

Curriculum Map

*Personal Narrative
Kindergarten*

Holyoke Public Schools

Revised 2008, 2009

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Personal Narrative Genre Study for Kindergarten

The first genre study for kindergarten is Personal Narrative. During this study, children begin discovering and telling stories from their lives (*Personal Narrative, America's Choice, 2005*). This standards based unit of study addresses Massachusetts Curriculum Frameworks/ELA Standards, MA ELPBO/English Language Proficiency Benchmarks and Outcomes, and NCEE Performance Standards.

The Personal Narrative Study focuses on the following elements of writing

- Choosing a topic
- Illustrating and writing a simple story
- Connecting talk to writing
- Creating stories with beginning, middle, and end
- Creating stories with a clear sequence
- Strategies for details, setting, action, and characters

Before beginning this unit, students should be familiar with and be able to implement the Routines and Rituals of Writers Workshop and should understand that print carries meaning. Teacher modeling of writing strategies using his or her own stories and thinking aloud about the writing strategies is crucial to the implementation of this genre study. Kindergarten students will be at various developmental levels, are developing beginning phonemic awareness, are beginning to be able to identify some letters and make some beginning letter-sound matches. The teaching of writing is a “recursive” process for young children. That is to say that teachers will often find the need to stop and reteach some concepts due to the developmental nature of the writing process.

Students will maintain an ongoing work folder during this unit to collect and organize work. All student work should be dated to indicate progress over time. (See Lesson XVII, First Thirty Days, WW). The teacher will also maintain an ongoing writing folder of his/her models of writing and pieces of children's work to use as samples during instruction. During the course of this genre study, the teacher will create with the children a series of ongoing attribute charts that serve as reminders of elements of good writing. New strategies will be added on as taught and former strategies reviewed as necessary.

Five Essential Practices for ELL Learners
(*America's Choice, Teaching English Language Learners, Literacy*)

America's Choice has developed Five Essential Practices to support the literacy needs of ELL learners. These research based strategies should be the core of instructional practice in all classrooms with ELL students.

1. Develop Oral Language through Meaningful Conversation and Context

Rich oral language and vocabulary is developed in context using daily readalouds, shared reading, choral verse, songs and finger plays, listening center/audio retellings of stories, think alouds, turn and talk activities.

2. Teach Targeted Skills through Contextualized and Explicit Instruction

Targeted skills of phonemic awareness and phonics are supported and strengthened when explicit instruction is combined with a meaningful context using Big Books, shared reading, daily news, charts and poems, finger plays and word walls. Specific attention needs to be paid to linguistic differences in sound/symbol relationships.

3. Build Vocabulary through Authentic and Meaningful Experiences with Words

Vocabulary developed in an intentional context such as curriculum based dramatic play, word splashes and word webs, and word walls has meaning and relevance for the ELL learner. Abstract terms such as positional vocabulary and transitional words need to be modeled and explicitly taught. Both Tier I and Tier II vocabulary need to be emphasized.

4. Build and Activate Background Knowledge

Prior knowledge needs to be activated and utilized to develop and strengthen comprehension through discussion and oral sharing. Focus on family culture and activities, engaging hands on learning activities, and careful selection of relevant and appropriate instructional materials will encourage students to connect background knowledge to learning.

5. Teach and Use Meaning Making Strategies

Students need explicit instruction and modeling early on as well as regular and sustained time to practice comprehension strategies such as visualization, making connections, and self monitoring for meaning.

Additionally, MA DOE has published English Language Proficiency Benchmarks and Outcomes for English Language Learners to be used in conjunction with MA Curriculum Frameworks to support instruction for ELL learners. The outcomes from the ELBPO have been linked to the MA Frameworks Standards in each lesson of this document. Strategies for teaching ELL students have been included as part of good teaching practice in maps. They are noted by italics such as : *Students may use language frames such as "That reminds me of _____." or "I liked _____." to enhance discussion.* Please note that these strategies are good practice for all learners.

MA Curriculum Frameworks/ ELA Standards

Personal Narrative, K

Language Strand

- 1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*)
- 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.
- 5.1 Use language to express spatial and temporal relationships (*up, down, before, after*).

Reading and Literature Strand

- 7.3 Recognize letter-sound matches by naming and identifying each letter of the alphabet.
- 8.2 Retell a main event from a story heard or read.
- 11.1 Relate themes in works of fiction and nonfiction to personal experience.
- 12.1 Identify the elements of plot, character, and setting in a favorite story.
- 18.1 Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection.

Composition Strand

- 19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.
- 19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence.
- 19.3 Draw pictures and/or use letters or phonetically spelled words to give others information.
- 21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.
- 23.1 Arrange events in order when writing or dictating.

