

**Unit Overview**

In this unit students will study the connections between the work we do as readers and the work we do as writers, all the while writing true stories of moments from their lives. The teacher will revisit many of the strategies children learned when learning to write true stories in ways that make them interesting, as well as easy to read - giving them ample practice with the process of drawing and revising. The teacher will also want to revisit the rich storytelling work students engaged in at the start of the year. Wherever the students are on the progression, the teacher will help writers to explore ways to write and revise their writing. Continue to work towards the goal of making their writing easy to read and teaching strategies to help kids make their writing more conventional.

For additional information regarding the unit please see Units of Study for Teaching Writing Kindergarten Book.

<b>Overarching Aligning with Kindergarten Unit 3, <i>Writing for Readers</i></b>				
<b>Session</b>	<b>Writing Standards</b>	<b>Reading Standards</b>	<b>Speaking &amp; Listening Standards</b>	<b>Language Standards</b>
1	<b>W.K.3</b>	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1	L.K.1, L.K.2
2	<b>W.K.3, W.1.3</b>	RFS.K.1	SL.K.1	L.K.1, L.K.2, <b>L.1.2.e</b>
3	<b>W.K.3</b> , W.K.5	RL.K.1, RFS.K.7	SL.K.1, SL.K.5, SL.K.6	<b>L.K.2.c,d</b>
4	<b>W.K.3</b>	RL.K.1, RL.1.6	SL.K.1	<b>L.K.1, L.K.2.a,b</b>
5	W.K.3, W.K.5	RFS.K.1	SL.K.1	L.K.1, L.K.2
6	<b>W.K.3, W.K.5, W.K.6, W.1.3</b>	<b>RL.K.1, RL.K.2.b, RL.K.3</b>	SL.K.1	L.K.1.f, <b>L.K.2</b>
7	W.K.3, W.K.5	<b>RFS.K.2d</b>	SL.K.1	<b>L.K.2.c</b> , L.1.2.c
8	W.K.3, W.K.5	<b>RFS.K.3.c</b>	SL.K.1	<b>L.K.1.b,c</b> , L.K.2.c,d, <b>L.1.2.d</b>
9	<b>W.K.3, W.1.3</b>	RFS.K.3.c	SL.K.1, SL.K.4, SL.K.6, SL.1.4	<b>L.K.1, L.K.4</b> , L.K.6
10	<b>W.K.3</b> , W.K.5, W.K.6, W.K.7, W.1.3	RFS.K.1, <b>RFS.K.2, RFS.K.3</b>	SL.K.1, SL.K.2, SL.K.3, SL.K.6	L.K.1, L.K.2
11	W.K.3, W.K.5	<b>RFS.K.1, RFS.K.2, RFS.K.3</b>	SL.K.1, SL.K.6	L.K.1, L.K.2
12	W.K.3, W.K.5	<b>RFS.K.1, RFS.K.2, RFS.K.3, RFS.K.4</b>	SL.K.1	<b>L.K.1, L.K.2</b>
13	<b>W.K.3, W.1.3</b>	RL.K.1, RL.K.2	SL.K.1, <b>SL.K.4</b> , SL.K.6	L.K.1, L.K.2
14	W.K.3, <b>W.K.5, W.1.5</b>	RL.K.3	SL.K.1, SL.K.2, SL.K.1, SL.K.5, SL.K.6	L.K.1, L.K.2
15	W.K.3	<b>RFS.K.2</b>	SL.K.1	L.K.1, <b>L.K.2.a,c,d</b>
16	W.K.3, W.K.5, W.1.3	RL.K.1, RL.K.2, RL.K.3	SL.K.1, SL.K.2, SL.K.3	L.K.1, L.K.2
17	W.K.3, <b>W.K.5</b> , W.K.6	RFS.K.1, RFS.K.2, RFS.K.3, RL.K.3	SL.K.1, SL.K.2, SL.K.3	L.K.1, L.K.2
18	W.K.3, W.K.5, W.K.6, W.1.3	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1, SL.K.2	L.K.1.f, L.K.2.a,c,d
19	W.K.3, <b>W.K.5</b> , W.K.6	<b>RFS.K.1, RFS.K.2, RFS.K.3</b>	SL.K.1, SL.K.6	<b>L.K.1, L.K.2</b>
20	W.K.3, W.K.6	<b>RFS.K.1, RFS.K.2, RFS.K.3</b>	SL.K.1, <b>SL.K.4, SL.K.6</b>	L.K.6

