

Unit 1: Launching Reading and Writing Workshops

“Just as children learn to talk and read, swim or jump rope, by imitating people who already know how, they learn to write by mimicking the habits and strategies of real writers. Teachers play a valuable role in this process. By modeling good reading and writing habits, they show students that reading and writing are important activities deserving of their time and attention.”¹

Launching Reading and Writing Workshops in kindergarten is an exciting and crucial time of the year for your students. You are creating an environment of independent, confident, and respectful readers and writers. Students learn rituals and routines, while exploring and experimenting with what it means to be readers and writers.

The lessons included in this guide are meant to serve as a framework; there is room for your judgment and changes based on your class’s experience and personalities. Many lessons are based on modeling and think-aloud techniques to allow students to observe and learn appropriate reading and writing behaviors. Give some thought to what your Reading and Writing Workshops will look like, such as where and how students will sit, how you will build your library, and how supplies will be shared and stored.

Many students enter school with different level of oral language development. One study outlined in the book, *Meaningful Differences in the Everyday Experience of Young American Children*², discovered a 30-million-word gap by the age of three, largely based on a family’s socio-economic status. Teachers play a vital role in closing this gap by providing multiple opportunities for students to engage in rich oral language activities.

New Standards are listed beneath Colorado standards in the right column. Your *New Standards for Speaking and Listening and Reading and Writing* should be your constant companion and guide.

- ⊕ Cultural Competency (CC) connection—The lessons throughout this unit are deliberately designed to promote the goals of cultural competency. This icon identifies strategies and materials that address these goals.
- ★ English Language Learner connection—These planning guides were written to intentionally integrate transitioning English language learners’ needs. The star symbol indicates a strategy and/or additional support essential for transitioning English language learners and embedded throughout the lessons. These suggestions may also benefit other learners. The Notes column shows details and reminders related to English language learners’ strategies, as well as additional information for teachers working with different student populations.

Standards

- Standard 1: Students read and understand a variety of materials.
- Standard 2: Students write and speak for a variety of purposes and audiences.
- Standard 3: Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling.
- Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.
- Standard 5: Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources.
- Standard 6: Students read and recognize literature as a human experience.

Reading Workshop: Big Ideas

- Learn and use rituals, routines, and tools respectful of diverse cultures to work independently and with others.
- Begin to make text-to-self connections based on individual cultures and experiences.
- Begin to understand concepts of print.
- Begin to understand comprehension strategies (answer questions).
- View themselves as members of a diverse and respectful community

Writing Workshop: Big Ideas

- Learn and use rituals, routines, and tools respectful of diverse cultures to work independently and with others.
- Tell, draw, and write as best they can stories they have from their families, communities, and diverse cultural backgrounds.
- View themselves as authors in a diverse and respectful community of writers.
- Begin to understand common narrative elements across cultures

¹ New Standards. *Speaking and Listening for Preschool through Third Grade*. Washington: National Center of Education and the Economy and the University of Pittsburgh, 2001.

² Hart, Betty, and Todd R. Risley. *Meaningful Differences in the Everyday Experience of Young American Children*. Baltimore, MD: Paul H. Brooks Publishing Co., 1995.

Unit at a Glance

Kindergarten: Unit 1: Launching Reading and Writing Workshops

of readers.

- Build oral language and vocabulary.

to tell a story in their drawing/writing.

- Build oral language and vocabulary.

Reading Resources

- America's Choice, *First 30 Days: Readers Workshop Lessons*, Kindergarten
- *Making Meaning*, Kindergarten

Writing Resources

- America's Choice, *First 30 Days: Writers Workshop Lessons*, Kindergarten
- *Units of Study* by Lucy Calkins

