

# Writing Workshop

# Kindergarten- Launching

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Authored by Kristi Dauernheim, Donna Urbanowicz, & Kari McGann

**Readington Township Board of Education**

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Reviewed by: Dr. Barbara Sargent, Superintendent  
Kari McGann, Supervisor of Humanities

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**Readington Township Public Schools**  
**52 Readington Road, Whitehouse Station, NJ**  
**08889**

[www.readington.k12.nj.us](http://www.readington.k12.nj.us)

## Unit Rationale

### Unit Summary:

This unit is based upon the premise that at the start of school, we must not waste a minute before issuing a broad and generous invitation to be sure each child feels at home in the world of written language. Our goal is to offer the children the opportunity to bring their lives to school and to put their lives on the page. We want to teach all children that Writer's Workshop is an opportunity to make and convey meaning. We want to also begin to build a community of writers. Students will begin to view themselves as writers as well as listen to others. Students will also offer and accept feedback to and from their peers. Through the writing community, students will pay attention and share details of their own lives through various means. Drawings, written words, and oral commentary will capture that meaning. Students will begin to understand how to build a writing community where students listen and learn from each other, how to gather ideas from read-a-louds and how to translate that information into their own writing. While participation in shared, interactive, and modeled writing exposes students to various means of communication, it also allows students to implement those techniques in their own writing.

“The important thing about the primary writing standards is not the specific expectations of each grade, but rather the fact that all of the skills that are considered to be essential for a high school student actually have their beginnings in the primary grades.” (Lucy Calkins) In order to build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short extended time frames throughout the year.” (Common Core)

**Primary Interdisciplinary Connections:**

Good writers use other authors as mentors. From the very start, we will use published texts as mentor texts for our young writers. Read-alouds are a primary component of this curriculum. Books that are used as mentor texts are used to familiarize students with author’s style. Students first hear and discuss the story as readers, before then using the texts to "read like a writer." This becomes possible as students are immersed in reading high-quality literature. Teachers need to show students how to “read like a writer” so that the picture books can be used as a model for students’ own work.

In addition, the social skills, strategies, and procedures introduced in this unit are easily aligned with tenets outlined in the Responsive Classroom philosophy and overall classroom management processes needed to build classroom community, mutual respect, trust, collaboration, and cooperative learning throughout all curricula areas.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"><li>• Students see themselves as authors and illustrators</li><li>• Writers use pictures and/ or words to communicate with one another and to express our ideas</li><li>• Writers use routines and materials to help them develop stories</li><li>• Writer's Workshop is a time where we think and behave like writers</li></ul>	<ul style="list-style-type: none"><li>• How am I an author and illustrator?</li><li>• How do you write a story and make a book?</li><li>• What is Writer's Workshop? What does Writer's Workshop look like and sound like?</li><li>• How do we use writing tools?</li><li>• How can we put our ideas on paper?</li><li>• Where do writers get ideas?</li><li>• How do we start the writing process?</li><li>• What does it mean to make smart illustration decisions?</li></ul>

Unit Content	Unit Skills
<p><b>Unit 1:</b> We are learning:</p> <ul style="list-style-type: none"> <li>• What is Writer's Workshop?</li> <li>• Students will draw pictures.</li> <li>• Students will add details to their pictures.</li> <li>• Students will add labels.</li> <li>• Students will get supplies (writing folder, paper, pencil) when needed.</li> <li>• Students will work independently allowing for the teacher to confer with individuals.</li> <li>• Students will increase stamina during writing time.</li> </ul>	<p><b>Unit 1:</b> Follow routines and procedures for Writer's Workshop by:</p> <ul style="list-style-type: none"> <li>• acting responsibly and respectfully during writing time</li> <li>• Locate and use writing materials responsibly</li> <li>• Collaborate by sharing ideas with a partner</li> <li>• Select an idea for a story by hearing Read Alouds</li> <li>• Formulate a story in my head first (brainstorming)</li> <li>• Generate pictures and words to tell a story</li> <li>• Conferring with your teacher</li> <li>• Identify what to do when you are finished with a piece</li> <li>• Show how to write about what they know</li> <li>• Able to tell stories over several pages</li> <li>• Using mentor texts to gain ideas</li> <li>• Using pictures and words</li> <li>• Stretching and writing words</li> <li>• Listening for initial sounds</li> <li>• Using an alphabet chart</li> <li>• Introduced to booklets/Making books</li> </ul>

