

Curriculum Map

*The First Thirty Days
Writer's Workshop
Kindergarten*

Holyoke Public Schools
Revised 2011

prepared by

Mary Curro, Academic Coordinator for Kindergarten

The First Thirty Days (America's Choice, 2005) for kindergarten introduces the **Writer's Workshop**. The First Thirty Days will most likely cover a 6 week time span in kindergarten due to screening and assessment that typically takes place during the first two weeks of kindergarten in the Holyoke Public Schools. Lessons introduced and modeled will be reviewed, revisited, and/or repeated throughout the year based on the needs of the students. This standards based unit of study addresses Massachusetts Curriculum Frameworks/ELA Standards and WIDA English Language Proficiency Standards PreKindergarten through Grade 5

Overview

The First Thirty Days is designed with these concepts in mind:

- Lessons move from the simple to the complex.
- Lessons demonstrate the strategies used by good writers.
- Lessons are based on performance standards and companion content standards.
- Teachers engage in modeling and think-aloud demonstrations.
- Students observe and learn appropriate writing behaviors.
- Specific texts are mentioned but teachers have the flexibility to substitute texts with a similar theme or format as necessary.
- Attribute charts are developed and added onto to help children understand various writing processes.

MA Curriculum Frameworks/ ELA Standards, 2011

First Thirty Days, Readers Workshop, K

Reading Standards for Literature (RL)

Kindergarteners

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

4. Ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

MA.8.A Identify and respond to characteristics of traditional poetry for children: rhyme; regular beats; and repetition of sounds, words and phrases.

9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

Reading Standards: Foundational Skills [RF]

Kindergartners:

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - Follow words from left to right, top to bottom, and page by page.
 - Recognize that spoken words are represented in written language by specific sequences of letters.
 - Understand that words are separated by spaces in print.
 - Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - Recognize and produce rhyming words.
 - Count, pronounce, blend, and segment syllables in spoken words.
 - Blend and segment onsets and rimes of single-syllable spoken words.
 - 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/.)
 - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words

Phonics

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.

Writing Standards Pre-K–5 (W)

Kindergartners:

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 an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
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.
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Speaking and Listening Standards (SL)

Kindergartners:

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.
 - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.
4. Describe familiar people, places, and 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.

Presentation of Knowledge and Ideas

6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards Pre-K–5 (L)

Kindergartners:

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Print many upper- and lowercase letters.
 - Use frequently occurring nouns and verbs.

- Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- Produce and expand complete sentences in shared language activities.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.
 - Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
 - Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.
5. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
 - Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

WIDA English Language Proficiency Standards for Kindergarten

WIDA - World Class Instructional Design and Assessment - has developed Performance Definitions for levels of English language proficiency in the areas of Listening, Speaking, Reading and Writing that outline the progression of language development in the acquisition of English as an additional language from Level 1, Entering the Process, to Level 6, Reaching Proficiency. WIDA Standards include standards for social and instructional language proficiency as well as content area standards.

Please refer to *WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12* for more detailed information on each level as described below:

- **Level 1 Entering**
- **Level 2 Beginning**
- **Level 3 Developing**
- **Level 4 Expanding**
- **Level 5 Bridging**
- **Level 6 Reaching**

The following WIDA Standards relate to the learning activities in this curriculum map and are included to help with lesson planning to assure access to the curriculum for our ELL students.

WIDA English Language Proficiency Standards Kindergarten 2007 Listening/Concepts About Print

Level 1 Entering

Point to features of big books in a large group (e.g., “cover,” “title,” “author,” “illustrator”) according to oral commands

Level 2 Beginning

Show directionality of print in various sources in a large group (e.g., left to right, beginning/ending of pages, top/bottom) according to oral commands

Level 3 Developing

Identify features of text in context with a partner (e.g., spaces between words, sentences) according to oral directions

Level 4 Expanding

Sort features of text with a partner (e.g., lower/upper case letters, periods/question marks) according to oral directions

Level 5 Bridging

Match illustrations to oral reading of related sentences or short stories

**WIDA English Language Proficiency Standards Kindergarten
2007
Speaking**

Level 1 Entering

Social Behavior

Repeat polite words or expressions when modeled (e.g., “Please” and “Thank you”) in short dialogues

Nursery Rhymes

Repeat key words in rhymes from picture cues in a whole group

Rhyme

Repeat words or phrases from rhymes supported by illustrations

Level 2 Beginning

Social Behavior

Make polite requests from models or gestures (e.g., “Please sit down.”)

