

## Overview for Kindergarten Unit 2, *Writing for Readers*

Session/Minilesson		Conferring and Small-Group Work	Mid-Workshop Teaching	Share
<b>BEND I: Writing Stories that People Can Really Read</b>				
1	Writing for Readers	Multitasking to Get the Unit Up and Going	Determining What Makes Writing Easy to Read—and Doing That Kind of Writing	Highlighting One Student's Successful Work
2	How to Write True Stories That Readers Really Want to Read	Support the Whole Process of Narrative Writing	Hearing More Sounds in Labels and Sentences	Keeping Track of One's Progress
3	Drawing Stories for Readers	Understanding Children's New Levels of Dependence	Stretching to Hold Ideas and Develop Writing	Powerful Word and Sentence Writers
4	Writing Sentences that Tell a Story	Support Students as They Shift from Writing Labels to Writing Sentences	Using Ending Punctuation in Speech Bubbles	Writing Sentences
5	The Power of Rereading	Asking Questions to Foster Independence and Possibility for Writers	Rereading Writing to Make Sure It Is Easy to Read	Celebrating Readable Stories
<b>BEND II: Tools Give Writers Extra Power</b>				
6	Checklists Can Help Writers Make Powerful Stories	Using the Narrative Writing Checklist to Inform Your Conferences and Small-Group Work	Tapping Writers' Memories in Order to Add Details to Their Stories	Reaching for New Narrative Writing Goals
7	A Vowel Chart Can Help with the Middles of Words	Coaching Students to Do the Hard Work, and Not Doing It for Them	Including Vowels in Every Part of a Word	Checking for Vowels
8	Writing Readable Stories Using Word Walls	Increasing Students' Sight Word Knowledge	Persistent Rereading Can Produce Words that Bubble and Burst on the Page	Building Knowledge of High-Frequency Words
9	Writing Stories with True Words: Making Stories Talk	Ensuring Writers Have a Clear Narrative with a Beginning, Middle, and End	Sharing with a Partner in Order to Capture Storytelling Words	Using More Specific Verbs in Our Writing
10	Using Reading Partnerships to Support More Conventional Writing	Working Deliberately to Improve the Quality of Your Conferring	Learning from Mentor Texts	Reading with Partners: Is Our Writing Easier to Read?
11	Letter to Teachers: Using a Partner to Hear More Sounds in Words			
12	Putting It Together: How to Make Readable Writing (Guided Inquiry Lesson)	Famous Writers Use Periods to Tell Readers When to Stop: Teaching Children to Use Periods	Moving Pieces to the Finished Side of Your Folder When They Are Complete	Self-Assessment and Goal Setting
<b>BEND III: Partnering for Revision: Making Stories More Fun to Read</b>				
13	Writers Search Their Mental and Drawn Pictures to Make Their Stories Better	Celebrating the Revisions Your Writers Have Made	Revising Drawings to Elaborate Stories	Celebrating Revision
14	Writers Use Flaps to Make Better Stories	Helping Writers Transfer Their Details from Images to Words	Remind Writers They Can Make Their Stories Easier to Read	Using Revision Tools
15	Writing Amazing Story Beginnings	Teaching Kids What Their Jobs Are in Writing Conferences	Revising Action Words to Sharpen Small Details	Transition Words Help to Begin a New Page
16	Writers Work with Partners to Answer Readers' Questions	Assessment-Based Small Groups	Honoring Stories by Encouraging Writers to Practice Reading Aloud	Critical Reading
<b>BEND IV: Preparing for Publication</b>				
17	Writers Use All They Know to Select and Revise a Piece to Publish	Organizing Work and Using the Checklists to Help Students Revise	Offering a Visual Strategy for Revision	Writing Powerful Titles to Our Stories
18	Ending with Feelings	Extending and Reinforcing Strategies for Strong Endings	Your Work Is Never Done	Using More Precise Language to Describe Emotions
19	Writers Make Their Pieces Beautiful to Get Ready for Publication	Nudging Students to Finish	Transforming Stories into Great Gifts!	Reading Our Writing Out Loud in Partnerships
20	Letter to Teachers: A Final Celebration: Bringing True Stories to Life			