<p>Cultural Competency ⊕ (Optional lessons, which may be used before beginning Reading and Writing Workshop)</p>			<p>CC Lesson 1: Strengthening Personal Identity ⊕</p>	<p>CC Lesson 2: Independence ⊕</p>	<p>CC Lesson 3: Interdependence ⊕</p>	
<p>Lessons 1-5</p>	<p>Reading Workshop</p>	<p>Lesson 1: Beginning the Reading Workshop (AC) ⊕★</p>	<p>Lesson 2: Introducing Read-Aloud Routines: Read Aloud I (MM) ⊕★</p>	<p>Lesson 3: Practicing Listening I (MM) ⊕★</p>	<p>Lesson 4: Understanding Our Reading Workshop Tools (AC) ⊕★</p>	<p>Lesson 5: Reading Emergently (AC) ⊕★</p>
	<p>Writing Workshop</p>	<p>Lesson 1: Beginning the Writing Workshop (DPS) ⊕★</p>	<p>Lesson 2: Preparing Our Writing Notebooks (DPS) ★</p>	<p>Lesson 3: Choosing a Writing Topic I (DPS) ★</p>	<p>Lesson 4: Choosing a Writing Topic II (LC) ★</p>	<p>Lesson 5: Using Supplies Independently (DPS) ⊕★</p>
<p>Lessons 6-10</p>	<p>Reading Workshop</p>	<p>Lesson 6: Practicing the Routine: Read Aloud II (MM) ⊕★</p>	<p>Lesson 7: Practicing Listening II (MM) ⊕★</p>	<p>Lesson 8: Choosing a Favorite Place for Independent Reading (AC) ★</p>	<p>Lesson 9: Using Book Tubs for Independent Reading (DPS) ⊕★</p>	<p>Lesson 10: Selecting Books (AC) ⊕★</p>
	<p>Writing Workshop</p>	<p>Lesson 6: Thinking about Writing I (AC) ★</p>	<p>Lesson 7: Thinking about Writing II (AC) ⊕★</p>	<p>Lessons 8-10: Finding Our Stories (The same lesson is presented three times to give students repeated practice in finding their stories.) (AC) ⊕★</p>		
<p>Lessons 11-15</p>	<p>Reading Workshop</p>	<p>Lesson 11: Using “Turn and Talk”: Read Aloud III (MM) ⊕★</p>	<p>Lesson 12: Practicing Cooperative Structures (MM) ★</p>	<p>Lesson 13: Making Predictions (AC) ⊕★</p>	<p>Lesson 14: Reading with a Partner (AC) ⊕★</p>	<p>Lesson 15: Charting Our Shared Reading Routines (AC) ⊕★</p>
	<p>Writing Workshop</p>	<p>Lesson 11: Turning Small Moments into Stories (AC) ★</p>	<p>Lesson 12: Exploring Small Moments (AC) ⊕★</p>	<p>Lesson 13: Waking Up and Writing Down Small Moments (AC) ★</p>	<p>Lesson 14: Charting What Good Writers Do (DPS) ★</p>	<p>Lesson 15: Introducing the Reading Notebook (AC) ★</p>
<p>Lessons 16-20</p>	<p>Reading Workshop</p>	<p>Lesson 16: Practicing Shared Reading Routines (DPS) ★</p>	<p>Lesson 17: Making Text-to-Self Connections: Read Aloud IV (MM) ⊕★</p>	<p>Lesson 18: Practicing Listening III (MM) ⊕★</p>	<p>Lesson 19: Revisiting Book Tubs for Independent Reading (DPS) ⊕★</p>	<p>Lesson 20: Listening for Rhyming Words (AC) ⊕★</p>

	Writing Workshop	Lesson 16: Practicing “Turn and Talk” in Writing Workshop (AC) ⊕★	Lesson 17: Introducing the Author’s Chair (LC) ★	Lesson 18: Carrying on Independently as Writers (LC) ★	Lesson 19: Generating Topics (AC) ★	Lesson 20: Responding to Reading I (AC) ★
Lessons 21-25	Reading Workshop	Lesson 21: Identifying Word Boundaries (AC) ★	Lesson 22: Revisiting Our “Turn and Talk”: Read Aloud V (MM) ★	Lesson 23: Practicing Listening IV (MM) ★	Lesson 24: Introducing and Organizing Individual Book Bags (AC) ⊕★	Lesson 25: Storing and Retrieving Individual Book Bags (AC) ★
	Writing Workshop	Lesson 21: Introducing Conference Rituals and Routines ★	Lesson 22: Telling Stories in Illustrations (LC) ⊕★	Lesson 23: Planning Our Drawing and Writing (AC) ★	Lesson 24: Working with Setting (AC) ★	Lesson 25: Responding to Reading II (AC) ⊕★
Lessons 26-30	Reading Workshop	Lesson 26: Activating Background Knowledge (AC) ⊕★	Lesson 27: Discussing the Story: Read Aloud VI (MM) ★	Lesson 28: Practicing Listening V (MM) ★	Lesson 29: Learning the Habits of Good Listeners (AC) ★	Lesson 30: One-to-One Matching (AC) ★
	Writing Workshop	Lesson 26: Checking Details with an Attribute Chart (DPS) ★	Lesson 27: Drawing Hard-to-Make Ideas (LC) ★	Lesson 28: Taking Risks in Drawing and Writing (AC) ★	Lesson 29: Using Both Pictures and Words Like Famous Authors (LC) ★	Lesson 30: Responding to Reading III (AC) ⊕★
Lessons 31-35	Reading Workshop	Lesson 31: Charting Our Routines for Individual Book Bags (AC) ★	Lesson 32: Using Meaning Cues and Pictures (AC) ★	Lesson 33: Asking Good Questions (AC) ⊕★	Lesson 34: Noticing What Good Readers Do (AC) ★	Lesson 35: Revisiting the Use of Individual Book Bags (DPS) ★
	Writing Workshop	Lesson 31: Using Tools for Writing: “Name” Chart ⊕★	Lesson 32: Using the “Name” Chart to Spell Words ★	Lesson 33: Bringing Together Pictures and Words (LC) ★	Lesson 34: Using Tools For Writing: Personal “ABC” Charts (DPS) ★	Lesson 35: Responding to Reading IV (AC) ★
Lessons 36-40	Reading Workshop	Lesson 36: Listening for Rhyming Words (AC) ★	Lesson 37: Making Our Reading Sound Like Talking (AC) ★	Lesson 38: Making Text-to-Self Connections (AC) ⊕★	Lesson 39: Talking about Books and Saying Why (AC) ★	Lesson 40: Practicing Good Reading Habits (AC) ★
	Writing Workshop	Lesson 36: Working with Words (AC) ★	Lesson 37: Spelling Phonetically (AC) ★	Lesson 38: Developing a Rubric (DPS) ★	Lesson 39: Responding Appropriately (AC) ⊕★	Lesson 40: Celebrating Writing (AC) ★