

Planning Writing K-2: Launching - Targets come from curriculum guide, commercial materials purchased by the school, grade-level guidelines, pacing guides, etc.

1-3 Mentor Texts are read BEFORE the unit starts: 1) Here We Come 2) I Am Pat 3) Teacher's writing sample

Start the Writing	Think About Audience	Use Supplies Independently	Tell Stories & Illustrate	Conventions- Word Wall
DAY 1 Connect/Target: I can choose a topic I care about. Connect: It's easier to write about what you know. Remind students about our mentor texts. Those authors wrote about what they knew.	Day 2 Connect/Target: I can decide with my class where to share my writing. For help: www.LikeToWrite.com/publicsh	Day 3 Connect/Target: I can use supplies independently. Jose has been writing about baseball games, etc. I'm going to teach you one more things writers do. Writers have special writing tools. They know where they are and how to put them back.	Day 4 Connect/Target: We can tell a story about something that happened. (Tornado drill)	Day 5 Conventions Target: I can recognize one, to, it. I can find them in my writing. (Choose 2-3 words for your grade level that are appropriate.)
Teach: Begin by modeling how to find a topic. Sketch it in my mind. Tell what I see. Draw my story. Write my story. Use squiggles, letters, labels, and sentences – depending on which grade level I'm modeling for.	Teach: Here are 2 ways that my class celebrated last year. Write anchor chart ahead of time. (1) Read in small groups to one adult; (2) Read in small groups to one another.	Teach: Teach writers how supply system works: markers, pen, pencils, date stamp, and paper... (Scavenger Hunt) Students go out to look for the supplies they need.	Teach: Demonstrate by telling and drawing the story of something all experienced. Ex: the tornado. Look at illustration and words and ask what else can go into this story? Add.	Teach: T writes a sentence with each word - one at a time. Analyze shapes and count the letters. Put the words on the word wall.
Active Engagement/ Think-Pair-Share: Ss think of a topic with eyes closed. Share what they see with their P.	Active Engagement/ Think-Pair-Share: Ss think of 1-2 other sharing ideas that don't cost money and tell their partner. Share with the class.	Active Engagement/ Think-Pair-Share: Trial practice run with all students and table monitors. Ss select paper and table monitors make sure Ss have what they need according to T directions.	Active Engagement/ Think-Pair-Share: Partners talk about what they could add to the story. T writes suggestions.	Active Engagement/ Think-Pair-Share: Ss will say sentences orally using one word. Ss Interactively use the Smart Board.
Link: Off you go children to write like real authors do. You're going to write the story you told your partner.	Link: Authors love to share their stories with one another. Work in groups of 3-4. Think of even more ways that might be a wonderful celebration.	Link: This is the daily system for using supplies. Get your supplies and write about your favorite topic. <i>So today and every day writers get their supplies and go to their space and start writing.</i>	Link: Remind Ss to get picture in their mind before they write and add details. <i>So today and every day we can write what we know, reread and add details.</i>	Link: Authors write some words just like other authors do and write some words as best they can. Use the Word Wall to write these words until you know them.
Conference Names & Targets: Predetermine Ss to work with or notice problems/joys to share. Name-Target:	Conference Names & Targets: Address management issues. Take pictures of students who are getting along to show to the class.	Conference Names & Targets: Address management issues during trial run.	Conference Names & Targets: Predetermine Ss to conference with about their experience with the fire drill.	Conference Names & Targets: Students add to their story or start new one. Conference with Ss and focus on linking the Word Wall Words to their writing.
Who Shared; What Target? Students you conferred with share.	Who Shared: What Target? Add suggestions to chart. Choose how to publish! Say exactly what the groups did that got along (or show the photos). Praise!	Who Shared: What Target? Have students share about how they felt about learning where supplies are. (Did they have in trouble? Were the supplies easy to get to?)	Who Shared: What Target? Students you conferred with share.	Who Shared: What Target? Ss share the words they used with a partner. Ask for thumbs up if they used a word wall word in their writing. Ss point to word(s).

