

Unit #1B: Getting Ready: Launching the Writing Workshop

Unit Focus

Teachers will introduce foundational structures, routines, and expectations associated with the first-grade writer as well as the establishment of the writing workshop. Following the balanced literacy model as defined in the PWCS Instructional Framework, students will learn the systems that will become ongoing structures for writing in the classroom this school year. This unit of study focuses on building good habits as writers. The students will learn how to utilize the writing area and tools for writing. Utilizing *mentor texts** during the writing workshop will help students learn to generate ideas and take risks to become different writers tomorrow than they are today. Students will learn routines such as conferring with the teacher and choosing appropriate paper for writing. They will explore the importance of writing as a means of communication. They will learn that writers tell stories about their experiences and capture these stories on paper. Students will live like writers who learn to see themselves as authors. Teachers will want to use this time to do some on demand writing to assess what their students know about writing. These sample writings will identify teaching points that will drive teacher instruction. Consultation of the PWCS Writing Continuum will guide understanding of writing behaviors specific to student need. This time is also spent establishing tools and procedures such as the writer's notebook to establish writing ideas to come back to across the year, the writer's folder which will hold ongoing process writing pieces, and other writing tools.

**Mentor texts are pieces of literature that the teacher and student can return to and reread for many different purposes throughout the year. They are texts that can be studied and imitated which will help students feel more comfortable when trying out new strategies and formats.*

Suggested Duration: 6 to 8 Weeks

Stage 1 - Desired Outcomes

Established Goals

Virginia Standards of Learning

Communication and Multimodal Literacies

1.1 The student will develop oral communication skills.

- a) Listen actively and speak using agreed-upon rules for discussion.
- b) Initiate conversation with peers and adults.
- c) Adapt or change oral language to fit the situation.
- d) Use appropriate voice level, phrasing and intonation.
- g) Ask and respond to questions to seek help, get information, or clarify information.
- j) Express ideas orally in complete sentences.
- k) Work respectfully with others.

1.2 The student will demonstrate growth in oral early literacy skills.

- a) Listen and respond to a variety of print and media materials.
- b) Tell and retell stories and events in sequential order.

Reading

1.5 The student will apply phonetic principles to read and spell.

- a) Use initial and final consonants to decode and spell one- syllable words.
- c) Use consonant digraphs to decode and spell one-syllable words.
- d) Use short vowel sounds to decode and spell one-syllable words.
- h) Read and spell commonly used sight words.

1.7 The student will expand vocabulary and use of word meanings.

- b) Develop vocabulary by listening to and reading a variety of texts.

Writing

1.11 The student will print legibly in manuscript.

- a) Form letters accurately.
- b) Space words within sentences.

1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion.

- a) Identify audience and purpose.
- b) Use prewriting activities to generate ideas.
- c) Focus on one topic.
- d) Organize writing to suit purpose.
- g) Use letters to phonetically spell words.
- h) Share writing with others.

1.13 The student will edit writing for capitalization, punctuation, and spelling.

- c) Use correct spelling for commonly used sight words and phonetically regular words.

WIDA English Language Development Standard

English Learners communicate for social and instructional purposes within the school setting.

English Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Enduring Understandings	Essential Questions
<p><i>Students will understand that:</i></p> <p>U1 We communicate our ideas to others in a variety of ways.</p> <p>U2 People write for a variety of purposes and audiences.</p> <p>U3 Writers select topics of interest to write about.</p> <p>U4 Writers use their knowledge about letters and words to write unfamiliar words.</p> <p>U5 All print materials in English follow similar patterns.</p> <p>U6 Authors can write about personal experiences.</p>	<p><i>Students will keep considering:</i></p> <p>Q1 How can I share my thinking with others?</p> <p>Q2 What is my purpose for writing?</p> <p>Q3 How does my audience influence my writing?</p> <p>Q4 How do authors think of ideas to write about?</p> <p>Q5 What message do I want to share with others?</p> <p>Q6 How do writers think of topics to write about?</p> <p>Q7 How can I write a new word?</p>

