Grade Level: K Subject: Writing

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Unit: Narrative	**Unit Length: 5 weeks**
Enduring Understanding(s): Writers tell stories about their daily lives that are often connected to their home, family, and friends. Writers often write about a seemingly small episode-yet it has big meaning for the writer. Writers plan and rehearse stories orally before starting to write them. Writers tells stories that have a beginning, middle, and end.	Essential Question(s):
Common Core Standards	**Common Core en español**
Writing Standards ***Text Type and Purposes*** 3. 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. ***Production and Distribution of Writing*** 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Estándares de escritura y redacción ***Tipos de texto y sus propósitos*** 3. Usan una combinación de dibujo, dictado y escritura para narrar un acontecimiento único o varios acontecimientos vagamente enlazados, hablan de dichos acontecimientos en el orden en que ocurrieron y proporcionan una reacción a lo sucedido. ***Producción y redacción*** 5. Con la orientación y el apoyo de adultos, responden a las preguntas y sugerencias de sus compañeros y añaden detalles para mejorar la escritura según sea necesario. 6. Con la orientación y el apoyo de adultos, exploran una variedad de herramientas digitales para producir y publicar escritos, inclusive en colaboración con sus compañeros.
Assessment	
Summative: Authentic student work published at the end of the unit scored with a Common Core Aligned Rubric.	Other Formative Assessments: -Anecdotal conferring notes of student's writing progress -Authentic Student work -Informal observation of students during mini lessons, writing time, and oral storytelling activities

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Learning Plan

Mentor Texts for Personal Narrative K-2

The mentor text list below is not exhaustive; it's intended to serve as a list of recommendations of texts to be read aloud, used for craft study, or to spark writing topics or ideas.

English

- The Best Story by Eileen Spinelli
- Ralph Tells a Story by Abby Hanlon
- What Authors Do by Eileen Chrislelow
- The Memory String by Eve Bunting
- When Sophie gets Angry by Molly Band
- My Fathers Hands by Joanne Ryder
- Harold and the Purple Crayon by Crockett Johnson
- The Dot by Peter H. Reynolds
- Ish by Peter H. Reynolds
- I am Too Absolutely Small for School by Lauren Child
- When I was Five by Arthur Howard
- When I was Little/When I was Five by Jamie Lee Curtis

Culturally Relevant Texts

- The Stories Julian Tells by Ann Cameron
- Goggles by Ezra Jack Keats
- Do Like Kyla by Angela Johnson
- I Love My Hair by Natasha Tarpley
- Pete's Chair By Ezra Jack Keats
- Big Mama's by Donald Crews
- Shortcut by Donald Crews
- Family Pictures by Carmen Lomas Garza
- Amazing Grace by Mary Hoffman
- Abuela by Arthur Dorros
- We are Cousins by Diane Gonzales Betrand
- Abuelas Weave by Omar S. Castananda
- Grandmas Chocolate by Mara Price
- My Very Own Room by Amada Irma Perez

Español

Cuadros de familia by Carmen Lomas Garza

Graciela asombrosa by Mary Hoffman

Somos Primos by Diane Gonzales Betrand

La Isla by Arthur Dorros

Mi propio cuartito by Amada Irma Perez

Que Monton de Tamales by Gary Soto

EL Chocolate de Abuelita by Mara Price

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• Those Shoes by Maribeth Boelts • My Best Friend by Mary Anne Rodman • Too Many Tamales by Gary Soto • Williams Doll by Charlotte Zolotow	

Resources

Professional Resources:

Nonfiction Craft Lessons by Fletcher and Portalupi
Teaching the Qualities of Writing by Fletcher and Portalupi
Making Revision Matter by Janet Angelillo
The Revisers Toolbox by Barry Lane
Writer's Notebook, Aimee Buckner
Lessons for the Writer's Notebook by Fletcher and Portalupi
Lessons That Change Writers by Nancie Atwell
A Writer's Notebook: Unlocking the Writer Within You by Ralph Fletcher
Breathing In, Breathing Out: Keeping a Writer's Notebook Ralph Fletcher
Study Driven: A Framework for Planning Units of Study in the Writing Workshop by Katie Wood Ray
Wondrous Words: Writers and Writing in the Elementary Classroom by Katie Wood Ray
Mentor Author, Mentor Texts, by Ralph Fletcher
I Can Write Like That!: A Guide to Mentor Texts and Craft Studies for Writers' Workshop, K-6 by Susan Ehman and Kellyann Gayer
Mentor Texts: Teaching Writing Through Children's Literature, K-6 by Lynne R. Dorfman and Rose Cappelli
Nonfiction Mentor Texts: Teaching Informational Writing Through Children's Literature, K-8 by Lynne R. Dorfman and Rose Cappelli
Small Moments: Personal Narrative Writing by Lucy Calkins and Abby Oxenhorn

Lesson Planning Resources available online:

