

TCRWP Unit 1 Kindergarten: Launching Writing Workshop

Big Ideas/Overview:

Inviting children to writing work and being writers

- Realizing that writers have something to say and they do everything they can to put that meaning onto the page
- Writers always seek to add more, making sure the page matches the story/idea in their mind
- Writers look at the books others have written and think "I could do something like that"
- Approximations lead to learning.

Skills/Standards

	Kindergarten		Kindergarten
	Structure		Structure
Overall	I told, drew, and wrote a whole story.	Overall	I told, drew, and wrote about a topic.
Lead	I had a page that showed what happened first.	Lead	I told what my topic was.
Transitions	I put my pages in order.	Transitions	I put different things I knew about the topic on my pages.
Ending	I had a page that showed what happened last in my story.	Ending	I had a last part or page.
Organization	My story had a page for the beginning, a page for the middle, and a page for the end.	Organization	I told, drew, and wrote information across pages.
	Development		Development
Elaboration	My story indicated who was there, what they did, and how the characters felt.	Elaboration	I drew and wrote important things about the topic.
Craft	I drew and wrote some details about what happened.	Craft	I told, drew, and wrote some details about the topic.
	Language Conventions		Language Conventions
Spelling	I could read my writing.	Spelling	I could read my writing.
	I wrote a letter for the sounds I heard.		I wrote a letter for the sounds I heard.
	I used the word wall to help me spell.		I used the word wall to help me spell.
Punctuation	I put spaces between words.	Punctuation	I put spaces between words.
	I used lowercase letters unless capitals were needed.		I used lowercase letters unless capitals were needed.
	I wrote capital letters to start every sentence.		I wrote capital letters to start every sentence.

BEND 1 We Are All Writers

Students develop a felt sense of their role inside of the structures of a workshop.

At the same time, you will be teaching how to think up a topic, to draw it, and then do their best approximation of writing, expecting that there will be a wide range of ability, with some children recording salient sounds with a letter (or two) beside details in their pictures, and others stringing letters beneath a non-representational drawing.

1. We Are All Writers: Putting Ideas on Paper with Pictures and Words
2. Writers Know that "When We Are Done, We Have Just Begun."
3. Carrying on Independently as Writers
4. Writers Call to Mind What They Want to Say, Then Put That onto the Page
5. Stretching Out Words to Write Them
6. Writing Even Hard-To-Write Ideas

BEND II Writing Teaching Books

Students work with greater independence to revise old pieces, adding more detail to their pictures and using their tools to label everything on the page. Ideally, you will hear oral rehearsal of writing and students stretching words out loud.

At the start of this bend, writers move from writing pages about a topic to authoring teaching books. The goal of this bend is not that students learn about the genre of nonfiction writing and write structured informational books. Rather, the goal is that kids tap into topics they love and discover their natural writing voice when talking about these topics. This means, then, that students will not write information books with a table of contents, headings, and so on. Instead, they will write scrolls and booklets about the things they want to write about

7. Turning Pieces into Scrolls and Books
8. Planning Teaching Books Page-By-Page
9. Asking and Answering Questions to Add More
10. Stretching Out Words to Write Even More
11. Making Writing the Best It Can Be

BEND III Writing Stories

Students use all they know about the writing process to write stories. Children will continue to move through the familiar steps of thinking of an idea, planning and drawing, drafting, then rereading to add more or fix up, before starting a new piece.

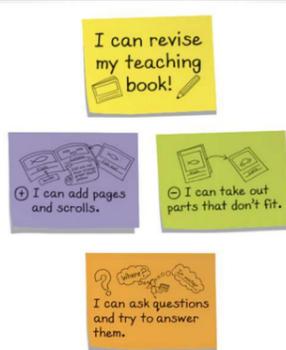
You'll direct most kids to write across a 3-page booklet, which provides a nice scaffold for narrative structure, telling a story with a page for the beginning, a page for the middle, and a page for the end.

12. Getting Ideas for Stories and Practicing Storytelling
13. Planning Stories Page-By-Page
14. Adding More Details into Pictures and Stories
15. Stretching and Writing Words: Hearing and Recording Sounds in Sequence
16. Bringing Our Writing to Life: Adding Dialogue with Speech Bubbles
17. Using Everything To Make Pieces the Best They Can Be

BEND IV F Preparing for Publication

Students have the chance to choose one piece of writing to polish up for publication. This bend is intentionally short—only two days: a day for polishing and a day for celebration. The goal is not for students to publish a perfect piece of writing. The goal is for students to take one day to do their best to get a piece ready for a publishing celebration.

