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Georgia Performance Standards Framework for English/Language Arts – Kindergarten

Title: Kindergarten Narrative Unit
Subject: WRITING
Topics: ELA-Conventions, ELA-Writing
Grade: K-Kindergarten
Designers: Amie Wilson Deborah Johnston

Introduction
Unit Framework Title Kindergarten Narrative Unit
Unit Framework Annotation This kindergarten unit will introduce students to the narrative genre. They will be taught some of the elements of effective narratives. They will explore quality children's literature as a model for writing effective narratives. Through this study of literature, kindergartners will be taught that narratives contain at least one event, how to add details to their stories, how to tell a story chronologically, and how to experiment with storybook language ("author's craft"). While this Narrative Unit will shift to a more content-related focus, it will still be necessary to revisit some of the lessons from the Language Use and Conventions Unit, as mastery of the GPS was not expected during this unit. In addition to the skills taught in the Language Use and Conventions unit, kindergartners will be introduced to some new conventions in this Narrative Unit. They will learn how to use a word wall to spell high-frequency words, and they will be given some tools to use to enhance their spelling ability..
This Unit Framework is differentiated for (Optional):
Subject <ul style="list-style-type: none"> • English Language Arts
Topic <ul style="list-style-type: none"> • Reading/Writing/Listening, Speaking, Viewing
Grade(s) <ul style="list-style-type: none"> • Kindergarten
Approximate Duration for the Unit Framework Nine Weeks (Even though this is a nine week unit in duration, instruction in the writing process and the use of conventions will continue throughout the year)
Author Amie Wilson
Email Address mstout@doe.k12.ga.us
Alternate E-mail Address (optional)
Additional Authors (optional) Deborah Johnson

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Standards

Focus Standards

ELAKW1 The student begins to understand the principles of writing. The student

- a. Writes or dictates to describe familiar persons, places, objects, or experiences.
- b. Uses drawings, letters, and phonetically spelled words to create meaning.
- c. Accurately prints name, all uppercase and lowercase letters of the alphabet, and teacher-selected words.
- d. Uses left-to-right pattern of writing.
- e. Begins to use capitalization at the beginning of sentences and punctuation (periods and question marks) at the end of sentences.

Complementary Standards

ELAKLSV1 The student uses oral and visual skills to communicate. The student

- e. Describes people, places, things, locations, and actions.
- g. Communicates effectively when relating experiences and retelling stories heard.
- h. Uses complete sentences when speaking.
- i. Begins to use subject-verb agreement and tense correctly.

ELAKR1 The student demonstrates knowledge of concepts of print. The student

- a. Recognizes that print and pictures (signs and labels, newspapers, and informational books) can inform, entertain, and persuade.
- b. Demonstrates that print has meaning and represents spoken language in written form.
- c. Tracks text read from left to right and top to bottom.
- d. Distinguishes among written letters, words, and sentences.
- e. Recognizes that sentences in print are made up of separate words.
- f. Begins to understand that punctuation and capitalization are used in all written sentences.

ELAKR3 The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student

- a. Demonstrates an understanding that there are systematic and predictable relationships between print and spoken sounds.
- b. Recognizes and names all uppercase and lowercase letters of the alphabet.
- c. Matches all consonant and short-vowel sounds to appropriate letters.
- d. Blends individual sounds to read one-syllable decodable words.
- e. Applies learned phonics skills when reading words and sentences in stories.

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National and Local Standards

HABITS AND PROCESSES

- Writes daily.
- Chooses self-selected topics and generates content for writing.
- Writes without resistance when given the time, place, and materials.
- Uses a variety of ways to communicate and make meaning: drawings, letter approximations and other graphic representations, as well as gestures, intonations and role-played voices.
- Makes an effort to reread his/her own writing and listen to that of others, showing attentiveness to meaning by, for example, asking for more information or laughing.

NARRATIVE WRITING

- Writes a “story” that may contain several events loosely linked, which the author may react to, comment on, evaluate, sum up or tie together.
- Tells events as they move through time (in chronological order).
- May include gestures, drawings and/or intonations and dialogue that support meaning.
- May borrow and incorporate storybook language.

