K Writing Unit 1

Content Area: **ELA**
Course(s):
Time Period: **MP1**
Length: **45**
Status: **Published**

Section Title

Narrative Writing

NJSLS ELA

L.WF.K.3	Demonstrate command of the conventions of sentence composition.
L.WF.K.3.A	Repeat a sentence, identifying how many words are in the sentence.
L.WF.K.3.B	Write simple sentences.
L.WF.K.3.C	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
L.WF.K.3.D	Use end punctuation.
W.NW.K.3	Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
W.NW.K.3.A	Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
W.NW.K.3.B	Provide limited details of experiences, events, or characters.
W.NW.K.3.C	Provide a reaction to the experiences or events.
W.WP.K.4	With prompts and support from adults, recognize that writing carries a message and should make sense to others.
W.RW.K.7	With prompting and support, engage in brief but regular writing and drawing tasks.
SL.PI.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

Rationale and Transfer Goals

Overview of Framing Your Thoughts:

Framing Your Thoughts is a supplementary scripted program that begins with breaking sentences down to their component parts using sentence frames, symbols, and hand signals. These lessons start with identifying subjects and predicates, their functions, and then applying this knowledge in the creation of their own sentences. This teaches students ways to build sentences with more complexity.

Format of a Lesson:

- Anticipatory Set
- Input/Direct Statement
- Model (I Do)
- Active Participation (We Do)
- Checking for Understanding (You Do)

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Overview of the Writing Workshop Framework:

Writing Workshop is a framework for writing instruction that includes a whole group mini-lesson, independent writing time, conferencing with groups and individuals, and sharing writing with peers and classmates. The purpose is to guide students as they write across genres and to develop independent, engaged writers. Minilessons range from management to genre exploration to craft techniques to editing. Teachers analyze student writing and look at skill progressions to make instructional decisions.

Format of a Lesson:

- Mini-Lesson
- Independent writing/conferencing
- Closure/sharing

Enduring Understandings

General Writing

1. Kindergarten students can construct simple sentences using basic vocabulary and proper word order to convey ideas clearly.
2. Kindergarten students can create narratives by expressing their ideas through pictures, dictation, or simple sentences, showing an understanding that stories have a beginning, middle, and end.
3. Kindergarten students can use foundational writing mechanics, such as holding a pencil correctly, forming letters and simple words legibly, and understanding basic punctuation and capitalization rules to communicate effectively through writing.

Personal Narrative Writing

1. Kindergarten students can share personal experiences and feelings through simple stories and

sentences.
2. Kindergarten students understand that personal narratives have a beginning, middle, and end.
3. Kindergarten students can use descriptive words and details to make their personal narratives more engaging.
4. Kindergarten students recognize the importance of sharing their own stories with others.
5. Kindergarten students begin to understand the concept of audience and purpose in personal narrative writing.

Essential Questions

General Writing

1. Why do we write?
2. How do we make our writing clear for others to understand?
3. What happens when we put our ideas into writing?
4. How can we improve our writing?
5. What makes a good story?

Personal Narrative Writing

1. What is something special or memorable that has happened to you?
2. How did you feel during that experience?
3. Why is it important to share our personal stories with others?
4. How can we use details to make our stories more interesting?
5. How can we organize our personal stories so others can understand them?

Content & Activities

Student Exemplar

Narrative Checklist-Kindergarten

Scoring Rubric

Week	Suggested Lessons	Resources
Week 1	Focus - Establishing routines for the writing block.	

