

Writing Workshop Kindergarten Unit 2: Writing for Readers

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Unit Rationale

Unit Summary:

In this seven week unit, we will use a kindergartener's natural instinct of telling the truth as we channel them to tell true stories from their lives. We will invite our children to write successful stories by putting enough letters in their words so that their readers can understand what they wrote. Our focus will be to help the children use strategies for making clearer, richer stories, to strengthen conventions and mechanics of their writing. This unit will focus on *true story* writing. The children will become accustomed to thinking of a story, capturing it in drawings, and words that span pages, and doing all of this in ways that they, and others, can read. The use of personal and class word walls, alphabet charts, classmates name list, and vowel charts will assist the children in adding more to their writing. It will be important that children can reread the books they write, turning the pages from front to back, reading them from left to right, top to bottom. They will continue to work in partnerships telling their story using rich, oral storytelling language and then reading the print, touching the words as they read them. This unit also teaches and invites students to practice some of the reading foundational skills (CCSS K.RFS.2, 2. and 3). Writing is a big reason to learn these foundational skills. The children will need the skills to get the symbols on the page to help them with their writing.

This unit is aligned with the expectations for kindergarteners laid out by the Common Core State Standards. The kindergarteners will “use a combination of drawing, dictating, and writing to narrate a single event or severally loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened” (WK.3) and with the Standards for Language, which expects students to “demonstrate a command of standard English grammar and usage when speaking and writing,” as well as “capitalization, punctuation, and spelling when writing” (L K.1, K.2). This unit also begins to set children up for success with some of the first grade Common Core standards.

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 such as Shortcut by Donald Crews, A Day with Daddy by Nikki Grimes and The Snowy Day by Ezra Jack Keats are used as mentor texts 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

- Writers can share their personal experiences.
- Writers tell and write stories in sequential order.
- Writers understand that every experience can be turned into a piece of writing.

Essential Questions

- What is a true story?
- How do writers use pictures and words to tell their stories?
- How do writers use a checklist?
- How do writers use vowels and sight words to enhance their story?
- What makes writing easy to read and how do I do that kind of writing?

Unit Content	Unit Skills
<p>Unit 2: We are learning:</p> <ul style="list-style-type: none"> • How to construct a story in the mind in sequential order • How to retell a story to a partner • The format of the writing process • Letter and sound relationship relationships • Real life experience that focuses on one topic • Writers reread their writing to make sure that it is easy to read • Writers go back and fix up their writing so that others can read it • Writers use anchor charts on narrative writing to help them write • Writers draw and talk about what they need in order to tell a story • Writers write sentences and transition their stories from drawings to sentences that tell a true story. • To use checklists as a tool to write the best that they can • To use vowels to help spell the middle of words • To use storytelling words in writing • To imitate mentor writers and texts to become better writers 	<p>Unit 2: Students are learning to:</p> <ul style="list-style-type: none"> • Tell a story from personal experience • Listen and retell other’s stories • Attempt to write across the pages • Say words slowly and record sounds they hear • Hear the sounds in words and sentences • Stretch and hold ideas to develop writing • Use ending punctuation in speech bubbles • Include vowels in every part (syllable) of a word • Add details to stories by tapping into memories • Share with a partner in order to capture storytelling words • Learn from mentor texts • Move writing pieces to the “finished” side of the writing folder. • Revise drawings to elaborate stories • Revise action words to sharpen small details • Read stories aloud • Tell, write, and draw a whole story. • Use a page in the story to tell what happened first. • Put writing pages in order. • Use a page in the story to tell what happened last in the story. • Use a page in the book for the beginning, a page for the middle, and a page for the end. • Develop the story by indicating who was there, what they did, and how the characters felt. • Draw and write details about what happened. • Use language conventions to read the story written. • Write a letter for the sounds heard in a word. • Use the word wall to help spell words. • Put spaces between words. • Use lowercase letters unless capitals are needed. • Write capital letters to start every sentence.