LANGUAGE USE AND CONVENTIONS

- Approximates some of the phrasing and rhythms of literary language.
- Uses words in writing that he/she likes from books read aloud.
- Makes choices about which words to use on the basis of whether they accurately convey his/her meaning.
- Independently creates text with words that an adult (who is knowledgeable about spelling development and about the content of the piece of writing) can decipher.
- Reread his/her own text, with a match between what is said and what is written on paper.
- Pause voluntarily in the midst of writing to reread what he/she has written

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Understanding and Goals

Unit Understandings, Themes, and Concepts (provide concepts students should retain as a result of this unit)

As a result of this unit, kindergartners will learn how to write an effective narrative story. The central, guiding element of this unit is the concept that narratives contain at least one **event**; that is, something has to *happen* in their pieces of writing. While they are learning to include at least one event, they will also be taught that their stories matter; they can write about their own lives and the lives of their friends, and these experiences make wonderful stories filled with events. Within the focus of **events**, students will learn how to tell their events in chronological order with vivid details.

This unit also seeks to model for the teacher how to teach conventions within the framework of a genre study. Students will continue to learn about such conventions as directionality, spacing, high-frequency word recognition, punctuation, capitalization and phonetic spelling. For some students, these skills are still in their emerging stages. The lessons in this unit seek to meet their needs as well.

Primary Learning Goals or Essential Questions

Essential Questions:

- What is an event?
- How can we make events move through time in a story?
- What do I include in all words when I spell them?
- How can I write like an author?
- How can I add details to my story?

Knowledge:

- ~An **event** is something that *happens*
- ~Events that move through time are told in chronological order
- ~Alphabetic principle- The words we speak can be represented on paper by using letters that represent sounds
- ~Authors include things such as sound words (onomatopoeia), words written with all capital letters and dialogue to help tell their story
- ~Adding details means thinking of how things look, feel, taste, sound and smell. It also means that I include several events in my story.

Skills:

- ~Write a narrative story containing at least one event, or several events loosely linked, in chronological order
- ~Represent words with all of the sounds that are heard
- ~Compose a narrative story that has details

Additional Learning Goals

Essential Questions:

- What do you need to remember when you retell a story?
- What part of a book tells the story?

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Knowledge:

- Complete retellings include details such as character(s), setting, and concrete details. They contain complete sentences with consistent tense usage and subject-verb agreement.

- Print carries meaning

Skills:

- Retell a story that includes the character(s), setting and details specific to that story. Use your retelling to help you remember what to write in a story.

- Produce a piece of writing that uses letters/words to tell a story



BALANCED ASSESSMENTS

Method/types	Informal Observations	Dialogue and Discussion	Selected Responses	Constructed Responses	Self-Assessments
Title					
Description	Running Records Student- teacher conferences about writing and reading Observe student participation in class discussion and group interactions in Reading and Writing.			Multiple formal reading assessments such as but not limited to (DRA) Developmental Reading Assessment, (QRI) Qualitative Reading Inventory <u>Original Narrative Text</u> Students will choose a personal experience to develop into a narrative. Students will apply author's craft to their pieces through revision. Students will use appropriate first grade conventions. Students will use appropriate speaking and listening skills as they share their completed narrative at an author's celebration.	Student created Narrative Rubric See attached rubric

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Language Use and Conventions Rubric

Did I do these things?

	Yes	Not Yet
Directionality 	<input type="checkbox"/>	<input type="checkbox"/>
Spaces I see a dog.	<input type="checkbox"/>	<input type="checkbox"/>
Write All The Sounds I Hear c or cat	<input type="checkbox"/>	<input type="checkbox"/>
Picture 	<input type="checkbox"/>	<input type="checkbox"/>
Story <div style="border: 1px solid black; padding: 2px; display: inline-block;">I see a dog.</div>	<input type="checkbox"/>	<input type="checkbox"/>
Name <div style="border: 1px solid black; padding: 2px; display: inline-block;">Jill</div>	<input type="checkbox"/>	<input type="checkbox"/>
Capitalization and Punctuation !.? A or a	<input type="checkbox"/>	<input type="checkbox"/>

Unit Performance Task(s)

Unit Performance Task Title

End of Unit Writing Prompt

Description/Directions

Description

In this End of Unit Performance Task, the students are asked to respond to a writing prompt. The prompt calls for students to exhibit control of some conventions of writing in their pieces and include elements of an effective kindergarten narrative. Accompanying Narrative Writing and Language Use and Conventions Class Profiles will be used to record the students' progress.

