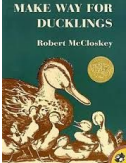
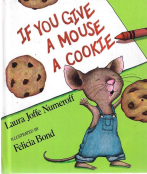
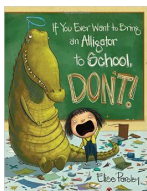
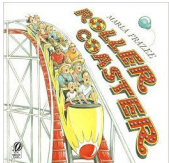
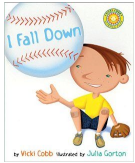


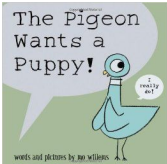
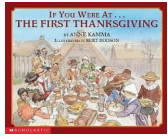


Kindergarten Unit 2

Making Stories Come Alive

(October 17th- January 6th)

Overview of Unit 2 with Cross-Curricular Connections

ELA	<p>This unit builds on their CAP skills and how stories work. Student will be able to:</p> <ul style="list-style-type: none"> • Retell familiar stories including key details like characters, setting, and events • Recognize common types of texts like stories and poems • Describe what is happening at a certain point in the text using the pictures as clues. • Compare and contrast characters' adventures in familiar stories • Write narrative piece using what they have learned about stories <p>The books listed below are SOME of the texts that are used or suggested for this unit.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>Familiar Stories like: <u>Make Way for Ducklings</u> <u>The Three Little Pigs</u> And poems with similar characters</p> </div> <div style="text-align: center;">  <p><u>If You Give....</u> books by Laura Numeroff</p> </div> <div style="text-align: center;">  <p><u>If you Ever Want to bring an Alligator to School, Don't and</u> <u>Gingerbread Man Loose in the School</u> and other fictional stories</p> </div> </div>
Integration of Science and Social Studies	
SCIENCE Link to Unit 2	<p>Be looking for these social studies standards that can be addressed in this unit: K-PS2-1 (compare effect of different strengths when pushed and pulled) K-PS2-2 (solution to make object change speed or direction when pushed or pulled) These texts provide background knowledge and connections to lessons taught in Science.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p><u>Roller Coaster</u> By Marla Frazee</p> </div> <div style="text-align: center;">  <p><u>I Fall Down</u> By: Vicki Cobb</p> </div> <div style="text-align: center;">  <p><u>Newton and Me</u> By: Lynne Mayer</p> </div> </div>
SOCIAL STUDIES Link to Unit 2	<p>Be looking for these social studies standards that can be addressed in this unit: E.4.K.1(want and needs) E.4.K.2 (Discuss reasons behind a personal decision) E.5.K.2 (human, natural, and capital resources, and goods and services) G.10.K.2 (Identify people and goods that move from place to place) H.12.K.1 (change over time: e.g. first, last, before, after, past, present, now, long ago) H.12.K.3 (compare life from past to present using pictures or other visuals) These texts provide background knowledge and connections to lessons taught in Social Studies.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p><u>The Giving Tree</u> by Shel Silverstein</p> </div> <div style="text-align: center;">  <p><u>Pigeon Wants a Puppy</u> and other Pigeon Books by Mo Williams</p> </div> <div style="text-align: center;">  <p><u>If you Were at the First Thanksgiving</u> and other books about Thanksgiving</p> </div> </div>
Phonetic Connections	<p>By the end of this quarter, teachers should be finishing up UNIT of 8 (short Oo) the weekly Purple lessons.</p>

Stage 1- Desired Results- Required

Focus standards are **ASSESSED** in Stage 2 through the assessments. Supporting standards are addressed through instruction throughout the unit and will help guide your instructional decisions to meet the focus standards.

Focus Standards: Words that are in RED reflect the new Arkansas ELA State Standards

RL.K.2-With prompting and support, students retell familiar stories, including key details.

RL.K.3-With prompting and support, students identify characters, setting, and major events in a story.

RL.K.5-Students recognize common types of texts (e.g. storybooks, poems)

RL.K.7-With prompting and support, students describe the relationship between illustrations and the story in which they appear (e.g. **based on this picture, what is happening?**).

RL.K.9-With prompting and support, students compare and contrast the characters (**e.g. adventures and experiences**) in familiar stories.

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

****W.K.3**- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events and provide a reaction to what happened.

******(The phrase, "tell about the events in the order in which they occurred" was deleted for W.K.3, The narrative writing reflects that change as well.)

