

Unit Overview

This unit is designed to teach your students how to teach something to an audience by drawing and writing a sequence of steps. They will learn that one purpose of writing is to teach others.

To begin a unit on How-To books, tell children that writers not only use their writing to tell the rich stories of their lives, or to label their environment or to celebrate others, but also to *teach* others. Writers can teach all about a topic, in which case the writing is informational, or they can teach people how-to-do something, in which case the writing is procedural. This unit focuses on the latter. In writing these books, they describe a sequence of steps they hope the learner will take. This kind of procedural writing requires explicitness, clarity, sequence and that writers anticipate what their readers will need to know.

In addition to reading aloud wonderful models, you may also want to make something with children and then together write a shared/interactive writing How-To piece. You can even look for occasions across the year to create class models. For instance, you could make playdough or popcorn together and then use the experience as content for a shared How-To piece. After the first fire drill, you might want to create a how-to chart. You'll keep the work you do during shared and interactive writing up and out in the classroom to serve as a model for your How-To writers. "

For additional information regarding the unit please see Units of Study for Teaching Writing Kindergarten Book 3.

Overarching Standards Aligning with Kindergarten Unit 4, <i>How-To Books: Writing to Teach Others</i>				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.K.2, W.K.5, W.K.8	RI.K.1, RI.K.6, RI.K.9, RI.1.6, RI.1.9	SL.K.1, SL.K.2, SL.K.3	L.K.1, L.K.2
2	W.K.2 , W.K.5, W.1.2	RI.K.1	SL.K.1, SL.K.4, SL.K.5	L.K.1.e,f, L.K.2
3	W.K.2 , W.K.5	RI.K.1, RI.K.2 , RFS.K.1, RFS.K.2	SL.K.1, SL.K.2, SL.K.3, SL.K.6	L.K.1, L.K.2
4	W.K.2 , W.K.5	RI.K.1	SL.K.1.a, SL.K.2, SL.K.3, SL.K.6	L.K.1.d , L.K.1, L.K.2
5	W.K.2 , W.K.5	RI.K.7, RFS.K.1.b , RFS.K.3.a,b, RFS.1.3.a,b,d,e	SL.K.1, SL.K.5	L.K.1, L.K.2.c,d, L.K.6
6	W.K.2	RFS.K.3.c	SL.K.1	L.K.1., L.K.2
7	W.K.2 , W.K.5, W.1.2	RI.K.1, RFS.K.1.b, RFS.K.3, RFS.1.3	SL.K.1, SL.K.2, SL.K.3	L.K.1, L.K.2.c,d, L.K.6
8	W.K.2 , W.K.5, W.1.2	RI.K.1, RI.K.7 , RI.1.1, RI.1.7	SL.K.1, SL.K.2, SL.K.3	L.K.1, L.K.2
9	W.K.2	RI.K.1	SL.K.1, SL.K.5	L.K.1, L.K.2, L.K.6, L.1.1.j,d
10	W.K.3 , W.K.5, W.K.6, W.K.7, W.1.3	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1, SL.K.2, SL.K.3, SL.K.6	L.K.1, L.K.2, L.K.5.d , L.K.6
11	W.K.2 , W.K.5, W.1.2	RI.K.1, RI.K.2	SL.K.1, SL.K.2	L.K.1, L.K.2, L.K.6, L.1.1.j
12	W.K.2 , W.K.5	RI.K.1	SL.K.1	L.K.1, L.K.2, L.K.5
13	W.K.2, W.K.8 , W.1.7	RI.K.1	SL.K.1, SL.K.4	L.K.1, L.K.2, L.K.6
14	W.K.2	RI.K.1, RI.K.2	SL.K.1, SL.K.2	L.K.1, L.K.2, L.K.6
15	W.K.2 , W.K.5, W.1.2	RI.K.1	SL.K.1	L.K.1, L.K.2, L.K.6
16	W.K.2	RFS.K.1, RFS.K.3, RFS.1.3	SL.K.1	L.K.1, L.K.2
17	W.K.2 , W.K.5	RI.K.1	SL.K.1	L.K.1, L.K.2
18	W.K.2, W.K.5, W.K.6	RFS.K.1, RFS.K.3	SL.K.1, SL.K.6	L.K.1, L.K.2
19	W.K.2, W.K.5	RFS.K.1, RFS.K.2, RFS.K.3	SL.K.1, SL.K.6	L.K.6