While students will not be expected to meet all element of the writing standard included on the Language Use and Conventions Class Profile, the data collected from the prompt will be used to plan instruction in the next unit. It is, however, expected that students will master the elements listed on the Narrative Writing Class Profile.

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The ending class profiles will be used to determine the elements of the writing standard that kindergartners mastered during the Narrative Writing Unit. Students are not expected to master all of the conventions elements during this unit. The data collected using the Language Use and Conventions Class Profile will determine which conventions need to be taught within the context of the next unit.

Special Notes

~It is important, when completing the separate class profiles, that they be completed separately and objectively. That is, poor conventions may not necessarily mean that the content of a piece of writing is also poor. Conversely, poor content may not necessarily indicate that a child also has a problem with conventions.

~The two class profiles (Narrative Writing Class Profile and Language Use and Conventions Class Profile) give the teacher information on the status of the entire class in terms of meeting the elements of the standard. Each student's work will be evaluated based on the elements of the standard included on these class profiles. These profiles should be used to plan instruction, as they indicate which elements of the standard have not yet been mastered.

Directions

The beginning writing prompt is, "Write a story about yourself. Be sure to leave spaces between your words, write from left-to-right and top-to-bottom, and represent words with all of the sounds that you hear." Give students plenty of time to complete their stories.

Use these pieces of writing when completing the class profiles (Narrative Writing and Language Use and Conventions). Place a check in the + column if the student met this element of the standard, or place a check in the - column if the student did not meet this element of the standard. Be sure to use a pencil, as you will be revisiting this class profile at the end of the unit. The data collected in this class profile will be used to plan whole and small group instruction based on individual student needs.

It is important to realize that most students will not meet the elements of standard on the Narrative Writing Class Profile. Up to this point, they have not received any formal instruction on the narrative genre. Therefore, this narrative profile will only serve as a reference point from which to track the amazing growth that the students will exhibit during this narrative genre study!

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Rubric for Performance Task

Student Name	Writes to describe familiar persons, places, objects, or experiences		Uses drawings, letters, and phonetically spelled words to create meaning.		Uses left-to-right (and possibly top-to-bottom) pattern of writing		Leaves spaces between words	
	+	-	+	-	+	-	+	-

STUDENT WORK SAMPLE AND TEACHER COMMENTARY

Growth Over Time/ Language Use and Conventions

This section actually includes two work samples. These pieces of student work are titled, "Growth Over Time 1" and "Growth Over Time 2". The first sample is a piece of writing from August 10, the very beginning of the school year. The second sample is a piece of writing from September 18. The purpose of including two pieces of writing is to show the growth that one student displayed over the course of time. Therefore, it is necessary to include a piece of writing from the beginning of the Language Use and Conventions unit and a piece toward the end of the unit.

Sequence of Instruction and Learning

List and briefly describe the sequence of teaching strategies, teaching activities, and learning activities that will guide students to attainment of the intended standards.

Sequence of Activities, Tasks, and Assessments:

Special Notes

~Several of the lessons referenced in this unit are found in the first kindergarten unit titled "Language Use and Conventions". Please take time to look at this unit for valuable information regarding explicit instruction in the conventions of written language.

~It is during this unit that the focus of writing instruction will begin to include more content-specific lessons.

~By now, students should be comfortable and clear on the procedures and routines associated with writing time, thereby enabling the teacher to spend more time conferencing with individuals and small groups of students.

~The focus of this writing unit is the narrative genre, and the focus during reading instruction will include narratives as well. As students are learning to include essential narrative elements in their writing, they are also reading and hearing narratives during their reading instructional time.

~Throughout the unit, students are gradually introduced to some of the elements of effective narratives. They are not be expected to master all of the elements in the beginning stages of the unit. They are taught an element, given time to practice including this element in their writing, then taught another element.