Draw hard topics	Add detail	Use pictures & words	Write words	Use Word Wall
Day 6 Target: I can learn how to draw topics that are hard.	Day 7 Target: I can add detail to my writing.	Day 8 Target: I can use pictures and words in my writing. Show how this was done in one of the mentor texts.	Day 9 Target: I can practice stretching words.	Day 10 Conventions Target: I can recognize and, the, like. I can write them in my writing.
Teach: Explain that you are going to show Ss a piece of writing & partway through it, you'll see me get that "Oh-no I don't know what to draw feeling." Ss are researchers and watch what T does when she/he gets to the hard part of the story. (Teacher models)	Teach: Explain to Ss that there are different ways to add detail to their writing/drawings. (Draw lines, people, shapes, color, add details, fill up white space, and add words) Make an anchor chart together. Have students model the different ways to add detail on the Smart Board or board.	Teach: Tell Ss that writers use pictures and words when they write. Show book under the Doc. Cam to show the words and pictures on in the writing. (Highlight where words and labeling are used. Show where words are high and where words are low. Discuss why.)	Teach: Remind Ss that authors use pictures and words in their writing so today we will keep working on that. Model for Ss how you decide what letters to put on the page when writing your words. Stretch the words.	Teach: T will write a sentence with each word - one at a time. Analyze shapes and count the letters. Put the words on the word wall.
Active Engagement/ Think-Pair-Share: Ask for Ss to name what they saw you doing when you got to the tricky part of the drawing: sketch quickly, no color, use pencil, no "art".	Active Engagement/ Think-Pair-Share: Have Ss close their eyes and think of a topic they can write about and tell their P what details they will add.	Active Engagement/ Think-Pair-Share: With partners, have Ss point to the place on their paper where they will draw and tell what they will write.	Active Engagement/ Think-Pair-Share: Ask students to join you in writing the sounds you hear in the words you write. Have Ss help you re-read what you wrote.	Active Engagement/ Think-Pair-Share: Ss say sentences orally using one word. Selected Ss write on the Smart Board.
Link: Remind Ss they will draw their own pictures the best they can. Ss work on a topic of their choice and implement the new strategy. Add to a story they wrote or start a new story.	Link: Remind Ss to use the anchor chart to help them continue to add detail to their writing. Add to a story they wrote or start a new story.	Link: Remind Ss to use pictures and words in the writing. <i>"So writers, today I hope you will use pictures and words to tell your story."</i>	Link: Tell children to try on their own what you have done together. <i>"Today, try to write words on your page, say them, stretch them out, write what you hear, reread and say more."</i>	Link: Authors write some words just like other authors do and write some words as best they can. These are the Word Wall Words we're going to write by sight.
Conference Names & Targets: Conference with Ss. Also, when you see someone taking the advice from the mini lesson celebrate & point out to the whole class.	Conference Names & Targets: Conference with Ss. Look for Ss using ideas from the anchor chart in their writing. (Focus is more detail.)	Conference Names & Targets: Predetermine Ss to work with. Pay attention to whether Ss are attempting to write and draw as best they can.	Conference Names & Targets: Help Ss identify what they want to use, to select their first word, to say the word slowly, and to record the sounds.	Conference Names & Targets: Conference with Ss and focus on linking the word wall words in their writing.
Who Shared; What Target? Have a S who tried the mini lesson tell the rest of the class how it went. Tell Ss they can try the work from the mini lesson tomorrow and ever after.	Who Shared: What Target? Have a few Ss share their writing. Ask other Ss what tip they used from the anchor chart in their writing: shapes, people, words, less white space, ...	Who Shared: What Target? Gather Ss together. Ask one S who followed directions to read his/her writing. Ask Ss to talk to each other about what they noticed about the Ss work. Select a few more Ss to share.	Who Shared: What Target? Have a S tell explain the process of stretching out a long or hard word. Let a S show words in the writing that were confusing and how they spelled them.	Who Shared: What Target? Ss share with partners. T walks around and observes. Ask for thumbs up if they used a Word Wall Word in their writing and point to it.

Write words-initial sounds	Spell my best	Use the alphabet chart	Create long term projects	Use Word Wall
Day 11 Conventions Target: I can write the main sounds I hear in words.	Day 12 Target: I can spell the best I can, circle it, and move on.	Day 13 Target: I can use the alphabet chart as I write.	Day 14 Target: I can keep working on the same story for several days.	Day 15 Conventions Target: I can recognize my, you, go. I can find them in my writing.
Teach: Return to piece of writing you've shared. Tell Ss you want to add to it. Tell Ss to watch how you get the words on the page. Retell the process you use to record the words: try to get the first sound written correctly, the ending sound, and then the middle (example: careful). Practice a word together.	Teach: Remind Ss that when they write words that they may not be perfect yet but they can just spell the best they can & move on. Demonstrate hesitating trying to spell a hard word, circling the word, and then continuing on with your writing.	Teach: Demonstrate how the alphabet chart is a useful tool. <i>"Watch me write, and notice how I use this chart."</i> Model finding a word using the beginning sound of the word (example: have /h/)	Teach: Tell the story of a S who realized they had more to say, and stored their writing in a folder so they could come back to it tomorrow. Show an example of how a S separates their writing for ongoing work. One side of the folder is for incomplete pieces and the other pocket is for complete pieces.	Teach: T will write a sentence with each word - one at a time. Analyze shapes and count the letters. Put the words on the Word Wall.
Active Engagement/ Think-Pair-Share: Ss tell their partner how they would write a series of words you've selected from their writing that most people are misspelling and are grade-level appropriate.	Active Engagement/ Think-Pair-Share: Ask Ss to share with their partners what they watched you do.	Active Engagement/ Think-Pair-Share: Ask Ss to share with a partner what they noticed. <i>"How did I use the chart to help me?"</i>	Active Engagement/ Think-Pair-Share: Ss work with a partner to sort their papers into complete and incomplete writing. Ss file their writing in the right pocket with the help of their partner and you.	Active Engagement/ Think-Pair-Share: Ss tell their partner a sentence orally using one word at a time. Ss Interactively use the Smart Board.
Link: Remind Ss of today's lesson so that they can carry it into their independent work. Tell them to get started by listening for the beginning sounds of words.	Link: Remind Ss that they can use this same process in their independent work. Remind them that not all words will be published (shared). Circled words can be fixed later.	Link: Remind the Ss that they can use the alphabet chart as they write.	Link: Continue sorting on their own once they feel comfortable with the support of their partner.	Link: Authors write some words just like other authors do and write some words as best they can. These are the Word Wall Words we are going to write by sight.
Conference Names & Targets: Work with a group of Ss on sounding out the words and writing them.	Conference Names & Targets: Refer back to previous mini-lessons for Ss that need specific help. Work with them.	Conference Names & Targets: Be on the lookout for Ss whose work can be used as an exemplar. Also look for Ss who are using the alphabet chart. Celebrate this.	Conference Names & Targets: Ask Ss <i>"What's happening in your piece? Is this an on-going writing piece?"</i>	Conference Names & Targets: Conference with Ss and focus on linking the word wall words to their writing.
Who Shared: What Target? Students you conferred with share what they learned.	Who Shared; What Target? Students you conferred with share what they learned.	Who Shared: What Target? Ask Students you conferred with share what they learned.	Who Shared: What Target? Students you conferred with share what they learned about how to sort stories.	Who Shared: What Target: Have Ss share with Ps. T walks around and observes. Ask for thumbs up if they used a word wall word in their writing. Ss point to the word(s) as evidence.

