



Grade K

Narrative Units

Unit 1: We're Already Readers and Writers

Unit 2: Noticing How Stories Work

Unit 3: Knowing Our Characters

Unit 4: What's the Big Idea?

Kindergarten Narrative Units of Inquiry **Essential Learnings**

Using an awareness of story organization and story elements, students talk, write, and draw about abstract ideas in texts they read and have had read to them.

Note: Literacy units encompass all domains: reading, writing, listening, and speaking. Some outcomes, however, are unique to specific domains. All units will include opportunities for students to read a "good representation of grade level appropriate narrative and expository text" (RC 2.0).

Kindergarten Narrative Unit 1 of 4: We're Already Readers and Writers

In this unit, students construct understanding of text by interacting with the ideas they have read, heard, or viewed in new and familiar texts (includes narratives, poetry, finger plays, rhymes, as well as nonfiction texts). By inviting students to bring in text and actively listen to stories they know and love, teachers and students create and build on a collection of common literary experiences. They ask and respond to questions about these texts as they develop and articulate their literary understanding and preferences. (*"I think Corduroy is looking for a family with Lisa, not just his lost button."* *"Do you think that Lisa can really talk to Corduroy?"* *"I mostly like books about real animals, like snakes!"*) Students orally present brief recitations (i.e., poems, rhymes, songs, etc.) and participate in whole class, small group, and/or partnership conversations about texts they have read and written. Teachers listen and guide students in their discussion of favorite texts, deliberately marking, labeling, and recording student references to character, setting, events, ideas, authors, and illustrators. Students write texts with others and independently that represent ideas about experiences and stories (includes drawing). Written texts may include journal entries, responses to literature, books, notes to families, etc.

Outcomes

Students are able to:

- Question, interpret, and clearly articulate their understanding of the messages and meanings of narrative texts (RWA 1.3; RC 2.0, 2.2, 2.3, 2.5; LR 3.0, 3.1, 3.2; LS 1.0, 1.2; WS 1.1; LC 1.1, 1.7; LS 1.0, 1.2; SA 2.0, 2.1; FW p. 34)
- Draw inferences, conclusions, or generalizations about the text and support them with textual evidence and prior knowledge (RC 2.0, 2.3, 2.4, 2.5; LR 3.0, 3.1, 3.2; WS 1.0, 1.1; LS 1.0, 1.2; SA 2.1, 2.3; FW pp. 25, 34)
- Listen and build on each other's ideas (LS 1.0, 1.2; FW pp. 25, 29)
- Discuss their reading preferences (RC 2.0, 2.1; LR 3.0, 3.3; FW pp. 33-35)
- Participate in the reading and discussion of stories, poems, rhymes, and songs (RC 2.0, 2.4; LR 3.0, 3.3; LS 1.0; SA 2.0, 2.1, 2.2)
- Compose a variety of written pieces to share their ideas and stories for authentic, self-selected purposes and audiences (WA 1.0; RC 2.0; WS 1.0; LC 1.0, 1.2; FW pp. 34, 37)
- Write responses to literature that demonstrate understanding of the text(s) reflecting the specific unit work (i.e., discuss how the author...discuss why the character...) and supporting ideas with textual references and personal experiences (RC 2.0, 2.1, 2.2, 2.3, 2.4, 2.5; LR 3.0, 3.3; WS 1.0; FW pp. 34-35)

Kindergarten Narrative Unit 2 of 4: Noticing How Stories Work

In this unit, students construct understanding of a variety of familiar and new narrative texts. They recognize and use the book patterns they discover (i.e., language patterns, structural patterns, and refrain-type patterns) to enhance meaning making. (*"So the next page is going to say that part again."* *"The pattern changes at the end."*) Natural story structure (rise of action, height of action, resolution of conflict) will be highlighted in age-appropriate terms (to move beyond the notion of "beginning, middle, and end"). Students explore how predictable structures allow readers to anticipate, revise, and confirm thinking in support of understanding the text as a whole. (*"In The Chick and the Duckling, the chick finally realizes that he can't be a duckling but that they can still be friends"*). Students deliver brief recitations and oral presentations about familiar stories and interests (i.e., dramatization of *Billy Goats Gruff*). They communicate their thinking and questions about texts as well as share personal experiences and stories with the whole class, in small groups, and/or in partnerships, using coherent sentences/ideas. (*"Last night my first tooth fell out and I almost lost it down the sink!"*). Students' writing represents their ideas about experiences, stories, people, or events (includes drawing, labeling, and some approximate spelling). Students imitate mentor texts to produce a variety of writing such as books, lists, story posters, journal entries, responses to literature, etc.