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~One of the most important things to remember when teaching this unit are your students! Continually ask yourself, "What are my students doing well?" and "In which areas are my students experiencing difficulties?" The answers to these questions will drive your instruction and will determine the order the lessons are taught and the number of times a particular lesson must be taught. The core of your instruction should revolve around those questions.

Week One

Writing

Administer the beginning writing prompt. Use the data from the class profiles to evaluate student work and plan instruction.

Introduce the concept of genre to the students. Show them examples of a narrative and an informational book. **Briefly** discuss some of the differences that the students notice. Explain to them that they are going to begin to learn about the narrative genre. Introduce the element ELAKW1a (writes or dictates to describe familiar persons, places, objects, or experiences), and explain that they are going to learn how to write about the experiences, or events, in their lives. Begin an anchor chart with the students. This anchor chart will detail the elements of narrative stories that they learn about throughout the course of the unit. Add only one thing on the anchor chart at a time. During this session add, "events" to the anchor chart. Talk with the students about how an event is something that happens. Tell them that something has to happen in a narrative story.

Many beginning kindergarten pieces of writing are those expressing sentiments of affection. Students commonly write stories such as, "I love my mom. She is nice." or "Megan is my friend. I like Megan." While this type of story is acceptable in the early stages of writing and these stories help to build the confidence of emerging writers, it is important to model for students how to include **events** in their personal narratives. Kindergartners must be able to identify events in order to put them in their stories. One such way to help them identify events is to write several phrases/sentences on sentence strips. When writing the phrases/sentences, include ones with and without events. Make sure these are written prior to the lesson. These phrases should either be statements or events. For example, some statements that one may write on sentence strips include, "I love my mom.", "I have a dog.", "This is a cat.", "Tim is my friend." It is important to look at your students' pieces of writing when doing this. Is there a common theme that you notice among their pieces of writing? Look at the common story topics, and ask yourself, "Do these pieces of writing contain events?" Take these topics, and make sentence strips out of some of the more common phrases. Use what your students are doing to individualize your instruction. On other sentence strips you will write phrases/sentences that do contain events. Some examples include, "I went to the ball game.", "I got a haircut." and "I lost a tooth." During the lesson, read the strips aloud with the students, and have them sort the strips into the following categories, "This is an event."/ "This is not an event." Continually ask the students, "Is this an event? Did something happen?"

Conduct some modeled writing lessons this week, modeling for the students how to include at least one event in their story. Refer to the modeled writing teaching activity in the previous unit for further instruction on this valuable lesson format. While you will model for the students how to include an event in a story, you will also be modeling the various conventions that you expect the students to use. This is one of the most important

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lesson formats that will be used the entire school year. Think through your focus beforehand, and remember, it is called *modeled* writing. You will model your thought process, so you must be ready to talk them through the process you would like for them to follow when they go about their work as writers.

Reading

While the Language Use and Conventions Unit introduced the students to the conventions of English and critical narrative elements, this unit will expand on these ideas. Continue explicit instruction in conventions using big books, as detailed in the previous unit. Use the same big book for three-four days, focusing on one-to-one correspondence, letter/word/sentence differentiation, capitalization, punctuation, letter recognition and letter sounds.

Continue to teach narrative elements such as plot, setting, characters, problem and solution. Use quality read-alouds to examine these elements. Refer to the previous unit for more detailed plans on how to teach these elements. Begin to place more of an emphasis on the events in the story, as this will be the focus of instruction in writing during the first weeks of this unit. Continue to have the students retell the events of the story, as in the previous unit.

Choose a quality read-aloud. A list of optional read-alouds is included in this unit. After reading the book, ask the students to retell the events in the story. Briefly chart the events that happened in the story. To save time you may want to choose a favorite read-aloud that has already been read to your students on more than one occasion. Revisit the book, and have the students tell you some of the events in it. Urge your students to try to include an event, something that happens, in their pieces of writing.

If a word wall has not been introduced prior to this time in the school year, this is a good time to introduce the word wall to the students. Use big books, poetry, etc. to introduce your weekly high frequency words.