ELL Language Profile

This [Language Profile](#) provides a description of English Language Learners at each proficiency level, specific to this unit. This profile is based on the ELP and the focus standards of Unit 2. Specific language support for ELLs is embedded in stages 2 and 3 assessments and lessons.

Technology Integration

Throughout the suggested Stage 3, the following [SAMR](#) badges will be placed next to activities and assessments that include ideas and resources for enhancing learning through technology integration. The **Substitution Augmentation Modification and Redefinition model**, developed by Dr. Ruben Puentedura, shows a progression (or deepening, as the symbols on the badges suggest) of technology integration from enhancement to transformation of learning.



Essential Questions: <i>Students will keep considering .</i>	Understandings: <i>Students will understand that .</i>
<ul style="list-style-type: none"> • Why do we read? • Why do we write? • How do we become readers and writers? <p><i>Essential Questions should be posted in the room and referred to often throughout the unit.</i></p>	<ul style="list-style-type: none"> • People read for many reasons. • People write for many reasons. • People become readers and writers by practicing reading and writing and other skills that help them read and write.

"Knowledge" or Concepts from Focus Standards	Skills from Focus Standards (What will the student be able to do?)	DOK Level
retell key details story	Retell a familiar story Describe key details from the story when they retell	2
characters setting major events	Identify characters, setting, and events in a story	1
storybooks poems	Recognize the difference between storybooks and poems	1
describe relationship illustrations	Describe the relationship between illustrations and the story	1
compare contrast adventures	Compare and Contrast characters' adventures in stories	2
narrative reaction	Write a narrative story Tell about an event or several linked Provide a reaction to their narrative story	3 1 3

Supporting Standards:

Supporting standards are those that are addressed throughout the entire year in connection to daily practice and instruction. They are to be used and applied throughout the unit, however they are not explicitly assessed in Stage 2. Supporting standards will help guide your instruction to meet the focus standards. The Red highlighted standards are those that are being specifically addressed in stage 3 during this unit. This is when they are introduced in the units, but these standards should be revisited throughout the year. *Blue=1st quarter Red= 2nd quarter*

Words in **RED** reflect the new Arkansas ELA State Standards

L.K.1.

- a. Print **all** upper- and lowercase letters **legibly**.
- b. Use frequently occurring nouns
 - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- c. Use frequently occurring verbs.
- d. Begins in 1st grade
- e. Begins in 1st grade
- f. Begins in 1st grade
- g. Use most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with).
- h. **Independently** produce and expand complete sentences in shared language activities
 - With prompting and support, use spaces to separate words in a sentence.
- i. Begins in 4th grade
- j. **Understand and use question words (interrogatives) e.g. who, what, when, where, why, how**
- k. Begins in 3rd grade

L.K.2.

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation
- c. Begins in 1st grade
- d. Write a letter or letters for most consonant and short vowel sounds (phonemes)
 - Spell consonant-vowel-consonant (CVC) words correctly
 - Spell words phonetically, drawing on knowledge of sound-letter relationships

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

- a. Identify new meanings for familiar words and apply them accurately (e.g. knowing *duck* is a bird and learning the verb to *duck*).
- b. Use the most frequently occurring inflections and affixes (e.g. -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- c. Begins in 1st grade
- d. Begins in 2nd grade

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

- a. Sort common objects into categories (e.g. shapes, foods, colors) to gain a sense of the concepts the categories represent
- b. Use the most frequently occurring inflections and affixes (-ed, -ing, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of unknown words.
- c. Identify real-life connections between words and their use (e.g. note places at school that are colorful).
- d. **Distinguish shades of meaning among verbs describing the same general action (e.g. walk, march, strut, prance) by acting out the meanings.**

L.K.6- Use words and phrases acquired through conversations, reading, and being read to, and respond to texts.

RF.K.1- Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequence of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper and lowercase letters of the alphabet

RF.K.2- Demonstrate understanding of spoken words, syllables, sounds (phonemes).

- a. Recognize and produce rhyming words orally
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel and final vowel sounds (phonemes) in three- phoneme (consonant-vowel-consonant or CVC words). This does not include CVC's ending with /l/ /t/ /r/ or /x/.
- e. Add or substitute individual sounds (phonemes)
- f. Begins in 1st grade
- g. Begins in 1st grade

RF.K.3

- a. Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the most frequent sound for each consonant.
- b. Associate the long and short sounds with the five major vowel graphemes, using open and closed syllable types.
- c. Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g. hat, fat, rat; cap, cup, cop)
- e. Decode CVC words.
- f. Decode one-syllable words.

