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Unit: Narrative/Personal Narrative	**Unit Length: 5 weeks**
Enduring Understanding(s): Writers tell make believe stories that have characters, setting, and events. Writers think of story ideas, rehearse, draw, and write make believe stories. Writers study and learn how to write from writers they admire. Writers zoom in on important events and tell a make believe story with details.	Essential Question(s):
Common Core Standards	**Common Core en español**
Writing Standards ***Text Type and Purposes*** 3. 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. ***Production and Distribution of Writing*** 5. 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. 6. With guidance and support from adults, use 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. Escriben narraciones en las cuales recuentan dos o más acontecimientos en secuencia adecuada, incluyen algunos detalles relacionados con lo que sucedió, usan palabras que describen el tiempo para señalar el orden del acontecimiento, y ofrecen cierto sentido de conclusión. ***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 Fictional Narrative 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, to spark writing topics or ideas, and to exemplify how writers zoom in on a moment and write with great detail.

English

A House for Hermit Crab by Eric Carle

Bear Snores On by Karma Wilson

Bear Wants More by Karma Wilson

Chimps Don't Wear Glasses by Laura Jaffe Numeroff

The Seashore Book by Charlotte Zolotow

Oliver Button Is A Sissy by Tomi De Paolo

Big Al by Andrew Clements

The Stray Dog by Marc Simont

Ira Sleeps Over by Bernard Waber

The Circus Surprise by Ralph Fletcher

Let's Take A Pup Said Kate by Bob Graham

Amanda's Perfect Hair by Linda Millstein

The Purple Coat Hest by Amy Franny B. Krainy

There's A Bird in Your Hair by Susan Goldbar

Enemy Pie by Derek Munson

Odd Velvet by Mary E. Whitecomb

The Secret Shortcut by Mark Teague

Chrysanthemum by Kevin Henkes

Corduroy by Don Freeman

The Recess Queen by Alexis O'Neill,

Officer Buckle and Gloria by Peggy Rathmann

Roller Coaster by Maria Frazee

Español

Cuadros de familia by Carmen Lomas Garza

Graciela asombrosa by Mary Hoffman

La Isla by Arthur Dorros

Somos Primos by Diane Gonzales Betrand

EL Chocolate de Abuelita by Mara Price

Mi propio cuartito by Amada Irma Perez

Que Monton de Tamales by Gary Soto

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Culturally Relevant Text	
My Best Friend by Mary Ann Rodman *Jamaica's Tag Along* by Juanita Havill *Jamaica's Find* by Juanita Havill *Pet Show!* by Ezra Jack Keats *A Letter to Amy* by Ezra Jack Keats *Under the Lemon Moon* by Edith Hope Find	

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 by Rose Cappelli
Nonfiction Mentor Texts: Teaching Informational Writing Through Children's Literature, K-8 by Lynne R. Dorfman by Rose Cappelli

Small Moments: Personal Narrative Writing by Lucy Calkins and Abby Oxenhorn

Lesson Planning Resources available online:

The Michigan Association of Intermediate School Administrators (MAISA) writing units for K-6.
Apprenticeship Writing-Studying Craft
http://gomaisa-public.rubiconatlas.org/Atlas/Browse/UnitMap/View/Default?strkeys=personal+narrative&UnitID=17830&YearID=2014&CurriculumMapID=890&
Revisions Unit
http://gomaisa-public.rubiconatlas.org/Atlas/Browse/UnitMap/View/Default?strkeys=personal+narrative&UnitID=17827&YearID=2014&CurriculumMapID=890&

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
Imagined /Real Narrative K-1
Fairytales Unit 2-3
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. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details.	Estándares de lectura 2. Recuentan cuentos, incluyendo los detalles clave, y demuestran comprensión de su mensaje principal o lección. 3. Describen personajes, ambientes y acontecimientos importantes en un cuento, usando detalles clave.
Speaking & Listening 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	Audición y expresión oral 1. Participan en conversaciones colaborativas con diversos compañeros, y adultos en grupos pequeños o grandes, sobre temas y textos apropiados al de primer grado. a. Siguen las reglas acordadas para participar en las conversaciones (por ejemplo: escuchar a los demás con atención, hablar uno a la vez sobre los temas y textos que se están tratando). b. Elaboran en lo que los demás dicen en conversaciones, respondiendo a los comentarios que otros hacen a través de múltiples intercambios. c. Hacen preguntas para aclarar cualquier confusión sobre los temas y los textos que se están tratando.
Language Standards **1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*). e. Use verbs to convey a sense of past, present, and future(e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*). f. Use frequently occurring adjectives.	Estándares de lenguaje **1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar.** c. Usan el sustantivo en su forma singular o plural empleando la concordancia correcta entre sustantivo y verbo en oraciones básicas (ejemplo: el niño brinca; Los niños brincan). e. Usan verbos regulares para comunicar la noción del tiempo pasado, presente y futuro (ejemplo: Ayer caminé a casa; Hoy camino a casa; Mañana caminaré a casa). f. Usan adjetivos que se utilizan con frecuencia notando concordancia de género y número con el sustantivo.

Common Core Unit Map

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ELD Standards			
Part 1: Interacting in Meaningful Ways			
	Emerging	Expanding	Bridging
A. Collaborative	***2. Interacting via written English*** Collaborate with teacher and peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***2. Interacting via written English*** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***2. Interacting via written English*** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.
B. Interpretive	***6. Reading/viewing closely*** Describe ideas, phenomena (e.g., plant life cycle), 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 earthworms eat), and text elements (e.g., setting, main idea) 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., erosion), and text elements (e.g., central message, character traits) 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*** Write very short literary texts (e.g., story) and informational texts (e.g., a description of an insect) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	***10. Composing/Writing*** Write short literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of an insect) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	***10. Composing/Writing*** Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently.
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 texts and composing basic texts with substantial support (e.g., using drawings, through joint construction with a peer or teacher) to comprehending texts and writing 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 writing texts in shared language activities guided by the teacher and with increasing independence.	***1. Understanding text structure*** Apply understanding of how different text types are organized predictably to express ideas (e.g., how a story is organized versus an informative/ explanatory text versus an opinion text) to comprehending texts and writing texts in shared language activities guided by the teacher 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.
	3. Using verbs and verb phrases a) Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently.	***3. Using verbs and verb phrases*** a) Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence	***3. Using verbs and verb phrases*** a) Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.

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C. Connecting	***6. Connecting ideas*** Combine clauses in a few basic ways to make connections between and to 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 to 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-to-form compound sentences) to make connections between and to 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.