Unit Standards	Core Vocabulary	Links to Technology	Resources
<p><b>Anchor Standards:</b>  CCR W.3 Write narratives to</p>	<p>drawing writing labeling</p>	<p><a href="http://www.tumblebooks.com/">http://www.tumblebooks.com/</a>  <a href="http://www.readinga-z.com/">http://www.readinga-z.com/</a></p>	<p><b>Mentor Texts:</b>  <i>Chicka Chicka Boom Boom</i> by Bill</p>

<p>develop real or imagined experiences or events using effective technique, well - chosen details, and well-structured event sequences.</p> <p><b>W.10</b> Write routinely over extended time frames (time for research, reflection, revision) and shorten time frames (a single sitting or a day or two) for a ranges of tasks, purposes, and audiences.</p> <p><b>Writing Standards for Kindergarten</b></p> <ol style="list-style-type: none"> <li>Use a combination of drawing, dictating, and writing to compose informative explanatory text in which they name what they are writing about and supply some information about the topic.</li> <li>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events the order in which they occur, and to provide a reaction to which they occur.</li> </ol>	<p>stamina</p> <p>Author</p> <p>Illustrator</p> <p>Visualizing</p> <p>Talking in pairs</p> <p>Generating ideas/Brainstorming</p> <p>Writing</p> <p>Punctuation</p> <p>Materials</p> <p>Conferring</p> <p>Writing</p> <p>Writers' Workshop</p> <p>Topic</p> <p>Idea</p> <p>Stretching out Words</p> <p>Word Wall</p> <p>Stuck/Unstuck,</p> <p>Sketching/Drawing</p> <p>partner share</p> <p>community</p> <p>writers</p> <p>readers</p> <p>speakers</p> <p>listeners</p> <p>period</p> <p>question mark</p> <p>exclamation point</p>	<p><a href="http://www.starfall.com/">http://www.starfall.com/</a></p> <p><a href="http://www.gamequarium.com/">http://www.gamequarium.com/</a></p> <p><a href="http://www.kerpoof.com/">http://www.kerpoof.com/</a></p> <p><a href="http://www.kevinhenkes.com/">http://www.kevinhenkes.com/</a></p> <p><a href="http://www.mowillems.com/">http://www.mowillems.com/</a></p> <p><a href="http://marcbrownstudios.com/">http://marcbrownstudios.com/</a></p> <p><a href="http://www.tomie.com/">http://www.tomie.com/</a></p> <p><a href="http://www.suzannebloom.com">www.suzannebloom.com</a></p> <p><a href="http://www.eric-carle.com">www.eric-carle.com</a></p> <p><a href="http://www.elishacooper.com">www.elishacooper.com</a></p> <p><a href="http://www.tomie.com">www.tomie.com</a></p> <p><a href="http://www.marlafrazee.com">www.marlafrazee.com</a></p> <p><a href="http://www.davidezra.com">www.davidezra.com</a></p> <p><a href="http://www.readingrockets.org">www.readingrockets.org</a></p> <p><a href="http://www.kidsread.com">www.kidsread.com</a></p>	<p>Martin, Jr.</p> <p><i>A Bedtime Story</i> by Mem Fox</p> <p><i>Three Billy Goats Gruff</i> a Norwegian Folk Tale</p> <p><i>The Crayon Box That Talked</i> by Shane Derolf</p> <p><i>When I Was Five</i> by Arthur Howard</p> <p><i>Mud</i> by Mary Lyn Ray</p> <p><i>Beach</i> by Elisha Cooper</p> <p><i>Birds</i>, by Kevin Henkes</p> <p><i>Call Me Gorgeous!</i> By Giles Milton and Alexandra Milton</p> <p><i>A Couple of Boys Have the Best Week Ever!</i> By Marla Frazee</p> <p><i>Hoptoad</i> by Jane Yolen</p> <p><i>I'm Bad!</i> By Kate McMullen</p> <p><i>Let's Play Basketball</i> by Charles R. Smith</p> <p><i>A Boy, A Dog, and A Frog</i> by Mercer Mayer</p> <p><i>Pancakes for Breakfast</i>, by Tomie</p>