Nursery Rhymes

Chant phrases or short sentences in rhymes using gestures from picture cues in a whole group

Rhyme

Complete phrases from rhymes supported by illustrated models

Level 3 Developing

Social Behavior

Use polite language in conversations (e.g., role play, telephone talk)

Nursery Rhymes

Rehearse short rhymes using gestures from picture cues in whole or small groups

Rhyme

Describe persons or events in rhymes supported by illustrations

Level 4 Expanding

Social Behavior

Give compliments, offer apologies or express gratitude within conversations

Nursery Rhymes

Complete short rhymes using gestures from picture cues in whole or small groups

Rhyme

Discuss what happens (plot or events) in rhymes supported by illustrations

Level 5 Bridging

Social Behavior

Adapt polite language to social situations appropriate to audience

Nursery Rhymes

Recite rhymes using gestures from memory in whole or small groups supported by illustrations

Rhymes

Paraphrase rhymes supported by illustrations

**WIDA English Language Proficiency Standards Kindergarten
2007
Reading**

Level 1 Entering

Classroom

Pair shapes of words related to illustrated classroom objects with print versions

Same & different

Match pictures and icons with those that are the same with a partner

Forms of print

Distinguish between illustrated examples of print and non-print

Level 2 Beginning

Classroom

Match labeled pictures of familiar objects to those in illustrated classroom scenes (e.g., “Here is a picture with a word inside. Find the same word.”)

Same & different

Sort pictures and icons that are the same or different with a partner

Forms of print

Match illustrated examples of the same form of print (e.g., two signs, two magazines)

Level 3 Developing

Classroom

Associate initial sounds or letters of illustrated classroom objects with words in print

Same & different

Classify illustrated words that are the same or different with a partner

Forms of print

Match functions of different forms of print with illustrated examples (e.g., notes, lists, menus)

Level 4 Expanding

Classroom

Distinguish letters, words and sentences in illustrated classroom scenes

Same & different Identify letters in illustrated words that are the same or different with a partner

Forms of print

Identify elements of print (e.g., letters, words, sentences) represented in illustrated forms

Level 5 Bridging

Classroom

Identify words or phrases within illustrated classroom scenes

Same & different Point out features of words that are the same and different with a partner (e.g., capital v. lower case letters)

Forms of print

Find elements of print in different forms (e.g., the same word in different fonts)

**WIDA English Language Proficiency Standards Kindergarten
2007**

Writing

Level 1 Entering

Routines/ Social and Instructional Language

Trace, copy or depict daily routines in drawings

Sounds & Symbols

Experiment making symbols or letters from models using realia (e.g., in the sand, from play dough)

Environmental Print

Draw or trace examples of environmental print (e.g., from foods or clothes)

Level 2 Beginning

Routines/ Social and Instructional Language

Reproduce initial letters associated with daily routines from labeled drawings or illustrated models

Sounds & Symbols

Reproduce symbols or letters from models using realia (e.g., straws)

Environmental Print

Copy examples of environmental print from labeled icons or objects

Level 3 Developing

Routines/ Social and Instructional Language

Label pictures of daily routines from illustrated models using words with invented spellings

Sounds & Symbols

Trace symbols or letters associated with pictures or realia

Environmental Print

Produce names of objects or icons represented in environmental print using invented spellings (e.g., ☀ = sun)

Level 4 Expanding

Routines/ Social and Instructional Language

Describe daily routines from illustrated models using words and phrases with invented spellings

Sounds & Symbols

Copy symbols or letters of beginning sounds from labeled pictures in context

Environmental Print

List examples of environmental print in illustrated scenes using icons, words or phrases with invented spellings

Level 5 Bridging**Routines/ Social and Instructional Language**

Compose notes about daily routines using phrases or short sentences with invented spelling

Sounds & Symbols

Produce letters of beginning sounds from pictures in context

Environmental Print

Use examples of environmental print in illustrated scenes to produce phrases or short sentences with invented spellings

Social Studies Writing

Level 1

Entering

Self and Family

Draw self-portrait and copy or trace name

School

Draw personal responses to people, places or objects in school from pictures or models

Level 2 Beginning

Self and Family

Draw family portrait from models or photographs and identify people by initials

School

Represent people, places or objects in school from pictures and models using letters or scribble writings

Level 3 Developing

Self and Family

Draw family members from models or photographs and label people and pets

School

Label people, places or objects in school from pictures and models using words with invented spellings

Level 4 Expanding

Self and Family

Draw and describe family members using words or phrases with invented spellings

School

Make lists of people, places or objects in school from pictures and models using words or phrases with invented spellings

Level 5 Bridging

Self and Family

Produce illustrated “stories” about self and family using phrases or short sentences with invented spellings

School

Create “stories” about people, places or objects in school from pictures using phrases or short sentences with invented spellings

Five Essential Practices for ELL Learners
(America's Choice, Teaching English Language Learners, Literacy)

America's Choice has developed Five Essential Practices to support the literacy needs of ELL learners. These research based strategies should be the core of instructional practice in all classrooms with ELL students.

1. Develop Oral Language through Meaningful Conversation and Context

Rich oral language and vocabulary is developed in context using daily readalouds, shared reading, choral verse, songs and finger plays, listening center/audio retellings of stories, think alouds, turn and talk activities.

