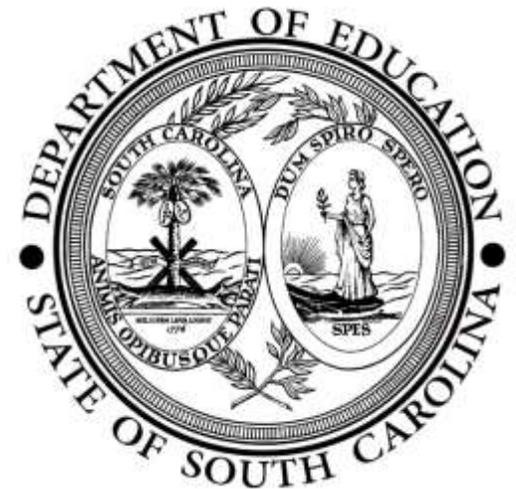


Grade 1

Narrative Writing – Using Retelling to Write a Narrative

Instructional Unit Resource for the
*South Carolina College- and Career-Ready Standards for
English Language Arts*

South Carolina Department of Education
Office of Standards and Learning
August 2016



**Grade 1: Narrative Writing:
Using Retelling to Write a Narrative**

Unit Rationale/Overview;

This unit is focused on retelling stories to write a narrative. Its purpose is to build upon the strong foundational skills that began in kindergarten. This unit requires teachers to read aloud and model fluency, while expecting students to analyze relationships among ideas, themes, or topics, and to retell stories by identifying the beginning, middle, and end, and ultimately writing a narrative.

First grade students will be immersed in literary texts that will prepare them to begin the process of understanding narrative writing. Students will have opportunities to read and retell stories that emphasize story elements: characters, setting, and events. The retelling process improves comprehension and expressive language, while also providing students with opportunities to select important information and integrate it within their writing,

The teacher’s modeling stories and thinking aloud about the writing are crucial to the implementation of this narrative unit, in terms of drafting, as well as demonstrating craft and revision. The teacher will serve as the expert writer, who both models and writes with students as she/he instructs them through interactive, shared, and independent writing within the Writer’s Workshop model.

Through collaboration, analysis of literary texts, and authentic reading and writing tasks, students will learn to be successful and proficient readers, writers, and communicators. These traits will also assist students in developing the world class skills listed in the Profile of the South Carolina Graduate.

<http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf>

Estimated time frame: three to four weeks.

Standards and Indicators

Targeted implies that these standards are the focus of the unit.

Embedded implies that these standards will be naturally integrated throughout the units.

Targeted Standards/Indicators

Reading- Literary Text

- 1.RL.7 Analyze the relationship among ideas, themes, or topics in multiple media & formats, & in visual, auditory, & kinesthetic modalities.**

1.RL.7.1 Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.

1.RL.8 Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

1.RL.8.1a Read or listen closely to describe characters' actions and feelings;

1.RL.8.1c Read or listen closely to describe setting;

Writing

1.W.3 Write narratives to develop real or imagined experiences or events using effective techniques, well chosen details, and well- structured event sequences.

1.W.3.1 Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.

1.W.3.2 Plan, revise, and edit, building on personal ideas and the ideas of others to strengthen writing.

Embedded Standards/Indicators

Inquiry-Based Literacy Standards

1.I.1 Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

1.I.1.1 Translate “wonderings” into questions that lead to group conversations, explorations, and investigations.

1.1.I.2 Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

1.I.2.1 Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.

1.1.I.3 Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

1.I.3.1 Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.

1.I.3.2 Select the most important information, revise ideas, and record and communicate findings.

1.I.4 Synthesize information to share learning and/or take action.

1.I.4.1 Draw conclusions from relationships and patterns discovered during the inquiry process

1.I.4.2 Determine appropriate tools to communicate findings.

- 1.I.4.3 Reflect on findings and take action.
- 1.I.5 Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.**
- 1.I.5.1 Recognize the value of individual and collective thinking.
- 1.I.5.2 Monitor and assess learning to guide inquiry.
- 1.I.5.3 Articulate the thinking process.

Writing

- 1.W.6 Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.**
- 1.W.6.1 With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.

Communication

- 1.C.1 Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations: build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.**
- 1.C.1.1 Explore and create meaning through conversations, drama, questioning, and storytelling.
- 1.C.1.2 Practice the skills of taking turns, listening to others, and speaking clearly.
- 1.C.1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups

Clarifying Notes and “I Can” Statements

Clarifying Notes

Students in first grade will need exposure and practice in retelling before they are able to write an effective narrative. They will need to learn to use pictures to identify key details in a story. These students will also continue to build on the kindergarten standards of asking and answering questions about a text. This skill should lead to the more complex skill of comprehending text.