English Language Proficiency Domains and General Learning Outcomes MA DOE

Listening and Speaking (S)

S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes. (FL 1, 2, 4, 5, 6, 7; ELA 4)

S.2 Social Interaction

Students will comprehend and communicate orally, using spoken English for personal and social purposes. (FL 1, 2, 4, 5, 6, 8; ELA 5, 6)

S.3 Academic Interaction

Students will comprehend and communicate orally, using spoken English to participate in academic settings. (FL 1, 2, 5, 6, 7; ELA 1, 2, 5)

S.4 Presentation

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed. (ELA 3, 18; FL 3, 6, 7)

Reading (R)

R.1 Vocabulary and Syntax in Print

Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text. (ELA 4, 5; FL 5, 6)

R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech. (ELA 7; FL 5)

R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text. (ELA 8, 11)

R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres. (ELA 9, 10, 11, 12, 14, 15, 16, 17, 18)

R.5 Informational/Expository Text

Students will identify and analyze purposes, structures, and elements of nonfiction English texts. (FL 4, 7; ELA 8, 10, 13)

R.6 Research

Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions. (ELA 24)

Writing (W)

W.1 Prewriting

Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.

(ELA 4, 20, 23; FL 7)

W.2 Writing

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail. (ELA 19; FL 1)

W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

(ELA 20, 21, 25)

W.4 Editing

Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing. (ELA 5, 22; FL 5)

W.5 Media

Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies. (ELA 26, 27; FL 6, 7)

NCEE Performance Standards

Personal Narrative

Writing, K

Writing Standard 1/Habits and Processes

Kindergarten children are expected to:

- Write daily
- Generate content and topics for writing
- Write without resistance when given time, place and materials
- Communicate and make meaning using drawings, letter strings, scribbles, letter approximations, and other graphic representations such as gestures, intonations, and role played voices
- Make an effort to reread their own writing and listen to that of others, showing attentiveness to meaning

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

- Contains a “story” that may be only a single event or several events loosely linked
- Tells events as they move through time
- Includes gestures, drawings, or intonations that support meaning

Writing Standard 3/Language Use and Conventions

Spelling

- Independently creates text with words that can be deciphered
- Rereads own text and matches what is said with what is written
- Pauses to reread what has been written
- Leaves space between words
- Controls for directionality
- Represents words frequently with initial consonant sound

Punctuation

Kindergarten children are not yet expected to show any regularity in use of punctuation. They may begin to use the period as a marker to separate words or designate the end of line or page. They will move towards the conventional use of a period at the end of a sentence. (p. 89, Reading and Writing Grade by Grade, Primary Literacy Standards, K-3)

**NCEE Performance Standards
Personal Narrative
Speaking and Listening, K-1**

Speaking and Listening, Standard I, Habits

Talking a Lot

- Talk about their ideas, experiences and feelings
- Share and talk about what they are reading
- Listen to others, signaling comprehension by clarifying, agreeing, empathizing, or commenting as appropriate
- Share and talk about their writing daily

Speaking and Listening, Standard II/Kinds of Talk and Resulting Genres

Narrative

- Independently give a detailed narrative account of an experience.
- Engage the listener's attention directly or indirectly before going into full account.
- Orient the listener to the setting.
- Develop characters by portraying themselves as one or by talking about another character's goals and motivations
- Build sequence of events and comment on how they were resolved.
- Mark end of story

Speaking and Listening, Standard III/Language Use and Conventions

Rules of Interaction

- Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak and adjust volume to setting

Vocabulary and Word Choice

- Build word maps that show the relationship between words, placing newly acquired words in relevant categories

**NCEE Performance Standards
Personal Narrative
Reading, K**

While the primary emphasis of the Narrative Genre Study is writing, reading and writing go hand in hand. The following standards on the print sound code will be integrated into writing lessons as a natural part of emergent literacy.

Reading Standard 1/Print Sound Code

Knowledge of Letters and Sounds

- Recognizes and names most letters
- Recognizes and says the common sounds of most letters
- Writes a letter that goes with a spoken sound
- Uses knowledge of sounds and letters to write phonetically, representing consonant sounds with single letters in the correct sequence

Phonemic Awareness

- Produce rhyming words and recognize pairs of rhyming words
- Isolate initial consonants in single syllable words
- Identify the onset and rime in a single syllable word when pronounced
- Begin to fully separate the onset and rime by saying the sound aloud
- Blend onset and rimes to form words
- Begin to blend separately spoken phonemes to make a meaningful one syllable word

Reading Words

- Use knowledge of letter sounds to figure out a few simple regularly spelled, single syllable words
- Read simple text containing familiar letter sound correspondences and high frequency words
- Read some words on their own including about 20 high frequency words

Section I: What is a Personal Narrative

Lessons 1 – 5

1. We All Have Stories

MA ELA Standards

1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*).

ELPBO S.3 Academic Interaction Students will comprehend and communicate orally, using spoken English to participate in academic settings.

3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.