2. Teach Targeted Skills through Contextualized and Explicit Instruction

Targeted skills of phonemic awareness and phonics are supported and strengthened when explicit instruction is combined with a meaningful context using Big Books, shared reading, daily news, charts and poems, finger plays and word walls. Specific attention needs to be paid to linguistic differences in sound/symbol relationships.

3. Build Vocabulary through Authentic and Meaningful Experiences with Words

Vocabulary developed in an intentional context such as curriculum based dramatic play, word splashes and word webs, and word walls has meaning and relevance for the ELL learner. Abstract terms such as positional vocabulary and transitional words need to be modeled and explicitly taught. Both Tier I and Tier II vocabulary need to be emphasized.

4. Build and Activate Background Knowledge

Prior knowledge needs to be activated and utilized to develop and strengthen comprehension through discussion and oral sharing. Focus on family culture and activities, engaging hands on learning activities, and careful selection of relevant and appropriate instructional materials will encourage students to connect background knowledge to learning.

5. Teach and Use Meaning Making Strategies

Students need explicit instruction and modeling early on as well as regular and sustained time to practice comprehension strategies such as visualization, making connections, and self monitoring for meaning.

Additionally, MA DOE has published English Language Proficiency Benchmarks and Outcomes for English Language Learners to be used in conjunction with MA Curriculum Frameworks to support instruction for ELL learners. The outcomes from the ELBPO have been linked to the MA Frameworks Standards in each lesson of this document. Strategies for teaching ELL students have been included as part of good teaching practice in maps. They are noted by italics such as : *Students may use language frames such as "That reminds me of _____." or "I liked _____." to enhance discussion.* Please note that these strategies are good practice for all learners.

First Thirty Days/Writers Workshop

1. Finding Our Stories

MA ELA Standards

Speaking and Listening Standards (SL)

Kindergartners:

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.
 - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges

WIDA ELL Standards/Writing

Level 5 Bridging

Self and Family

Produce illustrated “stories” about self and family using phrases or short sentences with invented spellings

Students will discover stories in their own experiences.

Opening

- *Teacher will model telling story orally.* Story should have clear beginning, end and at least one event. Teacher will illustrate story on chart paper.
- As students share ideas about possible stories, teacher will record on attribute chart, *What Good Writers Do* (p.11, The First Thirty Days)

Work Period

- *Children will tell stories to a partner before drawing pictures of own story ideas.* Teacher will need to be attentive to pairing students in a manner that supports language development.

Closing

- Students will share stories in small groups. Story drawings will be saved and displayed as *What Writers Write About*.

Work Products: Attribute chart, *What Good Writers Do*, student drawings of story ideas displayed as *What Writers Write About*

2. Thinking of Ourselves as Writers

MA ELA Standards

Writing Standards Pre-K–5 (W)

Kindergartners:

Text Types and Purposes

5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

WIDA ELL Standards/Writing

Level 5 Bridging

Routines/ Social and Instructional Language

Compose notes about daily routines using phrases or short sentences with invented spelling

Students will reflect upon and articulate how they become better writers.

Opening

- Teacher will brainstorm with students ways that they become better writers.

Work Period

- Using shared writing, teacher will document student responses using a chart, *Thinking of Ourselves as Writers*.

Closing

- Students will share and discuss ways in which they will become better writers using chart as reference. *Students may use language frame “ helps me to be a better writer.”*
-

Work Products: Attribute chart, *Thinking of Ourselves as Writers*

3. Thinking about Writing

MA ELA Standards

Speaking and Listening Standards (SL)

Kindergartners:

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.
 - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.
4. Describe familiar people, places, and 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.

Presentation of Knowledge and Ideas

6. Speak audibly and express thoughts, feelings, and ideas clearly.

WIDA ELL Standards/Writing

Level 5 Bridging

Self and Family

Produce illustrated “stories” about self and family using phrases or short sentences with invented spellings

Students will brainstorm ideas for story topics.

Opening

- Teacher will read story with a clear main idea to children such as *Lilly’s Plastic Purple Purse* by Kevin Henkes.
- Teacher and students will discuss and share possible main ideas.
- Teacher will record ideas on chart, *What Writer’s Write About*. For example, children might say “*This story is about school.*”

Work Period

- *Children will turn and talk with a partner to share stories about school experiences* before drawing a story about one of their personal school experiences.

Closing

- Students will share stories/drawings with whole group.

Work Products: Children’s drawing/writing on story topic, attribute chart, *What Writers Write About*

4. Turning Small Moments into Stories

MA ELA Standards

Speaking and Listening Standards (SL)

Kindergartners:

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.
 - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.
4. Describe familiar people, places, and 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.

Presentation of Knowledge and Ideas

6. Speak audibly and express thoughts, feelings, and ideas clearly.

WIDA ELL Standards/Writing

Level 5 Bridging

Self and Family

Produce illustrated “stories” about self and family using phrases or short sentences with invented spellings

Students will learn strategies for developing topics.

