## Common Core Unit Map

**Grade Level:** K  
**Trimester:** 1  
**Unit:** Narrative  
**Unit Length:** 5 weeks

### Enduring Understanding(s):  
Writers tell stories about their daily lives that are often connected to their home, family, and friends.  
Writers often write about a seemingly small episode—yet it has big meaning for the writer.  
Writers plan and rehearse stories orally before starting to write them.  
Writers tell stories that have a beginning, middle, and end.

### Essential Question(s):  

#### Common Core Standards

**Writing Standards**  
**Text Type and Purposes**  
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**  
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Common Core en español**  

**Estándares de escritura y redacción**  
**Tipos de texto y sus propósitos**  
3. Usan una combinación de dibujo, dictado y escritura para narrar un acontecimiento único o varios acontecimientos vagamente enlazados, hablan de dichos acontecimientos en el orden en que ocurrieron y proporcionan una reacción a lo sucedido.  

**Producción y redacción**  
5. Con la orientación y el apoyo de adultos, responden a las preguntas y sugerencias de sus compañeros y añaden detalles para mejorar la escritura según sea necesario.  
6. Con la orientación y el apoyo de adultos, exploran una variedad de herramientas digitales para producir y publicar escritos, inclusive en colaboración con sus compañeros.

### Assessment

**Summative:**  
Authentic student work published at the end of the unit scored with a Common Core Aligned Rubric.

**Other Formative Assessments:**  
- Anecdotal conferring notes of student’s writing progress  
- Authentic Student work  
- Informal observation of students during mini lessons, writing time, and oral storytelling activities

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## Mentor Texts for Personal Narrative  K-2

The mentor text list is not exhaustive; it’s intended to serve as a list of recommendations of texts to be read aloud, used for craft study, or to spark writing topics or ideas.

### English
- The Best Story by Eileen Spinelli
- Ralph Tells a Story by Abby Hanlon
- What Authors Do by Eileen Chrislelow
- The Memory String by Eve Bunting
- When Sophie gets Angry by Molly Band
- My Fathers Hands by Joanne Ryder
- Harold and the Purple Crayon by Crockett Johnson
- The Dot by Peter H. Reynolds
- Ish by Peter H. Reynolds
- I am Too Absolutely Small for School by Lauren Child
- When I was Five by Arthur Howard
- When I was Little/When I was Five by Jamie Lee Curtis

### Español
- Cuadros de familia by Carmen Lomas Garza
- Graciela asombrosa by Mary Hoffman
- Somos Primos by Diane Gonzales Betrand
- La Isla by Arthur Dorros
- Mi propio cuartito by Amada Irma Perez
- Que Monton de Tamales by Gary Soto
- EL Chocolate de Abuelita by Mara Price

### Culturally Relevant Texts
- The Stories Julian Tells by Ann Cameron
- Goggles by Ezra Jack Keats
- Do Like Kyla by Angela Johnson
- I Love My Hair by Natasha Tarpley
- Pete’s Chair by Ezra Jack Keats
- Big Mama’s by Donald Crews
- Shortcut by Donald Crews
- Family Pictures by Carmen Lomas Garza
- Amazing Grace by Mary Hoffman
- Abuela by Arthur Dorros
- We are Cousins by Diane Gonzales Betrand
- Abuelas Weave by Omar S. Castananda
- Grandmas Chocolate by Mara Price
- My Very Own Room by Amada Irma Perez
Grade Level: K  
Trimester 1

- **Those Shoes** by Maribeth Boelts
- **My Best Friend** by Mary Anne Rodman
- **Too Many Tamales** by Gary Soto
- **Williams Doll** by Charlotte Zolotow

### Resources

**Professional Resources:**
- *Nonfiction Craft Lessons* by Fletcher and Portalupi
- *Teaching the Qualities of Writing* by Fletcher and Portalupi
- *Making Revision Matter* by Janet Angelillo
- *The Revisers Toolbox* by Barry Lane
- *Writer’s Notebook*, Aimee Buckner
- *Lessons for the Writer’s Notebook* by Fletcher and Portalupi
- *Lessons That Change Writers* by Nancie Atwell
- *A Writer’s Notebook: Unlocking the Writer Within You* by Ralph Fletcher
- *Breathing In, Breathing Out: Keeping a Writer’s Notebook* by Ralph Fletcher
- *Study Driven: A Framework for Planning Units of Study in the Writing Workshop* by Katie Wood Ray
- *Wondrous Words: Writers and Writing in the Elementary Classroom* by Katie Wood Ray
- *Mentor Author, Mentor Texts*, by Ralph Fletcher
- *Small Moments: Personal Narrative Writing* by Lucy Calkins and Abby Oxenhorn

### Lesson Planning Resources available online:

- Hall County Schools Launching Writer’s Workshop Units of Study  
- Portland Public Schools/K-5 Writing Units of Study  
  [http://www.pps.k12.or.us/departments/curriculum/2022.htm](http://www.pps.k12.or.us/departments/curriculum/2022.htm)
- Colorado Springs K-5 Writer Units of Study  
  [http://www.d11.org/Instruction/Literacy/LanguageArts/Pages/k-5-Writing-Resources.aspx](http://www.d11.org/Instruction/Literacy/LanguageArts/Pages/k-5-Writing-Resources.aspx)
- Denver Public Schools – Language Literacy and Cultural Studies/ K-5 Units of study  
- K-5 Writers Workshop Units  
  [http://www.humbleisd.net/Page/28851](http://www.humbleisd.net/Page/28851)

