



BOE Approved 8/18

# Cliffside Park Public Schools

## Writing: Kindergarten

<p><b>Unit Name:</b> Personal Narrative</p> <p><b>Resource:</b> Writer's Workshop, Schoolwide</p> <p><b>Duration:</b> 4-6 Weeks</p>			
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Writers have a purpose for writing.</li> <li>• Writing is a multi-stage process.</li> <li>• Writing is a reflective process.</li> </ul>			
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What does a personal narrative think about when generating their ideas?</li> <li>• How do personal narrative writers use pictures and words to tell their stories?</li> </ul>			
<p><b>Focus of Standards</b></p>			
<p><b>Student Outcomes</b></p> <p><b>Immersion: Interactive Read Alouds</b></p> <p><b>Day 1:</b> I can explore how personal narratives are inspired by real events or experiences.</p> <p><b>Day 2:</b> I can explore how authors can write a narrative about a thrilling event using pictures and words.</p> <p><b>Day 3:</b></p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Purpose/Meaning</li> <li>• Text and Genre Features/Structure</li> <li>• Craft/Style</li> <li>• Metacognition</li> <li>• Drafting/Organization</li> <li>• Revision</li> </ul>	<p><b>Assessments</b></p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Where Are My Students in the Writing Process?</li> <li>• Personal Narrative Grade K Student Performance Checklist</li> </ul>	<p><b>Resources</b></p> <p><b>Mentor Texts</b></p> <ul style="list-style-type: none"> <li>• <i>The Chalk Doll</i></li> <li>• <i>Dream Weaver</i></li> <li>• <i>Hello Ocean</i></li> <li>• <i>I Know a Lady</i></li> <li>• <i>Knuffle Bunny; A Cautionary Tale</i></li> <li>• <i>Let's Go Home;</i></li> </ul>

<p>I can explore how stories can be inspired by special people in our lives.</p> <p><b>Day 4:</b> I can understand that writers bring memorable people and moments in our lives to life as they write personal narratives.</p> <p><b>Day 5:</b> I can think about the author’s choice of words and how they affect the story.</p> <p><b>Mini Lessons</b></p> <p><b>Generating Ideas 1</b> I can explore ideas that I can write about.</p> <p><b>Generating Ideas 2</b> I can explore daily experiences and feelings that I can write about.</p> <p><b>Generating Ideas 3</b> I can discuss how stories can come from personal experiences and places that I have visited.</p> <p><b>Generating Ideas 4</b> I can examine big ideas and the many stories inside them.</p> <p><b>Selecting</b> I can select a topic to begin drafting.</p> <p><b>Drafting 1</b> I can plan the structure of my story.</p> <p><b>Drafting 2</b> I can plan how my story will be organized so that the reader can understand it.</p> <p><b>Revising 1</b> I can discuss and practice strategies for rereading my writing.</p> <p><b>Revising 2</b> I can use mentor texts to improve my own writing.</p> <p><b>Revising 3</b> I can reread my draft and add more details to my writing.</p>	<ul style="list-style-type: none"> <li>• Conventions and Grammar</li> <li>• Editing</li> <li>• Publishing</li> <li>• Concepts of Print</li> <li>• Routines and management</li> <li>• Writing with independence</li> <li>• Writing with stamina</li> <li>• Storytelling</li> <li>• Writing with focus and organization</li> <li>• Elaborating</li> </ul>	<ul style="list-style-type: none"> <li>• Tell Me a Story conference questions</li> <li>• Places That Stories Come From Conference Questions</li> <li>• Big Ideas conference questions</li> <li>• Mo’s and My Punctuation</li> <li>• Punctuation Check</li> <li>• See <b>Student Forms</b> for additional assessment opportunities</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Standards-Based Writing Rubric Text Type: Narrative Grade K</li> <li>• Personal Narrative Grade K Student Performance Checklist</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• <i>How Have I Grown</i> final reflection</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>• Personal Narrative Checklist</li> <li>• Anecdotal and observation notes</li> </ul>	<p><i>The Wonderful Things About a House</i></p> <ul style="list-style-type: none"> <li>• <i>The Moon Was the Best</i></li> <li>• <i>Roller Coaster</i></li> <li>• <i>Snow</i></li> <li>• <i>Watch Out for the Chicken Feet in Your Soup</i></li> </ul> <p><b>Teacher Resource</b></p> <ul style="list-style-type: none"> <li>• <i>Author Quotes</i> (Professional Article/Teacher Reference)</li> </ul> <p><b>Student Forms</b></p> <ul style="list-style-type: none"> <li>• <i>Reader Response</i></li> <li>• <i>My Keepsake</i></li> <li>• <i>Memorable Moment</i></li> <li>• <i>Feeling Words</i></li> <li>• <i>Snapshot</i></li> <li>• <i>Getting to the Heart of It</i></li> <li>• <i>Tell Me More</i></li> <li>• <i>Mo’s and My Punctuation</i></li> <li>• <i>Punctuation Check</i></li> <li>• <i>Finishing Touches Checklist</i></li> <li>• <i>Sentence Frames (ELL Support)</i></li> <li>• <i>How Have I Grown?</i></li> </ul> <p><b>Digital Texts</b></p> <ul style="list-style-type: none"> <li>• <i>RAZ Kids</i></li> <li>• <i>Storyworks</i></li> </ul>
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<p><b>Editing</b> I can check my writing correct punctuation.</p> <p><b>Editing 2</b> I can check my writing correct punctuation.</p> <p><b>Publishing 1</b> I can complete a checklist to check my published piece.</p> <p><b>Student Self-Reflection</b> I can reflect on how I have grown as a writer.</p>		<ul style="list-style-type: none"> <li>• Dictated answers on checklists and graphic organizers</li> </ul>	<p><b>Classroom Library Materials</b></p> <ul style="list-style-type: none"> <li>• Writer’s Notebooks or Folders</li> <li>• Dictionaries</li> <li>• Publishing Materials</li> <li>• Pens/Pencils (for writing, revising and editing)</li> <li>• Story Paper</li> <li>• Chart Paper</li> <li>• Student Drafts</li> <li>• Dictionaries</li> <li>• Students’ Final Pieces</li> </ul> <p><b>Word Study, Spelling, and Handwriting</b></p> <ul style="list-style-type: none"> <li>• Wilson Foundations</li> <li>• For additional punctuation practice, refer to the lesson <i>"Punctuation: Let's Think About Punctuation"</i> from the grade K Fundamentals of Grammar and Conventions unit.</li> </ul>
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**NJ Student Learning Standards (2016)**