ELPBO S.4 Presentation Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

NCEE Performance Standards

Speaking and Listening, Standard I/Talking a Lot

- Talk about their ideas, experiences and feelings
- Share and talk about their writing daily

Speaking and Listening, Standard II/Kinds of Talk and Resulting Genres/Narrative

- Independently give a detailed narrative account of an experience.
- Engage the listener's attention directly or indirectly before going into full account.

Speaking and Listening, Standard III/Language Use and Conventions

- Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak and adjust volume to setting

Writing Standard 2/Writing Purposes and Resulting Genres/Narrative Writing

- Contains a "story" that may be only a single event or several events loosely linked
- Includes gestures, drawings, or intonations that support meaning

Students will discover stories in their own experiences.

Opening

- *Teacher will model telling a personal story orally and illustrating part of story.*
- *Children will share possible story ideas.*
- *As students share ideas about stories, teacher will facilitate discussion about how writers borrow ideas from each other.*

Work Period

- *Children will draw pictures of own story ideas and tell stories to a partner.*

Closing

- *Teacher will collect drawings and display as **What Writers Write About** display.*
- *Teacher will record student ideas on attribute chart, **What Good Writers Do** (p.22, Personal Narrative/K)*

Work Products:

Teacher's modeled story, children's drawings of personal stories, ongoing attribute chart, *What Good Writers Do*

2. Introducing a Story (two day lesson)

MA ELA Standards

8.2 Retell a main event from a story heard or read.

ELPBO R.3 Comprehension Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO R.3 Comprehension Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

23.1 Arrange events in order when writing or dictating.

ELPBO W.1 Prewriting Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 2

Writing Purposes and Resulting Genres/Narrative Writing

- Contains a “story” that may be only a single event or several events loosely linked
- Tells events as they move through time

Writing Standard 3

Language Use and Conventions/Spelling

- Rereads own text and matches what is said with what is written

Students will examine story structure, story sequence, and the importance of details.

Day 1

Opening

- Teacher will read *Whistle for Willie* by Ezra Jack Keats or an alternate story with a clear story structure.
- Teacher will lead discussion on how author used both text and illustration to tell story.

Work Period

- *Children will work in small groups to discuss and illustrate favorite parts of story.*

Closure

- Teacher will review book with whole group and ask who has illustrated each section of the story. As children identify illustrations for story sections, teacher will post on classroom mural in appropriate story sequence for *Whistle for Willie, Retold*.
(See sample chart, Personal Narrative, p. 25)

Work Products: Mural of retold story

Day 2

Opening

- Teacher will use individual illustrations to guide shared writing.
- Teacher will stress connection between text and oral language.

Work Period

- *Children will create sentence strips to accompany each illustration utilizing shared or scribed writing as needed.*

Closing

- Class will reread story mural together and identify any existing gaps in story. They will discuss whether illustrations are needed to fill the gaps to tell the complete story.
- Teacher will review skills used in retelling of *Whistle for Willie* and add new skills to attribute chart, *What Good Writers Do*.
(See p. 27, Personal Narrative)

Work Products:

Mural of retold story with illustrations and sentence strips generated during shared writing, ongoing attribute chart, *What Good Writers Do*

3. Noticing How Good Writers Write

Repeat this lesson as needed as children move from drawing and talking to putting print on page.

MA ELA Standards

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W.2 Writing Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

NCEE Performance Standards

Speaking and Listening, Standard 1

Talking a Lot

- Talk about their ideas, experiences and feelings
- Share and talk about their writing daily

Speaking and Listening, Standard II

Kinds of Talk and Resulting Genres/Narrative

- Independently give a detailed narrative account of an experience.
- Engage the listener's attention directly or indirectly before going into full account.

Speaking and Listening, Standard III

Language Use and Conventions

- Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak and adjust volume to setting

Writing Standard 2

Writing Purposes and Resulting Genres/Narrative Writing

- Contains a "story" that may be only a single event or several events loosely linked
- Includes gestures, drawings, or intonations that support meaning

Students will work through two stages of writing process – planning and composing.

Opening

- Teacher will review chart, *What Writers Write About* and add topics suggested by students.
- Teacher will select a child's illustration and topic and use it as a jumping off point to create a personal experience story. *Teacher will model both what he/she thought aloud and what he/she wrote.* (See chart on p. 30, Personal Narrative/K)
- Teacher will add to chart, *What Good Writers Do* (p. 31, Personal Narrative/K)

Work Period

- During Work Period, teacher will circulate as *children describe illustrations and attempt to write text to accompany illustration. Writing may be invented or scribed.*

Closing

- Children will share writing in Author's Chair.
- Teacher will point out good use of strategies such as matching drawing to text.

Work products:

Children's writing samples, attribute chart, *What Good Writers Do*

4. Using Illustrations to Tell a Story

MA ELA Standards

19.2 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W.2 Writing Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, more expressive.

ELPBO W.3 Revising Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for particular audience and purpose.

