Grade Level: K Subject: Writing
Trimester 2

Unit: Narrative/Personal Narrative	**Unit Length: 5 weeks**
Enduring Understanding(s): Writers tell and write stories about their daily lives that are often connected to their home, family, and friends. Writers think, rehearse, and write about moments in their lives. Writers study and learn how to write from writers they admire. Writers zoom in on a moment and tell a story with details and feeling.	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 - Kindergarten

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. The goal is for students to begin to zoom in on a small moment and write with details and feelings.

English

Koala Lou by Mem Fox

Diary of a Worm by Doreen Cronin

The Keeping Quilt by Patricia Polacco,

Shortcut by Donald Crews

Box of Treats by Kevin Henkes

A Weekend with Wendell by Kevin Henkes

Big Al by Andrew Clements

Don't Let the Pigeon Stay Up Late by Mo Willems

Jessica by Kevin Henkes

The Perfect Pet by Margie Palatini

Sheila Rae, the Brave by Kevin Henkes

Stand Tall, Molly Lou Melon by Patty Lovell

When Sophie Gets Angry by Molly Bang

Lilly's Purple Plastic Purse by Kevin Henkes

Piggie Pie! by Margie Palatini

Stellaluna by Janell Cannon

The True Story of the 3 Little Pigs by Jon Scieszka,

Jessica by Kevin Henkes

Henry & Mudge by Cynthia Rylant

Frog & Toad by Arnold Lovel

Bob & Shirley: A Tale of Two Leads by Harriet Ziefert
The Paper Boy Dave Pilkey

Salt Hands by Jane Chelsea Aragon

My Rotten Redheaded Older Brother by Patricia Polacco

Roller Coaster by Maria Frazee

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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Culturally Relevant Texts

Goggles by Ezra Jack Keats

The Snowy Day by Ezra Jack Keats

Peter's Chair by Ezra Jack Keats

Joshua's Night Whispers by Angela Johnson

I Love My Hair! by Natasha Tarpley

Chair for My Mother by Vera Williams

Come on Rain by Karen Hesse

The Leaving Morning by Angela Johnson

Do Like Kyla by Angela Johnson

Resources

Professional Resources:

About the Authors-Writing Workshop with our Youngest Writers by Katie Wood Ray with Lisa B. Cleaveland
In Pictures and in Words: Teaching the Qualities of Good Writing through Illustration Study by Katie Wood Ray
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:

Link to The Michigan Association of Intermediate School Administrators (MAISA) writing units for K-6.
Growing as Small Moment Writers
http://gomaisa-public.rubiconatlas.org/Atlas/Browse/UnitMap/View/Default?strkeys=kindergarten+writing+workshop&UnitID=17822&YearID=2014&CurriculumMapID=889&

Portland Public Schools/K-5 Writing Units of Study
http://www.pps.k12.or.us/departments/curriculum/2022.htm

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

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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.** b. Use frequently occurring nouns and verbs. **2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** a. Capitalize the first word in a sentence and the pronoun *I*. b. Recognize and name end punctuation. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Estándares de lenguaje **1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y hablar.** b. Usan sustantivos y verbos que se utilizan con frecuencia incluyendo el verbo ser y estar, empleando la concordancia correcta. **2. Demuestran dominio de las normativas del español para el uso de las letras mayúscu las, signos de puntuación y ortografía al escribir.** a. Emplean la mayúscula en la primera letra de una palabra al inicio de una oración. b. Reconocen y nombran la puntuación final. d. Deletrean fonéticamente palabras sencillas, usando el conocimiento de la relación entre fonemas y grafemas.

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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.