Week Two

Writing

Kindergartners need to know that their stories matter. In the previous unit, they began a class writer's notebook in which they compiled a list of possible topics for writing. Begin a new list with the students, titling it something like, "Narrative Story Topics". Ask for students to tell you some events about which they can write, and add these to the list. Again, focus on events. Place the class writer's notebook in a conspicuous place in the classroom, and refer children to it when they struggle with a writing topic.

Use a quality read-aloud to model for the students how to use favorite books to help them write stories. This lesson is detailed in the Teaching Activity Template of the Unit Builder. It is entitled, "Using Read-Alouds to Write Stories".

Teach several modeled writing lessons this week. Again, model for the students how to include events in their writing. Also, don't forget the conventions! Be sure to think aloud, detailing the conventions that you are

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including in your writing. Take time to begin to model using the word wall to spell high-frequency words correctly. Also, model the thought process that you would like students to use as they are writing a story (i.e. 1- refer to the writer's notebook if necessary, 2- think of something that has happened, 3- picture the event(s) in your mind, 4- sketch a drawing, 5- write a story).

Reading

Continue to teach narrative elements such as plot, setting, characters, problem and solution. Create a story map of these essential narrative elements found in a read aloud.

It is important to begin to teach students several strategies for decoding unknown words. One important strategy for beginning readers to learn is how to look at the first letter of a word and check it with the picture. Use a big book with simple, repetitive text. Tell the students about this strategy, and then model for them how to use it. Take a big book that they have already read. Cover some of the words in the book (Cloze technique). For example, the text might read, "This is a cat." Cover the word "cat". Show the students how you would read the text preceding the unknown, covered word. Then, when you get to the covered word, model the thought process that you would like for them to use. You might say something like this, "I'm not sure what this word is, but I can look at the picture to help me. I see a picture of a cat. Cat starts with a /c/ sound. I know that the letter c makes the /c/ sound. Let's see if this word starts with a letter c." Uncover the word, and check your guess. Continue this process throughout the book. Give students several opportunities to practice using this strategy over the next few weeks.

Weeks Three- Four

Writing

Choose a quality read aloud to examine the events in a story. Briefly chart the events in the story, pointing out the order of the events. Take time to discuss with the students how the events have to be in the correct order for the story to make sense. Add this to the narrative anchor chart that was started during week one. Repeat this lesson a few times during the next two weeks.

Analyzing Student Work- Choose a student's piece of writing that contains some events written in chronological order. Enlarge the piece of writing (this can be accomplished by using an overhead projector or enlarging the piece using an opaque projector). Take the entire lesson session to ask the students what the writer has done well. Students will notice conventions-related things such as spacing and directionality. They should also notice content-related things such as events and chronological order. As the students notice the things the writer has done well, highlight these things on the piece of student work. This lesson format may be used on a weekly basis. It is a valuable lesson for many reasons. It shows the students that one of their peers is capable of producing work that meets the standard, and this creates a bit of positive peer pressure! It is also a confidence builder for the student whose work is shared (it is important to choose work from a variety of different ability levels, showing students that they are all writers and they all have something to contribute to the class). This lesson also gives students a real example to use as a reference for their own writing.

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Old Way/New Way Lesson- This lesson will help students in their spelling development. The format is found in the Teaching Activity Template of the Unit Builder. This format will be used to teach other concepts later in the unit.

Conduct several Modeled Writing lessons during these two weeks, putting more of an emphasis on chronological order.

Reading

Continue to teach narrative elements such as plot, setting, characters, problem and solution. Identify these elements in quality read alouds.

Choose a favorite story to act out. This should be a story with which students are quite familiar. Emphasize the importance of acting it out in the correct order, reinforcing the concept of chronological order being taught in writing. Tell the story as the students act it out. Some good examples of stories the students are easily able to act out include, Hairy Bear (J. Cowley) and Three Billy Goats Gruff.