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

Overarching Aligning with Kindergarten Unit 3, <i>Writing for Readers</i>			
Session	Writing Standards	Reading Standards	Language Standards
1	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.		
2	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.  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.		L.1.2.e . Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
3	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.		L.K.2.c,d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
4	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.		L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.K.2.a,b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
6	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.  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.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.	RL.K.1 With prompting and support, ask and answer questions about key details in a text.  RL.K.2 With prompting and support, retell familiar stories, including key details.  RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
7		RFS.K.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	L.K.2.c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

8		RFS.K.3.c Know and apply grade-level phonics and word analysis skills in decoding words.	L.K.1.b,c demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.1.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
9	<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>		<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.4 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p>
10	<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>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>	
11		<p>RFS.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RFS.K.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>	
12		RFS.K.1 Demonstrate understanding of the organization and basic features of print.	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

		<p>RFS.K.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>	<p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
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.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>		
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> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>		
15		<p>RFS.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>L.K.2.a,c,d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>
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>		
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>RFS.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RFS.K.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>	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
20		<p><b>RFS.K.1 Demonstrate understanding of</b></p>	

		<p>the organization and basic features of print.</p> <p><b>RFS.K.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>RFS.K.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
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Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> <li>Writers can use what they know about true stories to write interesting made-up stories</li> <li>Writers look at mentor text to make their own writing better</li> <li>Writers use all they know as readers and writers to write more and longer stories</li> <li>Writers can write using what they know about letters, sounds, patterns and the word wall so that other people can read their writing</li> </ul>	<ul style="list-style-type: none"> <li>How can I use all that I know about writing stories and planning my work across pages to help me write longer stories?</li> <li>How can I write lots of stories and put enough letters so people can read them?</li> <li>How can I study what a favorite author does in his or her writing and then do those same things in my writing?</li> <li>How can I use what I know about writing true stories to help me write lots of beautiful, long, and interesting made-up stories.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Add drawings or other visual displays to descriptions as desired to provide additional detail</li> <li>Describe familiar people, places, things, and events, and, with prompting and support provide additional detail</li> <li>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing 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 Use two-pocket folders for each student to organize writing, whiteboards, post-its and alphabet charts for individual use and engagement.</li> <li>Study pages from exemplar writing and</li> </ul>	<p><i>The design of writing workshop allows for individualized instruction and independent growth for every child.</i></p> <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> </ul>	<p><b>Mentor Text</b></p> <ul style="list-style-type: none"> <li><i>The Box of Treats</i> by Kevin Henkes</li> <li><i>The Snowy Day</i> by Ezra Jack Keats</li> <li><i>The Night of the Veggie Monster</i> by George McClements</li> <li><i>Roller Coaster</i> by Marla Frazee <i>Owl Moon</i> by Jane Yolen <i>Shadow</i> by Suzy Lee</li> </ul>

<p>model writing across pages in a 3-5 page booklet.</p> <ul style="list-style-type: none"><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 writing projects.</li></ul>	<ul style="list-style-type: none"><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>	
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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 during the active engagement segment of each mini-lesson. Students' conversation with partners during Turn and Talk segment of mini-lessons.</li> <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>● Teacher-student conferences</li> <li>● Published work</li> <li>● On-demand prompts and growth on learning progressions.</li> <li>● Completed unit writing projects</li> <li>● and other evidence of students improving skills.</li> </ul>

**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.