K Writing Unit 4

Content Area: **ELA**
Course(s):
Time Period: **MP4**
Length: **45**
Status: **Published**

Section Title

Narrative Writing

NJSLS ELA

L.WF.K.3.D	Use end punctuation.
L.WF.K.3.F	Write sentences with increasing complexity.
L.WF.K.3.H	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
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.

Narrative Writing

1). Students understand that narratives have a clear beginning, middle, and end, which helps organize their

thoughts and ideas.

2). Students recognize that characters in stories can have different personalities, feelings, and motivations, which makes the story more engaging.

3). Students learn that the setting of a story (where and when it takes place) influences the plot and helps create a vivid picture in the reader's mind.

4). Students understand that their own experiences and feelings can serve as inspiration for their narratives, allowing them to share their unique perspectives.

5). Students appreciate the importance of using descriptive language to paint a picture in the reader's mind, making the story more interesting and relatable.

6). Students recognize that narratives often include a problem or conflict that characters face, along with a resolution that brings the story to a satisfying conclusion.

7). Students learn how to sequence events logically in their narratives to ensure the story flows smoothly and makes sense to the reader.

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?

Narrative Writing

1. What makes a good story?
2. How do characters bring a story to life?
3. Why is the setting important in a story?
4. How can our own experiences inspire our stories?
5. What role does conflict play in a story?
6. How can we use descriptive language to enhance our stories?
7. Why is it important to sequence events in order?

Content & Activities

Student exemplar

Narrative Checklist - Kindergarten

Scoring Rubric

3-Step Picture Stories for Students to Write About

Week	Suggested Lessons	Resources
Week 1	Focus - Identify beginning, middle and end when reading narrative texts or telling stories. • Narrative Mentor texts - each day focus on what comes in the beginning, middle and end (Possibilities) ○ Knuffle Bunny by Mo Willems ○ Jabari Jumps by Gaia Cornwall ○ Books by Ezra Jack Keats, Mem Fox, David Shannon, Jan Brett, etc. ○ Any fiction book that lends itself to discussions of beginning, middle, and end as well as characters, setting, and problem/solution (Can be Interactive Reading Texts) • The Writing Mini-lesson book for each day ○ Interactive Writing ▪ Making a Story Map Mural page 144 • Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Narrative Focus ○ Closure/sharing	The Writing Mini Writer's Notebool Story Map 1: http Organizers-FREE Story Map 2: http Organizer-297632 Story Map 3: http Organizer-606956
Week 2	Focus - Retelling and Writing narratives by organizing the beginning, middle and end. • The Writing Mini-lesson book for each day ○ Tell the Story from the Pictures p. 238	The Writing Mini Writer's Notebool Picture Resources Story Writing Boo

	▪ Have students retell previous stories read from pictures, emphasizing a beginning, middle and end ○ Model writing a three-page story using picture prompts that show a beginning, middle, and end ○ Have the students write a three-page story (give students stapled "books" with four pages - title page, beginning, middle, and end) Students create text to go with the pictures. This is to prepare them to tell their own stories with a beginning, middle, and end. • Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Narrative Focus ○ Closure/sharing	Book-Template-4 Picture Prompts: I Picture-Prompts-f 3975910?st=80eb
Week 3	Focus - Writing narratives that match pictures that show the beginning, middle, and end Teacher will demonstrate making up a story based on pictures that she has drawn (Refer back to pg. 238, if needed, as a refresher for telling a story from a picture) Teacher will have students help her create a story for 1-2 of the pictures • Have the students write a three-page story (give students stapled "books" with four pages - title page, beginning, middle, and end) Students create text to go with the pictures. This is to prepare them to tell their own stories with a beginning, middle, and end.	The Writing Mini Writer's Notebool Story Writing Boo Book-Template-4
Week 4	Focus - Generating ideas to write a narrative story • The Writing Mini-lesson book for each day ○ Getting Started Making Books ▪ Make a Book page 255 ▪ Write Your Name on the Book page 258 ▪ Make a Book with Pictures and Writing page 260 ▪ Plan What to Put on Each Page page 262	The Writing Mini Writer's Notebool Story Writing Boo Book-Template-4

	• Format of the Lesson
	  ○ Mini-Lesson
	  ○ Independent writing/conferencing - Narrative focus
	  ○ Closure/sharing	

Week 5	Focus - Creating books by writing text and adding text features
	• The Writing Mini-lesson book for each day
	  ○ Expanding Bookmaking
	  ▪ Add Sentences to Match Your Pictures p. 272
	  ▪ Write Labels on Your Pictures p. 267-269
	  ▪ Write a Title on Your Cover p. 270
	  ▪ Add Speech and Thought Bubbles p. 274 (Emphasize that they can show characters' feelings)
	  ○ Getting Started with Making Books
	  ▪ Decide When Your Book Is Finished p. 264
	• Format of the Lesson
	  ○ Mini-Lesson
	  ○ Independent writing/conferencing - Narrative focus
	  ○ Closure/sharing
		The Writing Mini
		Writer's Notebool
		Story Writing Boo
		Book-Template-4

Week 6	Focus - Create an original narrative
	• Model creating characters to write about
	• Model deciding on a setting, problem, and solution.
	• Model telling the story across three pages, writing text, and making pictures
	  ○ Then students are given four page books to write their stories.
	• The Writing Mini-lesson book for each day
	  ○ Write an Author Page p. 276
	• Format of the Lesson
	  ○ Mini-Lesson
		The Writing Mini
		Writer's Notebool
		Creating a Charac
		https://www.teach
		Creating-a-Charac
		Creating a Charac
		https://www.teach
		Create-Your-Own
		Story Writing Boo
		Book-Template-4

	○ Independent writing/conferencing - Narrative focus ○ Closure/sharing	
Week 7	Focus - Conventions of writing and publishing work in a book format to share with peers during celebration week • The Writing Mini-lesson book for each day ○ Exploring Early Writing ▪ Use a period to end a sentence page 401-403 ▪ Use a question mark to end a sentence 404 ▪ Use an exclamation point to show something surprising or exciting page 406 • Self-created lesson - Match periods, question marks and exclamation points to statements, questions, commands, and exclamations. • Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Choose 1 narrative piece from student notebook to publish or create a new narrative piece to publish ○ Closure/sharing	The Writing Mini Writer's Notebool Punctuation Work Punctuation-Mad Punctuation Work Mark-Worksheet- Punctuation Work https://www.teach Bundle-793392?s Story Writing Boo Book-Template-4
Week 8	Focus - Celebrate Narrative 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) Writing had a clear beginning	The Writing Mini Writer's Notebool

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
Story structure	Informative writing: Following an order to do/make something	Story map
Character creation	Learning about characters from ELA curriculum	Character worksheet
Setting creation	Learning about setting from ELA curriculum	Setting worksheet
Use of personal experience	Opinion Writing: personal opinion	Book writing
Use of conflict and resolution		Story map
Drawing that complement the story	All writing units	Book writing
Punctuation, capitalization, spacing	Units 2 and 3	All writing activities. Punctuation worksheets

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.

9.4.2.CI	Creativity and Innovation
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

Interdisciplinary Connections

L.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
L.RF.K.1.C	Understand that words are separated by spaces in print.
L.WF.K.1.C	Write left to right and include a space between words.
L.WF.K.1.D	Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
L.WF.K.1.E	Write a common grapheme (letter or letter group) for each phoneme.
	Asking questions, making observations, and gathering information are helpful in thinking about problems.
	Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people.