Outcomes

Students are able to:

- Question, interpret, and clearly articulate their understanding of the messages and meanings of narrative texts (RWA 1.3; RC 2.0, 2.2, 2.3, 2.5; LR 3.0, 3.1, 3.2; LS 1.0, 1.2; WS 1.1; LC 1.1, 1.7; LS 1.0, 1.2; SA 2.0, 2.1; FW p. 34)
- Draw inferences, conclusions, or generalizations about the text and support them with textual evidence and prior knowledge (RC 2.0, 2.3, 2.4, 2.5; LR 3.0, 3.1, 3.2; WS 1.0, 1.1; LS 1.0, 1.2; SA 2.1, 2.3; FW pp. 25, 34)
- Consider the whole story to determine and discuss what is important (RWA 1.18, RC 2.0, 2.2, 2.3, 2.4, 2.5; LR 3.3; LS 1.0, 1.2; SA 2.0, 2.3)
- Refer to specifics in the text to support ideas (RC 2.0, 2.1, 2.2, 2.3, 2.4, 2.5; LR 3.0, 3.3; WS 1.0; LS 1.0, 1.2; SA 2.0, 2.1)
- Recognize the rising action, climax, and resolution of story and use them to guide expectations and understanding (RC 2.0, 2.2, 2.3, 2.4, 2.5; LR 3.0, 3.3)
- React and interact with the story (RWA 1.18; RC 2.0, 2.3, 2.5; LR 3.0, 3.3; LS 1.0, 1.2; SA 2.3)
- Listen and build on each other's ideas (LS 1.0, 1.2; FW pp. 25, 29)
- Share and orally present their own ideas, using complete, coherent sentences/ideas (LS 1.0, 1.2; FW pp. 25, 29)
- Compose a variety of written pieces to share their ideas and stories for authentic, self-selected purposes and audiences (WA 1.0; RC 2.0; WS 1.0; LC 1.0, 1.2; FW pp. 34, 37)
- Write responses to literature that demonstrate understanding of the text(s) reflecting the specific unit work (i.e., discuss how the author...discuss why the character...) and supporting ideas with textual references and personal experiences (RC 2.0, 2.1, 2.2, 2.3, 2.4, 2.5; LR 3.0, 3.3; WS 1.0; FW pp. 34-35)

Kindergarten Narrative Unit 3 of 4: Knowing Our Characters

In this unit, students recognize and use patterns of character behavior across texts and illustrations to construct understanding of the text as a whole. Students will explore text-evidence (e.g. characters' words, actions, feelings, appearances) to make inferences about characters (e.g., lazy, copycat, etc.) and determine their importance to the story and applications to real life. Ideas about recurring characters (e.g., Mrs. Wishy-Washy, Franklin, Frog, and Toad) and character-types (e.g. "The Wolf") are discussed, questioned, and shared with the whole class, in small groups, and/or in partnerships. Using precise language to describe characters' attributes, feelings, and the text as a whole are emphasized. Students deliver brief recitations and oral presentations about familiar stories and interests (i.e., role playing familiar characters: Gingerbread Man, Jack and Jill, Mrs. Wishy-Washy...). They communicate their thinking and questions about texts as well as share personal experiences and stories with the whole class, in small groups, and/or in partnerships, using coherent sentences/ideas. As students explore and discuss mentor texts, they try on approximations of these authorial decisions in their own writing. Written compositions include responding to literature as well as writing stories about familiar experiences (includes approximate spelling, some sight words, and illustrations).

