

## **INTRODUCTION TO THE UNIT DESIGN CURRICULUM**

This curriculum is written for literacy coaches who have worked in the Noyce Foundation's Every Child a Reader and Writer initiative. The curriculum is intended for coaches (facilitators) to deliver to teachers who have a good understanding of Writing Workshop and who are interested in planning a unit of study in a structured, collaborative way. The curriculum refers to ECRW standards; however, facilitators should also be familiar with the California Standards in Reading, Writing, and Listening and Speaking and reference those standards which match the content being taught. This particular unit will allow teachers to produce a unit of study for Informational writing and is intended for Kindergarten and first grade classrooms.

Facilitators of this training are asked to use the curriculum as a roadmap for their planning. There are a variety of ways in which the curriculum could be used (i.e. with a grade level team at one site, with different teams from several sites in one district, with many teams from many districts, etc.). However, it is assumed that teachers will be working together with grade level colleagues. It is the facilitator's decision how to modify the timing and activities to best meet the needs of the audience.

The curriculum is based on the theory of backwards planning, which has teachers analyze standards and student work, and then plan instruction accordingly. The first part of the curriculum is intended to build teachers' knowledge of the genre and to model minilessons that may be taught as students become immersed in the genre. The second part of the curriculum walks teachers through the writing process. The facilitator gives the teachers information about the particular stage of the process, then models minilessons as the teachers work as writers, and finally allows teachers time to plan teaching points for their classroom. Possible minilesson ideas are written for facilitators to share with teachers and/or to use when modeling. Throughout the curriculum, "anticipated questions from participants" are posed to the facilitators. These questions are commonly asked in Writing Workshop trainings and are meant to serve as an opportunity for the facilitator to discuss predictable problems in implementation.

This curriculum is intended to be taught in a one-day session. With guidance from the facilitator, the teachers are expected to plan a 4-5 week unit of study, teach the unit they planned, take reflective teaching notes, and collect student work throughout the unit. Then the group is to reconvene for a half-day session of reflection and future planning. During this follow-up session, the facilitator should plan to co-teach with a teacher leader from the group who can model how she reflects on her teaching and uses student work to plan instruction.

The success of any Writing Workshop unit of study is in part dependent upon the teacher's ability to integrate a Reading Workshop. The facilitator should be prepared to discuss the variety of ways teachers can do this, depending on their reading program. The facilitator should also be prepared to differentiate minilesson ideas and Touchstone Books depending on the teachers' grade level(s) and student populations.

## OVERVIEW

<b>Activity 1</b>	
<b>Purpose</b>	Building community and giving an overview of Unit Design
<b>Activity</b>	Welcome, introductions and Unit Design overview
<b>Approximate time</b>	10 minutes
<b>Facilitators</b>	<ul style="list-style-type: none"><li>• Welcome participants. Depending on the audience, determine how much time should be spent building community among the table groups and in the room as a whole.</li><li>• Highlight the importance of the interrelationships of reading and writing—what we do in writing connects to what we do in reading.</li><li>• Explain that teachers will experience the Unit Design training as writers and then think, “What does this look like at my grade level?”</li><li>• Explain that their reading work will contain:<ul style="list-style-type: none"><li>--Activities to build on teacher understanding of genre</li><li>--Activities to replicate in the classroom</li></ul></li><li>• Explain that their writing work will contain:<ul style="list-style-type: none"><li>--Instruction~modeling~experiencing~planning</li></ul></li><li>• Describe structure of Unit Design days:<ul style="list-style-type: none"><li>-1 day to plan the unit—plan big ideas here and the minilessons back at the site</li><li>-Teachers teach the unit in their classrooms</li><li>-Importance of reflecting on and collecting student work throughout the unit</li><li>-Half day to come together, share student work and reflect on the unit</li></ul></li><li>• Review handout: <i>Learning Outcomes</i> (see <i>Informational K-1 Appendix</i>).</li></ul>