Hall County Schools Launching Writer's Workshop Units of Study
http://www.hallco.org/literacy/index.php?option=com_content&view=article&id=8&Itemid=7
Portland Public Schools/K-5 Writing Units of Study
http://www.pps.k12.or.us/departments/curriculum/2022.htm
Colorado Springs K-5 Writer Units of Study
http://www.d11.org/Instruction/Literacy.LanguageArts/Pages/k-5-Writing-Resources.aspx
Denver Public Schools – Language Literacy and Cultural Studies/ K-5 Units of study
http://curriculum.dpsk12.org/lang_literacy_cultural/literacy/elem_lit/curric_instruc_assess/planning_guides/3/index.shtml
K-5 Writers Workshop Units
http://www.humbleisd.net/Page/28851

Jefferson County Schools/Literacy Resource Closet K-1 Personal Narrative K-4 Fictional Narrative
http://www.jefferson.kyschools.us/Departments/Gheens/LiteracyCloset/Writing%20Workshop%20Instructional%20Materials.html

Denver Public Schools – Language Literacy and Cultural Studies/ K-5 Units of study
http://curriculum.dpsk12.org/lang_literacy_cultural/literacy/elem_lit/curric_instruc_assess/planning_guides/3/index.shtml

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Grade Level Standards

Common Core Standards	Common Core en español
Reading Standards 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story.	Estándares de lectura 2. Con sugerencias y apoyo, recuentan cuentos que les son familiares, incluyendo los detalles clave. 3. Con sugerencias y apoyo, identifican personajes, escenarios y acontecimientos importantes en un cuento.
Speaking & Listening 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	Audición y expresión oral 1. Participan en conversaciones colaborativas con diversos compañeros sobre temas y textos de kindergarten con compañeros y adultos en grupos pequeños y grandes. a. Siguen las reglas acordadas para participar en conversaciones (por ejemplo: escuchar a los demás y esperar su turno para hablar sobre los temas y textos que se están tratando). b. Continúan una conversación a través de múltiples intercambios.
Language Standards **1. Demonstrate command of conventions of standard English grammar and usage when writing or speaking.** a. Print many upper- and lowercase letters (**known letters in pictures).** f. Produce and expand complete sentences in shared language activities. **2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). **This may include but is not limited to sounds they have been taught to this point in the school year.**	Estándares de lenguaje **1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y hablar.** a. Escriben con letra de molde, la mayoría de las letras mayúsculas y minúsculas. f. Producen y elaboran oraciones completas en actividades compartidas de lenguaje. **2. Demuestran dominio de las normativas del español para el uso de las letras mayúscu las, signos de puntuación y ortografía al escribir.** c. Escriben una letra correspondiente para la mayoría de los sonidos consonánticos y vocálicos.

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ELD Standards			
Part 1: Interacting in Meaningful Ways			
	Emerging	Expanding	Bridging
A. Collaborative	***2. Interacting via written English*** Collaborate with the teacher and peers on joint composing projects of short informational and literary texts that include minimal writing (labeling with a few words), using technology where appropriate for publishing, graphics, etc.	***2. Interacting via written English*** Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include some writing (e.g., short sentences), using technology where appropriate for publishing, graphics, etc.	2. Interacting via written English Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology where appropriate for publishing, graphics, etc.
B. Interpretive	***6. Reading/viewing closely*** Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.	***6. Reading/viewing closely*** Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.	6. Reading/viewing closely Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., major events, characters, setting) using key details based on understanding of a variety of grade]level texts and viewing of multimedia with light support.
C. Productive	***10. Composing/Writing*** Draw, dictate, and write to compose very short literary texts (e.g., story) and informational texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	***10. Composing/Writing*** Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	***10. Composing/Writing*** Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization.
Part 2: Learning About How English Works			
A. Structuring	***1. Understanding text structure*** Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	***1. Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.	***1. Understanding text structure*** Apply understanding of how different text types are organized predictably (e.g., a narrative text versus an informative text versus an opinion text) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.
B. Expanding	***4. Using nouns and noun phrases*** Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and sometimes independently.	***4. Using nouns and noun phrases*** Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and with increasing independence.	***4. Using nouns and noun phrases*** Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and independently.
C. Connecting	***6. Connecting ideas*** Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using *and, but, so*) in shared language activities guided by the teacher and sometimes independently.	***6. Connecting ideas*** Combine clauses in an increasing variety of ways to make connections between and join ideas, for example, to express cause/effect (e.g., *She jumped because the dog barked.*) in shared language activities guided by the teacher and with increasing independence.	***6. Connecting ideas*** Combine clauses in a wide variety of ways (e.g., rearranging complete simple sentences to form compound sentences) to make connections between and join ideas (e.g., *The boy was hungry. The boy ate a sandwich. -> The boy was hungry so he ate a sandwich.*) in shared language activities guided by the teacher and independently.

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Student Writing Sample

Appendix C – Narrative