	• The Writing Mini-lesson book for each day
	  ○ Interactive Writing
	  ▪ Making a Name Chart page 108 - highlight capitalizing names
	  ○ Management - Working Together in the Classroom
	  ▪ Get to know your classmates page 162
	  ▪ Use an appropriate voice level page 164
	  ▪ Move from one spot to another quickly and silently page 166
	  ▪ Turn and talk to share your thinking with others page 168
	• Format of the Lesson
	  ○ Mini-Lesson
	  ○ Independent writing/conferencing -Personal Narrative Focus
	  ○ Closure/sharing
	STANDARDS:
	ELA.W.RW.K.7
		The Writing Mini L
		Writer's Notebook
		Name Craft 1: http Rainbow-Name-Cr
		Name Craft 2: http Craft-First-Week-c
		Name Writing Prac My-Name-Editable 4931461?st=8c9d6
		Name Writing Pra Writing-Practice-E 4058623?st=8c9d6

Week2	Focus - Establishing routines for the writing block
	• The Writing Mini-lesson book
	  ○ Interactive Writing
	  ▪ Writing About our Classroom page 110
	  ○ Management - Working Together in the Classroom
	  ▪ Listen Carefully to Each Other page 170
	  ▪ Do your Best Work page 172
	  ▪ Find Ways to Solve Problems when you need help page 174
	  ▪ Take Good Care of Classroom Materials page 176
	  ○ Informal Assessment - Working Together in the Classroom page 178
	• Format of the Lesson
	  ○ Mini-Lesson
		The Writing Mini L
		Writer's Notebook
		Write the Room - I
		https://www.teache 4931017?st=faa79

	○ Independent writing/conferencing - Personal Narrative Focus ○ Closure/sharing **STANDARDS:** ELA.W.RW.K.7 ELA.W.WP.K.4	
Week 3	Focus - Creating pictures that help express ideas. • The Writing Mini-lesson book for each day ○ Interactive Writing ▪ Creating a Job Chart page 112 ○ Drawing ▪ Draw your face page 313-315 ▪ Color your face so it Looks like you 316 ○ Informal Assessment - Making a self-portrait page 318 ○ Drawing ▪ Use shapes to draw people page 319-321 • Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Personal Narrative focus ○ Closure/sharing **STANDARDS:** ELA.W.RW.K.7 ELA.SL.UM.K.5	The Writing Mini l Writer's Notebook Self Portrait: https: Kindergarten-Self- Self Portrait 2: http Templates-429817 Self Portrait 3: http 3382510?st=8e50c
Week 4	Focus - Telling stories to generate ideas for Writing • The Writing Mini-lesson book for each day ○ Monday - Homework - Me Box(for Thursday & Friday) page 234 ○ Telling Stories ▪ Tell stories about what you know and care about page 227-229	The Writing Mini l Writer's Notebook Me Box Writing: h Writing-Paper-817 (Students can use t lined pages, studen

	▪ Tell stories about things you did page 230-231 ▪ Tell Stories about places you don't want to forget page 232 ▪ Tell stories about things from your Me Box page 234 • Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Personal Narrative Focus ○ Closure/sharing **STANDARDS:** ELA.W.RW.K.7 ELA.W.NW.K.3.C ELA.W.NW.K.3 ELA.SL.AS.K.6 ELA.SL.UM.K.5	
Week 5	Focus - Creating pictures that enhance a personal narrative • The Writing Mini-lesson Book ○ Drawing ▪ Draw people in different positions page 322 ▪ Draw the background of your story page 324 ▪ Add color to your picture page 326 ▪ Make people look the same on every page - page 328 • Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Personal Narrative Focus ○ Closure/sharing **STANDARDS:** ELA.W.RW.K.7 ELA.SL.UM.K.5	The Writing Mini Writer's Notebook Drawing People: h Writing-Paper-817 (Students can use t copies of it to have
Week 6	Focus - Learning Early Concepts of Print	The Writing Mini