## IMMERSION IN THE INFORMATIONAL GENRE

<b>Activity 2</b>	
<b>Purpose</b> Teachers will gain an understanding of immersion in Informational Writing.	
<b>Activity</b> Read Aloud and Noticings Chart	
<b>Approximate time</b>	15 minutes
<b>Facilitators</b> <ul style="list-style-type: none"><li>• Read aloud an Informational book that is appropriate for the grade level of your audience and that you will be referring to throughout the day.</li><li>• When choosing the book to model from, consider the following questions and then model your decision-making process for teachers:<ul style="list-style-type: none"><li>-Is this topic something that K and 1<sup>st</sup> graders can access?</li><li>-Is the length of this book appropriate for K and 1<sup>st</sup> graders?</li><li>-Does this book contain the kinds of writing and illustrations I want to discuss with students?</li></ul></li><li>• Suggest books to use for the read aloud: <u>Ants</u>, by Sue Barraclough (Creepy Creatures, Raintree Sprouts) and <u>Amazing Apples</u>, by Jeff Bauer (Science Vocabulary Reader—Scholastic) (<i>see Informational K-1 Appendix for typed texts</i>).</li><li>• Establish “learning partners” or “talk partners”—“someone you will be turning and talking to throughout our time together.”</li><li>• Ask the participants to respond as readers and chart those responses: “This book makes me think about...”</li><li>• Explain that this is what we do with students—read the book for pleasure first outside of Writing Workshop.</li></ul>	

## IMMERSION IN THE INFORMATIONAL GENRE

<b>Activity 3</b>	
<b>Purpose</b> Teachers will understand immersion in the Informational genre.	
<b>Activity</b> Teachers will create a Noticings Chart.	
<b>Approximate time</b>	20 minutes
<b>Facilitators</b> <ul style="list-style-type: none"><li>• Create a Noticings Chart with the group. Ask them what they notice about Informational texts based on the Read Aloud from Activity 2. An option is to give the teachers a copy of the typed text so they may work with a partner.</li><li>• Discuss that in K and 1<sup>st</sup> it is essential to highlight the difference between fiction and informational books throughout the year as you read different genres and notice their attributes.</li><li>• From the Noticings Chart, create a chart similar to the one below after showing teachers both fiction and informational texts written about similar topics:</li></ul>	
<div style="border: 1px solid black; padding: 10px;"><p>Readers and writers of informational books recognize the difference between fiction and informational books (non-fiction) by looking to see if...</p><ul style="list-style-type: none"><li>- the book is about a single topic e.g. ants, apples, dinosaurs</li><li>- there is a table of contents</li><li>- there are photographs or realistic pictures</li><li>- there are diagrams</li></ul></div>	

## BACKWARDS PLANNING A UNIT OF STUDY

<b>Activity 4</b>	
<b>Purpose</b> Teachers will receive an overview of backwards planning.	
<b>Activity</b> Explanation of backwards planning	
<b>Approximate time</b>	20 minutes*
<b>Facilitators</b> <ul style="list-style-type: none"><li>• Review handout: <i>Process for Planning Informational Unit (see Informational K-1 Appendix)</i>.</li><li>• Review handout: <i>Unit Planning Grid (see Informational K-1 Appendix)</i>.</li><li>• Provide a visual that closely matches the Unit Planning Grid so that you can model how to use the grid (i.e. large butcher paper, erasable poster).</li><li>• Engage the participants in the conversation about unit planning by asking them to bring their yearlong plans for Writing Workshop. Discuss with them the different units they are teaching, their school and district requirements, assessments, etc. The conversation will differ based on the number of people in the group and how many districts are represented.</li><li>• Describe the planning grid and how it will be used throughout the Unit Design Course as a way to document your planning. Teachers may want to write in the boxes, use post-its, etc. This is meant to be used as a helpful graphic organizer—not the “right way” to plan.</li></ul>	
*Depending on the amount of experience the participants have with Unit Design curriculum and backwards planning in general, decide how much information they need on the theory and practice of this kind of planning.	