NCEE Performance Standards

Writing Standard 2

Writing Purposes and Resulting Genres/Narrative Writing

- Contains a “story” that may be only a single event or several events loosely linked
- Includes gestures, drawings, or intonations that support meaning

Students will develop a story through illustrations.

Opening

- Teacher will read and discuss picture book that uses powerful illustrations to tell story. (*Office Buckle and Gloria* by Peggy Rathmann or *When I Was Little* by Jamie Lee Curtis are suggested)
- *Teacher will discuss and demonstrate how vivid illustrations add detail and enhance rich story telling.* (See sample, p. 34, Personal Narrative/K)
- Teacher and students will discuss strategies that promote positive responses to stories. Teacher will document responses on chart, *Guide for Response* (p. 34, Personal Narrative/K)

Work Period

- *Children will select a previously drawn story illustration and work at adding more detail.*

Closing

- Students will discuss writing strategies. *They may use language frames such as “ I added detail to my story by.....”*
- Teacher will record strategies on attribute chart, *Writing Strategies for Good Writers* (p. 35, Personal Narrative/K).

Work products:

Children’s detailed illustrations, attribute chart, *Writing Strategies of Good Writers*

5. Adding on to Stories

MA ELA Standards

18.1 Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection.

ELPBO S.4 Presentation Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W.2 Writing Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

- Generate content and topics for writing
- Write without resistance when given time, place and materials
- Communicate and make meaning using drawings, letter strings, scribbles, letter approximations, and other graphic representations such gestures, intonations, and role played voices
- Make an effort to reread their own writing and listen to that of others, showing attentiveness to meaning

Speaking and Listening, Standard II/Kinds of Talk and Resulting Genres

Producing and Responding to Performances

- Draw from a rehearsed repertoire to give a brief performance
- Rehearse and memorize short poems or lines of a play

Students will add on to existing stories.

Opening

- Teacher will select a sample of student writing and models how he/she could add on to story.
- Teacher will emphasize that writers reread stories to add on.
- Teacher will develop guidelines for dramatizing stories with group. (Guidelines, pp.38 –39/Personal Narrative/K)

Work Period

- Students will select a previous piece of writing, reread, and add on.
- *Students will dramatize a selected story from group using guidelines. classmates may act out other stories written by peers. This could be an ongoing classroom activity in the Drama Center.*

Closing

- Students will discuss writing strategies used that will be added on to the attribute chart, *Writing Strategies of Good Writers.*(p. 39, Personal Narrative/K)

Work products:

Student writing sample that has been added on, performances/dramatic productions of stories, attribute chart, *Writing Strategies of Good Writers*

Section II: How Stories are Organized

Lessons 6 – 11 (Overview, p. 43)

6. Defining Beginning, Middle, and Ending

MA ELA Standards

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W.2 Writing Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

23.1 Arrange events in order when writing or dictating.

ELPBO W.1 Prewriting Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose

NCEE Performance Standards

Writing Standard 1/Habits and Processes

- Write without resistance when given time, place and materials
- Communicate and make meaning using drawings, letter strings, scribbles, letter approximations, and other graphic representations such as gestures, intonations, and role played voices

Writing Standard 2

Writing Purposes and Resulting Genres/Narrative Writing

- Contains a “story” that may be only a single event or several events loosely linked
- Tells events as they move through time
- Build sequence of events and comment on how they were resolved.

Students will determine and identify beginning, middle and ending of story.

Opening

- Teacher will read *Goldilocks and the Three Bears* by Jan Brett.
- Teacher will review story and discuss beginning, middle, and end of story.

Work Period

- *Pairs of students will work together to illustrate and write about designated parts of story.* (see p. 49, Personal Narrative/K for suggested assignments)
- Students will place completed work on prepared large sheet of butcher paper that has been predivided into three sections for B, M, and E. Note that middle section needs to be significantly larger than the beginning and end sections.

Closing

- Class will read completed story mural together.
- Teacher will guide children in adding to attribute chart, *Writing Strategies of Good Writers*.

Work products;

Completed story mural, attribute chart, *Writing Strategies of Good Writers*.

***Note** – This lesson may be repeated during the year using other selected texts with clearly defined B, M, and E. Some suggested texts are: *Abiyoyo* by Pete Seeger and *The Three Billy Goats* by Paul Galdone

7. Chronological Order (Two Day Lesson)

MA ELA Standards

18.1 Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection.

ELPBO R.4 Literary Elements and Techniques Students will identify and analyze text elements and techniques of written English as used in various literary genres.

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W.2 Writing Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, more expressive.

23.1 Arrange events in order when writing or dictating.

ELPBO W.1 Prewriting Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose

NCEE Performance Standards

Writing Standard 1/Habits and Processes

- Generate content and topics for writing
- Write without resistance when given time, place and materials
- Communicate and make meaning using drawings, letter strings, scribbles, letter approximations, and other graphic representations such gestures, intonations, and role played voices
- Make an effort to reread their own writing and listen to that of others, showing attentiveness to meaning

Writing Standard 2

Writing Purposes and Resulting Genres/Narrative Writing

- Contains a “story” that may be only a single event or several events loosely linked
- Tells events as they move through time
- Build sequence of events and comment on how they were resolved.