The students will need to build upon the writing skills that they learned in Kindergarten. First grade writing standards require students to use texts as examples to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.

A narrative is a story with a beginning, a series of events, and an ending. Narratives may be fiction or nonfiction, and they usually tell about important events from a character's or a subject's life.

Many young students have a misconception that main idea and theme are synonymous. Teachers should plan instruction that clearly highlights the difference between the two: the main idea tells what the story is about, and the theme is a lesson or a moral. Ideally, teachers should check frequently to make sure students understand the concepts of retelling, text analysis, and theme. Helping students understand the difference between retelling and summarizing can be difficult. It may be useful to remind them a retell is a detailed "play by play" of all the events in a story, told in sequence; a summary is a brief overview of the entire story.

The lesson format is that of gradual release. The Gradual Release Model is when a teacher models for students as a whole group, has them practice in a small group, and then work independently (Levy, 2007). The modeling portion (I do) is a mini-lesson shown by the teacher and should emphasize how to *think through* the process while demonstrating it. The guided practice (we do) might include teacher and students' working together, students working in small groups, or both. It is recommended, but not required, that students complete the independent practice (you do) on their own to determine their individual mastery of the "I can" statement (and standard). Naturally, this format is not required, and teachers who choose to use the included lessons or structure should determine which suggestions fit best within the gradual release components (or other instructional method) based on their knowledge of students. Refer to Gradual Release Model at <http://www.sjboces.org/doc/Gifted/GradualReleaseResponsibilityJan08.pdf>

The strategies listed within this unit can be taught within Writer's Workshop. When Writer's Workshop is integrated with reading, students construct meaning in a more authentic way. The components of Writer's Workshop are read aloud/mentor texts, mini-lessons, independent writing, conferring, guided writing, and sharing/publishing.

A mentor text should be a text that the students are familiar with from prior experiences. In her book *What You know By Heart*, Katie Wood Ray says mentor texts become our coaches and our writing teachers. They provide opportunities for students to see what kind of writers they can become as they imitate the text and continue to find ways to grow. When a student learns to write from a mentor text, it can be effective for the teacher to provide multiple mentor texts. A variety of strategies can be learned from more than one author and text. For this reason, more than one possible mentor text is listed in this unit of instruction. (Ray, 2002).

Reminders:

- Students should begin to use the words "story" and "text" interchangeably.
- Anchor charts are visual references that are used as a tool for students to receive ongoing support as they develop in their understanding. Ideally, anchor charts are made with students and may be displayed as needed or determined by the student work.

- In shared writing, the teacher acts as the scribe, composing and constructing the text that the students can read again. It is a collaborative process between the teacher and students. The emphasis is on the message or story they are creating together. After production, the text is used for reading. The text may also be used as a model or resource for students' own writing. (McCarrier, Pinnell and Fountas, 2000)
- In interactive writing, the teacher and the students "share the pen." At strategic points in the construction of the text, the teacher will draw the students' attention to the conventions of written language and the writing process that need to be learned or reinforced. After production, the text is used for reading. The text may also be used as a model or resource for students' own writing. (McCarrier, Pinnell and Fountas, 2000)

Encourage students to read like a writer and have collaborative conversations through "Turn and Talk." (Routman, 2003)

Teaching Tips:

- Before you begin, model "turn and talk" with another adult or student. Emphasize the importance of having a two-way conversation with one person speaking at a time. Assign students a "turn and talk" partner or small group.
- During read aloud, stop several times at natural breaking points and pose queries for students to "turn and talk," asking the following:
- Where do you think this author got his/her ideas for this book?
- Listen to this! Let me reread the beginning of this book. Did the lead make you want to read the story?
- Did you hear any words that you want to remember and use in your writing?
- Can you picture this setting/character/event in your mind? How did the author help you do that? What words did the author use?
- Notice the way the sentences flow. How did the author accomplish that effect?

Targeted Standards "I Can" Statements

- I can retell a story, using key details to describe the beginning, middle, and ending. (1.RL.7.1)
- I can use key details to identify a story's theme. (1.RL.7.1)
- I can describe the characters in a text. (1.RL.8.1a)
- I can describe the setting. (1.RL.8.1c)
- I can explore multiple texts to write narratives that have two or more events in order, including details, words that signal order, and a story that has closure. (1.W.3.1)
- I can plan, revise and edit my writing, getting help from others. (1.W.3.2)

Essential Questions

These are **suggested** essential questions that will help guide student inquiry.