Continue to use big books to teach conventions and decoding strategies. Continue to use the cloze technique to teach students how to look at the first letter of an unknown word and check it with the picture. When students are able to do this, you will want to teach them how to go across a word, beginning-to middle- to end, to decode unknown words. Use the cloze technique, as detailed in week two. However, this time talk to the students about how they are able to hear more sounds in words. For example, the text may read, "I have a big bear." Cover the word bear. Read the words preceding the covered word. When you get to the word bear say something like this, "I'm not sure what this word is, so I'm going to look at the picture to help me. I think it could be the word 'bear' because I see a bear in the picture. I'm going to say the word bear slowly and try to hear all of the sounds in it." As you say the word, write the letters you hear on the paper that is used to cover the word. When you are finished, uncover the word, and compare it to the word written in the book. Continue this strategy throughout the book, involving students in the process.

Weeks Five- Six

Writing

Introduce to the students the notion of "adding details". Add this element to the narrative anchor chart that was started during the first week of this unit. Choose a well-loved read aloud, one that the students have heard a few times. Point out a few examples of how the author added details to the story to make it more interesting and understandable. It may be helpful to think in terms of what type of details you want your students to add. Take a look at their pieces of writing. Ask yourself, "What type of problems are my students experiencing?" and "What type of details do they need to add to make their stories more understandable and interesting?" ***Suggestion:*** Kindergartners typically enjoy using sound words, or onomatopoeia. They commonly use these words in their speech, so it is generally easy to transition into using them in their writing. Lois Ehlert frequently uses sound words in her books. It may be beneficial to use a Lois Ehlert book to teach this concept. Over the course of the next few weeks show the students how to add other types of details. Some examples include:

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telling more events, describing things using senses, and including things people say (dialogue).

Introduce students to the narrative writing rubric. Remember, the rubric included in this template serves only as an example of how a possible rubric might look. The most effective rubrics are those made with the students. Consider the critical elements that you have taught up to this point, and think about what you would like to see your students include in their pieces of writing. Take a day to develop a rubric together with your students.

Conduct an Old Way/New Way lesson. This lesson format is detailed in the Teaching Activity template of the Unit Builder, and it focuses on teaching students how to represent words with all of the sounds they hear. You will use the same format but focus on a different concept. Make an old way/new way t chart. Write "without details" over the left column and "with details" over the right column. Prewrite a few sentences that do not include details in the left column (i.e. "The balloon popped.", "My dog barked.", "My sister screamed at me."...). Read one sentence at a time, then ask the students to help you write a new sentence that includes a sound word. Repeat this lesson as needed over the next few weeks.

Conduct several modeled writing lessons, this time focusing on adding details. It is also important to continue to closely monitor your students' use of conventions. Make note of the specific problems that they are encountering, and specifically teach these during the modeled writing sessions. For example, if several students are not leaving spaces between words, take a moment to briefly ask them what you must leave in between each word as you write the words in the story.

Analyzing Student Work- Conduct one session each week in which you analyze a student's piece of writing. Thoughtfully choose the piece you will analyze. You may choose a piece that has several details in it, reinforcing the critical narrative element of adding details. You may also choose a piece in which a struggling student has made progress. Another thing to consider is choosing a piece that displays a particular convention that students are still struggling to include in their writing. Be sure, however, that you do not always choose a piece from a high achieving student. This sets the bar too high for some students to achieve. Choose work from a variety of ability levels.

Reading

Continue to teach narrative elements using read alouds. Spend some more time having students act out a favorite read aloud.

Continue working on conventions and decoding strategies using big books.

This activity will reinforce the decoding strategies that students have been working on over the past few weeks. It will also help students with the convention of letter/word/sentence differentiation. Choose a sentence from a familiar read-aloud or big book. Write the sentence on a sentence strip (do this before the lesson). During the lesson read the sentence strip with the students. Have one student come to the front, and cut apart the words. Be sure to use the terminology "letter", "word" and "sentence". When the words are cut apart, call several students to the front of the class, and give each student a word. Have the students hold the words in front of them so the class can see the words. Mix up the students, so the words are not in the correct order. Read the words together as a class. Call on one student to come and put the students in the correct order so the sentence makes sense.

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While the student is doing this talk with the students about using the decoding strategies of looking at the first letter and reading across the words.