18. Editing In this session, you'll teach students that writers edit their writing by rereading their words and rewriting them if necessary to make their writing more readable to themselves and others.
19. Reading into the Circle: An Author's Celebration



TCRWP Unit 2 Kindergarten: Writing For Readers

Big Ideas/Overview:

- Help students move towards more conventional spelling and use letters and sounds in such a way that both they and you can reread what they have written.
- The goal of this unit isn't perfect looking pieces with conventional spelling. Instead, we encourage you to notice students' growing efforts across a large volume of pieces.
- Students will write multiple pieces each week, working to include spaces between their words, record more sounds, hear and write a vowel in every word, and spell snap words accurately. All of this work is tucked within a personal narrative unit.

Skills/Standards

Kindergarten	
Structure	
Overall	I told, drew, and wrote a whole story.
Lead	I had a page that showed what happened first.
Transitions	I put my pages in order.
Ending	I had a page that showed what happened last in my story.
Organization	My story had a page for the beginning, a page for the middle, and a page for the end.
Development	
Elaboration	My story indicated who was there, what they did, and how the characters felt.
Craft	I drew and wrote some details about what happened.
Language Conventions	
Spelling	I could read my writing.
	I wrote a letter for the sounds I heard.
	I used the word wall to help me spell.
Punctuation	I put spaces between words.
	I used lowercase letters unless capitals were needed.
	I wrote capital letters to start every sentence.

BEND 1 Writing Stories That People Can Really Read

You'll challenge writers not only to tell the true stories of their lives, but to do so through writing that is easy for others to read.

1. writers reread their writing to make sure that it is easy to read.
2. writers call upon what they have already learned. Specifically,
 3. how to draw and talk what they need in order to tell their story.
 4. writers write sentences. You'll help them transition their stories from drawings to sentences that tell their true story.
 5. writers reread often. They write a little and then read a little, flipping back and forth between being a writer and a reader

BEND II Tools Give Writers Extra Power

You'll give students additional tools and opportunities to make their writing more powerful and even clearer for their readers.

6. writers use tools, such as checklists, to help them write the best they can.
7. vowels help writers spell the middle of words.
8. writers rely heavily on words they know in a snap in order to make their writing more readable.
9. writers include storytelling words in their writing.
10. writers use a partner as a tool to help make writing more readable.
11. writers work with other writers to help them find misspelled words, and then they work together to stretch out these words, listening for the sounds and writing down the sounds they hear.
12. writers reflect on their past work and what they have learned in order to make plans to move forward in their writing.

BEND III Partnering for Revision: Making Stories More Fun to Read

In this third bend, the focus shifts from writing with conventions (and working to improve writing and drawing through revision) to telling stories as powerfully as possible. As part of this, you'll emphasize the support of working in partnerships.

13. Writers Search Their Mental Pictures and Their Drawn Pictures to Make Their Stories Better
14. Writers Use Flaps to Make Better Stories
15. writing strong leads by studying mentor texts and helping students to imitate them.
16. Writers Work with Partners to Answer Readers' Questions

BEND IV Preparing for Publication

The last bend of the unit is quick and is devoted to some final revision and editing work. Students will draw on mentor texts to learn how to end their stories with a strong feeling.

17. Writers Use All They Know to Select and Revise a Piece to Publish.
18. writing endings that leave readers with a strong feeling.
19. Writers Make Their Pieces Beautiful to Get Ready for Publication
20. A Final Celebration: Bringing True Stories to Life

Make Writing Easy to Read

Leave spaces between words.

Make pictures that help with the words.

Write a letter for each sound.

Use CAPITAL letters to start sentences.

Put a period at the end of every sentence.

Tools Give Writers EXTRA Power

You can use a checklist.

You can use a vowel chart.

You can use a word wall.

You can use true words.

You can use a partner.

Make Your Story Fun to Read!

Picture more, add more.

Write a great beginning.

Use transition words.

Give your story a title.

End your story with a strong feeling.

Make your story beautiful.

TCRWP Unit 3 Kindergarten: How To Books: Writing to Teach Others

Big Ideas/Overview:

- Writers don't just tell stories, they teach people
- Writing use strategies like drawing, writing, and acting things out to help them convey their meaning
- Transitioning to planning and writing how-to pieces, with one step taught on each page.

