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| **Unit Overview**  **Kindergarten**  **Personal Narrative Writing: Developing Our Stories Further** | |
| **Focus Teaching Points** | * Generating ideas for personal narrative writing * Planning details by storytelling with tools (partners, pages, fingers) * Holding onto thinking by sketching across pages * Telling more about the important part of a story * Adding pages to include more parts * Elaborating by including details about the “internal” story: reactions, thoughts, observations, feelings * Hooking our readers with amazing beginnings * Strengthening stories by writing effective endings * Writing a whole story about one small moment * Revising and editing with tools (partners, checklists, goals, mentor texts) * Using our tools independently to make our writing interesting for our readers |
| **Key CCSS Standards** | ***Speaking and Listening Standards (SL)***   * *1, 2, 3, 4, 5, 6*   ***Language Standards (L)***   * *1, 2, 4, 5, 6*   ***Writing Standards (W)***   * *1, 5, 6* |
| **Bends in the Road** | * Planning stories before writing * Elaborating to develop our stories * Writing a whole story about one small moment * Revising and editing by using all that we now know about writing personal narratives |
| **Recommended Professional Resource to Guide Instruction** | * *Small Moments: Personal Narrative Writing* by Lucy Calkins and Abby Oxenhorn from the **original** *Units of Study for Primary Writing: A Yearlong Curriculum* (2005), ***and*** * *Writing for Readers* by Lucy Calkins and Natalie Louis from *Units of Study in Opinion, Information, and Narrative Writing* (2013), ***and*** * *Talking, Drawing, and Writing: Lessons for Our Youngest Writers* by Martha Horn and Mary Ellen Giacobbe (2007) |
| **Suggested Mentor Texts** | * Texts that resemble the types of personal narratives your children might write, such as:   + *My Dog Rosie* by Isabelle Harper and Barry Moser   + *My Big Brother* by Miriam Cohen   + *Goal* by Keiko Narahashi   + *Roller Coaster* by Marla Frazee   Or any other book that is familiar to you that you can use to teach your students more about writing personal narratives |
| **Tips for the Unit** | * On the Curriculum Calendar overview, this unit is listed as Small Moments: Personal Narrative Writing. We have made a change in the title to focus this unit more appropriately on lifting the overall quality of personal narrative writing, rather than overemphasizing the **focus** of writing. While you may choose to incorporate some lessons on narrowing the focus of personal narrative writing, that is not the only emphasis of the unit. To do the work of this unit, you will draw upon the three instructional resources listed above. * On the [teaching resources page of this unit on the Literacy Coach website](http://ppskinder.weebly.com/teaching-resources8.html), you will find a document (Bends in the Unit and Possible Lessons) that lists some possible lessons from the above-listed instructional resources for each bend in this unit. It is not expected that you would teach each of these lessons; rather, select those that seem appropriate and determine the appropriate number of lessons for each bend that meet the general needs of your whole group of students. Please work with your literacy coach to develop a trajectory of lessons that is appropriate for your students. * We suggest that you begin this unit with an on-demand writing assessment that allows you to see what students already have in their repertoire for narrative writing. You may decide to use the same prompt that you will use for the **Spring On-Demand Writing Assessment,** which will be administered district-wide during the week of May 22 – May 25, 2017. See the directions on the [Kindergarten On-Demand Writing Assessment page of the Literacy Coach Website](http://www.ppsliteracycoachconnect.com/kindergarten-on-demand-writing1.html). * Develop student table-top toolboxes to introduce early in the unit. You might want to say something like, “We have collected so many tools to help us write this year!I have put some in these toolboxes at your tables, so you can use them any time you need them, since you already know how to use them.”You can put in sound charts, blank booklets for storytelling/planning, and any other resources you would like students to use independently as you review them. You may want to start with 2 or 3 tools when you introduce them, then add to the boxes as the unit progresses. * To support generating ideas for personal narratives, invite students to bring in pictures from home to create a collage of photos to remind them of their stories. Send a letter home to parents explaining the purpose of the pictures and asking that the pictures include action and/or other people, not just a great photo of the student. This will remind students of the “stories” in the pictures. For those students who do not bring pictures in, take 4 or 5 pictures of those students during the school day. * You may want to develop an anchor chart that represents the unit’s work, such as:   We Can Write Great Stories!   * + We plan our stories.   + We use tools to make our writing readable.   + We can say a lot about one part of a story.   Add as you see fit!   * Use the [Heinemann](http://www.heinemann.com/) resources associated with the *Writing for Readers* unit for narrative checklists, rubrics, sample writing, and anchor charts on specific aspects of narrative writing (or to remind students about concepts taught earlier in the year). |
| **Materials and Resources** | * Provide paper choices (available on [Heinemann](http://www.heinemann.com/) under your Writing Units—see the bottom of the tab for *General News and Latest Informatio*n). Paper options include varying numbers of lines and picture sizes * Offer options for different needs, such as a space for drawing to support planning and elaboration and stapled booklets with additional lines for writing to encourage increased volume. |
| **Assessment** | * Conference notes * Ongoing writing produced in daily writing workshops * On-demand narrative pre-assessment as described above * **Spring On-Demand Writing Assessment, which can serve as the post-assessment for this unit,** which will be administered district-wide during the week of May 22 – May 25, 2017. See the directions on the [Kindergarten On-Demand Writing Assessment page of the Literacy Coach Website](http://www.ppsliteracycoachconnect.com/kindergarten-on-demand-writing1.html). |
| **Celebrations** | * For this final narrative unit of the year, your class could create a bin of books in the library for peers to read during the last month of Book Check-Out. It may be worth typing final, conventionally-spelled, copies of students’ stories that they can illustrate carefully (in the art/writing center). After students have edited and revised the stories to their best efforts, teachers can quickly type the stories to facilitate the process of publishing. This should feel special, not laborious, so that you and the students can celebrate the growth they have made this year as narrative writers! |