Weeks Seven-Nine

Writing

Continue to focus on details, using the lesson formats detailed in the previous weeks. You may want to broaden the focus of details to include describe the characters and setting of a story. Use read-alouds to point out how authors describe the characters and setting of their book using details. Use modeled writing lessons during these weeks to model for the students how to include these types of details in their writing. Also think about teaching the students how to include dialogue in their stories. While they are not expected to be able to punctuate dialogue correctly in kindergarten, it is certainly worthwhile to model for them how to do this is a modeled writing lesson. Those students who are academically ready for this will enjoy the challenge.

Old Way/ New Way Lesson- Continue this lesson format when focusing on details in stories. You may choose to focus on characters during one of these type lessons. In the "old way" column write sentences such as: "My friend spent the night with me." In the "new way" column ask students to describe the character in more detail. Write the sentence that they develop in the "new way" column.

Choose several quality read-alouds to model how authors use details to help them tell their stories. Think of some forms of author's craft that you would like to teach your students. Some age-appropriate examples include: the comeback phrase (repeated line throughout a story), words written using all capital letters (to show emphasis), onomatopoeia and dialogue. Use read alouds to show the students how authors use a particular craft in their writing. For example, Eric Carle uses a comeback phrase in The Grouchy Ladybug and Joy Cowley uses capital letters in The Hungry Giant. The expectation here is not that all students will experiment with all types of author's craft that you teach. What you should expect is that, by being introduced to the notion of author's craft, your students will begin to experiment with the use of language and words in an attempt to add meaning to their writing. They will play with words as an enjoyable way of telling a story, and they will see narrative writing as something more than putting a story on paper.

Conduct several modeled writing sessions during the next three weeks. Be sure to model using author's craft, adding details, and using conventions correctly. It is typical to spend at least two days each week teaching modeled writing lessons.

Analyzing Student Work- Continue to analyze one piece of student work each week.

Reading

Continue to teach narrative elements using read alouds. Spend some more time having students act out a favorite read aloud.

Continue working on conventions and decoding strategies using big books.

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Web Resources (optional)

The web resources listed below contain information on the stages of writing development.

<http://gkestner.com/WritingStages.htm>

<http://wwwstatic.kern.org/gems/calpin/StagesofWritinghandout.pdf>

<http://www.lindaslearninglinks.com/earlywrtgdev.html>

http://cfbstaff.cfbisd.edu/chienv/stages_of_writing_development.htm

Additional Elements

Sample List of Appropriate Resources (optional)

Alborough, Jez. 2000. *Hug*. New York: Scholastic.

Alborough, Jez. 1994. *It's the Bear!*. Cambridge: Candlewick.

Bang, Molly. 1999. *When Sophie Gets Angry- Really, Really Angry...* New York: Scholastic.

Bunnett, Rochelle. 1995. *Friends at School*. New York: Scholastic.

Curtis, Jamie Lee. 1993. *When I Was Little: A Four-Year-Old's Memoir of Her Youth*. New York: Scholastic.

Everitt, Betsy. 1992. *Mean Soup*. New York: Scholastic.

Henkes, Kevin. 2000. *Wemberly Worried*. New York: Scholastic.

Intrater, Roberta Grobel. 1995. *Two Eyes, a Nose, and a Mouth*. New York: Cartwheel Books.

Johnson, Angela. 1993. *Julius*. New York: Trumpet.

Keller, Holly. 1991. *Geraldine's Blanket*. Atlanta: Houghton Mifflin.

Lichtenheld, Tom. 2003. *What Are You So Glumpy About?*. New York: Little Brown and Company.

Marshall, James. 1988. *Goldilocks and the Three Bears*. New York: Scholastic.

McGeorge, Constance W. 1996. *Boomer Goes to School*. New York: Scholastic.

McKee, David. 1968. *Elmer*. New York: Lothrop, Lee & Shepherd.

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Munsch, Robert. 1998. *Andrew's Loose Tooth*. New York: Scholastic.

Munsch, Robert. 1992. *Purple, Green and Yellow*. New York: Annick Press Ltd.

Munsch, Robert. 1993. *Wait and See*. New York: Annick Press Ltd.

Rockwell, Anne. 2001. *Welcome to Kindergarten*. New York: Scholastic.

Shannon, David. 1998. *No, David!*. New York: Scholastic.