Knowledge	Skills
<p>Students will know:</p> <p>K1 They can share their thoughts, ideas, and opinions through speaking, drawing, and writing.</p> <p>K2 Writing is purposeful in nature, with a specific audience.</p> <p>K3 Writers use their own experiences to generate ideas for writing and record those ideas in a “writer’s notebook.”</p> <p>K4 How to use letter-sound associations to write unfamiliar words.</p> <p>K5 To write using left-to-right, top-to-bottom orientation of print.</p> <p>Key vocabulary: conversation, take turns, voice level, question, complete sentence, story, poem, fiction, retell, “in order”, first, next, last, beginning, middle, end, spell, vowel, consonant, word wall, brainstorm, personal narrative, “small moment,” audience, writer’s notebook, writer’s folder, left to right, top to bottom</p>	<p>Students will be able to:</p> <p><i>Work with the writing process to communicate: draft, compose, review and publish writing.</i></p> <p>1.1</p> <p>S1 Follow rules for conversation, including listening and taking turns (1.1a).</p> <p>S2 Initiate conversation in a variety of school settings (1.1b).</p> <p>S3 Use oral language, voice level, phrasing and intonation appropriate to the situation (1.1c, d).</p> <p>S4 Ask and respond to questions to seek help, get information, or clarify information (1.1g).</p> <p>S5 Speak in complete sentences (1.1j).</p> <p>S6 Work respectfully with others (1.1k).</p> <p>1.2</p> <p>S7 Participate in a variety of oral language activities, such as (1.2a)</p> <ul style="list-style-type: none"> ○ listening to stories and poems read aloud ○ participating in discussions about stories and poems ○ talking about words and their meanings as they are encountered in stories, poems and conversation ○ providing reactions to stories and poems ○ asking and answering questions about what is read ○ describe people, places, things and events with details <p>S8 Tell and retell stories and events in logical order, indicating first, next, and last events in a story (1.2b).</p> <p>1.5</p> <p>S9 Use initial and final consonants to write one-syllable words (1.5a).</p> <p>S10 Use onsets and rimes to read and spell new words that include digraphs (1.5c).</p> <p>S11 Use short vowel sounds to decode and spell one-syllable words (1.5d).</p> <p>S12 Differentiate between vowels and consonants (1.5d).</p> <p>S13 Read and spell commonly used sight words (1.5h).</p> <p>1.7</p>

S14 Develop vocabulary by listening to and reading a variety of texts (1.7b).

1.11

S15 Use appropriate pencil grip (1.11a).

S16 Use manuscript letter and number formation (1.11a).

S17 Print all capital and lowercase letters accurately (1.11a).

S18 Print first and last names, beginning each with a capital letter (1.11a).

S19 Space words within sentences (1.11b).

1.12

S20 Identify the intended audience and purpose for writing (e.g. letter, story, journal, etc.) (1.12a)

S21 Use previous experiences to generate ideas (1.12b).

S22 Participate in teacher-directed brainstorming discussions to generate ideas (1.12b).

S23 Apply the alphabetic principle when writing words (1.12g).

S24 Participate in shared writing projects (1.12a, b,c,d,g,h).

S25 Write narratives that include at least two sequenced events (1.12a,b,c,d,g, h).

S26 Share writing with others (1.12h).

1.13

S27 Spell commonly used words and phonetically regular words correctly (1.13c).

S28 Use resources in the classroom to spell words (1.13c).

Stage 2 – Evidence

Performance Assessment Task(s)	Other Evidence
<p>P1 Students will create a page for a class book that tells a personal narrative about them. When planning their page, they should brainstorm with their teacher and fellow students to come up with possible ideas. When creating their page, they should:</p> <ul style="list-style-type: none"> • stay on topic, • write at least two sentences, • use uppercase letters when needed, and • end punctuation. <p>(1.12c,d,g)</p> <p>Teacher Note: The evaluation of writing should be done with a focus on content rather than format or output. Teachers should take into consideration the individual needs of all students, in particular EL, SPED and advanced, when determining scaffolds for student success. For example, students with an English Language Proficiency Level of 1 & 2 in writing, the following supports could be used: visuals, sentence frames, graphic organizer, and native language peers as supports; ELP Level 3 & 4 in writing domain could use sentence frames, graphic organizer, and peers as supports.</p>	<p>O1 Writing samples</p> <p>O2 Teacher observations</p> <p>O3 Graphic organizer used to generate ideas for writing</p> <p>O4 Referred to and used class generated writers’ checklist (Did I write two sentences? Did I leave space between words? Did I use a capital letter? Did I use ending punctuation?)</p> <p>O5 Participation in interactive writing</p> <p>O6 Conferring notes</p> <p>O7 Quick writes</p> <p>O8 PWCS K-5 Levels of Writing Continuum</p>

Stage 3 - Learning Plan

Recommended Learning Experiences

When planning instruction for learners, consider supports which ensure alignment between curriculum expectations and the needs of students, creating an instructional match, differentiated based upon the unique needs of each classroom, within each school. The recommended experiences below provide opportunities and strategies for teachers to flexibly pace and plan for a variety of rich oral and written experiences driven by student achievement. Given the circular nature of language arts, daily plans are not provided.

