

Overview for Kindergarten Unit 1, *Launching the Writing Workshop*

Session/Minilesson		Conferring and Small-Group Work	Mid-Workshop Teaching	Share
Bend I: We Are All Writers				
1	We Are All Writers: Putting Ideas on Paper with Pictures and Words	Anticipating the Challenges of These First Days	Writers Work on Their Writing	Becoming a Club of Writers
2	Writers Know that "When We Are Done, We Have Just Begun."	Helping Students Get Ideas onto Paper	Writers Write More Than One Piece in a Day	Learning Systems and Tools for the Writing Workshop: Table Monitors and Anchor Charts
3	Carrying on Independently as Writers	Problem Solving Management Concerns	The Sound of a Productive Writing Workshop	More Tools for the Writing Workshop: Writing Folders and Date Stamps
4	Writers Call to Mind What They Want to Say, Then Put That onto the Page	Study Your Students' Writing to Gain Insights for Future Teaching	Learning an Attention-Getting Ritual and Adding More	Showing Action in Pictures
5	Stretching Out Words to Write Them	Supporting Students in Getting Words on Their Papers	Reading Our Writing to Our Friends	Adding Labels to Pictures
6	Writing Even Hard-to-Write Ideas	Empowering Early Writers	Using the "When We Are Done, We Have Just Begun" Chart	Sharing Strategies
Bend II: Writing Teaching Books				
7	Turning Pieces into Scrolls and Books	Encouraging Children to Add to Their Work While Nurturing Confidence and Building Enthusiasm	Making Cover Pages with Titles	Making Sure All the Pages in Your Book Go Together
8	Planning Teaching Books Page by Page	Coaching Students to Return to Unfinished Work	Using a Newly Established Writing Partner Meeting Area	Going Back to Old Pieces and Writing More
9	Asking and Answering Questions to Add More	Reflecting on Your Role in the Writing Conference	Being Our Own Writing Partner: Self-Assessing	Interviewing Writers about Their Process
10	Stretching Out Words to Write Even More Sounds	Helping Writers of Varying Abilities to Put Words on Their Paper	Stretching Out Words to Hear Beginning and Ending Sounds	Using High-Frequency Words When Writing
11	Letter to Teachers: Making Writing the Best It Can Be			
Bend III: Writing Stories				
12	Getting Ideas for Stories and Practicing Storytelling	Helping Writers Tell Their Stories	Going Back to Reread and Add More Details	Admiring the Work of Writers in the Classroom
13	Planning Stories Page by Page: Planning and Telling Stories across Pages	Helping Students Stretch Their Stories across Multiple Pages	Noticing and Separating Pages that Don't Work Together	Planning Pages across Our Fingers
14	Adding More Details to Pictures and Stories	Reminding Children that Writers Make Time to Write Words	Drawing and Writing to Show Action	Writing Partners Can Be Writing Teachers
15	Letter to Teachers: Stretching and Writing Words: Hearing and Recording Sounds in Sequence			
16	Bringing Our Writing to Life: Adding Dialogue with Speech Bubbles	Coaching English Language Learners		How to Write a True Story
17	Using Everything to Make Pieces the Best They Can Be	Nudging Students Toward Next Steps	Partners as Writing Teachers	Selecting Pieces for Publication
Bend IV: Preparing for Publication				
18	Editing	Supporting Students as Editors	Fancying Up Writing for an Audience	Reflecting on Growth
19	Letter to Teachers: Reading into the Circle: An Author's Celebration			