Speaking and Listening, Standard II/Kinds of Talk and Resulting Genres

Producing and Responding to Performances

- Draw from a rehearsed repertoire to give a brief performance
- Rehearse and memorize short poems or lines of a play

Speaking and Listening, Standard III

Language Use and Conventions

- Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak and adjust volume to setting

Students will be able to explain a series of activities as they occur over time.

Day 1

Opening

- Teacher will read *Flower Garden* by Eve Bunting to class and discuss chronological order of story.
- Teacher will read and distribute teacher made sequenced sentence strips.

Work Period

- *Students will dramatize story as teacher rereads it.*
- Children will place sentence strips in pocket charts in sequential order.
- (See example on p. 53, Personal Narrative, K)
- *Students will discuss and plan possible stories with a partner.*
- Students will draft individual stories with a B, M, and E.

Closing

- Children will read sentence strips with teacher, label beginning and ending sentences, and group middle sentences together.
- Teacher will guide students in adding to *Guide to Response* chart, p. 54
- One or two students may share stories in Author's Chair.

Day 2

Opening

- Teacher will develop and implement a whole class experience such as a walking field trip or a group planting activity.

Work Period

- *Using Shared Writing, class will create a story about the experience using sequential order.*
(See p.55, Personal Narrative, K)
- Students will illustrate story parts.

Closing

- Teacher will guide students in adding to *Writing Strategies of Good Writers* (see chart on p. 56, Personal Narrative, K)

Work products:

Sequenced story of *Flower Garden* with sentence strips, individual student stories with B, M, E, shared writing chart of whole class experience with student illustrations, attribute charts, *Guide for Response* and *Writing Strategies for Good Writers*

8. Using Time Cue Words

MA ELA Standards

5.1 Use language to express spatial and temporal relationships.

ELPBO S.1 Vocabulary Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W. 2 Writing Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

- Generate content and topics for writing
- Write without resistance when given time, place and materials
- Communicate and make meaning using drawings, letter strings, scribbles, letter approximations, and other graphic representations such gestures, intonations, and role played voices
- Make an effort to reread their own writing and listen to that of others, showing attentiveness to meaning

Writing Standard 2

Writing Purposes and Resulting Genres/Narrative Writing

- Contains a “story” that may be only a single event or several events loosely linked
- Tells events as they move through time
- Build sequence of events and comment on how they were resolved.

Students will develop a class list of time cue words and use words to control sequence.

Opening

- Teacher will show selections from previously read texts to demonstrate how authors use time cue words. Examples of texts are *Whistle for Willie* by Ezra Jack Keats and *Goldilocks and the Three Bears* by Jan Brett.
- Teacher will review *Writing Strategies for Good Writers* chart emphasizing sequence.
- *Teacher will guide children in identifying time cue words and making class chart listing words that signal sequence.*
- Teacher will model using writing a short story using time cue words.

Work Period

- *Students will work with partners to plan and then write their own stories using time cue words. Students may discuss how different time cue words help with story sequence.*

Closing

- Some students may share stories in Author’s Chair.
- Teacher will guide students in adding to chart *Writing Strategies of Good Writers* (See p. 59, Personal Narrative/K)

Work Products:

Time Cue Words chart, teacher modeled cue word story, student written story with time cue words, attribute chart *Writing Strategies of Good Writers*

9. Using Graphic Organizers

MA ELA Standards

5.1 Use language to express spatial and temporal relationships.

ELPBO S.1 Vocabulary Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W. 2 Writing Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

23.1 Arrange events in order when writing or dictating.

ELPBO W.1 Prewriting Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose

NCEE Performance Standards

Writing Standard 1/Habits and Processes

- Generate content and topics for writing
- Write without resistance when given time, place and materials
- Communicate and make meaning using drawings, letter strings, scribbles, letter approximations, and other graphic representations such as gestures, intonations, and role played voices
- Make an effort to reread their own writing and listen to that of others, showing attentiveness to meaning

Writing Standard 2

Writing Purposes and Resulting Genres/Narrative Writing

- Contains a “story” that may be only a single event or several events loosely linked
- Tells events as they move through time
- Build sequence of events and comment on how they were resolved.

Speaking and Listening, Standard III

Language Use and Conventions

- Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak and adjust volume to setting

Students will use graphic organizer to organize writing.

Opening

- Teacher will make a B, M, and E graphic organizer chart for reference (see p. 61)
- Teacher will generate a writing topic for class such as eating lunch, playing outside.
- *Teacher will model writing a story on the given topic using the graphic organizer. Story will have B, M, and E and will use time cue words to control time.*

Work Period

- *Children will discuss and share possible stories with partners.*
- Students will be given a paper folded in three parts to use as a graphic organizer.
- Students will draft stories with B, M, and E and time cues.