*When presenting lessons, all learning activities should make use of the **Balanced Literacy Model**:*

- L1** Explain to students we will begin building a community of writers through writers workshop each day. In writing workshop, students can look forward to being authors by reading and listening to stories, writing their own stories, drawing pictures, sharing ideas with others, etc.
- L2** Show students tools that they will be using in writing (pencils, markers, crayons, erasers, paper, etc.) and model how to use these materials to write themselves. Provide students with the opportunity to explore the materials, writing and drawing a picture to the best of their ability.
- L3** Continue to model procedures for appropriate behaviors during whole group instruction (transitions, cues, carpet time, etc.).
- L4** Model and have students practice how to respond to discussions about mentor texts in a complete sentence.
- L5** Have students practice showing examples and nonexamples of appropriate behavior for whole group instruction (refer to previously created anchor chart about active listeners, etc.).
- L6** Review good listening habits and what it means to be an active listener while on the carpet.
- L7** Create a writing workshop anchor chart that depicts the structure (include pictures and words to explain the mini lesson as a time to learn about writing/listen to the teacher, writing time is when the students can write/draw, and sharing time is when students can listen and share their writing with others).
- L8** Using mentor texts, explain the roles of authors and illustrators (refer to the previously created anchor chart). Remind students that during writing workshop they will act as both authors and illustrators of their own stories.
- L9** Explain to students that authors share their ideas with others. After reading a story, model how to share appropriately (reviewing how to turn and talk) and provide opportunities for students to act as authors by sharing their ideas appropriately.
- L10** Using meaningful text, explain to students that books can help us make connections to things we have already read, heard, or seen before. After reading a story, provide students opportunities to be like authors by turning and talking to share any connections they have made to the story.
- L11** Guide students to understand the importance of printing legibly, forming letter accurately and using space between words and writing phonetically so that the reader can understand their message.
- L12** Remind students of the connections they made and stories that they told one another. Explain to them that just like authors, they can use these connections as ideas for stories to write about. Drawing on previous conversations and experiences, assist students in generating a list of ideas of possible topics/stories to write about (seed ideas) and record them on chart paper (draw a small picture next to each idea).
- L13** Model how to use a previously created list of topics/stories to use for ideas when writing their story.
- L14** To introduce writer's notebooks, have the students draw/label three of their favorite things. Students will add to this notebook throughout the school year, but especially at the beginning of the year, to collect seed ideas for future writing.

- L15** Model how to share writing and provide students opportunities to share their writing with each other.
- L16** Introduce writing folders by explaining to students that authors take special care of their work (papers are stored neatly inside, papers are sorted based on what is complete and what is still a work in progress, etc.). Writing folders will be used daily during writing workshop.
- L17** Provide opportunities for interactive writing.
- L18** Use baseline writing samples to guide further instruction.
- L19** Model writing letters from left to right, and top to bottom, and provide meaningful opportunities for students to write.
- L20** Model for students how to apply phonetic knowledge (initial and final consonants, consonant digraphs, and short vowel sounds) and growing knowledge of commonly used sight words to spell words correctly when writing.
- L21** Celebrate student writing.

Peer-Reviewed Instructional Resources

*Note: This list of resources is intended to provide support for teachers in planning their instruction.
Teachers should use their professional judgment to select lessons that fully address the Standards of Learning and the needs of their students.*

VDOE English Standards of Learning Curriculum Framework:

http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml

VDOE Early Literacy Videos:

http://www.doe.virginia.gov/instruction/english/elementary/reading/early_literacy_strategies.shtml

PWCS Resources

- PWCS Instructional Framework
- PWCS Phonics, Phonemic Awareness and Word Study Resource
- PWCS Research Strand Support Document (2017 SOLs)
- PWCS Beginning Reading Strategies Resource
- PWCS Language Arts Website
- PWCS Reading Benchmark Guidelines K-2