Opening

- Teacher will model a story that takes place in a short period of time or moment using examples from literature such as *Night Noises* or *Hattie and the Fox* by Mem Fox.
- Teacher will demonstrate how a moment can be “stretched” by details.
- Teacher will document strategies on chart, *Ways Good Writers Write*. (The First Thirty Days, Writing, p. 19)

Work Period

- *Students will turn and talk with a partner to discuss what moments they noticed in the story. They may use the language frame “I noticed...” before they draw pictures of moments to develop into stories.*
- Teacher will begin *Guide for Response* chart to assist children in responding to each other’s illustrations. (The First Thirty Days, Writing, p. 20)

Closing

- Teacher will invite students to *Author’s Chair* to share illustrations of moments.

Work Products: Student drawings of turning moments to stories, Attribute chart, *Guide for Response*

5. Generating Topics I
MA ELA Standards
Speaking and Listening Standards (SL)

Kindergartners:

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.
 - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.

WIDA ELL Standards/Writing

Level 4 Expanding

School

Make lists of people, places or objects in school from pictures and models using words or phrases with invented spellings

Level 5 Bridging

School

Create “stories” about people, places or objects in school from pictures using phrases or short sentences with invented spellings

Students will begin to generate writing topics.

Opening

- Teacher will generate responses to *Things We Can Write About* and record on chart for reference.

Work Period

- *Students will work in pairs to discuss possible writing topics. Teacher will need to be attentive to pairing students in a manner that supports language development.*
- Individual students will record possible topics with drawing and writing.

Closing

- Students will share possible topics in whole group.

Work Products: Student drawings on topic, Attribute chart, *Things We Can Write About*

6. Working With Words

MA ELA Standards

Reading Standards: Foundational Skills [RF]

Kindergartners:

Print Concepts

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.

Phonics

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.

WIDA ELL Standards/Writing

Level 3 Developing

Classroom

Associate initial sounds or letters of illustrated classroom objects with words in print

** Not all students will be developmentally able to match letters and sounds yet. Modify and encourage as necessary. **

Students will learn to separate sounds heard in words and write down letters that represent sounds.

Opening

- Teacher will share story that includes words that can be “stretched out” such as a story about a dog using the word, “bark”. *Teacher will make sure to clarify story vocabulary with visual cues from text.*
- Teacher will model saying the word slowly and writing down sounds heard, making connections between sounds and letters, *referring to Word Wall or ABC chart for visual support.*
- Teacher and students will repeat process with another story word.

Work Period

- Pairs of students will work on sounding out story words together and writing down spelling attempts.

Closing

- Pairs of students will share story words and spelling attempts with whole group
- Teacher will record spelling attempts on chart. *Teacher may want to make connections between story words and known words such as mother/mama.*

Work products: Chart of stretched out words

7. Modeling: From Oral to Illustration I

MA ELA Standards

Writing Standards Pre-K–5 (W)

Kindergartners:

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 an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
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.
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

WIDA ELL Standards/Writing

Level 5 Bridging

Self and Family

Produce illustrated “stories” about self and family using phrases or short sentences with invented spellings

School

Create “stories” about people, places or objects in school from pictures using phrases or short sentences with invented spellings

Students will observe teacher modeling the technique of moving from oral story to illustration.

Opening

- Teacher will model telling story of a moment and turning it into a drawing.

Work Period

- *Students will share story orally with partner* and then select a story to illustrate.
- Teacher will observe student work for conferencing and response.

Closing

- Students will share story illustrations with whole group.

Work Products: Student illustrations of turning moments into stories

8. Trying to Spell Phonetically

MA ELA Standards

Reading Standards: Foundational Skills [RF]

Kindergartners:

Phonics

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.

WIDA ELL Standards/Reading

Level 3 Developing

Classroom

Associate initial sounds or letters of illustrated classroom objects with words in print

Students will use approximations to spell.

Opening

- Teacher will explain and model process of trying to spell a familiar word. Teacher will model saying the word slowly and writing down sounds heard, making connections between sounds and letters, *referring to Word Wall or ABC chart for visual support.*
- Children will stretch out words. Teacher will record possible variations on chart, *Spelling with a Try.*

Work Period

- *Students will work with partners and work on stretching out and spelling words.*
- They will record spellings on white boards.

Sharing

- Students will share stretchings and recordings of words with whole group.
- Teacher will record and distinguish correct spellings.
- Teacher will repeat as necessary modeling spelling techniques.

Work Products: White board spelling attempts, Attribute chart, *Spelling with a Try*

9. Modeling: From Oral to Illustration II

MA ELA Standards

Writing Standards Pre-K–5 (W)

Kindergartners:

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 an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
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.
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

WIDA ELL Standards/Writing

Level 5 Bridging

Self and Family

Produce illustrated “stories” about self and family using phrases or short sentences with invented spellings

School

Create “stories” about people, places or objects in school from pictures using phrases or short sentences with invented spellings

Students will observe teacher modeling moving from oral story to illustration.