Closing

- Several children will use Author’s Chair to share use of organizer in stories.
- *Students may use language frames such as “ I organized by story by....”*

Work products:

Teacher modeled story using graphic organizer, student created story using graphic organizer

10. Creating and Using a Rubric about What Good Writers Do

MA ELA Standards

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W. 2 Writing Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

23.1 Arrange events in order when writing or dictating.

ELPBO W.1 Prewriting Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose

NCEE Performance Standards

Writing Standard 3/Language Use and Conventions

Spelling

- Independently creates text with words that can be deciphered
- Rereads own text and matches what is said with what is written
- Pauses to reread what has been written
- Leaves space between words
- Controls for directionality
- Represents words frequently with initial consonant sound

Students will create and use a rubric to assess good writing.

Opening

- Teacher will review and add on to attribute chart, *What Good Writers Do* with class. (See p. 64, Personal Narrative, K)

Work Period

- Class will create a chart to develop a rubric for *What Good Writers Do* with teacher support. (See p. 63, Personal Narrative/K)
- Under teacher direction, class will create a rubric for good writing using attribute chart as guide. (See p. 65, Personal Narrative, K)
- *Students may use language frames such as “ Good writers.....to make a story strong.”*

Work products:

Class created rubric for *What Good Writers Do*

11. Using the *Writing Strategies of Good Writers Attribute Chart* to Look at Writing

MA ELA Standards

- 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.

ELPBO S.4 Presentation Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

- 19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W. 2 Writing Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

- 21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, more expressive.

ELPBO, W.3 Revising Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 3/Language Use and Conventions

Spelling

- Independently creates text with words that can be deciphered
- Rereads own text and matches what is said with what is written
- Pauses to reread what has been written
- Leaves space between words
- Controls for directionality
- Represents words frequently with initial consonant sound

Speaking and Listening, Standard III

Language Use and Conventions

- Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak and adjust volume to setting

Students will select a piece of their own writing for publication using attribute chart as a guide.

Opening

- Teacher will review *Writing Strategies of Good Writers* attribute chart with class.
- Teacher will guide discussion about the features of a good story and model how to select a draft for publication. (See p.67, Personal Narrative/K)

Work Period

- *Students will work with a partner to select a piece of work to publish.*
- Teacher will review attribute chart with whole group point by point and ask each student to examine their chosen piece of work to make any revisions.
- Oral revisions are appropriate at the kindergarten level. *Students may use language frames such as “I can make my story better by.....”*

Closing

- Students will discuss with students what they have learned about the writing process so far.

Work products:

Important Note

At this point, teacher should assess children to see if they need more listening to literature to improve their writing of narrative. See pp. 68-69 for possible questions to ask. It is appropriate to complete an Author Study for an in depth experience with literature before going on to Section III of the Narrative Genre Study. In effect, kindergartens may go on to Eric Carle Author Study at this point and return to Section III of Personal Narrative at a later date.

Session III/Developing an Author's Craft Lessons 12 – 16, Overview, p. 73

12. A Look at Leads

MA ELA Standards

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W. 2 Writing Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

- Generate content and topics for writing
- Write without resistance when given time, place and materials
- Communicate and make meaning using drawings, letter strings, scribbles, letter approximations, and other graphic representations such as gestures, intonations, and role played voices
- Make an effort to reread their own writing and listen to that of others, showing attentiveness to meaning

Writing Standard 2

Writing Purposes and Resulting Genres/Narrative Writing

- Contains a “story” that may be only a single event or several events loosely linked

Speaking and Listening, Standard III/Language Use and Conventions

Vocabulary and Word Choice

- Build word maps that show the relationship between words, placing newly acquired words in relevant categories

Students will use engaging leads from familiar books to begin writing.

Opening

- Teacher will select 1-3 familiar books with engaging leads (See p. 77, Personal Narrative)
- Teacher will create a chart of *Great Leads* with class using examples from literature.
- Teacher will guide students in adding onto *What Good Writers Do* chart.(See p. 79, Personal Narrative)
- *Teacher will introduce vocabulary term story lead.*

Work Period

- *Students will identify story leads in selected books.*
- Students will create and write their own stories based on a chosen story lead.
- *Students may use language frame such as “ I will begin my story with..... ”*

Closing

- Students will create a chart *A Strategy of Good Writers* stressing leads.
- Students will share work in Author's Chair

Work products:

Great Leads chart, attribute chart *A Strategy of Good Writers*, student story using a good story lead

13. Using Illustrations to Convey Setting

MA ELA Standards

1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*).

ELPBO S.1 Vocabulary Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

12.1 Identify the elements of plot, character, and setting in a favorite story.

ELPBO R.4 Literary Elements and Techniques Students will identify and analyze text elements and techniques of written English as used in various literary genres.