Additional Professional Resources to Support Reading Workshop:

- Balanced Literacy for English Language Learners, K-2* – Linda Chen and Eugenia Mora-Flores
- Supporting English Learners in the Reading Workshop* - Lindsey Moses
- The Next Step in Guided Reading* - Jan Richardson
- The Next Step Forward in Guided Reading* – Jan Richardson
- Prompting Guide* - Irene Fountas & Gay Su Pinnell
- Growing Independent Learners from Literacy Standards to Stations* – Debbie Diller
- Phonics From A to Z, 3rd Ed.* – Wiley Blevins
- The Fountas and Pinnell Literacy Continuum* – Irene Fountas & Gay Su Pinnell
- Literacy Quick Guide* – Irene Fountas & Gay Su Pinnell
- Teaching for Comprehending & Fluency* – Irene Fountas & Gay Su Pinnell

Additional Supporting Resources

Differentiation for students learning English should be included as part planning for tier 1 instruction. These scaffolding suggestions are intended to support teachers in planning proactively for the needs of these students within the reading lessons.

Graphic supports	Interactive supports	Language support	Sensory support
<ul style="list-style-type: none"> • Graphic organizers • Anchor charts • Visuals (pictures, diagrams, illustrations) • Timelines 	<ul style="list-style-type: none"> • Academic conversations • Explicit modeling • Cooperative learning • Think-pair-share • Interactive read-aloud • Turn and talk (thoughtful partnerships) • Flexible grouping • Think aloud 	<ul style="list-style-type: none"> • Label items in the room • Picture support for words • Audio support • Native language text • Personal word wall • Adapted text 	<ul style="list-style-type: none"> • Manipulatives • Real life objects • Songs • Physical movements • Models and figures

Links to in depth descriptions of Supports

Levine, L. N., Lukens, L. & Smallwood, B. A. (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12*. Is a resource for general education teachers of English Learners (ELLs).

The strategies were chosen for their broad application across content areas and represent five research-based principles of scaffolded instruction for ELLs:

- 1) to focus on academic language, literacy, and vocabulary;
- 2) to link background knowledge and culture to learning;
- 3) to increase comprehensible input and language output;
- 4) to promote classroom interaction and
- 5) to stimulate higher order thinking and the use of learning strategies (Levine, Smallwood, & Haynes, 2012 a, 2012 b).

<http://ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/English-Language-Learners/go-to-strategies.pdf>

WIDA Resource Library <https://wida.wisc.edu/resources>

The following resources are available on the [EL Program Staff Communities page](#).

- Academic Literacy Tools - vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing
- Differentiation Tools - cooperative learning, co-teaching

The Reading Strategies Book – Jennifer Serravallo
The Reading Minilessons Book – Irene Fountas & Gay Su Pinnell
The Ultimate Read-Aloud Resource – Lester Laminack
Reading Units of Study – Lucy Calkins
Comprehension Connections - Tanny McGregor
 Resources from Benchmark Literacy

Name: _____

Date: _____

Performance Task Description: _____

Level of Mastery _____

Unit: _____

Standards: _____

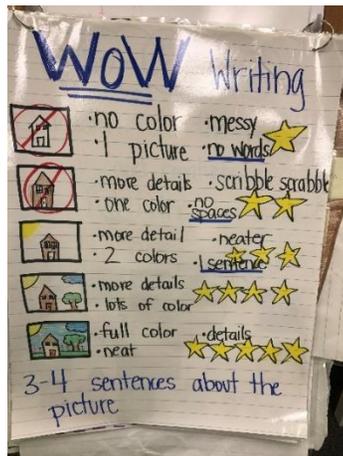
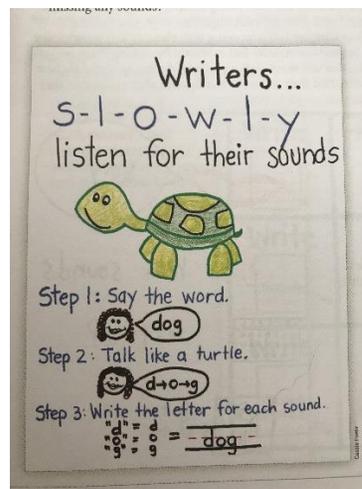
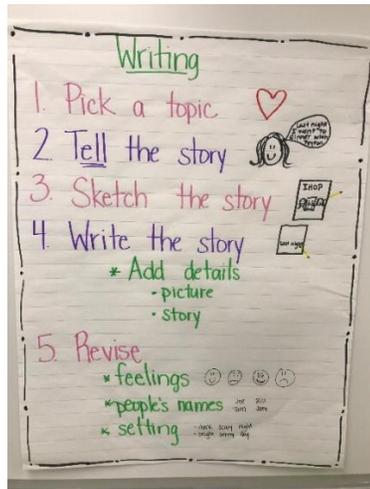
K-2 Language Arts Performance Task Assessment Rubric