RF.K.4- Read emergent-reader texts with purpose and understanding.

RL.K.1- With prompting and support, ask and answer questions about key details in a text.

RL.K.4- Ask and answer questions about unknown words in a text.

RL.K.10- Actively engage in teacher-led reading activities with purpose and understanding.

RI.K.1- With prompting and support, ask and answer questions about key details in a text.

RI.K.4- With prompting and support, ask and answer questions about unknown words in a text.

SL.K.2- With prompting and support, ask and answer questions about key details to demonstrate understanding of a topic read aloud, presented orally, or through other media.

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

Stage 2 - Assessment Evidence- REQUIRED

It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned. See stage 3 for lessons and ideas to help move students towards proficiency.

Assessment #1- Links to Standards: RL.K.2, RL.K.3, RL.K.7

Timeline: based on observation throughout unit or as a formal assessment around 4-5 weeks into unit

This assessment has 2 parts. The first part has students retelling a familiar story or poem including the characters, setting, events and key details. The second part has students looking at ONE picture from that same familiar story or nursery rhyme and identifying what is happening or what happened at that point in the story.

Part 1: The students will retell the whole story including the characters, setting, and key events or details that happened in the story or poem. Students may retell the story by themselves, with a partner or in a small group. They can act out the story using pictures, make a tableau or frozen picture. Students can retell however they choose, but they must include characters, setting, and an action or actions that happened in the story. *****This part of the assessment can be used as an artifact for reporting student progress under the READING heading on the report card. *****

Part 2: Students will need one of the picture options given or a specific picture from the familiar story or poem the students retold. Students will describe what is happening or happened in that part of the story. This can be done as a whole group discussion, small groups, partners, or individually. This can also be observed throughout the unit.

[Picture Options](#), [Retelling Picture Examples](#), [Teacher Recording Sheet for assessment 1 and 2](#), [Language Support](#), [Teacher Protocols](#), [Rubric](#)

Assessment #2- Links to Standards: RL.K.5, RL.K.9*Timeline: 2- 30min sessions- around 7th-8th week of unit*

Prior to students completing the Assessment and the Student Document the teacher should read to students through a CLOSE READ with MAKE WAY FOR DUCKLINGS and should have read the 5 Little Ducks poem with students:

- Read the Poem and Storybook several times over a couple of days so that it becomes a familiar text. However, **there should not be a discussion about whether the text is a poem or storybook because that is part of the assessment.**
- Make charts about the events/adventures/experiences that happen in each text. The teacher should not compare and contrast them with the students, but just make notes of some of the adventures from the texts with students helping “retell” what happened.

Using a poem and a storybook, students will decide which text is a poem and which text is a storybook. The example texts used for the student page are **Five Little Ducks** (poem) and **Make Way for Ducklings** by: Robert McCloskey (storybook). Students will circle the poem gray and the storybook brown (color choice can be made by the teacher).

Then, students will compare and contrast the character's adventures between two familiar texts. Students will cut out boxes at the bottom of the paper and glue them in the Venn Diagram where they think they belong. Some sentences describe adventures that the characters from both texts experienced, while other sentences describe adventures that only the characters from one text experienced. For example when comparing and contrasting the characters' adventures in *Five Little Ducks* and *Make Way for Ducklings*, only the ducks in *Five Little Ducks* have a duck that goes missing.

Because these are reading standards, students may answer the questions orally, one-on-one or with a teacher if teacher feels that the writing portion of this assessment is keeping the student from meeting the standards being assessed.

Other text pairs that could be used are *Mary Had a Little Lamb* and *Woolbur; Ladybug, Ladybug* and *the Grouchy Ladybug; I Have a Little Frog* and One of the Froggy books. A Teacher may use different texts than the ones suggested, however, one text should be a poem and one text should be a storybook. Also there should be adventures that could be the same and adventures that are different.

Note: While the details of the adventures in these texts may be different the overall adventure might be the same. For example, the characters both made messes, but the mess they made was different.