- How are texts alike and how are they different?
- How are the characters in texts alike and different?
- How does retelling a story help me to understand what I read?
- How can I connect the illustrations to the main characters?
- How can I determine the setting from the illustrations and the text?
- How does the theme help me understand the story?
- How do writers use narrative writing to make sense of personal experiences?
- How do I plan, edit and revise my writing?

Academic Vocabulary

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. The ideal time to deliver explicit instruction for the terms would be during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.

key details

problem

genre

sequence

events

setting

character

Prior Knowledge

In kindergarten students are beginning to retell texts, identifying the beginning, middle, and ending of stories they have read or heard. Students should be able to paraphrase and know how to determine what information is considered “key” in retelling. The ability to identify characters and setting will help first graders be more accurate in their retelling and ability to determine theme. The retelling should help students to identify the main idea of a text, a skill which will be crucial in learning how to determine the theme. These reading skills then become the foundation on which students will build their narrative writing skills.

Subsequent Knowledge

In second grade, students will be expected to analyze the relationships among themes and topics by retelling the sequence of major events, using key details in a text they have heard or read. As students develop and interact within a particular context, they will also be expected to compare and contrast characters' actions, feelings, and responses to major events. They should be able to explain the importance of cause and effect relationships to plot development. They will explore multiple texts to write narratives that recount an event or short sequence of events. These narratives will include details to describe actions, thoughts, and feelings and will use temporal words to signal event order, and provide a sense of closure.

Potential Instructional Strategies

Learning Target: I can retell a story using key details to describe the beginning, middle, and ending. (1.RL.7.1)

Notes:

Text: Familiar texts (texts read previously and that students are familiar with)

Instructional Grouping: Small or whole group

Preparation: Gather a familiar text; gather enough sticky notes for each student to have three notes; gather chart paper and markers, B-M-E story map, individual book baskets (browsing baskets)

Model (I do):

- The teacher will explain to the students that all stories have a beginning, middle, and end and will then read a familiar text while stopping to place sticky notes around the beginning, middle and end sections of the story.
- Use these prompts while reading:
- *What happened first? Look at the picture to remind you.*
- *Say what happened next. Make sure it connects to what you just said.*
- *Use the words “next”, “then....,” “and then...”*
- *You can skip a page if nothing important happened.*
- *What’s the next important thing that happened?*

Guided Practice (We do):

- The teacher conducts a shared writing lesson.
- Label chart paper with three numbered sections or with labeled sections B, M, E
- Quickly reread an additional story that is familiar to the students.
- Have the students identify and write the beginning, middle and ending of a text.

Independent Practice: (You do):

- Have students use their individual reading baskets to locate a text read previously. The students will identify the beginning, middle and ending of the book, using the sticky notes. They will then complete a B-M-E story map.
- Conduct writing mini-conferences and then document the results of the conference and provide scaffolding, as needed.
- Bring the students together in a large group, and have some students share their own story maps.
- Note whether students are expanding their writing abilities; if so, have them write the beginning, middle, or end in their Writer's Notebooks.

Note: What the teacher might say to the students:

“To help you remember what happened in the text, use the pictures. Walking through the text as you retell helps you make sure you’re saying the most important parts in the order they happened. Go back to the beginning of the book, touch the page, and briefly say what happened. Then, turn the page and say what happened next, then, and after that until the book is finished”. (Serravallo, 2015)

Learning Target: I can retell a story using key details to describe the beginning, middle, and ending. (1.RL.7.1)

Note:

Text: Any familiar text

Instructional Grouping: Small or whole group

Preparation: Gather familiar text; create a large graphic organizer with three-four columns labeled Detail #1, Detail #2, Detail #3, Detail #4; create the same graphic organizer for the students to complete with partners or individually; gather individual book baskets (browsing baskets)

Model (I do):

- The teacher will explain that students will learn how to summarize a text. Summarizing is similar to retelling. Tell students that when readers summarize, they give key details in the order in which they happened.

- Conduct an interactive read aloud of a text.
- After conducting the read aloud, use the details anchor chart to identify and write the details from the read aloud.
- Model how to give a brief summary by reading the details chart.