Outcomes

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- Question, interpret, and clearly articulate their understanding of the messages and meanings of narrative texts (RWA 1.3; RC 2.0, 2.2, 2.3, 2.5; LR 3.0, 3.1, 3.2; LS 1.0, 1.2; WS 1.1; LC 1.1, 1.7; LS 1.0, 1.2; SA 2.0, 2.1; FW p. 34)
- Draw inferences, conclusions, or generalizations about the text and support them with textual evidence and prior knowledge (RC 2.0, 2.3, 2.4, 2.5; LR 3.0, 3.1, 3.2; WS 1.0, 1.1; LS 1.0, 1.2; SA 2.1, 2.3; FW pp. 25, 34)
- Describe abstract concepts using sophisticated language (e.g., pride, jealousy) (RWA 1.18; RC 2.0; WS 1.0, 1.1; LS 1.0, 1.2; SA 2.0, 2.3)
- Connect ideas represented in the text and apply to life outside the text (applied level of comprehension) (RC 2.0, 2.3, 2.5; LR 3.0, 3.3; WS 1.0, 1.1; LS 1.0, 1.2; SA 2.0, 2.3)
- Seek and name abstract concepts in text (using what they know about character, setting, and events) (RWA 1.18; RC 2.0, 2.3, 2.5; LR 3.0, 3.3; WS 1.0, 1.1; LS 1.0, 1.2; SA 2.0, 2.3)
- Use knowledge of character and story to make relevant predictions (RWA 1.18; RC 2.0, 2.2, 2.5; LR 3.0, 3.3; LS 1.0, 1.2; SA 2.0, 2.3)
- Describe character traits using sophisticated language (e.g., proud, jealous, sly)
- Synthesize character traits and draw conclusions about characters based on their actions and feelings (RWA 1.18; RC 2.0, 2.3, 2.5; LR 3.0, 3.3; WS 1.0, 1.1; LS 1.0, 1.2; SA 2.0, 2.3)
- Share and orally present their own ideas, using complete, coherent sentences/ideas (LS 1.0, 1.2; FW pp. 25, 29)
- Compose a variety of written pieces to share their ideas and stories for authentic, self-selected purposes and audiences (WA 1.0; RC 2.0; WS 1.0; LC 1.0, 1.2; FW pp. 34, 37)
- Write responses to literature that demonstrate understanding of the text(s) reflecting the specific unit work (i.e., discuss how the author...discuss why the character...) and supporting ideas with textual references and personal experiences (RC 2.0, 2.1, 2.2, 2.3, 2.4, 2.5; LR 3.0, 3.3; WS 1.0; FW pp. 34-35)

Kindergarten Narrative Unit 4 of 4: What's the Big Idea?

Students integrate their growing understanding of literary elements (including new and well-known characters, themes, plots, and settings) to anticipate, discover, and respond to abstract concepts/ideas in texts (e.g., In *Swimmy*, cooperation, courage, bravery, creativity are manifested throughout the text). They read and listen to a wide variety of familiar and unfamiliar narrative texts. As students engage in whole class, small group, and partnership conversations, teachers listen for students' attempts to articulate abstract concepts/ideas and lift their language. (i.e., "He keeps going"... "Yes, that shows us that the Little Engine That Could is so determined, he never gives up.") Students question, discuss, and share insights about what the text might reveal about life. During brief recitations and oral presentations, students relate experiences, stories, and/or interests speaking audibly in complete, coherent sentences. Students write responses to literature that address their understanding of the abstract concepts/ideas in texts. They also write texts about familiar events and interests (e.g., poetry, letters, stories, books, posters, articles...) using conventional and approximate spelling.

Outcomes

Students are able to:

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- Draw inferences, conclusions, or generalizations about the text and support them with textual evidence and prior knowledge (RC 2.0, 2.3, 2.4, 2.5; LR 3.0, 3.1, 3.2; WS 1.0, 1.1; LS 1.0, 1.2; SA 2.1, 2.3; FW pp. 25, 34)
- Describe abstract concepts using sophisticated language (e.g., pride, jealousy) (RWA 1.18; RC 2.0; WS 1.0, 1.1; LS 1.0, 1.2; SA 2.0, 2.3)
- Connect ideas represented in the text and apply to life outside the text (applied level of comprehension) (RC 2.0, 2.3, 2.5; LR 3.0, 3.3; WS 1.0, 1.1; LS 1.0, 1.2; SA 2.0, 2.3)
- Seek and name abstract concepts in text (using what they know about character, setting, and events) (RWA 1.18; RC 2.0, 2.3, 2.5; LR 3.0, 3.3; WS 1.0, 1.1; LS 1.0, 1.2; SA 2.0, 2.3)
- Consider the whole story to determine and discuss what is important (RWA 1.18; RC 2.0, 2.2, 2.3, 2.4, 2.5; LR 3.3; LS 1.0, 1.2; SA 2.0, 2.3)
- Refer to specifics in the text to support ideas (RC 2.0, 2.1, 2.2, 2.3, 2.4, 2.5; LR 3.0, 3.3; WS 1.0; LS 1.0, 1.2; SA 2.0, 2.1)
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