Goals	Core Vocabulary	Links to Technology	Resources
<p><u>Anchor Standard: CCR</u></p> <p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, well - chosen details, and well- structured event sequences.</p> <p>K.L.1.a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.</p> <p>Writing Standards for Kindergarten</p> <p>3. 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.</p> <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><u>Language Standards for Kindergarten</u></p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>1a. Print many upper- and lowercase letters.</p>	<p>True stories First, Next, Last Audience Sketch Label Speech Bubbles Punctuation Vowels Rereading Revising Writing Conference Reading Partnerships Celebration Checklists Transition Words Self-Assessment</p>	<p>http://www.tumblebooks.com/</p> <p>http://www.readinga-z.com/</p> <p>http://www.starfall.com/</p> <p>http://www.gamequarium.com/</p> <p>http://www.kerpoof.com/</p> <p>http://www.kevinhenkes.com/</p> <p>www.readingrockets.org</p> <p>www.kidsread.com</p>	<p><i>Chicka Chicka Boom Boom</i> by Bill Martin, Jr. <i>A Bedtime Story</i> by Mem Fox <i>Three Billy Goats Gruff</i> a Norwegian Folk Tale <i>The Crayon Box That Talked</i> by Shane Derolf <i>When I Was Five</i> by Arthur Howard <i>Mud</i> by Mary Lyn Ray <i>Beach</i> by Elisha Cooper <i>Birds</i>, by Kevin Henkes <i>Call Me Gorgeous!</i> By Giles Milton and Alexandra Milton <i>A Couple of Boys Have the Best Week Ever!</i> By Marla Frazee <i>Hoptoad</i> by Jane Yolen <i>I'm Bad!</i> By Kate McMullen <i>Let's Play Basketball</i> by Charles R. Smith <i>A Boy, A Dog, and A Frog</i> by Mercer Mayer <i>Pancakes for Breakfast</i>, by Tomie DePaolo <i>Kitten's First Full Moon</i> by Kevin Henkes <i>Rain</i>, by Manya Stojic <i>39 Uses for a Friend</i> by Harriet Ziefert <i>The Zoo</i> by Suzy Lee <i>The Boss Baby</i> by M. Frazee <i>When Sophie Gets Angry- Really, Really Angry</i> by Molly Bang <i>Ice Cream</i> by Elisha Cooper <i>Birdsongs</i> by Betsy Franco and Steve Jenkins <i>Long Night Moon</i> by Cynthia Rylant <i>I Stink!</i> By Kate and Jim McMullan <i>Big Alaska: Journey Across America's Most Amazing State</i> by Debbie S. Miller</p> <p>Read-a-Loud Texts <i>Read-a-Loud Rhymes for the Very Young</i> - by Alfred A. Knopf- Pg 6 and 83 <i>I Love School</i> - by Philemon Sturges <i>Titch</i> by Pat Hutchins <i>When I Get Bigger</i> - by Mercer Mayer <i>Naked Mole Rat</i> by Mo Willems <i>Freight Train</i> by Donald Crews <i>Creak! Said the Bed</i> by Phyllis Root</p>

- 1b. Use frequently occurring nouns and verbs.
- 1c. Form regular plural nouns orally by adding s or es e.g. dog dogs wish wishes.
- 1d. Understand and use question Words interrogatives e.g. who what where when why how.
- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 6. Use words and phrases acquired through conversations, reading, and being read to and responding to text.

Reading Foundational Standards for Kindergarten

- 1. Follow words from left to right top to bottom and page by page.
- 2. Recognize that spoken words are represented in written language by specific sequences of letters.
- 2d. Isolate and pronounce the initial medial vowel and final sounds phonemes in three-phoneme consonant-vowel-consonant or CVC words. This does not include CVCs ending with l r or x.
- 3. Understand that words are separated by spaces in print.
- 3c. Read common high-frequency words by sight e.g. the of to you she my is are do does.
- 4. Recognize and name all upper- and lowercase letters of the alphabet.

Reading for Literature Standards Kindergarten

Teacher Resources:

Lucy Calkins Units of Study - The Nuts and bolts of Teaching Writing, Launching the writing Workshop

One to One- The Art of Conferring with Young Writers - Calkins, Hartman, White

Units of Study in Opinion, Information, and Narrative Writing for Grade K by Lucy Calkins

<http://readingandwritingproject.com/>
Core Curriculum Content Standards
<http://www.corestandards.org/the-standards/english-language-arts-standards>

About the Authors by Katie Wood Ray
In Pictures and In Words by Katie Wood Ray

1. With prompting and support ask and answer
2. Questions about key details in a text.
- 2b. Recognize common types of texts e.g. storybooks poems.
3. With prompting and support retell familiar stories including key details.

Speaking and Listening Standards for Kindergarten

1. Follow agreed-upon rules for discussions e.g listening to others and taking turns speaking about the topics and texts under discussion.
2. Continue a conversation through multiple exchanges.
3. 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.
4. Ask and answer questions in order to seek help get information or clarify something that is not understood.
5. Describe familiar people places things and events and with prompting and support provide additional detail.
6. Add drawings or other visual displays to descriptions as desired to provide additional detail.
7. Speak audibly and express thoughts feelings and ideas clearly.

Instructional Strategies	Assessment
<p>Refer to Writing Pathways and Writing for Readers in the Units of Study Resource Box.</p>	<p>Publication/Celebration by: End of Unit Informal assessments: observation, conference notes, daily writing samples</p> <p><u>On-Going Assessment</u></p> <p><u>1. Writer's Folders and Portfolios</u> 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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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? • <p><u>2. Goals and Rubrics</u> 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.</p> <p>Use word document titled Goals for Launching Writer's Workshop to assist in planning and assessment.</p> <p><u>3. Writing Conferences</u> 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.</p>

Differentiation

Strategies for Special Education

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 *should* be concerned about it.

Academic Support, ELL, Special Education Students:

1. Conferring with students
2. Use of alphabet chart for reference
3. Various types of paper (booklets, unlined, larger paper)
4. Various types of pencils (ferby, triangle)
5. Various pencil grips

Organizational tools (seat sac, easy access folders, office space)

Strategies for Enrichment

Enrichment Students

1. Various types of paper (lined, booklets, lines with room for picture)
2. Word Wall List (appropriate to specific grade level)
3. Small group work on
 - Use of capitals, punctuation, quotation marks
 - Expanding writing with details to enhance story
 - Various word patterns ('r' controlled words)
 - Using words wall words to spell other words I know