Introduce Booklets	Introduce Booklets	Get Ready for Publication	Get Ready for Publication	Celebrate!
Day 16 Target: I can write booklets. Show “Here We Come” or “I Am Pat” to see how one idea is on each page.	Day 17 Target: I can write booklets.	Day 18 Revision Target: I can choose a story to share (like we decided to do on Day 2). Write it as a booklet. They can use the story from Days 16 and 17.	Day 19 Revision Target: I can choose a story to share (like we decided to do on Day 2).	Day 20 Revision Target: I can publish my writing. (Time for the publishing party decided on Day 2.)
Teach: Point out that a picture book doesn’t have a summary but instead has a detailed story that spans pages. Explain to Ss that they can write detailed stories that span pages too.	Teach: Repeat writing booklets until Ss understand dividing stories into parts. Once Ss master this idea, they can write booklet after booklet without asking you for permission.	Teach: Tell Ss it’s time to get their stories ready to share. Show Ss how you decide which one to select and why. Reread it and get it in the best shape you can by adding words and fixing the spelling using the Word Wall.	Teach: If needed, give Ss a second day to get their stories ready. They could choose another partner and see if that person could help them find some more ways to clarify or edit the writing.	Teach: Teach the steps of the publishing celebration you chose. For help: read www.LikeToWrite.com/publish
Active Engagement/ Think-Pair-Share: Remind Ss of an experience the class had. Tell the story across the pages. Hold page one on your chest and say what you will write on that page. Continue until you tell a 3-5-page story – depending on what your Ss are ready for.	Active Engagement/Think-Pair Share: Same as yesterday	Active Engagement/Think-Pair Share: Ask Ss to go through their stories and select one to publish. Ask them to read it to a P. Together, the writer and the P find ways to get the story “camera ready” – as best they can – orally. Ask Ss to go back to circled words and fix them now – using help from online dictionaries or other people.	Active Engagement/Think-Pair Share: Same as yesterday	Active Engagement/Think-Pair Share: Practice what to do one time. If students can handle the steps, then let them finish during the link phase. If not, pull them back and model again. Link: If students can handle the steps, then let them finish during the link phase. If not, pull them together and model again.
Link: Ss use a story in their “complete” pocket of folder. Hold the pages of the booklet – like you modeled. Ss tell story across the pages.	Link: Same as yesterday	Link: Writers go off to their personal writing space to write the story as a booklet and make the changes they see. They might add to the illustrations, too.	Link: Same as yesterday	Closure Select Ss who can explain how it felt to share their stories with others. Build enthusiasm for writing through a Gallery Walk. Have Ss walk around the room, observe their writing and admire the ways in which they made their writing beautiful & clear. Next day: Discuss goals for improving based on a discussion of what they learned in this unit. Ss write personal goals. (Teacher writes goals Ks dictate on chart paper.)
Conference Names & Targets: Encourage Ss to work on separating the story into parts. For K: B, M, and E For 1 st -2 nd : B, M, M, M, E	Conference Names & Targets: Same as yesterday	Conference Names & Targets: Confer with Ss who need your help or Ss you’ve selected ahead of time.	Conference Names & Targets: Same as yesterday	
Who Shared: What Target? Students you conferred with share what they learned.	Who Shared: What Target? Same as yesterday	Who Shared: What Target? Students you conferred with share what they learned and how they solved writing problems.	Who Shared: What Target? Same as yesterday	