Vail, Rachel. 2002. *Sometimes I'm Bombaloo*. New York: Scholastic.

Viorst, Judith. 1972. *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. New York: Scholastic.

Waddell, Martin. 1975. *Owl Babies*. Cambridge: Candlewick Press.

Sample list of appropriate big books (optional):

Cowley, Joy. *Baby Gets Dressed*. Desoto, Texas: Wright Group.

Cowley, Joy. *Big and Little*. Desoto, Texas: Wright Group.

Cowley, Joy. *The Birthday Cake*. Desoto, Texas: Wright Group.

Cowley, Joy. *I Can Fly*. Desoto, Texas: Wright Group.

Cowley, Joy. *I Can Jump*. Desoto, Texas: Wright Group.

Cowley, Joy. *The Farm Concert*. Desoto, Texas: Wright Group.

Cowley, Joy. *Huggles' Breakfast*. Desoto, Texas: Wright Group.

Cowley, Joy. *Huggles Can Juggle*. Desoto, Texas: Wright Group.

Cowley, Joy. *Huggles Goes Away*. Desoto, Texas: Wright Group.

Cowley, Joy. *Ice Cream*. Desoto, Texas: Wright Group.

Cowley, Joy. *Little Brother*. Desoto, Texas: Wright Group.

Cowley, Joy. *I Love My Family*. Desoto, Texas: Wright Group.

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Technology Connection/Integration (use of any available technological resources)

- Desktop Publishing Software
- Web Site(s)

General Classroom Accommodations

Helpful Hints

SPELLING

One important thing to think about in kindergarten is the issue of spelling. Those students who have little knowledge of the alphabet and letter sounds present specific challenges to their teachers, and teachers become concerned about how to help these students become writers. It is through rigorous instruction that teachers help these students make the connection between letters and sounds. This is a gradual process, and students move toward this understanding at their own pace. The goal is to help students become **independent**. When students ask how to spell a word it is important to help them learn how to use strategies for spelling unknown words. When teachers start spelling words for students, the students begin to use this as a crutch, thereby foregoing the important thought process behind using strategies to spell unknown words. Ask prompting questions such as, "What do you hear in that word?", "What letters would you expect to see in that word?", "Do you hear that sound in (student's) name?", "Where could you look to figure out how to spell that word?"... It is important to give guidance, not answers.

WRITING PAPER

Paper choice is a very important factor in conveying expectations in writing. Consider the expectations that are associated with a blank piece of paper as opposed to a piece of lined notebook paper. The lined paper suggests that a lengthy story is to be written, while the blank paper conveys more open-ended expectations, possibly placing more of an emphasis on drawing a picture. It would be quite overwhelming to give most kindergartners a piece of narrowly lined paper at the beginning of the school year. While there is no "right" choice for paper, it is important to consider changing the paper throughout the course of the school year. It is suggested that the beginning writing paper be merely a blank sheet of copy paper. After a few days or weeks introduce paper with a few lines. Gradually increase the number of lines on the paper and decrease the amount of space included for a sketch. The goal is for the paper to help keep students in their zone of proximal development.

Notes and Reflections

Sample list of professional resources (optional):

Calkins, Lucy McCormick. 1994. *The Art of Teaching Writing*. Portsmouth, NH: Heinemann.

Calkins, Lucy, and colleagues. 2003. *Units of Study for Primary Writing: A Yearlong Curriculum (K-2)*. Portsmouth, NH: Firsthand.

Fletcher, Ralph, and JoAnn Portalupi. 2001. *Writing Workshop: The Essential Guide*. Portsmouth, NH: Heinemann.

Ray, Katie Wood, with Lisa Cleaveland. 2004. *About the Authors: Writing Workshop with Our Youngest Writers*. Portsmouth, NH: Heinemann.

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Solley, Bobbie A. 2005. *When Poverty's Children Write: Celebrating Strengths, Transforming Lives*. Portsmouth, NH: Heinemann.

Materials and Equipment:

- Chart paper
- Easel
- Markers
- Student Writing Materials (paper, pencils, etc.)

Appropriate Read Alouds (See optional list in the Sample List of Appropriate Books)