

## Overview for Kindergarten Unit 4, *Persuasive Writing of All Kinds: Using Words to Make a Change*

Session/Minilesson		Conferring and Small-Group Work	Mid-Workshop Teaching	Share
<b>BEND I: Exploring Opinion Writing: Making Our School a Better Place</b>				
1	Words Are Like Magic Wands: They Can Make Things Happen	Conferences that Launch a New Unit	Writers Live with Open Eyes, Seeing Problems and Possibilities Everywhere	Learning from Other Writers
2	Convincing People: Providing Reasons and Consequences	Conferring to Ensure that Your Minilesson Is Reaching Students at Varying Ability Levels	Providing Consequences of Inaction to Persuade	Sharing Strategies to Make Your Writing Convincing
3	Don't Stop There! Generating More Writing for More Causes	Taking Stock of Your Writing Workshop by Altering the Lens with Which You Observe	Writers Don't Stop—and Partners Help Writers Keep Going	Studying a Mentor Text: Social Action Songs
4	Writers Reread and Fix Up Their Writing	Luring Children to Revise	Revising Across Every Page	Stretching Words Out Like Rubber Bands
5	Spelling Strategies Give Writers Word Power	Differentiating Instruction in the Use of the Word Wall	Spellers Are Resourceful, Using the Classroom for Support	Selecting a Piece for the Mini-Celebration
6	Hear Ye! Hear Ye! Writing to Spread the Word (a Mini-Celebration)	Using Conferences to Assess and to Plan for Future Teaching	Using the Opinion Writing Checklist to Self-Assess and Plan for Revision	Speaking Out, Loud and Proud
<b>BEND II: Sending Our Words Out into the World: Writing Letters to Make a Change</b>				
7	Writing Letters that Reach Readers	Small-Group Work to Support the Causes and Conventions of Letter-Writing	Draw on All You Already Know	Writing to Equip a Class Post Office
8	Studying a Mentor Text (a Guided Inquiry)	Conferring to Help Students Use Mentor Texts for Revision Ideas	Writers Write in a Way to Make the Most Important Words Stand Out	Making Sure Writing Is Easy to Read
9	Knowing Just What to Say: Angling Letters to Different Audiences	Scaffolding Students Who Need More Support Writing Persuasive Letters	Adding Important Details that Are Angled Toward Your Reader	Persuasive Writers Include Big Feelings in Their Writing
10	How Can We Make It Better? Imagining Solutions	Remember the Predictable Architecture of a Conference	Celebrate Student Work	Choosing a Letter to Mail
11	Letter to Teachers: Wait! What's That Say? Fixing Up Letters before Mailing Them			
<b>BEND III: Persuasive Writing Projects</b>				
12	Draw on a Repertoire of Strategies to Write about a World Problem	Small-Group Work to Support More Theme-Based Writing	Making Sure Proposed Solutions Are Feasible	Sharing All You've Learned about Opinion Writing: An Interview
13	Sound Like an Expert! Teaching Information to Persuade Your Audience	Helping Students Find Precise Information to Incorporate into Their Writing	Writing Partners Can Be Mentor Authors, Too	Checking Writing for Readability
14	Letter to Teachers: More on Adding Detailed Information to Persuasive Writing *			
15	Writing How-To Books to Make a Change	Using the Opinion Writing Checklist to Assess and Create Small Groups	Adding Warnings and Suggestions to Persuasive Writing	Adding More Detail by Asking "How?," "Where?," or "What?"
16	Letter to Teachers: Editing for Punctuation: Partner Work			
17	Speaking Up and Taking a Stand: Planning and Rehearsing Speeches	Small-Group Work to Support Student Speechmakers	Sorting and Selecting Pieces for Publication	Learning from a Mentor Speechmaker
18	Fixing and Fancying Up for Publication Using the Super Checklist	Small-Group Work to Support Student Editors	Creating Poster Boards to Display Published Writing	Celebration Preview: A Museum Walk
19	Letter to Teachers: The Earth Day Fair: An Author's Celebration			