	• Framing your Thoughts ▪ Unit 1 Skill 1 - Sentence Frame (1-1) • The Writing Mini-lesson Book ○ Exploring Early Writing ▪ Notice the pictures and words on a page page 351-353 ▪ Find the first and last letter in a word page 356 ▪ Write the Words you say page 358 - Repeat a sentence, identifying how many words are in the sentence ▪ Leave a space before you write the next word page 360 • Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Personal Narrative ○ Closure/sharing **STANDARDS:** ELA.L.WF.K.3.A ELA.W.RW.K.7	Writer's Notebook Framing Your Tho Framing Your Tho Identifying first an Name-Sound-CVC 1410805?st=3504e (Use page 5 of this letter) Writing separate w Memoir-Template- (Show students a s Spaces between wo Spaces-Between-W
Week 7	Focus - Modeling how to make and publish a book • The Writing Mini-lesson book for each day ○ Management ▪ Get started on your writing quickly and quietly page 179-181 ▪ Draw and write until the end of writing time page 182 ▪ Reread your writing to think about what to do next page 186 ○ Exploring Early Writing ▪ Start your writing on the left page 362 • Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Choose 1 narrative piece from student notebook to publish or create a new personal narrative piece	The Writing Mini Writer's Notebook Framing Your Tho Graphic Organizer https://www.teache FREEBIE-Graphic 7598923?st=7648a Sequencing writing Templates-839812 Drawing and writi Narrative-Writing-

	to publish ○ Closure/sharing **STANDARDS:** ELA.W.WP.K.4 ELA.W.RW.K.7 ELA.W.NW.K.3.A ELA.SL.UM.K.5 ELA.W.NW.K.3	
Week 8	Focus - Celebrate Narrative Writing • The Writing Mini-Lessons Book ○ Writing Process ▪ Add details to drawing page 440-441 ▪ Check the spaces between your words page 466 ▪ Getting ready to share a book you want to celebrate page 474 • Celebrating Writing ○ Students will read their created books to the class ○ Teacher go over agreed upon norms for giving feedback ○ Teachers will model feedback ▪ What went well? ▪ What questions are we left with? ○ Students will give feedback ○ Teacher will keep chart paper to document things students do in their writing that was explicitly taught ▪ ex) Used spaces between words **STANDARDS:** ELA.L.WF.K.3 ELA.L.WF.K.3.B	The Writing Mini L Writer's Notebook Framing Your Tho Graphic Organizer https://www.teache FREEBIE-Graphic 7598923?st=7648a Resource to create Template-Writers- (May be too many be used with the re Additional Writing https://www.teache 8171932?st=78bac (This is a previous

	ELA.SL.AS.K.6 ELA.SL.UM.K.5 ELA.W.NW.K.3 ELA.W.NW.K.3.A ELA.W.NW.K.3.B ELA.W.NW.K.3.C ELA.W.RW.K.7 ELA.W.WP.K.4	

Assessments

Students will complete informal assessments during each lesson.

Writing challenges will be a formal assessment

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Using details in writing	STR.U1.WML1-4 DRW.U2.WML1-4	Me Box, People drawing
Sequencing events: beginning, middle, end		Sequencing resource
Creating simple stories about their own lives	STR.U1.WML1-4	Me Box
Use drawings to express ideas visually and support writing	STR.U1.WML1-4 DRW.U2.WML1-4	Me Box, People drawing
Use drawings to plan out a story	STR.U1.WML1-4	Sequencing resource
Phonetic spelling		All activities

Career Awareness, Exploration, Preparation, and Training

Life Literacies & Key Skills

Life Literacies

Understanding Visuals: Teach children how to interpret and create visual elements in their stories, like illustrations and photographs.

Asking Questions: Encourage curiosity and teach children how to ask questions to gather information for their stories.

Key Skills

- Communication Skills:
- Oral Expression: Develop speaking skills by having children share their stories aloud.
- Listening Skills: Teach active listening by having children listen to their peers' stories and provide positive feedback.
- Vocabulary Building: Expand vocabulary through storytelling, encouraging the use of descriptive words
- Fine Motor Skills:
- Handwriting: Practice fine motor skills through letter formation and writing.
- Drawing and Crafting: Use drawing as a complementary skill to writing, which also develops hand-eye coordination.

Interdisciplinary Connections