[Close Read- Teacher Page](#), [Student Document](#), [Teacher Protocols](#), [Rubric](#), [Five Little Ducks Poem](#), [Five Little Ducks Poem Video](#), [Teacher Recording Sheet for Assessment 1 and 2](#)

Assessment #3- Links to Standards: W.K.3*Timeline: 30-45 min. lesson- around 8-9th week of unit*

Students will write about something that has happened to them. They need to include several loosely linked events like: “I went to the park. I played on the swings. I went home.” They will also need to provide a reaction to the events like “It was a fun day,” or “I like going to the park.” Students will use a combination of drawing and writing to create their first draft of their own narrative writing piece. Students will need to write the 1st draft of their narrative piece independently. After a 1st draft has been written, then teachers can help with the rest of the writing process to publish the students narrative piece. Students 1st drafts are what teachers will be submitting for the district writing assignment for calibration purposes.

[Teacher Protocols for Writing](#), [Writing Paper Options](#),
[**Examples of Completed Papers Using the Writing Paper Options](#)

****NEW REVISED WRITING RUBRICS** (Match report card) **Updated Annotated Writing Samples****

Stage 3- Learning Activities- HIGHLY SUGGESTED

This section of the document is suggested, not required. The lessons in stage 3 follow the Gradual Release of Responsibility Model in order to prepare students to complete the assessments in stage 2 independently.








Sample Unit Plan:

This table shows a possible weekly arrangement of modules and assessments to meet unit performance expectations.

Weeks 1 and 2	Week 3 and 4	Weeks 5, 6 and 7	Week 8	Week 9
Reading Module 1 Writing Module 1	Reading Module 1 Reading Assessment 1 Writing Module 1	Reading Module 2 Writing Module 1	Reading Module 2 Reading Assessment 2 Writing Module 1	Writing Assessment

Reading Foundations and Language Lessons





The following lesson plans and instructional moves are suggested lessons for some of the supporting standards. Supporting standards should be addressed all year, however there are lessons for specific standards here that will change with every unit.


Standard	Instructional Routines and Resource Links
L.K.1a	Print Upper and Lower Case Letters- There links have some resources that can be used to help students practice writing upper and lowercase letters. Lowercase Letter Printing Bingo Uppercase Letter Printing Bingo Handwriting Practice Pages
L.K.1c 	Use frequently occurring verbs E-School Model/Guided Lesson: Verbs **There is a natural connections between verbs and talking about what characters did in a story or the events of a story**
L.K.1f 	Produce and Expand complete sentences E-School Model/Guided Lesson- Complete Sentences FCRR: Build a Sentence
L.K.1j 	Understand and Use questions words (who, what, when, where, why, how) **There is a natural connection between this standard and retelling and learning about characters, setting, and events.** E-School Model/Guided Lesson: Question Words
L.K.2a 	Capitalize first word and pronoun I E-School Model/Guided Lesson: Rules for Capital Letters There are two lessons in Stage 3 Writing that address this standard. There is a natural connection between capitalization and writing in kindergarten.
L.K.2b 	Name and use common punctuation: E-School Model/Guided Lesson: Punctuation Marks There is a natural connection between punctuation and writing. This is a resource that can be used but should not be the only lesson taught about punctuation with students.
L.K.5a 	Sort objects into categories E-School Model/Guided Lesson: Sorting Words into Categories FCRR: Cube Word Sort E-Spark Instructional Video : introduces or reinforces how we can sort objects
L.K.5d 	Distinguish shades of meaning in verbs E-School Model/Guided Lesson: Acting Out Shade of Meaning FCRR: Extreme Words
Reading Foundations	These Reading Foundations Standards are addressed in Phonetic Connections during this nine weeks: RF.K.2 a, b, c, d and RF.K.3 a, b, c

Reading Module 1: Lessons to Build to Assessment 1

The following lesson plans and instructional moves are suggested lesson that build up to Assessment 1 in the 2nd nine weeks. The table below includes notation to signal a suggested teaching progression for the lessons(a,b,c), the standard(s) that lesson covers, instructional moves, and resources.

Assessment 1 Synopsis: This assessment has 2 parts. The first part has students using a familiar story or nursery rhyme, students will identify what is happening in one picture from the story or poem and identifying the character, setting, and event in the picture. The second part has students retelling the whole story or poem including the characters, setting, and events.