Skills/Standards

Kindergarten	
Structure	
Overall	I told, drew, and wrote about a topic.
Lead	I told what my topic was.
Transitions	I put different things I knew about the topic on my pages.
Ending	I had a last part or page.
Organization	I told, drew, and wrote information across pages.
Development	
Elaboration	I drew and wrote important things about the topic.
Craft	I told, drew, and wrote some details about the topic.
Language Conventions	
Spelling	I could read my writing.
	I wrote a letter for the sounds I heard.
	I used the word wall to help me spell.
Punctuation	I put spaces between words.
	I used lowercase letters unless capitals were needed.
	I wrote capital letters to start every sentence.

BEND I Writing How-To Books, Step by Step

After launching the unit with a "just go for it" introduction, you begin teaching students the most important things about how-to writing. Meanwhile, every day your kids will engage in this writing, ideally producing around a book a day, with a sentence or two for each step.

1. Before a writer writes, he thinks "What kind of thing am I making?" and then studies examples of whatever it is he wants to make.
2. Use What You Already Know: Touch and Tell the Steps Across the Pages
3. Writers Become Readers, Asking, "Can I Follow This?"
4. partners help each other make how-to books clearer and easier to follow.
5. Label Your Diagrams to Teach Even More Information.
6. writers develop the habit of writing faster, longer, and stronger.
7. Reflecting and Setting Goals for Creating Your Best Information Writing

BEND II Using Mentor Texts for Inspiration to Lift the Level of All Your Work

In Bend II, students study mentor texts to learn about elaboration and development. They use mentor texts to learn things that writers do, and then, armed with that knowledge, they revise the books they wrote in Bend I.

8. Emulating Features of Informational Writing Using a Mentor Text
9. writers focus in on their audience by addressing readers directly, using you.
10. How-To Book Writers Picture Each Step and Then Choose Exactly Right Words
11. Elaboration in How-To Books: Writers Guide Readers with Warnings, Suggestions, and Tips
12. "Balance on One Leg Like a Flamingo": Using Comparison to Give Your Reader Clear

BEND III Keeping Your Readers in Mind

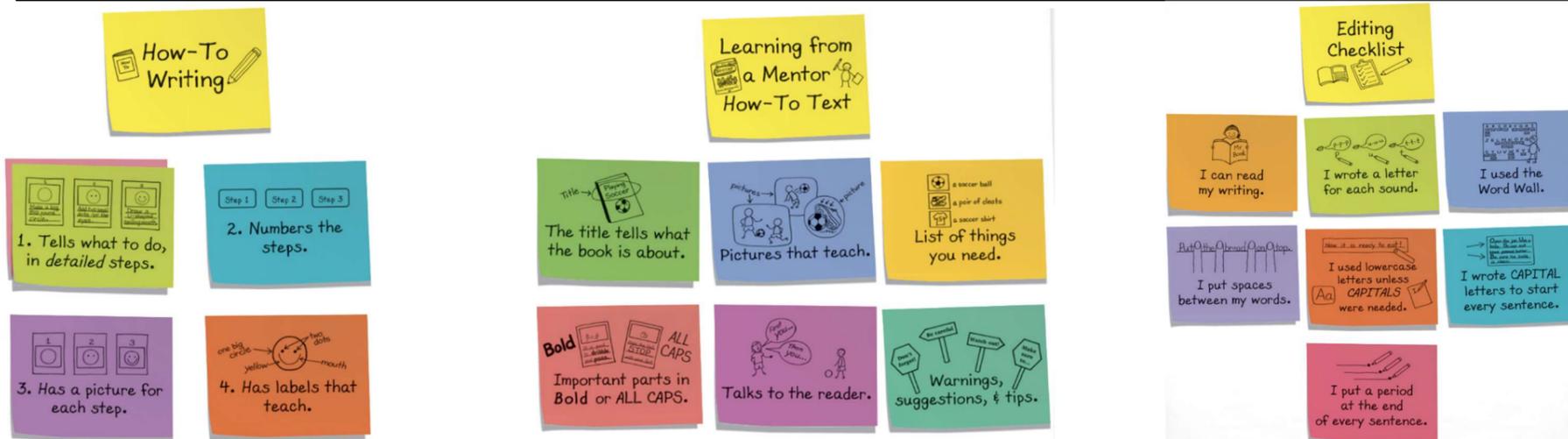
Focus on is helping your kids come up with lots of fresh ideas for new how-to books. This is important because this bend is a time for children to apply all that you taught them in Bends I and II to their new books.