## UNDERSTANDING THE GENRE

<b>Activity 5</b>	
<b>Purpose</b> Teachers will gain an understanding of Informational writing in the larger context.	
<b>Activity</b> Informational writing: different types and purposes Myths about Informational writing	
<b>Approximate time</b>	20 minutes
<b>Facilitators</b> <ul style="list-style-type: none"><li>• Explain the different kinds of Informational writing in the world, and their purposes.</li><li>• Review handout: <i>What does Informational Writing look like in the world?</i> (see <i>Appendix</i>).</li><li>• Review handout: <i>Common Myths About Informational Writing</i> (see <i>Informational K-1 Appendix</i>).</li><li>• Be prepared to discuss the concept of “opinions and thoughts” in an informational text. It is quite common for our youngest writers to write in the first person when describing subjects on which they are experts.</li></ul>	

## UNDERSTANDING THE GENRE

<b>Activity 6</b>	
<b>Purpose</b>	Teachers will understand grade level expectations for Informational writing.
<b>Activity</b>	Teachers will examine the ECRW Informational Standards and the CA Standards.
<b>Approximate time</b>	5 minutes
<b>Facilitators</b>	<ul style="list-style-type: none"><li>• Distribute CA Standards and ask teachers to highlight any points in the reading, writing, and listening/speaking standards that are related to Informational writing.</li><li>• Distribute ECRW Informational Standards and ask teachers to turn and talk about the standards they are seeing.</li><li>• Discuss as a whole group in order to clarify any questions that may arise (<i>see Informational K-1 Appendix for ECRW Informational Standards</i>).</li></ul>

## UNDERSTANDING THE GENRE

<b>Activity 7</b>	
<b>Purpose</b>	Teachers will understand grade level expectations for Informational writing.
<b>Activity</b>	Analyze examples of student writing.
<b>Approximate time</b>	20 minutes
<b>Facilitators</b>	<ul style="list-style-type: none"><li>• Refer to the ECRW Assessment Tools CD for a compilation of student writing and commentary as well as the collection of student writing you are familiar with in your own work. Choose pieces that are appropriate for your audience and that match what you are teaching.</li><li>• Model for the group how to analyze the student writing, asking yourself:<ul style="list-style-type: none"><li>- What is the student doing well?</li><li>- What is s/he attempting?</li></ul></li><li>• Ask the participants to read an additional piece(s) of student writing, asking themselves the same questions.</li><li>• Guide participants through the commentary that accompanies the student work, if applicable.</li><li>• Share noticings as a whole group.</li></ul>

## IMMERSION IN THE INFORMATIONAL GENRE

<b>Activity 8</b>	
<b>Purpose</b> Teachers will understand how to choose books to use in the Informational unit of study.	
<b>Activity</b> Show teachers the process of sorting Informational books in order to choose ones to use in the reading time and in the Writing Workshop.	
<b>Approximate time</b>	30 minutes
<b>Facilitators</b> <ul style="list-style-type: none"><li>• Review handout: <i>When Gathering Touchstones for a Writing Workshop Unit of Study...</i> (see <i>Informational K-1 Appendix</i>).</li><li>• Explain that this is work done outside of the Writing Workshop. Immersion begins in the reading time; students need to be able to identify and understand a concept in written text before they can produce it in their own writing.</li><li>• Explain that immersion then continues throughout the unit as the teacher does read alouds and makes books available for students to read independently and use as mentor texts.</li><li>• Model your process for book selection. In addition to summarizing the book, include strategies like: reading the back of the book; considering what you know about the author; examining the length of the text. If there is more than one facilitator, consider modeling this as a conversation to underscore the importance of collaboration in planning.</li><li>• Model answering the questions on the handout.</li><li>• Model a think aloud with a stack of books, making clear three different piles of books you are making:<ol style="list-style-type: none"><li>1. <u>Informational books that are good examples to use in the <i>reading time</i></u>: These are books that contain the elements of the genre you are teaching into, but which may be more complex than the kind of writing that the students will do independently. These books will not serve as mentor texts.</li><li>2. <u>Informational books that are good examples of the <i>kind of writing</i> you can ask students to do</u>: Not only do these books contain the elements of Informational writing that you are teaching, but the length of the text and the complexity of the organizational structure are accessible models for students. These may be good mentor texts.</li><li>3. <u>Informational books that are <i>not</i> good examples for this unit of study</u>: These books might be ones that you really enjoy reading, but they will most likely confuse the students. There may be too much or too little information given; it might be very dry to read, or too sing-songy, etc.</li></ol></li><li>• Give teachers a stack of books, or if they brought their own books, ask them to get them out. Give them time to read through the books with their grade level partner/team. Ask them to discuss the books and make piles similar to yours.</li><li>• Hand out a list of Informational books that you would recommend for this unit of study (see <i>Informational K-1 Appendix</i>).</li></ul>	