Masters Expectations RL.K.3	The student will: <ul style="list-style-type: none"> Describe characters, setting, and major events in a grade appropriate story
Progressing Towards the Standard	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> Character, setting, event, story The student will perform basic processes, such as: <ul style="list-style-type: none"> Recognize characters, setting and major events in familiar stories
1-a RL.K.3 L.K.1j 	Identifying Characters: GRR Lesson: What are characters? This lesson helps students understand what the word “character” means and begin to identify different characters they already know from familiar stories or poems. **There is also a natural connection between characters and nouns. **
1-b RL.K.3 L.K.1j	Identifying Setting: GRR Lesson: What is a setting? This lesson helps students understand what the word “setting” means and begin to identify different settings they already know from familiar stories or poems. **There is also a natural connection between settings and nouns. **
1-c RL.K.3 L.K.1c L.K.1j	Identifying Major events: GRR Lesson: What are events? This lesson helps students understand what the word “event” means and begin to identify different events they already know from familiar stories or poems. **There is also a natural connection between events and verbs, as well as, asking questions.**
1-d RL.K.3 	E- School Model and Guided Lesson- Story Parts: Characters, Setting, Events This lesson is an a great way to reteach or review parts of a story.
Masters Expectations RL.K.2	The student will: <ul style="list-style-type: none"> Retell grade-appropriate familiar stories, including key details
Progressing Towards the Standard	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> Retell, detail, story The student will perform basic processes, such as: <ul style="list-style-type: none"> Retell familiar stories using story cues (for example, teacher prompts and pictures from the story)
1-e RL.K.2 L.K.1j 	Retelling a Familiar Story: GRR Lesson: Retelling Stories We Know This lesson helps students know what they should include when they retell and gives them a lot of practice retelling stories that they know or have heard.
1-f RL.K.2 	E- School Model and Guided Lesson-Retelling Familiar Stories This lesson can be used to reteach/review ways to retell familiar stories or what to include when retelling a story.



Masters Expectations RL.K.7	The student will: <ul style="list-style-type: none"> Describe the relationship between illustrations and a grade-appropriate story in which they appear
Progressing Towards the Standard	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> Illustration, relationship, text, story The student will perform basic processes, such as: <ul style="list-style-type: none"> Recognize or match pictures and the text that goes with it from familiar stories
1-g RL.K.7	Matching text with picture: GRR Lesson: Figuring Out Pictures This lesson helps students match what is happening in a picture and what is happening in the story. Students will practice matching pictures and text together.
1-h RL.K.7 	E-School Model and Guided Lesson - Illustrations and Story Parts E-Spark Video: Illustrations and Text E-Spark Video: Learning from Illustrations These lessons and videos can help show students how illustrations and story parts are connected. This can be used as a reteach or review for standard 7.

Reading Module 2: Lessons to Build to Assessment 2

The following lesson plans and instructional moves are suggested lesson that build up to Assessment 2 in the 2nd nine weeks. The table below includes notation to signal a suggested teaching progression for the lessons(a,b,c), the standard(s) that lesson covers, instructional moves, and resources.

Assessment 2 Synopsis: Using a poem and a storybook, students will decide which text is a poem and which text is a storybook. Students will circle the poem yellow and the storybook blue (color choice can be made by the teacher). Then, students will compare and contrast the character's adventures between two familiar texts.

Masters Expectations RL.K.5	The student will: <ul style="list-style-type: none"> Identify examples of common types of text (storybooks, poems)
Progressing Towards the Standard	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> Book, storybook, poem, examples
2-a RL.K.5	Recognizing Differences between Poems and Stories: GRR Lesson: Anchor Chart Mini-lesson This is a mini-lesson creating an anchor chart about recognizing differences between poems and stories.
2-b RL.K.5 	E-School Model and guided Lesson : Kinds of Literature This lesson is an online lesson that walks students and teachers through the RL.K.5 standard. It includes a printable page that students can use to practice independently or in collaborative groups.
Masters Expectations RL.K.9	The student will: <ul style="list-style-type: none"> Compare and contrast characters from familiar stories (ex: adventures or experiences)
Progressing Towards the Standard	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> Compare, contrast, character, story, adventure, experience The student will perform basic processes, such as: <ul style="list-style-type: none"> Recognize or identify adventures or experiences that each character has in the story or stories
2-c RL.K.9	Comparing and Contrasting Characters- Specifically their Adventures GRR: Anchor Chart Mini-lesson