Overarching Standards Aligning with Kindergarten Unit 4, <i>How-To Books: Writing to Teach Others</i>				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			
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.			
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.	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	<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.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.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	
4	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.		<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.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.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or</p>	<p>L.K.1.d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p>

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			clarify something that is not understood. SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	
5	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.	RFS.K.1.b Demonstrate understanding of the organization and basic features of print.		
6	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.			
7	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.		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. SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
8	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.	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).		
9				L.1.1.j,d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
10	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.	RFS.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RFS.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.		L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.5.d, With guidance and support from adults, explore word relationships and nuances in word meanings.
11	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			L.1.1.j Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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	supply some information about the topic.			j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
12	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.			L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
13	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.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
14	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.			L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
15	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.			L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
16				L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
17	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.			L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
18		RFS.K.1 Demonstrate understanding of the organization and basic features of print. RFS.K.3 Know and apply grade-level phonics and word analysis skills in		L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.2 . Demonstrate command of the conventions of standard English

		decoding words.		capitalization, punctuation, and spelling when writing.
19	W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.			

Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> Writers have many ways to develop and revise their writing. Writers have routines and procedures to follow in a workshop setting. Writers learn craft moves from a mentor text for example by noticing new ways to structure text. Writers often teach readers about something they know well. Writing can come in steps. Writing partners support each others' efforts during the writing process. 	<ul style="list-style-type: none"> Why do writers write? How do writers write to teach others? How are 'how to' books different than other books? 	<ul style="list-style-type: none"> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, told in sequence Write a how-to book
Suggested Strategies	Suggested Differentiation Methods	Suggested Materials/Resources
<ul style="list-style-type: none"> Create and refer to anchor charts from UoS Writing Book 1. 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. Study pages from exemplar writing and model writing across pages in a 3-5 page booklet. Provide and present mentor texts as models. Teach children to read like writers using mentor texts. Create an on-going class book for modeling and trying out new skills- conferring toolkit. 	<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"> provide support as needed during individual teaching sessions. provide feedback in small group setting. provide personal copies of teaching charts. provide modified and/or alternate grade level checklists and rubrics. provide modified writing paper. provide appropriate writing partners. 	<p>Mentor Text</p> <ul style="list-style-type: none"> How-to Carve a Pumpkin in <i>The Pumpkin Book</i> by Gail Gibbons <i>How-to Make a Bird Feeder</i> by Liyala Tuckfield (Rigby Literacy) <i>How-to Make Salsa</i> by Jamie Lucero <i>Make a Valentine</i> by Dale Gordon. <i>How To Make A Hot Dog</i> by Joy Cowley <i>Peanut Butter and Jelly</i> by Nadine Bernard Westcott <i>How a House is Built</i> by Gail Gibbons <i>Building a House</i> by Byron Barton

<ul style="list-style-type: none">● Tap, sketch, or jot across the pages as a way of planning stories.● Practice creating mental movies and acting out a story in order to make writing come alive.● Add dialogue to writing to bring characters alive.● Set mini-writing goals as you move through the writing process.● Write long and strong to build stamina.● Provide editing checklist to improve writing.● Plan to celebrate the conclusion of classroom 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.

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.

Suggested Assessment Methods		
Diagnostic Assessments	Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● <i>Writing Pathways: Performance Assessments and Learning Progressions, K-5</i> ● Spelling Inventory ● Conferring 	<ul style="list-style-type: none"> ● Teacher-student conferences including: individual, small group, strategy group, and guided writing. ● 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. ● Observation of daily writing progress in writing notebooks or folders. ● Use of student checklist(s). 	<ul style="list-style-type: none"> ● Teacher-student conferences ● Published work ● On-demand prompts and growth on learning progressions. ● Completed unit writing projects ● and other evidence of students improving skills.

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.