- Jefferson County Schools/Literacy Resource Closet K-1 Personal Narrative K-4 Fictional Narrative  
  [http://www.jefferson.kyschools.us/Departments/Gheens/LiteracyCloset/Writing%20Workshop%20Instructional%20Materials.html](http://www.jefferson.kyschools.us/Departments/Gheens/LiteracyCloset/Writing%20Workshop%20Instructional%20Materials.html)

- Denver Public Schools – Language Literacy and Cultural Studies/ K-5 Units of study  

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<table>
<thead>
<tr>
<th>Common Core Standards</th>
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<tbody>
<tr>
<td><strong>Reading Standards</strong></td>
<td></td>
</tr>
<tr>
<td>2. With prompting and support, retell familiar stories, including key details.</td>
<td>2. Con sugerencias y apoyo, recuentan cuentos que les son familiares, incluyendo los detalles clave.</td>
</tr>
<tr>
<td>3. With prompting and support, identify characters, settings, and major events in a story.</td>
<td>3. Con sugerencias y apoyo, identifican personajes, escenarios y acontecimientos importantes en un cuento.</td>
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<tr>
<td><strong>Speaking &amp; Listening</strong></td>
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<tr>
<td>1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</td>
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</tr>
<tr>
<td>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</td>
<td>a. Siguen las reglas acordadas para participar en conversaciones (por ejemplo: escuchar a los demás y esperar su turno para hablar sobre los temas y textos que se están tratando).</td>
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<tr>
<td>b. Continue a conversation through multiple exchanges.</td>
<td>b. Continúan una conversación a través de múltiples intercambios.</td>
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<tr>
<td><strong>Language Standards</strong></td>
<td></td>
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<tr>
<td>1. <strong>Demonstrate command of conventions of standard English grammar and usage when writing or speaking.</strong></td>
<td></td>
</tr>
<tr>
<td>a. Print many upper- and lowercase letters (known letters in pictures).</td>
<td>a. Escriben con letra de molde, la mayoría de las letras mayúsculas y minúsculas.</td>
</tr>
<tr>
<td>f. Produce and expand complete sentences in shared language activities.</td>
<td>f. Producen y elaboran oraciones completas en actividades compartidas de lenguaje.</td>
</tr>
<tr>
<td>2. <strong>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</strong></td>
<td>2. Demuestran dominio de las normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía al escribir.</td>
</tr>
<tr>
<td>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</td>
<td>c. Escriben una letra correspondiente para la mayoría de los sonidos consonánticos y vocálicos.</td>
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<tr>
<td>This may include but is not limited to sounds they have been taught to this point in the school year.</td>
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**Part 1: Interacting in Meaningful Ways**

<table>
<thead>
<tr>
<th>ELD Standards</th>
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<th>Bridging</th>
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<tbody>
<tr>
<td><strong>A. Collaborative</strong></td>
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<tr>
<td>2. Interacting via written English</td>
<td>Collaborate with the teacher and peers on joint composing projects of short informational and literary texts that include minimal writing (labeling with a few words), using technology where appropriate for publishing, graphics, etc.</td>
<td>Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include some writing (e.g., short sentences), using technology where appropriate for publishing, graphics, etc.</td>
<td>Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology where appropriate for publishing, graphics, etc.</td>
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<td><strong>B. Interpretive</strong></td>
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<tr>
<td>6. Reading/viewing closely</td>
<td>Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.</td>
<td>Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.</td>
<td>Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., major events, characters, setting) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.</td>
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<td><strong>C. Productive</strong></td>
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<tr>
<td>10. Composing/Writing</td>
<td>Draw, dictate, and write to compose very short literary texts (e.g., story) and informational texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and sometimes independently.</td>
<td>Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.</td>
<td>Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization.</td>
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</tbody>
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**Part 2: Learning About How English Works**

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<th>Emerging</th>
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<tbody>
<tr>
<td><strong>A. Structuring</strong></td>
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<tr>
<td>1. Understanding text structure</td>
<td>Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</td>
<td>Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.</td>
<td>Apply understanding of how different text types are organized predictably (e.g., a narrative text versus an informative text versus an opinion text) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.</td>
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<td><strong>B. Expanding</strong></td>
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<td>4. Using nouns and noun phrases</td>
<td>Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and sometimes independently.</td>
<td>Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and with increasing independence.</td>
<td>Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and independently.</td>
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<td><strong>C. Connecting</strong></td>
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<td>6. Connecting ideas</td>
<td>Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using and, but, so) in shared language activities guided by the teacher and sometimes independently.</td>
<td>Combine clauses in an increasing variety of ways to make connections between and join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked.) in shared language activities guided by the teacher and with increasing independence.</td>
<td>Combine clauses in a wide variety of ways (e.g., rearranging complete simple sentences to form compound sentences) to make connections between and join ideas (e.g., The boy was hungry. The boy ate a sandwich. -&gt; The boy was hungry so he ate a sandwich.) in shared language activities guided by the teacher and independently.</td>
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</tbody>
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Student Writing Sample

Appendix C – Narrative