13. Writers Write How-To Books about Things They Learn, throughout the Day and from Books
14. Writing a Series or Collection of How-To Books to Teach Others Even More about a Topic
15. writers clarify a topic new to readers by writing introductions and conclusions.
16. Using Everything You Know to Make Your How-To Book Easy to Read

BEND IV Giving How-To Books as Gifts

This quick bend is all about getting ready to polish up and publish how-to books in order to share them with the world.

17. writers determine a specific audience for a piece of writing and dedicate that piece to that person.
18. writers use an editing checklist to prepare their writing for publication.
19. Publishing Celebrations: The Teacher Is You!



TCRWP Unit 4 Kindergarten: Persuasive Writing of All Kinds

Big Ideas/Overview:

- Instills in young writers a sense of the power of their words.
- Students will first look locally, for personal problems in their classroom and school, and then use their opinion writing skills to make a change in the greater community, neighborhood, and world!

Skills/Standards

Opinion Writing Checklist

Kindergarten	
Structure	
Overall	I told, drew, and wrote my opinion or likes and dislikes about a topic or book.
Lead	I wrote my opinion in the beginning.
Transitions	I wrote my idea and then said more. I used words such as <i>because</i> .
Ending	I had a last part or page.
Organization	I told my opinion in one place and in another place I said why.
Development	
Elaboration	I put everything I thought about the topic (or book) on the page.
Craft	I had details in pictures and words.
Language Conventions	
Spelling	I could read my writing.
	I wrote a letter for the sounds I heard.
	I used the word wall to help me spell.
Punctuation	I put spaces between words.
	I used lowercase letters unless capitals were needed.
	I wrote capital letters to start every sentence.

BEND I Exploring Opinion Writing Making Our School a Better Place

From the very start, this unit exposes students to a myriad of writing types—all in the service of voicing their opinions to the world. Students can choose to write booklets, songs, petitions, letters, signs, lists, and more!

1. Words Are Like Magic Wands: They Can Make Things Happen
2. the more reasons they can provide, the more convincing their writing will be.
3. opinion writers cast a wide net when writing, writing in a variety of genres and to a variety of audiences.
4. writers do not wait for others to tell them how to revise their writing. They reread what they have written and think, "What can I do to make my writing better?"
5. Spelling Strategies Give Writers Word Power
6. Hear Ye! Hear Ye! Writing to Spread the Word (a Mini-Celebration)

BEND II Sending Our Words out into the World: Writing Letters to Make a Change

Bend II focuses specifically on writing letters, so as to teach into the development strand of the opinion writing checklist. You'll want to avoid giving your students writing paper that suggests when their letter "should" end, with short lines at the bottom of the page for the closing and signature. Rather, continue to supply the writing center with 3-4 page stapled booklets that include a picture box on each page to support volume and elaboration.

7. writers write letters as if they are talking to their reader.
8. writers read and study the work of other writers and then try to incorporate what they have learned into their own writing.
9. Knowing Just What to Say: Angling Letters to Different Audiences
10. persuasive writers include possible ideas for how to fix the problem they are writing about.
11. Wait! What's That Say? Fixing Up Letters before Mailing Them

BEND III Persuasive Writing Projects

In this bend, as in bend I, your students will have a menu of writing types to choose from and they'll have an opportunity to revisit, reuse, and strengthen the strategies they learned across bends I and II.

12. Draw on a Repertoire of Strategies to Write about a World Problem
13. persuasive writers make their writing convincing by including facts that teach their readers important information about their topic.
14. writers read about their topic so they can include more detailed information in their writing. Or, you might teach students that writers reread their writing to see where more precise details can go.
15. writers can write how-to books to give their readers detailed instructions about how to solve a problem.
16. Editing for Punctuation: Partner Work
17. Speaking Up and Taking a Stand: Planning and Rehearsing Speeches
18. Fixing and Fancying Up for Publication Using the Super Checklist
19. The Earth Day Fair: An Author's Celebration

writers write to make the world better!

We Can Be Really Convincing

Make People Really Listen!

1. See a Problem.



2. Think.



Tell your opinion.



Tell a little story.



Give lots of reasons.



Talk LOUD!



Stand up TALL



3. Write a lot!



4. Decide WHO?



Give a fix-it idea.



Be Polite.



Include important information.



Show big feelings.



Use body talk.