	This is a lesson to help introduce identifying characters' adventures and beginning to compare and contrast them.
2-d RL.K.9 	<u>E-School Model and Guided Lesson: Compare and Contrast Characters' Adventures</u> This lesson is an online lesson that walks students and teachers through the RL.K.9 standard. It includes several texts that students can use to practice independently or in collaborative groups.
2-e RL.K.5 RL.K.9 	Comparing Stories and Poems and Comparing and Contrasting Characters' Adventures GRR Lesson: <u>Close Read of a Story and Poem</u> This lesson follows the same protocols as assessment 1. This lesson may need to be done several times with various texts. When the teacher feels that the students are ready, then assessment 1 should be given.

Writing Module 1: Lessons to Build to Assessment 3

The following lesson plans and instructional moves are suggested lesson that build up to Assessment 3 in the 2nd nine weeks. The table below includes notation to signal a suggested teaching progression for the lessons(a,b,c), the standard(s) that lesson covers, instructional moves, and resources.

Assessment 3 synopsis: Students will write about something that has happened to them. They need to include several loosely linked events and provide a reaction like: "I went to the park. I played on the swings. I went home. It was a great day." First, students will fill out their graphic organizer about something that has happened. Then, students will use a combination of drawing and writing to create their first draft of their own narrative writing piece.

Assessment Standard	Instructional Moves and Formative Assessment
** Teacher Note About Writing** While the focus for this unit is Narrative Writing, teachers should continue to reinforce what students have learned about opinion writing throughout this unit. Teaching writing is a continuous process that requires us to provide students with opportunities to practice different types of writing throughout the year. Below, there are two lessons about transitioning to narrative writing and ways to use opinion writing in this unit. Narrative and Opinion will be addressed in the next two units in a similar manner.	
3-a W.K.3	Transition from Opinion to Narrative Writing: <u>GRR Mini-Lesson: What is Narrative Writing</u> This lesson helps students understand and review the different types of writing and begin to move to Narrative writing instead of opinion.
3-b W.K.1 W.K.3	Using Opinion Writing: <u>Ideas, Prompts, and Suggestions to integrate opinion writing throughout this unit</u> This lesson gives ideas and suggestions on how to continue to use what students have learned about opinion writing throughout this unit while they learn about narrative writing.
3-c W.K.3	Writing a Narrative Sentence: <u>GRR Mini-Lesson Writing a Narrative Sentence</u> This lesson helps begin to write a story by writing one sentence that includes characters and an action. The graphic organizer used here will help students build to the graphic organizer used in assessment 3.
3-d W.K.3	Identifying What is going to happen: <u>GRR Mini-Writing Multiple Narrative Sentences</u> This lesson helps students practice writing more than one sentence for their narrative story. There is a natural connection between writing narratives and nouns and verbs.
3-e W.K.3	Adding a Conclusion/Reaction: <u>GRR Mini-Lesson: Providing a Reaction</u> This lesson shows students how to provide a reaction to their narrative story. It allows students to come up with a list of possible reactions and practice using them in their own writing.

3-f W.K.5 L.K.1h	Using Writer's Checklist: GRR Mini-Lesson Why and How to use Writer's Checklist This less shows student why and how to use a writer's checklist. This doesn't go into detail about each item on the checklist, because that could differ for each classroom.
3-g W.K.3 	E-School Model and Guided Lesson: Draw, Tell, and Write Stories This lesson helps show kids that there are different reasons why we write stories. It also could be used to introduce narrative writing or reteach/review what narrative writing includes.
3-h L.K.2 a	Capitalize the first letter of a sentence: GRR mini-lesson . This lesson introduces students to capitalizing the first letter of a sentence.
3-i L.K.2 a	Capitalize the pronoun I: GRR mini-lesson . This lesson introduces students to capitalizing the pronoun I.

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We would love your feedback and great ideas! Please email any suggestions, concerns, resources, or lesson ideas to your K-2 Literacy TOSA, Megan Rojo at mvenable@sdale.org

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Teacher Resources- *The following are resources to help in deepening our understanding.*

[Florida Center for Reading Research](#)- Direct links to the documents from ffr.org for Reading Center ideas and interventions based on student needs