Narrative Unit: Small Moments Q1
Kindergarten

**Prepared Graduate Competency**
- Write with a clear focus, coherent organization, sufficient elaboration, and detail.
- Apply standard English conventions to effectively communicate with written language.

**Big Ideas:**
- Writers understand that narrative writing tells a story, true or fictional, and is structured with specific, interwoven elements.
- Students can use appropriate conventions so that others can read their writing.

**Concept/Evidence Outcomes**
1. Text types and purposes, labels, and familiar words are used to communicate information and ideas
   c. 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. (CCSS: W.K.3)
   d. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)
   e. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)

**Enduring Understandings**
- Writers know that Personal Narratives are chronological stories about one’s life: this happens, then this, then this.
- Writers know that Personal Narratives contain characters (the central character will be the author), a plot (two or more events occur in a sequence of time), and setting.
- Writers know the plot usually involves a problem that is solved, a tension that is resolved, or something big that changes.
- Writers know stories are crucial to a child’s literacy development.
- Writers know writing is written so others can read it.

**Possible Essential Questions**
- What are true stories from my life?
- What are topics I know about or care about?
- Did I focus on one important moment in my life?
- What do I feel and think about this important moment?
- What is the most important part of my story?
- Why am I telling this story?
- How does a writer show that one sentence ends and another begins?
- Am I starting in the right place on my page?
- Does my story have meaning?
### Standards

**Colorado Academic Standards**

http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?glid=2&stid2=6&glid2=0

**Standard: 3. Writing and Composition**

**Concepts and skills students master:**

1. Text types and purposes, labels, and familiar words are used to communicate information and ideas

**Evidence Outcomes**

- c. 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. (CCSS: W.K.3)
- d. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)
- e. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)

**Concepts and skills students master:**

2. Appropriate mechanics and conventions are used to create simple texts

**Evidence Outcomes**

- a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.K.1)
- b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.K.2)

*See more detailed evidence outcomes by clicking the link below*

http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?glid=2&stid2=6&glid2=0

<table>
<thead>
<tr>
<th>21st century skills</th>
<th>Big Ideas:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Ideas/Enduring Understandings</td>
<td>● Narrative writing tells a story, true or fictional, and is structured with specific, interwoven elements.</td>
</tr>
<tr>
<td>Essential Questions</td>
<td>● Students can use appropriate conventions so that others can read their writing.</td>
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<td>Learner Outcomes</td>
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- Writers know stories are crucial to a child’s literacy development.
- Writers know writing is written so others can read it.

**Essential Questions:**
- What are true stories from my life?
- What are topics I know about or care about?
- Did I focus on one important moment in my life?
- What do I feel and think about this important moment?
- What is the most important part of my story?
- Why am I telling this story?
- How does a writer show that one sentence ends and another begins?
- Am I starting in the right place on my page?
- Does my story have meaning?

**Learner Outcomes:**
- Writers understand and recognize the importance of each narrative element.
- Writers can draw and label pictures that tell a story in order.
- Writers develop a sense of story and see their lives as full of stories.
- Writers can tell the most important parts of the story in the order they happened.
- Writers use conventions so that others can read their writing.

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<tr>
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<tbody>
<tr>
<td><strong>Assessment:</strong> Assesment For and Of Learning</td>
<td>Formative assessment in the writer’s workshop is ongoing, based on the Teaching/Learning Cycle, and supports decision-making in standards-based education.</td>
</tr>
<tr>
<td>Monitoring</td>
<td>Throughout the workshop there are opportunities to gather formative assessment data that show growth toward and movement beyond the standards. Regular monitoring is essential within a standards-based educational system.</td>
</tr>
<tr>
<td>Monitoring</td>
<td>Teachers maintain a daily monitoring system in order to build a growing body of evidence about each student’s growth as a writer. Teachers use the monitoring notes to develop instructional next steps in conjunction with the writing stages, grade level planning, standards and pacing guides. Teachers’ monitoring system includes:</td>
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<tr>
<td></td>
<td>- Collecting information about student reading and writing behaviors on a regular basis.</td>
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<td></td>
<td>- Monitoring students’ independent practice to see how they are taking on the learning from whole group and small group instruction.</td>
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<td></td>
<td>- Pay attention to what children can do without you and learn to record what you see</td>
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<tr>
<td></td>
<td>- Monitoring student conversations to see how they are using talk to enhance, clarify, revise and/or extend meaning in writing.</td>
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</table>
## Narrative Unit: Small Moments Q1
### Kindergarten

- Supporting students through monitoring the goals they set.