Guided Practice: (We do)

- The teacher will use a text that has been previously read aloud.
- Have the students follow the same procedure as stated above, identifying the key details in the text.
- Have the students work together to summarize the story.
- Use the following prompts to scaffold students' summarization skills:
- *Tell me the beginning in a shorter way.*
- *Tell me the most important thing that happened in the beginning.*
- *How does that connect to the thing you just told me?*
- *Can you say that in a shorter way?*
- *You told me five things that happened in the middle. Which two or three were most important?*
- *What's the most important thing that happened at the end?*

Independent Practice: (You do)

- The student will go through the process with the key details chart, using a book from their individual book baskets (browsing baskets).
- Students will use the story map from the previous lesson to write a summary.
- The teacher will conduct writing mini-conferences.
- The teacher will document the results of the conference and provide scaffolding, as needed.
- The teacher will bring the students together in large group and have some students share their own summaries.
- The teacher will note whether students are expanding their writing abilities; if so, the teacher will have them write the beginning, middle, or end in their Writer's Notebooks.

Learning Target: I can use key details to identify story theme. (1.RL.7.1)

Note:

Text: Several picture books with strong themes evident (see resource page for a list)

Instructional Grouping: Small or whole group

Preparation: Cue the video on “The Boy Who Cried Wolf” https://www.youtube.com/watch/?v=WqOPp_66z2o; create an anchor chart for theme that would list common themes first graders can identify with, such as a large blank T chart and several first grade picture books that depict theme

This lesson can be extended into another day by bringing in photographs that depict a theme. Continue the procedures from this lesson.

Model (I do):

- Begin the lesson by showing the video “The Boy Who Cried Wolf” from YouTube: www.youtube.com/watch/?v=WqOPp_66z2o
- Ask the students what the author was trying to teach by telling the little boy’s story.
- Write down the students’ response.
- Explain that sometimes when authors write books, they try to send us a message or try to teach us something in the text. This message is called the *theme* of a story.
- Show the anchor chart on theme, and have students add themes from the video.

Guided Practice (We do):

- Show the students the T-chart with the headings *theme* and *proof*.
- Tell the students that their job is to listen and see if they can identify the theme in the story read aloud. After the read aloud, they will also help the teacher to locate the *evidence* or *proof* that justifies their choice.
- Conduct an interactive read aloud from a text with a strong theme. (This can be easily taught with a fable)

Independent Practice (You do):

- Put students with a partner or in a group and distribute books with a designated theme (depending on skill level & the availability of theme- related picture books).
- Distribute sticky notes to students.
- Have the partners or groups read and/or view the illustrations to determine the theme.
- Have the students use the sticky notes to identify the places in the story that helped to determine the theme.

- Have the students use the sticky notes as a guide to write the theme of the story.
- The teacher will conduct writing mini-conferences and then document the results of the conference and provide scaffolding, as needed.
- Bring the students together in a large group, and have some students share their theme ideas. Add to the anchor chart, if necessary.
- Note whether students are expanding their writing abilities; if so, have them write the key details to the story in their Writer's Notebook.

Learning Targets:

- **I can explore multiple texts to write narratives that have two or more events in order, including details, words to signal order, and a story that has closure. (1.W.3.1)**
- **I can plan, revise, and edit my writing (1.W.3.2)**

Note:

Text: Multiple texts to explore

Instructional Small or whole group

Preparation: Prepare a glove to model Five Finger Retell Grouping: (thumb=characters/who, pointer=setting/where and when, second finger=beginning, ring finger=middle, pinky=ending), create a large Five Finger retelling anchor chart; create individual graphic organizers with the five fingers to assist students in planning their stories

This lesson can be extended as students move from retelling to planning to drafting within the writing process.

Model (I do):

- The teacher will begin the lesson by asking the students to tell about one of their favorite stories. Then the teacher will talk about one of his/her favorite stories.
- The teacher will show students the retelling glove and explain that good writers tell their story out loud before they begin to write on paper.
- The teacher will model how to tell the story again, using the retelling glove.
- The teacher will then model, using the Five Finger Retell to plan his/her narrative on chart paper.

Guided Practice (We do):

- The teacher and class will conduct an interactive writing lesson where the teacher and students create the anchor chart or poster for the Five Finger Retell.
- The teacher will have several students model this strategy in front of the class.
- The teacher will use one student's story as a model to tell and plan. She will conduct a shared writing lesson (share the pen) with the students as they orally recount the parts of the story.

Independent Practice (You do):

- The teacher will distribute the Five Finger Retelling graphic organizer to each student.
- The students will use the strategy to tell their story to a partner first and then use the organizer to begin planning their writing.
- The teacher will conduct writing mini-conferences with several students to assess their ability to plan a narrative.
- The teacher will document the results of the conference and provide scaffolding, as needed.
- The teacher will bring the students together in large group and have some students share their writing.
- The teacher will note whether students are expanding their writing abilities; if so, they will write a narrative that has one or more events. The teacher will place the story in their Writer's Notebooks.