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<p>5. With guidance and support from adults respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing including and in collaboration with peers.</p> <p>7. Participate in shared research and writing projects. (e.g. explore a number of books by favorite author and express opinions about them).</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Language Standards for Kindergarten</b></p> <p>1. Demonstrate command of the conventions of standard</p>			<p>DePaolo</p> <p><u><i>Kitten's First Full Moon</i></u> by Kevin Henkes</p> <p><u><i>Rain</i></u>, by Manya Stojic</p> <p><u><i>39 Uses for a Friend</i></u> by Harriet Ziefert</p> <p><u><i>The Zoo</i></u> by Suzy Lee</p> <p><u><i>The Boss Baby</i></u> by M. Frazee</p> <p><u><i>When Sophie Gets Angry- Really, Really Angry</i></u> by Molly Bang</p> <p><u><i>Ice Cream</i></u> by Elisha Cooper</p> <p><u><i>Birdsongs</i></u> by Betsy Franco and Steve Jenkins</p> <p><u><i>Long Night Moon</i></u> by Cynthia Rylant</p> <p><u><i>I Stink!</i></u> By Kate and Jim McMullan</p> <p><u><i>Big Alaska: Journey Across America's Most Amazing State</i></u> by Debbie S. Miller</p> <p><b>Read-a-Loud Texts</b></p> <p><u>Read-a-Loud Rhymes for the Very Young</u> - by Alfred A. Knopf- Pg 6</p>
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<p>English grammar and usage when writing or speaking.</p> <p>1a. Print many upper- and lowercase letters.</p> <p>1b. Use frequently occurring nouns and verbs.</p> <p>1c Form regular plural nouns orally by adding <i>s</i> or <i>es</i> e.g.dog dogs wish wishes.</p> <p>1d Understand and use question words interrogatives e.g. who, what, where, when, why, &amp; how.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>5. With guidance and support from adults, explore relationships and nuances in word meanings</p> <p>6. Use words and phrases acquired through conversations, reading, and being read to and responding to text.</p> <p><b>Reading Standards for Informational Text for Kindergarten</b></p> <p>1. With prompting and</p>			<p>and 83</p> <p><u>I Love School</u> - by Philemon Sturges</p> <p><u>Titch</u> by Pat Hutchins</p> <p><u>When I Get Bigger</u> - by Mercer Mayer</p> <p><u>Naked Mole Rat</u>, Mo Willems</p> <p><u>Freight Train</u>, Donald Crews</p> <p><u>Creak! Said the Bed</u>, Phyllis Root</p> <p><b><u>Teacher Resources:</u></b></p> <p>Lucy Calkins Units of Study - <u>The Nuts and bolts of Teaching Writing, Launching the writing Workshop</u></p> <p><u>One to One- The Art of Conferring with Young Writers</u> - Calkins, Hartman, White</p> <p><u>6+1 Traits of Writing</u> Pg 29 - Making Process Learning Concrete (Play dough lesson)</p> <p><u>Launching the Writing Workshop: Book 1, Units of Study for Primary Writing: A Yearlong Curriculum</u> by Lucy Calkins (Part one of this unit</p>
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<p>support ask and answer questions about key details in a text.</p> <ol style="list-style-type: none"> <li>2. With prompting and support identify the main topic and retell key details of a text.</li> <li>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 and/or illustration is depicted.</li> </ol> <p><b>Reading Foundational Standards for Kindergarten</b></p> <ol style="list-style-type: none"> <li>1. Follow words from left to right top to bottom and page by page.</li> <li>2. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>3. Understand that words are separated by spaces in print.</li> <li>4. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ol> <p><b>Reading for Literature</b></p>			<p>offers many lessons on how to teach students to work independently in a Writing Workshop (p. 1-35)</p> <p>*Session II in Part One is very helpful; as it helps children understand what to do when they are finished with a piece.