Level of Mastery	Simplified Scale	Letter Grade	Overall Descriptor of Performance	Overall Student Statement
Above Standard	4.0	S+	Exceeds grade level standards. Consistently meets requirements for exceptional work. Demonstrates high level of knowledge and understanding.	I know (and can do) it well enough to make connections that were not taught.
Proficient	3.0	S	Meets grade level requirements. Consistently meets requirements for proficient work. Demonstrates acceptable level of knowledge and understanding.	I know (and can do) everything that was taught making few mistakes.
Approaching	2.0	S-	Approaching grade level standards. Meets some requirements for proficient work. Demonstrates some knowledge and understanding.	I know (and can do) all the easy parts, but I do not know (and cannot do) the harder parts.
Beginning	1.0	N	Consistently requires teacher direction and assistance to demonstrate partial knowledge or understanding.	With help, I know (and can do) some of what was taught. I do not know (and cannot do) any of it.

Grade 1 Unit 1B Guidance Document

Composing / Written Expression	Usage and Mechanics
Above Standard	Above Standard
<p>In addition to advanced-low level performance, in-depth inferences and application <u>that go beyond what was taught.</u></p> <ul style="list-style-type: none"> • Focuses on a broad, general topic. • May write for self rather than an audience. • Has basic organizational plan (B-M-E) but may jump from point to point. • Uses simple and repetitive sentences. 	<p>In addition to advanced-low level performance, in-depth inferences and application <u>that go beyond what was taught.</u></p> <ul style="list-style-type: none"> • Consistently capitalizes the word I. • Consistently spaces between letters and words. • Punctuates; may use one punctuation mark at the end of the text or the end of each line. • Uses -s endings at the end of words.
Meets Standard	Meets Standard
<p>No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.</p> <ul style="list-style-type: none"> • Pictures and words tell the same story. • Links letters and words together to represent simple sentences, although they may be incomplete. • Understands the concept: If I can say it, I can write it (e.g., I went to the zoo written as I wt d zu). 	<p>No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.</p> <ul style="list-style-type: none"> • Consistently maintains directional pattern. • Starts sentences with a capital letter (at least one sentence that starts with any letter other than I. • Spells frequently used sight words.
Approaching Standard	Approaching Standard
<p>Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes.</p> <ul style="list-style-type: none"> • Consistently demonstrates a concept of print by using or inventing letters to represent ideas. • Consistently demonstrates the concept that a message is conveyed through print and picture. • Connects the sound(s) of oral language to print (e.g., <i>k for cookies</i>). • Child’s oral story is depicted by the picture and the letters or words on the page. 	<p>Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes.</p> <ul style="list-style-type: none"> • Maintains directional pattern; starts top left and/or moves left to right and/or returns down left. • Reproduces letters, symbols, and numbers from models. • Writes upper- and/or lower-case letters within word. • Labels familiar people and objects with words.
Beginning	Beginning
<p>With help, partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <ul style="list-style-type: none"> • At times demonstrates a concept of print by using or inventing letters or words to represent ideas or label pictures. • Draws clear pictures. • Child’s oral story is depicted by the picture on the page. 	<p>With help, partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <ul style="list-style-type: none"> • Traces figures and letters found in the classroom. • May write unrecognizable letters and/or words. • Prints upper- or lower-case letters anywhere on the page.