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W. 2 Writing Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

NCEE Performance Standards

Speaking and Listening, Standard II

Kinds of Talk and Resulting Genres/Narrative

- Independently give a detailed narrative account of an experience.
- Engage the listener's attention directly or indirectly before going into full account.
- Orient the listener to the setting.

Students will put details in illustrations to share a story's setting.

Opening

- Teacher will read and discuss *Night at the Fair* by Donald Crews. (See p. 81, Personal Narrative, for additional suggested texts)
- *Teacher will define vocabulary word **setting** and guide children to recognize the setting in *Night at the Fair**
- Teacher will guide students to add to chart *A Strategy of Good Writers* (See p. 82, Personal Narrative)

Work Period

- *Children will work in small groups to review familiar stories previously read and identify settings.*
- Students will select a story to work on which needs more detail in the illustrations.
- *Students may use language frame such as "I could add.....to help my setting tell the story."*

Closing

- Children will share finished illustrations with elaborated settings.
- Some students may share in Author's Chair.

Work products:

Ongoing attribute chart, *A Strategy of Good Writers*, student revised illustrations of setting

14. Using Illustrations to Develop a Character

MA ELA Standards

12.1 Identify the elements of plot, character, and setting in a favorite story.

ELPBO R. 4 Literary Elements and Techniques Students will identify and analyze text elements and techniques of written English as used in various literary genres.

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W. 2 Writing Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, more expressive.

ELPBO, W. 3 Revising Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Speaking and Listening, Standard II

Kinds of Talk and Resulting Genres/Narrative

- Independently give a detailed narrative account of an experience.
- Engage the listener's attention directly or indirectly before going into full account.
- Develop characters by portraying themselves as one or by talking about another character's goals and motivations

Students will put detail in illustrations to make a character come alive.

Opening

- Teacher will share books that contain strong characters with class and discusses important characters and their traits. (p. 84, Personal Narrative/K)
- Teacher will model how to add detail to make characters come alive in stories. p. 34, Personal Narrative, K)

Work Period

- *Students will work in small groups to discuss and practice adding detail to an illustration to develop a character.* They may use previous work (demonstrating revision) or create new work.
- *Students may use language frame such as " I could add.....to give more detail to my character."*

Closing

- Teacher will guide students in adding to *Strategies of Good Writers* attribute chart (p.86, Personal Narrative/K)
- Students will share character illustrations in Author's Chair.

Work products:

Teacher's character illustration, student's character illustration, *Strategy of Good Writers* chart

15. Using Illustrations and/or Text to Give More Information

MA ELA Standards

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W. 2 Writing Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

21.1 After writing or dictating a composition, identify words or phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO, W. 3 Revising Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

- Generate content and topics for writing
- Write without resistance when given time, place and materials
- Communicate and make meaning using drawings, letter strings, scribbles, letter approximations, and other graphic representations such as gestures, intonations, and role played voices

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

- Contains a “story” that may be only a single event or several events loosely linked
- Tells events as they move through time
- Includes gestures, drawings, or intonations that support meaning
- Make an effort to reread their own writing and listen to that of others, showing attentiveness to meaning

Students will write a story that includes relevant story information.

Opening

- Teacher will read and discuss *Seven Blind Mice*, emphasizing how a writer needs to give all information for better comprehension (p.87, Personal Narrative/K)

Work Period

- *Students will work in small groups to review and discuss selected stories and discuss how they can add missing information with words or illustrations.*
- Students will create a story draft.
- *Students will work with a response partner to re-read and hunt for missing pieces in their story drafts.*
- *Students may use language frames such as “ I could add this information.....to my story.”*

Closing

- Teacher will guide students to add to chart, *Guide for Response* (See p.89, Personal Narrative/K)
- Children will share stories in Author’s Chair.

Work products:

Student’s whole story, attribute charts, *Guide for Response and Writing Strategies of Good Writers*

16. A Look at Endings

MA ELA Standards

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W. 2 Writing Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

NCEE Performance Standards

Speaking and Listening, Standard II

Kinds of Talk and Resulting Genres

- Mark end of story

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

- Contains a “story” that may be only a single event or several events loosely linked
- Tells events as they move through time
- Includes gestures, drawings, or intonations that support meaning
- Make an effort to reread their own writing and listen to that of others, showing attentiveness to meaning

Students will write a story with an ending that makes sense and/or shows feelings.

Opening

- Teacher will select and share previously written pieces that do not have a clear ending. (p. 91, Personal Narrative/K)
- Teacher will model writing an ending that demonstrates the writer’s feelings.

