

## Lesson plans with Common Core Standards (K-3)

The structure and support functionality of the learning tool WriteReader enables kindergarten to 3rd-grade students to produce and share multimodal books with images, text and sound - regardless of their written capabilities.

WriteReader can be used with almost any theme and genre, as the didactic frames are defined and created by the teacher, and the content, created by the student.

Examples of suitable and relevant models for the target group can be, e.g., describing daily events.

Students can write the book about **themselves**. It can contain stories about family, friends, hobbies, favorite foods, heroes and more.

Students can write a book about **their school** and share it with fellow kindergarten children who might later be starting in the same school. The book can focus on key persons at the school (teachers, educators, the janitor, the cleaning personnel etc.) and central locations at the school (the playground, the library, the cafeteria, the gym, etc.)

Students can write a book about their **favorite teddy bear** or **favorite toy**, describing why this particular toy means so much to them. The teddy bear/toy can be the main character or object in a fictional text – for example, a fairytale.

Students can write a book about **their favorite author** and **book**. They can take pictures of the book and write about why they like the book.

Write a **non-fiction book** about a topic of interest. For example, students can write about horses, dinosaurs, volcanos, Minecraft and more. Once finished, the book can be printed out and published at the school library.

Kids can write a book about a **good experience** they had at school or at home. It can be about a school visit to the zoo or when they went on a family vacation.

**Write a dairy.** Students can write a page or two about what they experience at home, or at school every day for a period of time. Remember, that they should date the pages.

Write a **guide** or **instruction book**. It can be on how to play one of the games in the after school classes or how to bake a cake.

## General ideas

### Before writing

- Find and read prior to writing a text from the school library which exemplifies the genre the students will write stories about. Talk with the students about the characteristics of the genre and about where and how the characters are presented in the text.
- Assess from the content and educational goals whether it is most relevant for the students to write alone or in pairs.
- Adjust the process so that the majority of the time is spent with a grown up and the students writing together.
- It is recommended to engage a middle or senior class at the school. The older students can help the younger ones with grownup writing, types of genres and in searching for images etc. NB. It is important that the younger students understand that it is the child who is doing the writing.

Assess whether the students can benefit from taking pictures to be used in the book at home. In this way, time at school is spent solely on writing.

### While writing

- If it's difficult for the entire class to do grownup writing, then the students with the most needs should be given the highest priority. The parents of the other children can be encouraged to do grownup writing with their children at home. NB. It is not necessary to do grownup writing to gain the benefits of WriteReader. But the opportunity for students to reflect upon themselves and learn from conventional writing will strengthen their written language skills.
- Let the students read their books out loud for their classmates during the writing process in order to receive and provide constructive feedback.

### After writing

- Let the students read their books out loud for peers or younger students at the school or a nearby kindergarten.
- The students should read their books out loud for their parents, sisters, brothers and grandparents at home and as often as possible.
- It is recommended to share and publish the students' books. For instance, print (letter brochures or wall books), email them to the family, share them on the school's intranet, or publish them on WriteReader's online library - Kids Library ([kidslibrary.writereader.com](http://kidslibrary.writereader.com)).
- NB, in regards to online publishing, it is important that all persons depicted in the books have given their consent and that the images being used are not subject to copyright restrictions.

## Common Core Standards (K-3)

The following writing standards can be accommodated with WriteReader and the above themes/ideas:

<b>KINDERGARTEN</b>
<b>Text Types and Purposes:</b> <ul style="list-style-type: none"><li>• Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (CCSS.ELA-LITERACY.W.K.1).</li><li>• Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic (CCSS.ELA-LITERACY.W.K.2).</li><li>• Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened (CCSS.ELA-LITERACY.W.K.3).</li></ul>
<b>Production and Distribution of Writing:</b> <ul style="list-style-type: none"><li>• With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed (CCSS.ELA-LITERACY.W.K.5).</li><li>• With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers (CCSS.ELA-LITERACY.W.K.6).</li></ul>
<b>Research to Build and Present Knowledge:</b> <ul style="list-style-type: none"><li>• Participate in shared research and writing projects - e.g., explore a number of books by a favorite author and express opinions about them (CCSS.ELA-LITERACY.W.K.7).</li><li>• With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question (CCSS.ELA-LITERACY.W.K.8).</li></ul>

<b>GRADE 1</b>
<p><b>Text Types and Purposes:</b></p> <ul style="list-style-type: none"> <li>• Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure (CCSS.ELA-LITERACY.W.1.1).</li> <li>• Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure (CCSS.ELA-LITERACY.W.1.2).</li> <li>• Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure (CCSS.ELA-LITERACY.W.1.3).</li> </ul>
<p><b>Production and Distribution of Writing:</b></p> <ul style="list-style-type: none"> <li>• With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed (CCSS.ELA-LITERACY.W.1.5).</li> <li>• With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers (CCSS.ELA-LITERACY.W.1.6).</li> </ul>
<p><b>Research to Build and Present Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Participate in shared research and writing projects - e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions (CCSS.ELA-LITERACY.W.1.7).</li> <li>• With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question (CCSS.ELA-LITERACY.W.1.8).</li> </ul>
<b>GRADE 2</b>
<p><b>Text Types and Purposes:</b></p> <ul style="list-style-type: none"> <li>• Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section (CCSS.ELA-LITERACY.W.2.2).</li> <li>• Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure (CCSS.ELA-LITERACY.W.2.3).</li> </ul>
<p><b>Production and Distribution of Writing:</b></p> <ul style="list-style-type: none"> <li>• With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing (CCSS.ELA-LITERACY.W.2.5).</li> <li>• With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers (CCSS.ELA-LITERACY.W.2.6).</li> </ul>
<p><b>Research to Build and Present Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Recall information from experiences or gather information from provided sources to answer a question (CCSS.ELA-LITERACY.W.2.8).</li> </ul>
<b>GRADE 3</b>

**Text Types and Purposes:**

- Write opinion pieces on topics or texts, supporting a point of view with reasons (CCSS.ELA-LITERACY.W.3.1).
  - Provide reasons that support the opinion (CCSS.ELA-LITERACY.W.3.1.B).
  - Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons (CCSS.ELA-LITERACY.W.3.1.C).
  - Provide a concluding statement or section (CCSS.ELA-LITERACY.W.3.1.D).
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly (CCSS.ELA-LITERACY.W.3.2).
  - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension (CCSS.ELA-LITERACY.W.3.2.A).
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences (CCSS.ELA-LITERACY.W.3.3).
  - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally (CCSS.ELA-LITERACY.W.3.3.A).
  - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations (CCSS.ELA-LITERACY.W.3.3.B).
  - Use temporal words and phrases to signal event order (CCSS.ELA-LITERACY.W.3.3.C).
  - Provide a sense of closure (CCSS.ELA-LITERACY.W.3.3.D).

**Production and Distribution of Writing:**

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose (CCSS.ELA-LITERACY.W.3.4).
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (CCSS.ELA-LITERACY.W.3.5).
- With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others (CCSS.ELA-LITERACY.W.3.6).

**Research to Build and Present Knowledge:**

- Conduct short research projects that build knowledge about a topic (CCSS.ELA-LITERACY.W.3.7).
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories (CCSS.ELA-LITERACY.W.3.8).

**Range of Writing:**

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (CCSS.ELA-LITERACY.W.3.10).