**WRITING**

**Text types and purposes**

**W.K.1:** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

**W.K.3:** 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.

#### **Production and Distribution of Writing**

**W.K.5:** With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

**W.K.6:** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### **Research to Build Present Knowledge**

**W.K.7:** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

**W.K.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### **SPEAKING and LISTENING**

#### **Comprehension and Collaboration**

**SL.K.1:** Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

b. Continue a conversation through multiple exchanges.

**SL.K.2:** Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details.

**SL.K.3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

#### **Presentation of Knowledge and Ideas**

**SL.K.4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**SL.K.5:** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**SL.K.6:** Speak audibly and express thoughts, feelings, and ideas clearly.

### **LANGUAGE**

#### **Conventions**

**L.K.1:** Demonstrate command of the conventions of grammar and usage when writing or speaking.

a. Print many upper- and lowercase letters.

b. Use frequently occurring nouns and verbs.

c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

f. Produce and expand complete sentences in shared language activities.

**L.K.2:** Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.

a. Capitalize the first word in a sentence and the pronoun I.

b. Recognize and name end punctuation.

- c. Write a letter or letters for most consonant and short vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships

**Vocabulary Acquisition and Usage**

**L.K.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck).
- b. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

**L.K.5:** With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

**L.K.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**NJSLS Technology Standards**

**8.1.2.A.2** Create a document using a word processing application.

**Interdisciplinary Connections and Activities**

- Have students discuss and then write about a time when they felt those same emotions or any other personal connections they made to the book. CRP3, 2.1.2.E.1
- Use a Venn diagram to make comparisons between *Knuffle Bunny* and *Roller Coaster*. Compare characters, settings, problems, solutions, and illustrations. RL.K2,
- Ask students to share and/or write about special treats or recipes they make with their family. 2.1.2.B.1, CRP4
- Students will search internet for clip art to use with their personal narratives. 8.1.2.A.2