Work Period

- *Students will work with a partner to plan and draft a story that includes an ending with feeling.*
- *Students may use language frame such as “ I could end my story by.....”*

Closing

- Teacher will guide students to add to chart, *Guide for Response* (p.92, Personal Narrative)
- Teacher will guide students to add to chart, *Writing Strategies of Good Writers.* (p. 91, Personal Narrative)

Work products:

Teacher modeled story, student story, attribute charts, *Writing Strategies of Good Writers* and *Guide for Response*

Section IV: Thinking of Ourselves as Writers
Lessons 17 and 18
(Overview p. 95)

17. Creating and Using a Rubric for Personal Narrative, Part 1

MA ELA Standards

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W. 2 Writing Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, more expressive.

ELPBO, W. 3 Revising Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

- Generate content and topics for writing
- Write without resistance when given time, place and materials
- Communicate and make meaning using drawings, letter strings, scribbles, letter approximations, and other graphic representations such gestures, intonations, and role played voices

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

- Contains a “story” that may be only a single event or several events loosely linked
- Tells events as they move through time
- Includes gestures, drawings, or intonations that support meaning
- Make an effort to reread their own writing and listen to that of others, showing attentiveness to meaning

Students will create a class rubric for personal narrative, select a piece to publish, and use the rubric to develop the piece for publication.

Opening

- Teacher and students will review attribute chart, *Writing Strategies of Good Writers* (p.101, Personal Narrative, K).
- Students and teacher will work together to create a rubric for kindergarten’s *Personal Narrative*, emphasizing *Story Lead Chart* (p.102).

Work Period

- With teacher guidance, students will choose a writing piece from their folder to be published.
- *Students will re-read work piece and discuss in a small group, how they can keep or improve their lead by referring to rubric.*
- *Students may use language frame such as “ I could make my lead stronger by....”*

Closing

- Students will share with the class, what happened in their group.

Work products:

Rubric for Kindergarten Personal Narrative

18. Creating and Using a Rubric for Personal Narrative, Part 2

MA ELA Standards

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W. 2 Writing Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, more expressive.

ELPBO, W. 3 Revising Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 1/Habits and Processes

- Generate content and topics for writing
- Write without resistance when given time, place and materials
- Communicate and make meaning using drawings, letter strings, scribbles, letter approximations, and other graphic representations such as gestures, intonations, and role played voices

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

- Contains a “story” that may be only a single event or several events loosely linked
- Tells events as they move through time
- Includes gestures, drawings, or intonations that support meaning
- Make an effort to reread their own writing and listen to that of others, showing attentiveness to meaning

Students will create a class rubric for personal narrative, use the rubric to develop the piece for publication, and publish a personal narrative.

Opening

- Teacher will display and review all reference charts and the rubric for Kindergarten Personal Narrative (p.110).

Work Period

- *Using their work from lesson 17, students will work in small groups to review work ready for publication and identify which pieces of the rubric they feel that they have accomplished.*
- *Students may use language frames like “ My story has an interesting topic” or “My illustrations help the reader to understand the story.”*

Closing

- To celebrate their successes, all children will share their writing in the Author’s Chair.

Work products:

Completed rubric for Personal Narrative, students’ published work

Narrative Rubric for Kindergarten/America's Choice, NCEE, 2003

<i>Got It</i>	<i>On the Way</i>	<i>Needs Instruction</i>
<p>Is about a topic that is interesting and seems to be important to the writer. Sounds real, like something that happened in the author's life. Sounds like the writer knows a lot about the topic.</p>	<p>Is about a topic that seems to be selected by the writer and is based on the writer's experiences or interests.</p>	<p>Topic not related to writer's life but seems to be selected by another person such as the teacher.</p>
<p>Is written in an order that makes sense, tells things in the order they happened and one or more of the following:</p> <ul style="list-style-type: none"> • Time cue words like "first," "next," and "then," and "finally." • A beginning, middle and ending • A "story" of several events, some of which may be loosely linked. 	<p>Is written in an order that makes sense and tells things in the order they happen. May be a "story" of several events, some of which may be loosely linked.</p>	<p>No sense of moving through time.</p>
<p>Gives all of the necessary information to hold a reader's interest. Uses details in illustrations to show setting. Uses details in illustrations to show character's feelings and physical description. Uses writing or illustration so that there are no big gaps in the story.</p>	<p>Uses drawings to give additional information to the text.</p>	<p>Drawings do not match the text.</p>
<p>Has a sense of ending that makes sense and might:</p> <ul style="list-style-type: none"> • Show feelings • Tell what was learned • Define experience 	<p>Has an ending that makes sense.</p>	<p>Has no ending</p>

Artifacts for Personal Narrative, K

The implementation of the Personal Narrative in K will generate a group of materials that will document the Routines and Rituals of the workshop and will function as points of reference for both teachers and students. These artifacts should be clearly displayed and integrated into daily instructional practice.

Each classroom should have the following tools:

Student Writing Folders
Student Writing Notebooks
Word Wall
Narrative Rubric

The following attribute charts will be developed with students, recorded by teacher, and used as points of reference during the workshop:

What Good Writers Do
What Writers Write About
Writing Strategies of Good Writers
Guide for Response
What Good Writers Do
Great Leads

References

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