## TEAM PLANNING

<b>Activity 9</b>	
<b>Purpose</b> To reflect on the learning they have done so far and to plan for their reading work.	
<b>Activity</b> Teachers will have time to meet with their grade level team and plan the big ideas for their reading work.	
<b>Approximate time</b>	15 minutes
<b>Facilitators</b> <ul style="list-style-type: none"><li>• Review handout: <i>Preparing for the Informational Unit of Study...</i> (see <i>Informational K-1 Appendix</i>).</li><li>• Model how to use the planning grid. Think aloud the different reading strategies you might use (i.e. Interactive Read Aloud, Partner Reading, Shared Reading) and how you would choose Touchstones for your reading work. Teacher leaders could share reading lessons they have done throughout the year that lay the foundations for this unit.</li><li>• Clearly state your expectations for the teachers as they plan their reading time. Do you want them working together? Do you want them reading books? Do you want them to list possible minilessons for the reading work?</li><li>• Anticipate any concerns around the following questions teachers may have*:<ul style="list-style-type: none"><li>-When should we do Read Alouds and have discussions?</li><li>-Should I do the reading work as Immersion in Writing Workshop or should I do it at the end of my previous unit or should I do it during reading time?</li><li>-How does our adopted Language Arts curriculum fit into this?</li></ul></li></ul>	

**At this point, it may be necessary to suggest concrete minilessons intended to be taught during the reading work. Below are possible teaching points:**

- Readers read Informational books and discuss the difference between fiction and nonfiction texts.
- Readers notice and discuss the purpose of Informational texts.
- Readers read Informational books and discuss their elements (facts, organizational structure, pictures).
- Readers notice and discuss how authors use pictures and labels to convey information.
- Readers notice and discuss how authors include a table of contents to organize facts.

**\*Note to facilitator:**

Throughout this course, teachers are given opportunities to take their learning and plan instruction. When that time is allotted, there are a series of questions listed in the curriculum typically asked by novice writing workshop teachers. The questions are listed for you as something to think about during your discussion and to remind you to prepare for as you plan your training. The answers to some of these questions are dependent on the specific needs of your audience.

Note to Facilitator:

The first part of the course was intended for teachers to gain a deeper understanding of the genre, to learn about using standards and student work to plan instruction, to examine possible Touchstone Books, to experience activities they might teach during their reading time, and to plan some of those minilesson ideas. The remainder of the Unit Design course will be spent planning the unit of study as it follows the writing process. The format of this part of the training will be more systematic:

1. The facilitator will give direct instruction for each component of the writing process, from Collecting to Publishing.
2. Teachers will experience the writing workshop (minilesson, work time, share) as writers after each direct instruction piece.
3. Teachers will plan minilesson ideas with their team after learning about and experiencing each stage of the writing process.

### COLLECTING WRITING IDEAS

<b>Activity 10</b>	
<b>Purpose</b> Teachers will gain an understanding of the <i>Collecting</i> part of the writing process.	
<b>Activity</b> Refer to the handout <i>Consolidating our Understanding of the Writing Process: Collecting</i> (see <i>Informational K-1 Appendix</i> ).	
<b>Approximate time</b>	10 minutes
<b>Facilitators</b> <ul style="list-style-type: none"><li>• Review the definition of <i>Collecting</i>, emphasizing that students need to spend a lot of time writing their ideas, talking about their ideas, and living with awareness that they are Informational writers. Remind teachers that students need to study where Informational writers get ideas and then try out similar ways.</li><li>• Connect the idea of <i>Collecting</i> in Informational to <i>Collecting</i> in Narrative. Just as Narrative writers get ideas from things they do everyday, Informational writers get ideas from their hobbies, places they are familiar with and people in their lives. We want to encourage students to write about familiar things like the school, the park, playing soccer, families, etc.</li><li>• Remind teachers that it might be tempting to skim over this part of the process, but that may result in students selecting topics that they are not fully invested in.</li></ul>	