</p> <p>Part two of this unit helps students to use writing, along with pictures, to tell a story (p. 43-73)</p> <p>*Session VI in Part Two uses mentor texts: Choose two familiar books, one that has a picture on each page and a sentence accompanying it (perhaps Corduroy by Don Freeman) and one that has labeled drawings (like many Donald Crews or Richard Scarry's books)</p> <p>Part three of this unit, helps children that are ready to write longer, more varied, thoughtful pieces (p. 79-97)</p> <p><a href="http://readingandwritingproject.com/">http://readingandwritingproject.com/</a> Core Curriculum Content Standards <a href="http://www.corestandards.org/the-standards/english-language-arts-standards">http://www.corestandards.org/the-standards/english-language-arts-standards</a></p> <p><i>About the Authors</i> by Katie</p>
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<p><b>Standards Kindergarten</b></p> <ol style="list-style-type: none"> <li>1. With prompting and support ask and answer</li> <li>2. Questions about key details in a text.</li> <li>3. With prompting and support retell familiar stories including key details.</li> <li>4. With prompting and support identify characters settings and major events in a story.</li> <li>5. Recognize common types of texts e.g. story books, poems.</li> </ol> <p><b>Speaking and Listening Standards for Kindergarten</b></p> <ol style="list-style-type: none"> <li>1. Follow agreed-upon rules for discussions e. g. listening to others and taking turns speaking about the topics and texts under discussion.</li> <li>2. Continue a conversation through multiple exchanges.</li> <li>3. Confirm understanding of a text read aloud or information presented orally or through other media by asking and</li> </ol>			<p>Wood Ray</p> <p>Katie Wood Ray's work offers many suggestions for how to launch your Writing Workshop. See p. 26-37 for ideas on the following:</p> <ul style="list-style-type: none"> <li>-How to launch your writing workshop so that the students are excited and enthusiastic about making books</li> <li>-Launching your Writing Workshop during the first few days</li> <li>-Teaching the children to understand the work they will be doing</li> <li>-Helping the children to understand the space they will be using</li> <li>-Helping the children to understand Writing Workshop "time"</li> <li>-Establishing Guidelines</li> <li>-What to do with "Finished Writing"</li> </ul> <p><b><i>In Pictures and In Words</i></b> by Katie Wood Ray</p> <p>Chapter 6: The Writing Workshop gives examples of how to set up the routine of writer's workshop and sample lessons.</p>
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<p>answering questions about key details and requesting clarification if something is not understood.</p> <ol style="list-style-type: none"> <li>4. Ask and answer questions in order to seek help get information or clarify something that is not understood.</li> <li>5. Describe familiar people places things and events and with prompting and support provide additional detail.</li> <li>6. Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li>7. Speak audibly and express thoughts feelings and ideas clearly.</li> </ol>			
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<b>Instructional Strategies</b>	<b>Assessment</b>
<p>Suggestions: A study of illustrations in writing workshop raises the level of thinking and decision making for children as they engage in books.</p> <ol style="list-style-type: none"> <li>1. Gather a stack of books that are good examples of an illustration technique.</li> </ol>	<p>Publication/Celebration by: Publication/Celebration by: Mid October</p> <p>Kindergarten Self Portrait Writing Prompt</p> <p>Tell students:</p>