Opening

- Teacher will model telling story of a moment and turning into a drawing.

Work Period

- *Students will share story orally with partner* and then select a story to illustrate.
- Teacher will observe student work for conferencing and response.

Closing

- Students will share story illustrations.

Work Products: Student illustrations/writing of stories

10. Planning Drawing and Writing

MA ELA Standards

Speaking and Listening Standards (SL)

Kindergartners:

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.
 - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.

WIDA ELL Standards/Writing

Level 5 Bridging

Self and Family

Produce illustrated “stories” about self and family using phrases or short sentences with invented spellings

School

Create “stories” about people, places or objects in school from pictures using phrases or short sentences with invented spellings

Students will learn to decide on a story, visualize it, and record story on paper.

Opening

- *Teacher will model telling and visualizing a story that the whole class has experienced.*
- Teacher will talk through illustrating story and adding details.
- Teacher will display overhead of page from children’s literature selection with text such as *Little Nino’s Pizzeria*, p.3.
- Teacher will generate ideas from children about what is happening in illustration and explain how author used text to write and describe what is happening.

Work Period

- *Students will visualize own story and put details in illustration prior to writing.*
- *Children will share pictures with partner and tell story of illustration in preparation for writing stories.*

Closing

- Students will share illustrations with whole group and describe how visualizing helped to draw illustration.

Work Products: Student illustrations

11. Learning to Organize

MA ELA Standards

Writing Standards Pre-K–5 (W)

Kindergartners:

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 an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
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.

WIDA ELL Standards/Writing

Level 5 Bridging

Self and Family

Produce illustrated “stories” about self and family using phrases or short sentences with invented spellings

School

Create “stories” about people, places or objects in school from pictures using phrases or short sentences with invented spellings

Students will learn the strategy of developing narrative by organizing series of events.

Opening

- Teacher will review ongoing attribute chart, *Ways Good Writers Write*.
- Teacher will share a book with class that develops through a series of events such as *Shortcut* by Donald Crews or another appropriate text. Review story to see if author has clear B, M, and E.

Work Period

- Children will use paper divided into thirds to illustrate own stories with B, M, and E. *They will share plans for developing stories with partners.*

Closing

- Students will share developing stories with class.
- Teacher will revisit chart, *Ways Good Writers Write*, with class and add the strategy of using B, M, and E.

Work Products: Student stories with B, M, and E

12. Establishing Author's Chair

MA ELA Standards

Speaking and Listening Standards (SL)

Kindergartners:

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.
 - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.

WIDA ELL Standards/Writing

Level 5 Bridging

Self and Family

Produce illustrated “stories” about self and family using phrases or short sentences with invented spellings

Students will practice the routines of Author's Chair.

Opening

- Teacher will guide discussion about establishing a place to share writing.
- Teacher will discuss situations for sharing writing such as establishing a number of students to share daily, sitting quietly and listening respectfully to classmates, and highlighting new or notable elements in writing.

Work Period

- *Students will practice using the Author's Chair as both authors and listeners/responders.*

Closing

- Teacher will guide students to record Author's Chair routines on attribute chart.

Work Products: Attribute chart, *Routines for Author's Chair*

13. Conducting Author's Chair

MA ELA Standards

Speaking and Listening Standards (SL)

Kindergartners:

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.
 - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.

WIDA ELL Standards/Speaking

Level 5 Bridging

Social Behavior

Adapt polite language to social situations appropriate to audience

Students will work as authors and share work on a routine basis with appropriate feedback.

Opening

- Teacher will review attribute chart, ***Routines for Author's Chair***.
- *Teacher will explain and model method of responding appropriately to classmates - say something positive first, ask questions second, offer constructive comments third.*

Work Period

- Teacher will designate a number of students to share daily.
- Student author will choose 2 or 3 students to respond to writing. *Teacher will need to be attentive to pairing students in a manner that supports language development.*
- Students will demonstrate courteous, active listening and offer constructive comments.

Closing

- Teacher will prompt students to review attribute chart, ***Routines for Author's Chair*** and reflect on their responses and behaviors during Author's Chair.

Work Products: Attribute chart, ***Routines for Author's Chair***

14. Problem/Solution Story Structure

MA ELA Standards/

Language Standards Pre-K–5 (L)

Kindergartners:

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- Produce and expand complete sentences in shared language activities.

Writing Standards Pre-K–5 (W)

Kindergartners:

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 an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
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.

WIDA ELL Standards/Writing

Level 5 Bridging

Self and Family

Produce illustrated “stories” about self and family using phrases or short sentences with invented spellings

Students will recognize the problem/solution structure in a story.

Opening

- Teacher will read and discuss a text with a clear problem/solution structure such as *Hattie and the Fox* by Mem Fox or *Ira Sleeps Over* by Bernard Waber.
- Teacher will guide students to discuss and identify problems and solutions in given text. (The First Thirty Days, Writing, p.45)
- Teacher will record problem/solution story lines to ongoing chart, *What Writers Write About*.

