

**Unit Overview**

This is an extremely popular unit among children and teachers, and its creation emerged from three sources. First, we want to provide children with a chance to develop competencies that give them a solid foundation as readers and writers. In September and October, you encouraged children to write and tell exciting true stories. We are hopeful that your children will all have become accustomed to labeling items in those stories and that some may have begun writing sentences to accompany their pictures. This unit puts an even greater emphasis on the importance of labels and sentences. You could say this unit allows children to slow things down, to press the pause button on their fast-paced plots, so they can take the time to really stretch out each word, listening not only to the first sound, but to every sound in the word. The unit also allows you to channel some children toward writing the list books that will involve using (and reading) high frequency words repeatedly, as this is the work that will help them as readers and writers.

Secondly, the unit aims to teach children not only to write, but also to live their lives as writers. Kindergarten is a time to induct children into new roles, identities and understandings--including how important it is to realize that writing is more than letters and sounds, or making marks on the page.

Finally, this unit puts a spotlight on science. Children will be provided with opportunities for learning that not only give them skills and tools, but also fascinating content to explore together. Classroom communities of children relish the time to develop expertise, and they become collectively smarter about a topic as one day's investigations build upon the next.

For additional information regarding the unit please see Units of Study for Teaching Writing Kindergarten *If...Then...* Writing Workshop Book in the kit.

| Common Core State Standards Aligning with Kindergarten Unit 3, <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                  | <b>RI.K.1, RI.K.6</b> , 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                         | <b>RI.K.1</b> , RI.K.2, <b>RFS.K.1, RFS.K.2</b>    | 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,<br>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, <b>RI.K.7</b> , RI.1.1, <b>RI.1.7</b>      | 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,<br>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, <b>RI.K.2</b>                              | 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                         | <b>RI.K.1</b>                                      | SL.K.1                           | L.K.1, L.K.2, L.K.5            |
| 13  | W.K.2, W.K.8, W.1.7                  | <b>RI.K.1</b>                                      | SL.K.1, SL.K.4                   | L.K.1, L.K.2, L.K.6            |
| 14  | W.K.2                                | <b>RI.K.1, RI.K.2</b>                              | 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, <b>RFS.K.3, RFS.1.3</b>                   | 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                  | <b>RFS.K.1, RFS.K.3</b>                            | SL.K.1, SL.K.6                   | L.K.1, L.K.2                   |
| 19  | W.K.2, W.K.5                         | <b>RFS.K.1, RFS.K.2, RFS.K.3</b>                   | SL.K.1, SL.K.6                   | L.K.6                          |

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

| Common Core State Standards Aligning with Kindergarten Unit 3, <i>How-To Books: Writing to Teach Others</i> |   |
|---|---|
| Session   | Reading Standards   |
| 1   | <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>   |
| 3   | <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p>   |
| 8   | <p>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).</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p>  |
| 11  | <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p>   |
| 12  | <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p>   |
| 13  | <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p>   |
| 14  | <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p>   |
| 16  | <p>RFS.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RFS.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final <i>-e</i> and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> |

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|-----------|--|
|           | <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>  |
| <p>18</p> | <p>RFS.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RFS.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> |
| <p>19</p> | <p>RFS.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RFS.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p>  |

c. Blend and segment onsets and rimes of single-syllable spoken words.

d. 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/.)

e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RFS.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

| 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 make observations and record them</li> <li>● Writers present the most important info including what something looks like, feels like, sounds like, etc.</li> <li>● Writers use science vocabulary</li> <li>● Writers use illustrations and diagram to convey meaning</li> <li>● Writers label pictures with initial and or final consonant sounds, using phonological awareness skills and phonics recognition skills</li> </ul> | <ul style="list-style-type: none"> <li>● How do writers build and develop ideas to write?</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>● Participate in conversations about their writing 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> <li>● Stay on topic across the pages in a booklet</li> <li>● Attempt to use science words in their labels</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</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</li> </ul>     | <p><b>Mentor Text</b></p> <ul style="list-style-type: none"> <li>● See User’s Guide suggestions</li> </ul>  |

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| <p>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 writing projects.</li></ul> | <p>teaching sessions.</p> <ul style="list-style-type: none"><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> |  |
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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. For this unit use the information on-demand

| <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.

**Text Types and Purposes**

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state the opinion or preference about the topic or book (e.g., My favorite books is...).
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. 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.

**Production and Distribution of Writing**

5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
6. With guidance and support from adults, explore a variety of digital tools to publish writing, including collaborating with peers.

**Research**

7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
8. With guidance and support from adults, recall information from experience and gather information from provided sources to answer a question.

**Speaking and Listening Standards**

**Comprehension and Collaboration**

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
2. Confirm understanding of a text read aloud or information

presented orally or through other media by asking and answering questions about the key details a requesting clarification if something is not understood.

3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Presentation of Knowledge and Ideas**

4. Describe familiar people, places, things, and events, and, with prompting and support provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

**Language Standards K Conventions  
of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing..

**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

5. With guidance and support from adults, explore word relationships and nuances in word meanings.