |   |
| 10 |   | RFS.K.1 Demonstrate understanding of the organization and basic features of print.<br><br>RFS.K.2 2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br><br>RFS.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. |   | L.K.2.c,d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br><br>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).<br><br>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. |
| 12 |   | RFS.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.   | SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.   |   |

**Kindergarten Unit 1 – Launching Writing Workshop**

**Writing Workshop: Oct./Nov.**

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|    |  | RFS.K.4 Read emergent-reader texts with purpose and understanding.  |  |  |
| 13 | <p>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.</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>   | <p>RFS.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RFS.K.2 2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RFS.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> |  |  |
| 14 | <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>   |   |  |  |
| 15 | <p>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.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> |   |  |  |
| 16 |  |   | SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |  |

**Kindergarten Unit 1 – Launching Writing Workshop**

**Writing Workshop: Oct./Nov.**

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| 17 | <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>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</p>  |   |  |   |
| 18 | <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>   |   |  | <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> |
| 19 | <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>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.</p> | <p>RFS.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RFS.K.2 2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RFS.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> |  |   |
| 20 |  |   | <p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> |   |

| Enduring Understandings  | Essential Questions   | Performance Expectations   |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Understanding letter sounds helps us write words, sentences, and stories.</li> <li>• Writers look back at their writing to decide how they can make their writing better.</li> <li>• Writers think of stories from their lives, remember them and tell them, and then draw and write them.</li> <li>• Writing workshop is a place to gather and record our life stories.</li> </ul> | <ul style="list-style-type: none"> <li>• What does writing workshop look like?</li> <li>• How do we write true stories from their lives?</li> <li>• How do we revise our writing?</li> <li>• How do we use what we know about letters and sounds to help us write?</li> </ul> | <ul style="list-style-type: none"> <li>• Confirm understanding of a story and that it has a beginning, middle and end.</li> <li>• Adds familiar people, places and things with detail into story.</li> <li>• Participate in conversations about their stories with peers and teacher(s).</li> <li>• Respond to questions and suggestions to strengthen writing, with teacher assistance.</li> <li>• Use drawings (or other visual) to provide additional details in writing.</li> <li>• Add pages to student writing booklets as needed</li> </ul> |
| Suggested Strategies   | Suggested Differentiation Methods   | Suggested Materials/Resources  |
| <ul style="list-style-type: none"> <li>• Create and refer to anchor charts from UoS Writing Book 1.</li> <li>• Explain that writers use specific tools such as</li> </ul>  | <p><i>The design of writing workshop allows for individualized instruction and independent growth for every child.</i></p>  | <p><b>Mentor Text</b></p> <ul style="list-style-type: none"> <li>• <i>Freight Train</i> - Donald Crews</li> <li>• <i>Creak! Said the Bed</i> - Phyllis Root</li> </ul>   |

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| <p>Use two-pocket folders for each student to organize writing, whiteboards, post-its and alphabet charts for individual use and engagement</p> <ul style="list-style-type: none"> <li>● Study pages from exemplar writing and model writing across pages in a 3-5 page booklet.</li> <li>● Provide and present mentor texts as models.</li> <li>● Teach children to read like writers using mentor texts.</li> <li>● Create an on-going class book for modeling and trying out new skills- conferring toolkit.</li> <li>● Tap, sketch, or jot across the pages as a way of planning stories.</li> <li>● Practice creating mental movies and acting out a story in order to make writing come alive.</li> <li>● Add dialogue to writing to bring characters alive.</li> <li>● Set mini-writing goals as you move through the writing process.</li> <li>● Write long and strong to build stamina.</li> <li>● Provide editing checklist to improve writing.</li> <li>● Plan to celebrate the conclusion of classroom</li> </ul> | <ul style="list-style-type: none"> <li>● provide support as needed during individual teaching sessions.</li> <li>● provide feedback in small group setting.</li> <li>● provide personal copies of teaching charts.</li> <li>● provide modified and/or alternate grade level checklists and rubrics.</li> <li>● provide modified writing paper.</li> <li>● provide appropriate writing partners.</li> </ul> | <ul style="list-style-type: none"> <li>● <i>Naked Mole Rat Gets Dressed</i> -Mo Willems</li> <li>● <i>Farm Animals</i> - DK Publishing</li> </ul> |
|---|--|---|



|                   |  |  |
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| writing projects. |  |  |
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**Assessments**

Assessment in this unit takes three forms: diagnostic, formative, and summative. There are downloadable, digital versions of the assessment tools available through the online resources at; [www.readingandwritingproject.org/resources](http://www.readingandwritingproject.org/resources).

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one- to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

\*On-Demand Performance Assessment Prompt - most useful if done before and after a unit.

| <b>Suggested Assessment Methods</b>   |   |   |
|---|---|---|
| <b>Diagnostic Assessments</b>   | <b>Formative Assessments</b>  | <b>Summative Assessments</b>  |
| <ul style="list-style-type: none"> <li>● <i>Writing Pathways: Performance Assessments and Learning Progressions, K-5</i></li> <li>● Spelling Inventory</li> <li>● Conferring</li> </ul> | <ul style="list-style-type: none"> <li>● Teacher-student conferences including: individual, small group, strategy group, and guided writing.</li> <li>● Daily observation of students' participation</li> </ul> | <ul style="list-style-type: none"> <li>● Teacher-student conferences</li> <li>● Published work</li> <li>● On-demand prompts and growth on learning progressions.</li> </ul> |

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|  | <p>during the active engagement segment of each mini-lesson. Students' conversation with partners during Turn and Talk segment of mini-lessons.</p> <ul style="list-style-type: none"> <li>● Observation of daily writing progress in writing notebooks or folders.</li> <li>● Use of student checklist(s).</li> </ul> | <ul style="list-style-type: none"> <li>● Completed unit writing projects</li> <li>● and other evidence of students improving skills.</li> </ul> |
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**Scope and Sequence of Teaching Points**

The following teaching points and activities are adapted from Units of Study for Teaching Reading Grade K (Calkins et al., 2015) and serve as a loose framework for teachers, who will add and/or emphasize based on their students’ needs.