## COLLECTING

<b>Activity 11</b>	
<b>Purpose</b> Teachers will experience the <i>Collecting</i> stage of the writing process.	
<b>Activity</b> Mini Writing Workshop: Remind teachers to work as writers now, not as teachers.	
<b>Approximate time</b>	30 minutes
<b>Facilitators</b> <ul style="list-style-type: none"><li>• Model at least two <i>Collecting</i> minilessons by using your writing folder or notebook (possibilities are below).</li></ul>	

### Possible minilessons for how to collect many different kinds of ideas\*

- Writers of Informational books collect ideas by writing about topics they know a lot about.
- Writers of Informational books collect ideas by talking to other writers about the topics they know a lot about.
- Writers of Informational books collect ideas by looking at photos, illustrations or diagrams in published books.
- Writers of Informational books get ideas for topics for their own writing by exploring Informational books by authors who have written about what they know and love.
- Writers of Informational books get ideas for their own writing by thinking about things they do in their lives.

*\*It is important to discuss with participants which lessons are appropriate for K and for 1<sup>st</sup> grade—depending on students' experiences in Writing Workshop and the time of year the unit is being taught.*

## TEAM PLANNING

<b>Activity 12</b>	
<b>Purpose</b> To reflect on the learning they have done so far and to plan for their teaching.	
<b>Activity</b> Teachers will have time to meet with their grade level team and plan the possible minilessons for <i>Collecting</i> .	
<b>Approximate time</b>	20 minutes
<b>Facilitators</b> <ul style="list-style-type: none"><li>• Model how to use the planning grid by using post-its or a pencil so that teachers understand that these are possible minilesson ideas. They will be choosing which lessons to teach and when based on what they see their students doing in the unit.</li><li>• Think aloud about the different opportunities students should have for collecting informational writing ideas.</li><li>• Revisit the handout you showed in Activity 10.</li><li>• Remind teachers that their own writing is a powerful piece of their writing curriculum.</li><li>• Anticipate any concerns around the following questions teachers may have:<ul style="list-style-type: none"><li>-Should I assign topics to my students?</li><li>-What if my students say they don't know a lot about anything...should I model how to write about everyday topics?</li><li>-What if my students write about topics that I know they don't know anything about?</li></ul></li></ul>	

## CHOOSING A TOPIC

<b>Activity 13</b>	
<b>Purpose</b>	Teachers will gain an understanding of the <i>Choosing</i> part of the writing process.
<b>Activity</b>	Refer to the handout <i>Consolidating our Understanding of the Writing Process: Choosing a Topic</i> (see <i>Informational K-1 Appendix</i> ).
<b>Approximate time</b>	5 minutes
<b>Facilitators</b>	<ul style="list-style-type: none"><li>• Review the definition of <i>Choosing a Topic</i>, emphasizing that students need to talk about their topic and what they know about it before choosing it.</li><li>• Remind teachers that the quality of the final piece of writing will in part depend on how much the student knows and cares about the topic.</li><li>• Discuss with teachers the idea that our youngest writers will reread the stories they have collected so far but will most likely choose a new topic to take to publication. Teachers should allow for this, and monitor these new topics to ensure successful Informational pieces.</li></ul>

## CHOOSING

<b>Activity 14</b>	
<b>Purpose</b> Teachers will experience the <i>Choosing</i> stage of the writing process.	
<b>Activity</b> Mini Writing Workshop: Remind teachers to work as writers now, not as teachers.	
<b>Approximate time</b>	15 minutes
<b>Facilitators</b> <ul style="list-style-type: none"><li>• Model this possible minilesson: One way writers of Informational books choose their topic is to “try it on”. They think about a topic and ask themselves: “Do I know a lot about this topic? Do I care about this topic? Can I write about it? Could I find more information about this topic?”</li><li>• Explain what “trying on a topic” means (like buying new shoes!). Model going through four topics on the expert chart, asking yourself the questions to decide which topic you will write your book about.</li><li>• Once participants have chosen a topic, ask the teachers to share the topics they chose with the group or post a chart asking participants to write down their topic. This serves several purposes:<ul style="list-style-type: none"><li>-Allows teachers to hear a variety of topics</li><li>-Continues to build the community of writers</li><li>-Allows for many different voices to be heard in the room</li><li>-Holds each participant accountable to the task of choosing a topic</li></ul></li><li>• Explain that in the classroom, the students do the same thing and write or draw their topic on a post-it to place on the class chart:</li></ul>	
<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"><p>Our informational books are about...</p><ul style="list-style-type: none"><li>• school</li><li>• skateboards</li><li>• soccer</li><li>• dogs</li><li>•</li></ul></div>	