**21st Century Life and Careers**

**9.2 Career Awareness, Exploration, and Preparation**

**CRP1** Act as a responsible and contributing citizen and employee

**CRP4** Communicate clearly and effectively and with reason

**Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies**  
*(Alternate Modes of Instruction and Support)*

<p align="center"><b>Modifications to Support Gifted and Talented Students</b></p>	<p align="center"><b>Modifications to Support English Language Learners</b></p>	<p align="center"><b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b></p>
<p>Higher level texts that address the same enduring understanding of the Personal Narrative unit.</p> <p>Distribute copies of the Appendix "Reader Response" and have students write about the personal connections they made with <i>Roller Coaster</i>.</p> <p>After reading the story aloud, have students talk about what happens in the story by using sentence starters that contain transition words (first, next, after that, second, finally, at last, etc.). Together with your students, complete an organizer such as the one found on the Appendix "Story Sequence" with information from the story to further emphasize the sequence of events independently or as a whole group.</p> <p>Tomie DePaola's real grandmother made the bread dolls he wrote about in his story. In the end, he gives readers the recipe. Ask students to share and/or write about special treats or recipes they make with their family.</p> <p>Have students independently reflect on their growth as a writer. They may use their previous writing samples to make comparisons.</p>	<p>Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks &amp; provide key language uses to students.</p> <p>After reading <i>Knuffle Bunny</i>, conduct a picture walk with students to reinforce their comprehension of the sequence of events told in the story, as well as to encourage students to use descriptive language and transition words orally.</p> <p>Define and give examples of the word "inspiration" before noting responses on the three-column chart to ensure that students will be better able to offer responses for the "Inspiration" column of the Appendix "What Inspires Authors to Write Personal Narratives?" Provide a frame such as, "[Person, place, event or experience] was an inspiration to [name] because [reason]." For example: The day that Trixie lost her special Knuffle Bunny was an inspiration to Mo Willems because it was a time when the whole family was frantically looking for her special toy and when Trixie said her very first words.</p> <p>After reading the story aloud, have students talk about what happens in</p>	<p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>Pre-teach Tier 2 and Tier 3 vocabulary.</p> <p>By utilizing individual student assessment results, the teacher will use leveled readers that address the essential questions/big ideas of the List and Label unit of study.</p> <p>Provide students with flexible seating options while reading mentor texts from the List and Label unit of study depending on need or preference.</p> <p>Text to speech/Oral reading</p> <p><b>Supply Students with Graphic Organizers:</b> Partially complete/model for student understanding and some of the information partially completed by the teacher when needed. <i>Story Sequence, Places I Explore, Memorable Sensations, Narrow the Topic...Finding a Focus for My Writing, Personal Narrative:Deciding What to Publish. Snapshot Structure:Planning Paper, Chronological Order of One Event: Planning Paper</i></p> <p>Practice concepts using small-group or partner activities</p> <p>Allow for Student Choice: Students should be permitted to demonstrate understanding of the Personal Narrative assignments through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.</p>

<p>Reduce the number of low level tasks required for the student to complete in the Narrative Writing unit.</p>	<p>the story by using sentence starters that contain transition words (first, next, after that, second, finally, at last, etc.). Together with your students, complete an organizer such as the one found on the Appendix "Story Sequence" with information from the story to further emphasize the sequence of events independently or as a whole group.</p> <p>Before reading <i>I Know a Lady</i>, have students brainstorm special people in their lives on a three-column class chart. Include the students' names and a special person's name, and then briefly note why each person is special. This will help students make personal connections to the story by prompting them to think of special people in their lives, as well as providing a starting point for their writing during the Guided Practice and Independent Applications portions of the lesson. Follow the same procedure but change the topic of the class chart to "Special Places" before reading aloud <i>The Moon Was the Best</i>. You might even encourage students to bring in photographs of these special people and places.</p> <p>During the "Engage" part of the lesson, model looking closely at a scene or moment using the five senses. Show students how people can ask themselves questions to describe the interesting things around them:</p> <ul style="list-style-type: none"> <li>● What did you smell?</li> <li>● What did you taste?</li> </ul>	<p>Access to word/picture banks to reference in tasks that require reading in the List and Label unit of study</p> <p>Provide wait time to allow students to process orally presented information and questions relating to the Personal Narrative Unit. Allow extra time to complete independent practice tasks or accept work that has been completed at that time.</p> <p>Have students "list it" or "label it"</p> <p><b>Supply Students with Anchor Charts:</b> Provide writing anchors such as <i>What Inspires Authors to Write Personal Narratives</i>, <i>What We Know About Personal Narratives</i>, <i>What Inspires Authors to Write Personal Narratives</i>, <i>Narrow the Topic</i>, <i>Reading Like a Writer</i>, and <i>How to Write How to Writing</i>. Tape or staple charts into student notebooks for easy reference.</p> <p>Use "Sentence Frames" worksheet to help students compose an author blurb and dedication to include in their published piece.</p> <p>*Also see modifications for English Language Learners</p>
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- What did you touch or feel?
- What did you see?
- What did you hear?

See the Appendix "Memorable Sensations" for an example of how you might map this out with students.

During the "Engage" portion of the lesson, further explain that another meaning of a snapshot refers to a photograph taken with a camera. The photograph shows or captures a quick view of something or a quick moment.

Dictate various types of sentences to students that include the use of periods or ellipses. Have the students write the form of end punctuation that they hear on a whiteboard. Students should show their responses so that you can determine their comprehension of the two end punctuation marks. Monitor their understanding and offer more practice, and/or reteach the punctuation marks as needed.

Use "Sentence Frames" worksheet to help students compose an author blurb and dedication to include in their published piece.

\*Also see modifications for students with IEPs, 504s and At-Risk learners

**Sources:**

New Jersey Student Learning Standards (2016) <http://www.state.nj.us/education/cccs/2016/ela/k.pdf>

New Jersey Student Learning Standards: Technology (2014) <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

Career Ready Practices (2014) <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

Schoolwide Inc. (2013) <http://www.schoolwide.com/>