2. Make sure students know what it is they are looking for in the technique of the illustrator.
3. Immerse readers/writers in the books and talk about why the texts are gathered together and what they notice about the illustrations.
4. Study some of the books up close until student can articulate, and chart, about how people write/draw this kind of text.

Other instructional Strategies:

- Modeling skills, strategies and behaviors for organizing space for writing
- Pair Sharing/Turn and Talk/ Whisper Talk
- Story planning - Telling a story over several pages
- Small Group/One-on-one Conferencing

*Please draw a self-portrait, a picture of yourself. Include as many details as you know how to include. You might want to add color, words, letters or anything else to your picture to let me know about you as a writer.*

And/Or

*Please draw or write about a true story. Students should have a picture and may or may not have letters, words, or labels on the paper.*

**On-Going Assessment**

**1. Writer's Notebooks**

The first step toward becoming a teacher of writing is being sure that all students have a writer's notebook and/or a folder containing his/her current work. Each writer should have a different portfolio containing samples of their work accumulated throughout the year or throughout several years.

The most important work to save is that produced by the child's own hand. What this means is that the child has edited, word processed and published their writing. The writing should be dated, organized, saved and studied by the teacher, or PLC. The writer's notebook is the first tool for assessment. Any child's notebook is a window onto this child as a writer. Possible questions to consider when reviewing a child's writing notebook are:

- What are the ranges of topics that reoccur?
- How does the child's writing on this topic evolve over time?
- What does the child tend to do most often when h or she sits down to write?
- What patterns can one detect in how a child goes about starting a narrative?

- What happens to an entry that becomes a narrative or the child aims to be an essay?
- How does the child seem to keep himself going?
- What principles of elaboration are evident in the child's writing?
- How much of the child's writing seems to be done at school? At home?
- What sorts of topics or genre or conditions seem to generate energy for the child?
- **To what extent do we see evidence that instruction is affecting what the child does?**

## **2. Goals and Rubrics**

It is important that children and teachers are clearly working towards specified goals within the unit. The clear goals for each unit should help assess each student and our own teaching within each unit. Rubrics should name the intentions for each unit, look at the big ideas within each unit. PLC's should develop their own rubrics to match the learning goals and needs of their students.

**Use word document titled Goals for Launching Writer's Workshop to assist in planning and assessment.**

## **3. Writing Conferences**

One-to-one writing conferences are especially important to assess where our writers are in their learning. Meet with students to provide teaching opportunities. Watch with a record sheet in hand, and if children do something you regard as significant to the unit, make a note of it. If you teach a child a particular skill or strategy then record that teaching point.

## Differentiation

<p>Strategies for Intervention &amp; Strategies for Special Education</p> <p>For children that have trouble with fine motor skills to use lines to make their text more readable, one might consider taking plain, white paper and marking heavy, dark horizontal lines (wide enough for text) on it. Laminate the paper so it's sturdy, and then show students how to place it underneath a piece of white paper and use the line to show through to guide them. This way, students can have the stability of lines that show through to guide them but also the flexibility to design in interesting ways. Make this tool one that children are free to use or not to use. In doing so, children who care about the clean look of lines will have a handy tool at their disposal, and those who aren't so concerned about the look won't feel they <i>should</i> be concerned about it.</p>	<p>Academic Support, ELL, Special Education Students:</p> <ol style="list-style-type: none"><li>1. Conferring with students</li><li>2. Use of alphabet chart for reference</li><li>3. Various types of paper (booklets, unlined, larger paper)</li><li>4. Various types of pencils (ferby, triangle)</li><li>5. Various pencil grips</li><li>6. Organizational tools (seat sac, easy access folders, office space)</li></ol>
<p>Strategies for G&amp;T</p>	<p>Enrichment Students</p> <ol style="list-style-type: none"><li>1. Various types of paper (lined, booklets, lines with room for picture)</li><li>2. Word Wall List (appropriate to specific grade level)</li><li>3. Small group work on<ul style="list-style-type: none"><li>o Use of capitals, punctuation, quotation marks</li><li>o Expanding writing with details to enhance story</li><li>o Various word patters ('r' controlled words)</li><li>o Using words wall words to spell other words I know</li></ul></li></ol>