## TEAM PLANNING

<b>Activity 15</b>	
<b>Purpose</b>	Reflect on the learning they have done so far and to plan for their teaching.
<b>Activity</b>	Teachers will have time to meet with their grade level team and plan the big ideas for <i>Choosing</i> .
<b>Approximate time</b>	15 minutes
<b>Facilitators</b>	<ul style="list-style-type: none"><li>• Model how to use the planning grid. <i>Choosing</i> would take no more than one day in a classroom and most teachers should be very used to this part of the writing process.</li><li>• Remind participants about the importance of: reading their students' work on an ongoing basis; talking to students about their possible Informational topics; connecting to Touchstone Books and sharing student work as examples of what students can do.</li><li>• Anticipate any concerns around the following questions teachers may have:<ul style="list-style-type: none"><li>-What if a student chooses a topic that is more like a story?</li><li>-What about students who choose topics that I don't think they are really experts on?</li><li>-What if a student copies my topic?</li><li>-What if a student wants to change his/her topic?</li><li>-How can I prevent a student from choosing a "how-to" topic versus an "all about" topic?</li></ul></li></ul>

## PLANNING THE WRITING

<b>Activity 16</b>	
<b>Purpose</b>	Teachers will gain an understanding of the <i>Planning</i> part of the writing process.
<b>Activity</b>	Refer to the handout <i>Consolidating our Understanding of the Writing Process: Planning</i> (see <i>Informational K-1 Appendix</i> ).
<b>Approximate time</b>	5 minutes
<b>Facilitators</b>	<ul style="list-style-type: none"><li>• Explain how important it is for even our youngest writers to plan their writing. It is important that students develop the habit of mind that they start with an idea and use what they know about the genre and mentor texts to decide how they want their own book to be.</li></ul>

## PLANNING

<b>Activity 17</b>	
<b>Purpose</b> Teachers will experience the <i>Planning</i> stage of the writing process.	
<b>Activity</b> Mini Writing Workshop: Remind teachers to work as writers now, not as teachers.	
<b>Approximate time</b>	10 minutes
<b>Facilitators</b> <ul style="list-style-type: none"><li>• Model a minilesson that helps the participants plan their own piece of writing. Possible minilesson ideas are below.</li></ul>	

### Possible minilessons to teach students how to plan for their writing ideas\*

- Writers of Informational books plan their writing by thinking about what information they want to teach their readers and then organizing that information in one of the following ways: a web, a table of contents, four-square paper, or other graphic organizers.
- Writers of Informational books plan their writing by taking their headings from the graphic organizer and transferring them to their booklet by writing one heading on each page.
- Writers of Informational books plan their writing by writing bulleted notes under each of the headings indicating all the information they know about each heading.

*\*It is important to discuss with participants which lessons are appropriate for K and for 1<sup>st</sup> grade—depending on students' experiences in Writing Workshop and the time of year the unit is being taught.*

## TEAM PLANNING

<b>Activity 18</b>	
<b>Purpose</b>	Reflect on the learning they have done so far and to plan for their teaching.
<b>Activity</b>	Teachers will have time to meet with their grade level team and plan the big ideas for <i>Planning</i> .
<b>Approximate time</b>	5 minutes
<b>Facilitators</b>	<ul style="list-style-type: none"><li>• Model how to use the planning grid.</li><li>• Tell teachers that the graphic organizer should not confine students' information but should be a helpful tool to help students organize their thinking.</li><li>• Suggest that teachers try a practical strategy of grouping students based on their topics. For example, all of the students writing about sports should get together and look at sports books to discover the different headings other authors include.</li><li>• Anticipate any concerns around the following questions teachers may have:<ul style="list-style-type: none"><li>-What if my students can't come up with enough ideas around their topic?</li><li>-I think that my students will confuse big categories with small details...how can I prevent that?</li></ul></li></ul>