### Students’ self assessment
Teachers use student self-assessment information in order to reflect on student learning and inform teacher instruction. Students ask themselves questions and confer with each other throughout the writing process.

### Conferring
- Monitor student learning along the *Stages of a Writer* and discuss observations with the student.
- Monitor student application and accountability for new learning.

### Immersion into the Unit
(Done a few days before the unit begins.)

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<td>Chart what students have noticed and named about the writing process.</td>
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<tr>
<td>Teachers and students think about the process writers use to craft texts like the ones they are studying.</td>
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<tr>
<td>Read several personal narrative texts to the children before starting this unit.</td>
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<tr>
<td>Demonstrate your own personal narrative each day – make sure you are demonstrating some of the focuses from below.</td>
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### Planning for Instruction:

<table>
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<th>Process Outcomes:</th>
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<tr>
<td><strong>Forming Intentions</strong></td>
</tr>
<tr>
<td><strong>Writers will:</strong></td>
</tr>
<tr>
<td>Choose a topic from life experiences.</td>
</tr>
<tr>
<td>Tell a rich story to accompany plan.</td>
</tr>
<tr>
<td>Plan by sketching about topic.</td>
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<tr>
<td>Use mentor text as a support when planning.</td>
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<tr>
<td>Add details to sketch.</td>
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<tr>
<td>Picture story in mind before writing.</td>
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<th>Drafting</th>
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<td><strong>Writers will:</strong></td>
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<tr>
<td>Say words slowly, listening for sounds and recording sounds heard.</td>
</tr>
<tr>
<td>Write with concepts about print: left-to-right, top-to-bottom</td>
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<tr>
<td>Approximate spaces between words.</td>
</tr>
<tr>
<td>Use alphabet card to match letters to sounds.</td>
</tr>
<tr>
<td>Write using words from everyday conversation and familiar texts.</td>
</tr>
<tr>
<td>Use syntax of oral language.</td>
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<tr>
<td>May use simple transition words in</td>
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<th>Product Outcomes:</th>
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<td><strong>Writers will:</strong></td>
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<tr>
<td>Focus on one important moment of author’s life</td>
</tr>
<tr>
<td>Use central character as author</td>
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<tr>
<td>Develop a plot by writing about a focused moment</td>
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<tr>
<td>Plot usually involves a problem that is solved, a tension that is resolved, or something big that changes</td>
</tr>
<tr>
<td>Sequence the text chronologically</td>
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</table>
writing (e.g. and, then).
• Approximate some of the phrasing and rhythms of literary language.

Revision
Writers will:
• Begin to reread own text with a match between what they say and the words they have written.
• Use the syntax of oral language to revise and check for meaning.

Proofreading
Writers will:
Check and correct writing based on learned punctuation, capitalization, spelling, and complete sentences including:
• Using resources appropriately to help with spelling.
  o Capitalizing first name, last name, and I.
  o Approximating using ending punctuation (periods, exclamation marks, and question marks).
• Beginning to learn words from Kindergarten High Frequency word list.
• (F &P Teaching Resources Notebook p. 73)

Publishing/Outcomes
Writers will:
• Confer with teacher. Teacher prepares a legible, error free final copy.
• Add illustrations to enhance meaning of text.
• Share writing with others to receive feedback.
### Instruction:

Students are expected to try on the focus of the demonstration and make decisions about when and how to use the new learning in their own writing. Periodically throughout this process, students and teacher notice and name the effects of the techniques, strategies, and habits they have been trying on in their writing.

**Whole Group Instruction:**

**Modeled:**
Teachers engage in meaningful writing tasks to provide students with a model of what good writers do. The teacher demonstrates and “thinks aloud” through various aspects of the writing process.

**Shared:**
Teachers and students collaborate to compose a piece of text – discussing and negotiating topics, ideas, and word choices.

**Small Group Instruction:**

Small group writing instruction is an opportunity to provide targeted instruction based on data that informs teachers.

- Students use small group instruction to support independent work.
- Group students by focusing on what students know as writers, selecting appropriate instructional approach and focus.
- Monitor student learning using product and process outcomes as well as the stages of the writer; provide feedback to students.

**Independent Practice:**

Students need daily opportunities for independent writing.

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**References/Professional Resources:**

Portsmouth, NH: FirstHand.


New Zealand: Learning Media Limited.