Work Period

- *Children will work with a partner to discuss and/or illustrate seed ideas for problem/solution stories. Teacher will need to be attentive to pairing students in a manner that supports language development.*

Closing

- Students will share ideas and/or illustrations for problem/solution stories with whole group.

Work Products: Student illustrations for problem/solution stories

15. Generating Topics I

MA ELA Standards

Speaking and Listening Standards (SL)

Kindergartners:

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.

- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Continue a conversation through multiple exchanges

WIDA ELL Standards/Speaking

Level 5 Bridging

Social Behavior

Adapt polite language to social situations appropriate to audience

Students will generate writing topics.

Opening

- Teacher will review chart, *Things We Can Write About*.
- Teacher will record several possible topics suggested by children. *Teacher will guide discussion to include topics that reflect cultures of children in class.*
- Teacher will model moving from general (such as family) to specific (such as playing with cousins) topics.

Work Period

- Students will work in small groups and generate a list of possible topics.
- Students will select one topic and brainstorm moving from general to specific topics.

Closing

- Small groups will report back to whole groups and share brainstorming on moving from general to specific topics.
- Teacher will record brainstorming on chart, *Moving From General to Specific Topics*.

Work Products: Chart, *Moving From General to Specific Topics*.

16. Recognizing Sound and Visual Cues

MA ELA Standards

Reading Standards for Literature (RL)

Kindergarteners

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

WIDA ELL Standards/Reading

Level 4 Expanding

Forms of print

Identify elements of print (e.g., letters, words, sentences) represented in illustrated forms

Level 5 Bridging

Forms of print

Find elements of print in different forms (e.g., the same word in different fonts)

Students will recognize sound noises and visual cues in text.

Opening

- Teacher will read story such as *Shortcut* by Donald Crews or other suitable text. Selected texts will have ellipses, sound effects, words on illustrations, and/or words printed in an unusual manner in text.
- Teacher will read aloud text, highlighting effects and the purpose of the effects.

Work Period

- *Children will work in small groups and examine books that use special effects and mark effects found with sticky notes.*

Closing

- Students will share back special effects found in text with whole group.
- Teacher will record additions to ongoing chart, *Ways Good Writers Write*. (The First Thirty Days, Writing, p. 51)

Work Products: Additions to ongoing chart, *Ways Good Writers Write*.

17. How to Maintain a Work in Progress Folder

MA ELA Standards

Writing Standards Pre-K–5 (W)

Kindergartners:

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 an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
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.

WIDA ELL Standards/Writing

Level 5 Bridging

Self and Family

Produce illustrated “stories” about self and family using phrases or short sentences with invented spellings

School

Create “stories” about people, places or objects in school from pictures using phrases or short sentences with invented spellings

Students will create a place to file and keep daily writing and multiple drafts.

Opening

- Teacher will share a model of a premade student Writing Folder.
- Teacher will model the process of dating daily work, storing work in Writing Folders, locating Writing Folders in convenient and accessible spot.

Work Period

- Students will label and decorate Writing Folders.
- *Students will practice dating a sample of daily work and storing daily work in Writing Folders.*

Closing

- Students will share back how they dated daily work and stored it in Writing Folders.

Work Products: Student Work Folders

18. Working with Setting.

MA ELA Standards

Speaking and Listening Standards (SL)

Kindergartners:

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.
 - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges

WIDA ELL Standards/Writing

Level 5 Bridging

Self and Family

Produce illustrated “stories” about self and family using phrases or short sentences with invented spellings

School

Create “stories” about people, places or objects in school from pictures using phrases or short sentences with invented spellings

Students will learn about setting in drawing and story.

Opening

- Teacher will guide students in a discussion of setting in previously read books.
Teacher will make sure term “setting” is understood by students by using visual examples from texts to clarify.

Work Period

- Students will revisit previously done drawings and add details that enhance setting.

Closing

- Students will share drawings with whole group and explain how they added details to enhance setting.
- Teacher will add student comments as entry on setting to ongoing chart, *What Good Writers Do.*

Work Products: Entry on setting to ongoing chart, *What Good Writers Do*

19. Taking Risks in Drawing and Writing

MA ELA Standards

Speaking and Listening Standards (SL)

Kindergartners:

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.
 - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.
4. Describe familiar people, places, and 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.

Presentation of Knowledge and Ideas

6. Speak audibly and express thoughts, feelings, and ideas clearly.

WIDA ELL Standards/Writing

Level 5 Bridging

Self and Family

Produce illustrated “stories” about self and family using phrases or short sentences with invented spellings

Students will learn they can write and draw about anything they can imagine.

Opening

- Teacher will model illustrating a story and needing help in developing illustrations.
- Teacher will demonstrate working through frustration.