Resources



[Ready Set Draw-ish!](#)

Grade 1 Mentor Texts

Unit	Title, Author
1A	<ul style="list-style-type: none"> • <i>Pigsty</i>, Mark Teague • <i>Strega Nona</i>, Tomie dePaola • <i>Howard B. Wigglebottom Learns to Listen</i>, Howard Binkow and Susan F Cornelison • <i>The Recess Queen</i>, Alexis O'neill and Laura Huliska-Beith • <i>Wild About Books</i>, Judy Sierra and Marc Brown
1B	<ul style="list-style-type: none"> • <i>Something from Nothing</i>, Phoebe Gilman • <i>The Best Story</i>, Eileen Spinelli • <i>Mr. Putter and Tabby Write the Book</i>, Cynthia Rylant • <i>Ralph Tells a Story</i>, Abby Hanlon • <i>A Squiggly Story</i>, Andrew Larsen and Mike Lowery
2A	<ul style="list-style-type: none"> • Fairy Tales • Folk Tales • <i>Enemy Pie</i>, Derek Munson • <i>Lilly's Purple Plastic Purse</i>, Kevin Henkes • <i>The Perfect Nest</i>, Catherine Friend and John Manders
2B	<ul style="list-style-type: none"> • <i>Aunt Isabel Tells a Good One</i>, Kate Duke • <i>A Bad Case of Stripes</i>, David Shannon • <i>Bed Head</i>, Margie Palatini • <i>Beekle: The Unimaginary Friend</i>, Dan Santat • <i>One Day</i>, Rebecca Kai Dotlich
3A	<ul style="list-style-type: none"> • <i>Children Make Terrible Pets</i>, Peter Brown • <i>Those Shoes</i>, Maribeth Boelts • <i>A Chair for my Mother</i>, Vera B. Williams • <i>Jack's Worry</i>, Sam Zuppari • <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>, Judith Viorst
3B	<ul style="list-style-type: none"> • <i>Hey Little Ant</i>, Phillip M. Hoose • <i>The Great Kapok Tree</i>, Lynne Cherry • <i>I Wanna Iguana</i>, Karen Kaufman Orloff • <i>Duck, Rabbit</i>, Amy Krouse Rosenthal • <i>Not Norman</i>, Kelly Bennett
4A	<ul style="list-style-type: none"> • National Geographic Kids Series • DK Series • Rookie Readers

	<ul style="list-style-type: none"> • <i>Frogs</i>, Nic Bishop • <i>Creature Features</i>, Steve Jenkins • <i>Tornadoes!</i>, Gail Gibbons • <i>Rocks and Minerals</i>, Seymour Simon • <i>Stephen Curry: The Children's Book, The boy who never gave up</i>, Anthony Curcio • <i>Messi: A Boy Who Became A Star</i>, Steve Herman <p>Make sure to expose students to nonfiction texts that pertain to a variety of topics.</p>
4B	<ul style="list-style-type: none"> • National Geographic Kids Series • DK Series • Rookie Readers • <i>Reptiles and other scaly friends</i>, Simon Mugford • <i>Monster Machines</i>, Simon Mugford <p>Make sure to expose students to nonfiction texts that pertain to a variety of topics.</p>
5A	<ul style="list-style-type: none"> • <i>Shout!: Little Poems that Roar</i>, Brod Bagert • <i>Bananas in My Ears</i>, Michael Rosen • <i>It's Raining Pigs and Noodles</i>, Jack Prelusky • <i>A Bad Case of the Giggles</i>, Bruce Lansky • <i>A Poke in the I</i>, Paul B. Janeczko
5B	<ul style="list-style-type: none"> • <i>Ode to a Commode</i>, Brian P. Cleary • <i>If Not for the Cat</i>, Jack Prelusky • <i>Dirt on My Shirt</i>, Jeff Foxworthy • <i>Book of Nature Poetry</i>, J. Patrick Lewis • <i>Hailstones and Halibut Bones</i>, Mary O'Neill
6A	Select from suggested unit authors, making choices which allow for comparison within and between authors.
6B	Select from previous units' book selections to allow for student choice as they write.

PWCS Offices of Student Learning and English Learner (EL) Programs and Services 07.10.15

- Resource: Designing Curriculum and Teaching for Transfer with Understanding by Design® McTighe & Associates, 2015;
 Resource: Understanding by Design Template, https://studentservices.madison.k12.wi.us/files/stusvc/UBD_Template_1.doc
 Resource: Unit Planner adapted from VPROjas, Strategies for Success with ELL: An ASCD Action Toolkit, 2007;
 Resource: WIDA Consortium, *2012 Amplification of the English Language Development Standards Kindergarten – Grade 12*;
 Resource: PWCS Standards-Based Instructional Planning Process 08.05.11.