## WRITING THE PIECE

<b>Activity 19</b>	
<b>Purpose</b>	Teachers will gain an understanding of the <i>Drafting</i> part of the writing process.
<b>Activity</b>	Refer to the handout <i>Consolidating our Understanding of the Writing Process: Drafting</i> (see <i>Informational K-1 Appendix</i> ).
<b>Approximate time</b>	5 minutes
<b>Facilitators</b>	<ul style="list-style-type: none"><li>• Tell teachers that in Kindergarten and 1<sup>st</sup> grade, students' drafts are actually their final pieces. They revise and edit on this "draft" since it is too difficult for our youngest writers to recopy many drafts.</li></ul>

## DRAFTING

<b>Purpose</b> Teachers will experience the <i>Drafting</i> stage of the writing process.	
<b>Activity</b> Mini Writing Workshop: Remind teachers to work as writers now, not as teachers.	
<b>Approximate time</b>	10 minutes
<b>Facilitators</b> <ul style="list-style-type: none"><li>• Model a minilesson that helps the participants plan their own piece of writing. Possible minilesson ideas are below.</li><li>• If time is limited, eliminate the Writing Workshop minilessons for drafting through publication. Instead, share minilesson ideas and student writing. However, it is important to tell teachers it is essential to continue modeling in their classrooms so that students see a final piece that the teacher writes.</li></ul>	

### Possible minilesson ideas for writing\*

- Writers of Informational books start to write by choosing one of their headings and thinking about what they know about that subject and then writing everything they know on that page.
- Writers of Informational books teach their readers facts about their topics by including illustrations that match the text.
- Writers of Informational books teach their readers facts about their topics by including labeled diagrams.
- Writers of Informational books start to write by choosing one of the headings from their web and using their bulleted notes to write everything they know on that topic.

*\*It is important to discuss with participants which lessons are appropriate for K and for 1<sup>st</sup> grade—depending on students' experiences in Writing Workshop and the time of year the unit is being taught.*

## REVISING

<b>Activity 21</b>	
<b>Purpose</b> Teachers will gain an understanding of the <i>Revising</i> part of the writing process. Teachers will experience the <i>Revising</i> part of the writing process	
<b>Activity</b> Refer to the handout <i>Consolidating our Understanding of the Writing Process: Revising</i> (see <i>Informational K-1 Appendix</i> ).	
<b>Approximate time</b>	5 minutes
<b>Facilitators</b> <ul style="list-style-type: none"><li>• Explain that in Kindergarten and 1<sup>st</sup> grades, revising entails rereading, adding on, deleting and rearranging information.</li><li>• Model two possible revision minilessons (see below for ideas) and, if applicable, have teachers revise their own pieces.</li></ul>	

### Possible minilesson ideas for revising\*

- Writers of Informational books revise their writing by rereading and adding an introduction to make the reader want to read their book.
- Writers of Informational books revise their writing by rereading their book and adding a conclusion that leaves the reader satisfied.
- Writers of Informational books revise their writing by rereading and asking themselves “What else do I know about this topic (or this section)?” and adding more.
- Writers of Informational books revise their writing by rereading and asking, “Does this information belong under this heading?”
- Writers of Informational books revise their writing by rereading and using a checklist to ensure that they have included all they have learned about the genre.
- Writers of Informational books revise their writing by rereading and writing a table of contents to help their readers know what they will be learning.