Work Period

- Student will work on drawing and illustrating an imagined event.
- *Students will share drawings with a partner and share any difficulties they may have had with illustration.*

Closing

- Student will share back work in whole group.
- Teacher will add entry about perseverance to ongoing chart, *What Good Writers Do*.

Work Products: Entry about perseverance on ongoing chart, *What Good Writers Do*

20. Writing for a Purpose

MA ELA Standards

Writing Standards Pre-K–5 (W)

Kindergartners:

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 an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
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.

For informational/expository writing:

- 5.1 Draw pictures and/or use letters or phonetically spelled words to give others information.

WIDA ELL Standards/Writing

Level 5 Bridging

Self and Family

Produce illustrated “stories” about self and family using phrases or short sentences with invented spellings

Students will view writing as a purposeful activity.

Opening

- Teacher will share selections from several texts in class library and lead discussion of the author’s purpose for writing selections.

Work Period

- *Students will work in small groups to examine several texts to determine author’s purpose.*

Closing

- Students will share back their findings on author’s purpose for writing selected texts.
- Teacher will create classroom chart to record title of selection, author’s purpose, and intended audience (The First Thirty Days, Writing, p. 60)

Work Period: Chart, *Author’s Purpose*

21. Sequencing: Beginning, Middle, and Ending

MA ELA Standards

Writing Standards Pre-K–5 (W)

Kindergartners:

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 an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
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.

WIDA ELL Standards/Writing

Level 5 Bridging

Self and Family

Produce illustrated “stories” about self and family using phrases or short sentences with invented spellings

Students will learn that good writing has a beginning, middle, and end.

Opening

- Teacher will tell a story that has a clear B, M, and E.
- *Teacher will model illustrating the story using prestapled booklet with pages for B, M, and E.*

Work Period

- Children will create their own story with clear B, M, and E using prestapled booklets.

Closing

- Students will share story booklets and identify B, M, and E of story.

Work Products: Student story booklets

22. Celebrating Writing

MA ELA Standards

Speaking and Listening Standards (SL)

Kindergartners:

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.
 - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.

WIDA ELL Standards/Writing

Level 5 Bridging

Self and Family

Produce illustrated “stories” about self and family using phrases or short sentences with invented spellings

Students will complete a story illustration and post it for the class.

Opening

- Teacher will prepare display space called *Celebrate Classroom Writers* and explain its purpose to the class.

Work Period

- Students will select an illustration and prepare it for display.

Closing

- *Students will share reasons for selecting of piece of work with whole group.*

Work Products: Student story illustrations

23. Partner Talk

MA ELA Standards

Speaking and Listening Standards (SL)

Kindergartners:

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.
 - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.

WIDA ELL Standards/Speaking

Level 5 Bridging

Social Behavior

Adapt polite language to social situations appropriate to audience

Students will engage in dialogue with partner about an aspect of writing.

Opening

- Teacher will explain routines that will be established for Partner Talk during Writers Workshop.

Work Period

- *Students will practice routines for Partner Talk including how to sit with a partner so that each person is able to see and listen to each other, how to encourage specific prompts for partner talk such as **Tell me about your favorite book**, and how to establish a signal for ending partner talk.*

Closing

- Students will share back and reflect upon experiences in practicing Partner Talk.
- Teacher will record sharings on chart, **Partner Talk**.

Work Products: Chart, **Partner Talk**

24. Appropriate Responses

MA ELA Standards

Speaking and Listening Standards (SL)

Kindergartners:

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.
 - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.

WIDA ELL Standards/Speaking

Level 5 Bridging

Social Behavior

Adapt polite language to social situations appropriate to audience

Students will learn how to respond to other student's work.

Opening

- Using sample of student work, teacher will model how to make both positive responses and constructive statements.

Work Period

- Students will work with partners and practice making both positive comments and constructive statements about work samples. *Students may use language frames such as : "I liked it when you....." or "You did a good job with....."*

Closing

- Students will share back sample comments with whole group.
- Teacher will record sample comments on chart, *Sample Comments*.

Work Products: Chart, *Sample Comments*

25. Modeling a Response Group for the Whole Class

MA ELA Standards

Speaking and Listening Standards (SL)

Kindergartners:

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.
 - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.

WIDA ELL Standards/Speaking

Level 5 Bridging

Social Behavior

Adapt polite language to social situations appropriate to audience

Students will develop rituals and routines for peer response.

Opening

- Teacher will discuss with class routines and expectations for peer response groups.

Work Period

- *Students will work in small groups and practice routines and expectations for peer response groups.*

Closing

- Small groups will identify ways in which group members responded appropriately in peer response groups.
- Teacher will record behaviors that helped group work for future reference and record on chart, *Peer Response Groups*. (The First Thirty Days, Writing, p. 71)

Work Products: Chart, *Peer Response Groups*

26. Teacher Reading of Student Work

MA ELA Standards

Speaking and Listening Standards (SL)

Kindergartners:

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.
 - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.

WIDA ELL Standards/Speaking

Level 5 Bridging

Social Behavior

Adapt polite language to social situations appropriate to audience

Students will develop a sense of audience.

Opening

- Teacher will establish place and policies for students to submit work that they wish teacher to read to class.

Work Period

- *Students will work with partners to select student work that they wish to submit for reading and commentary.*

Closing

- Teacher will read selected student work to class and model making appropriate commentary.
- Students will make appropriate commentary and express support for student authors.

Work Products: Student work samples

27. Using a Word Wall

MA ELA Standards

Reading Standards: Foundational Skills [RF]

Kindergartners:

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - Count, pronounce, blend, and segment syllables in spoken words.
 - Blend and segment onsets and rimes of single-syllable spoken words.
 - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words

WIDA ELL Standards/Reading

Level 4 Expanding

Classroom

Distinguish letters, words and sentences in illustrated classroom scenes

Same & different Identify letters in illustrated words that are the same or different with a partner

Forms of print

Identify elements of print (e.g., letters, words, sentences) represented in illustrated forms

Students will be provided with a visible support for finding conventional spelling to be used in editing.

Opening

- Teacher will establish classroom Word Wall.
- Teacher will model using word families such as –at words as supports in reading other like words.

Work Period

- *Students will practice using Word Wall and using word family words as supports for reading.*

Closing

- Students will share back how the Word Wall helped them to develop reading and spelling supports.

Work Products: Classroom Word Wall

28. Developing a Rubric

MA ELA Standards

Writing Standards Pre-K–5 (W)

Kindergartners:

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 an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
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.

WIDA ELL Standards/Writing

Level 5 Bridging

Self and Family

Produce illustrated “stories” about self and family using phrases or short sentences with invented spellings

Students will learn how to develop a rubric.

Opening

- Teacher will explain use and purpose of a rubric.
- *Teacher will guide children in determining appropriate criteria for story rubric such as:*
 - My story includes a recognizable drawing.*
 - My drawing/writing includes details.*
 - My drawing shows setting.*

Work Period

- Children will select best piece from folder and work with partners to review chosen work for improvement using rubric.

Closing

- Students will share back with whole group and note improvements that they might make on selected pieces of work.

Work Products: Rubric

29. How to Maintain a Finished Work Folder

MA ELA Standards

Writing Standards Pre-K–5 (W)

Kindergartners:

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 an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
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.

WIDA ELL Standards/Writing

Level 5 Bridging

Self and Family

Produce illustrated “stories” about self and family using phrases or short sentences with invented spellings

Students will have a place to file and keep finished work.

Opening

- Teacher will display a sample of a finished work folder.
- Teacher will review expectations for using finished work folders such as periodically reviewing work in progress folder and moving finished work to finished work folder and storing finished work folders in designated space.

Work Period

- Students will label and decorate finished work folder.
- *Students will work with partners to practice reviewing work in progress folder and moving finished work to finished work folder and storing finished work folders in designated space.*

Closing

- Students will share back reflections on using the finished work folders.

Work Products: Finished work folders

30. Sharing Student Published Work

MA ELA Standards

Speaking and Listening Standards (SL)

Kindergartners:

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.
 - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.

WIDA ELL Standards/Speaking

Level 5 Bridging

Social Behavior

Adapt polite language to social situations appropriate to audience

Students will share published work in Author's Chair.

Opening

- Teacher will review routines for Author's Chair.
- *Teacher will model appropriate responses for finished work.*

Work Period

- Student authors will present finished work in Author's Chair.

Closing

- *Students will make appropriate responses on the finished work presented.*

Work Products: Finished student work

Artifacts for 1st 30 Days, Writer's Workshop, K

The implementation of the 1st 30 Days Writer's Workshop in K will generate a group of materials that will document the Routines and Rituals of the workshop and will function as points of reference for both teachers and students. These artifacts should be clearly displayed and integrated into daily instructional practice.

Each classroom should have the following tools:

**Student Writing Folders
Student Writing Notebooks
Word Wall**

The following attribute charts will be developed with students, recorded by teacher, and used as points of reference during the workshop:

**What Good Writers Do
What Writers Write About
Thinking of Ourselves as Writers
Guide for Response
Spelling with a Try
Things We Can Write About
Moving From General to Specific Topics
Author's Purpose
Partner Talk
Sample Comments**

- ***Peer Response Groups***

References

First 30 Days, Kindergarten, Writer's Workshop, America's Choice, 2005.

Launching Reading and Writing Workshop, K, Denver Public Schools
http://curriculum.dpsk12.org/index.htm#lit_pg

Literacy Workshop, K, El Paso Public Schools
<http://epcae.org>

Reading and Writing Grade by Grade: Primary Literacy Standards for K-3, National Center on Education and the Economy (NCEE), University of Pittsburgh, 1999.

Speaking and Listening, PreK-Grade 3, National Center on Education and the Economy (NCEE), University of Pittsburgh, 2001.