*\* It is important to discuss with participants which lessons are appropriate for K and for 1<sup>st</sup> grade—depending on students’ experiences in Writing Workshop and the time of year the unit is being taught.*

## TEAM PLANNING

<b>Activity 22</b>	
<b>Purpose</b>	Reflect on the learning they have done so far and to plan for their teaching.
<b>Activity</b>	Teachers will have time to meet with their grade level team and plan the big ideas for <i>Revising</i> .
<b>Approximate time</b>	15 minutes
<b>Facilitators</b>	<ul style="list-style-type: none"><li>• Model how to use the planning grid and indicate 1-2 days will be needed for revising. It is also important to remind teachers that drafting, revising and editing are fluid processes and that, although they should be explicitly teaching each of those processes in separate minilessons, their students should be encouraged to informally revise and edit as they draft.</li><li>• Emphasize that in order to develop revision minilessons, teachers need to examine the student writing to determine what 1-2 revision strategies will benefit the majority of students.</li><li>• Anticipate any concerns around the following questions teachers may have:<ul style="list-style-type: none"><li>-How can I model the use of mentor texts during the revision process?</li><li>-What if a student revises something and it makes their piece sound worse than before?</li><li>-How can I use writing partners during the revision stage?</li></ul></li></ul>

## EDITING

<b>Activity 23</b>	
<b>Purpose</b>	Teachers will gain an understanding of the <i>Editing</i> part of the writing process.
<b>Activity</b>	Refer to the handout <i>Consolidating our Understanding of the Writing Process: Editing</i> (see <i>Informational K-1 Appendix</i> ).
<b>Approximate time</b>	5 minutes
<b>Facilitators</b>	<ul style="list-style-type: none"><li>• Review the standard guidelines for editing that are listed on the handout.</li><li>• Explain that teachers will not have an opportunity to practice editing during Unit Design.</li><li>• Explain that the minilesson below should be taught during the editing stage, as it encourages independence and relies on the teaching that has been done during the Skills Block.</li></ul>

**It is imperative that teachers look closely at the student work to determine what editing strategy the majority of the class needs. This will also lead teachers to group students based on additional needs. A possible minilesson objective that is appropriate for both Kindergarten and 1<sup>st</sup> graders:**

- One way writers edit their writing is to reread it and check for... *teachers would lead students to check for what has already been taught and/or emphasized in this unit (e.g. spaces between words, capital letters and periods, etc.).*

## PUBLISHING, CELEBRATING, REFLECTING

<b>Activity 24</b>	
<b>Purpose</b>	Teachers will gain an understanding of the <i>Publishing, Celebrating and Reflecting</i> parts of the writing process.
<b>Activity</b>	Refer to the handout <i>Consolidating our Understanding of the Writing Process: Publishing, Celebrating and Reflecting</i> (see <i>Informational K-1 Appendix</i> ).
<b>Approximate time</b>	5 minutes
<b>Facilitators</b>	<ul style="list-style-type: none"><li>• Model how to use the planning grid and allow a short amount of time for publishing (1-2 days, depending on the grade level and time of year) and one day for celebrating and reflecting. Below are minilesson ideas to share with the participants.</li></ul>

### Publishing (1-2 days):

- One way writers publish is to make an attractive cover for their books... (This is more of an art lesson than a writing lesson).
- One way writers get ready to present their book to an audience is by practicing how to read aloud with a partner.

### Celebrating and Reflecting (1 day)

- One way writers celebrate their books is by sharing them with their parents/reading buddies/friends.
- One way writers become better writers is to reflect on what went well with writing their book and what they want to learn next as writers.

## CLOSURE

<b>Approximate time</b>	10 minutes
<p>Close the Unit Design course with some key points:</p> <ul style="list-style-type: none"><li>• Review the handout from the beginning of the session: “<i>Process for Planning an Informational...</i>”</li><li>• Remind the teachers of the hard work they put into their own writing and into their unit planning.</li><li>• Review handout: <i>Reflection Sheet for Unit Design (see Informational K-1 Appendix)</i> and discuss with the teachers the expectation that they will teach the unit and take notes on their teaching.</li><li>• Explain what teachers should bring with them on Day 2:<ul style="list-style-type: none"><li>-reflection notes</li><li>-student writing from 3-5 students (depending on how long the facilitator is spending on this part) that represents each stage of the writing process</li><li>-a list of Touchstone Books that they found useful in this unit</li></ul></li><li>• If possible, give the groups time to look at their calendars and find a few dates to meet to continue their planning.</li><li>• If possible, choose a teacher leader to help co-present on Day 2. This should be a teacher who attended Day 1, has experience presenting to adults, and is willing to share her reflective notes and student work with the group on Day 2.</li></ul>	