Learning Target: I can describe the describe setting. (1.RL.8.1c)**Note:**

Text: Several texts with distinct settings

Instructional Grouping: Small or whole group

Preparation: Gather several pictures; locate a familiar text with a strong setting; gather individual student book basket (browsing baskets); create an anchor chart that teaches setting

Model (I do):

- Explain that most fictional stories have characters and a setting. A setting is usually where and when a story takes place.
- Show the students different pictures and model how to determine the setting of the story based on the observations from the pictures.
- Conduct a think aloud, showing the students how to pay attention. For example- look at the illustrations. Point to and discuss the weather, the trees, and what the characters are wearing.

Guided Practice (We do):

- Before reading the book aloud, tell students to pay attention to the illustrations to see where and when the story takes place.
- After reading the book, discuss the setting and create an anchor chart to aid the students in finding the settings of stories. The anchor chart should have the definition of setting as well as pictures of different settings.
- Provide scaffolding as needed and ask:
- *What is the setting of the story?*
- *Why is this setting an important part of the story?*
- *How would the story be different if it happened in the spring? Winter? Fall? At night? During the day?*
- *Would the story be the same if it occurred _____?*

Independent Practice (You do):

- The students will be able to identify the settings of the books in their book baskets.
- Students will write about the setting of a story, using key details and place the information in the Writer's Notebook.
- The teacher will conduct writing mini-conferences, posing the questions as asked in the Guided Practice section of this lesson.
- The teacher will document the results of the conference and provide scaffolding, as needed.
- The teacher will bring the students together in a large group and have some students share the setting from their own books.

Learning Target: I can describe the characters in a text. (1.RL.1.8a)

Note:

Text: Multiple familiar texts

Instructional Grouping: Small or whole group

Preparation: Create a character anchor chart that includes words that might describe characters' actions, feelings, thoughts or appearance; obtain a large piece of chart paper to describe character traits; create a character chart for individual students

Model (I do):

- Begin the lesson by explaining or reviewing the term *character* with the students. Ask students to share what they know about characters (the people, animals or objects in a story). Ask the students to name some of their favorite characters and tell why those characters are

their favorites.

- Select a favorite book from the classroom library. Use descriptive words to talk about a character in the book. Refer back to the text to identify *why* the description is an accurate one.
- Explain that describing characters from books includes how a character *acts*.

Guided Practice (We do):

- Show the character anchor chart to the students. Explain to the students that the read aloud for the day will have a character that will be easy to describe. Students are expected to look closely at the illustrations and listen to what happens in the story.
- Conduct an interactive read aloud. See the Resource section for suggested titles.
- Conduct a shared writing lesson. Have the students “share the pen” with the teacher as the class identifies the character traits on the large chart paper.

Independent Practice (You do):

- Distribute the character sheets to the students.
- Ask the students to grab their individual reading book baskets and choose a book that centers on a fictional character or characters.
- Tell students to review the book and write which character traits describe the character(s) in the book.
- Conduct writing mini-conferences.
- Document the results of the conference and provide scaffolding, as needed.
- Bring the students together in a large group and have some students share their own character maps.
- Note whether students are expanding their writing abilities; if so, have them write a sentence describing the characters from a text and place in their Writer’s Notebooks.

Learning Targets:

- I can explore multiple texts to write narratives that have two or more events in order, including details, words to signal order, and a story that has closure. (1.W.3.1)
- I can plan, revise, and edit my writing (1.W.3.2)

Note:

Text: Sequencing text sets

Instructional Grouping: Small or whole group

Preparation: Prepare several picture cards to demonstrate sequencing of a story – create or find several sets of sequencing cards; writing graphic organizer (3-4 columned chart or BME chart from previous lesson)

This lesson can be extended as students move from planning to drafting.

Model (I do):

- Show the students the picture cards in sequential order and tell the story out loud.
- Explain how important it is to tell a story in order. This skill is called *sequencing*.
- Mix up the cards and then retell the story in mixed up order to show students the importance of telling and writing a story in order.
- Put the cards back in the correct order, and retell the story correctly.

Guided Practice (We do):

- Place students in groups and give them sets of sequencing cards to place the story in order. (The students should be able to tell the story in order, using the illustrations as their guide). Then have students retell the story.
- Keep students in groups. Distribute the writing planning page to them. It can be a three to four column chart or the BME chart used in the previous reading lesson. Have students tell their story in order to a partner or the small group.

Independent Practice (You do):

- Have students return to their desks to complete the chart or the BME chart.
- Conduct writing mini-conferences with several students to assess their ability to plan a narrative.
- Document the results of the conference and provide scaffolding, as needed.

- Bring the students together in a large group, and have some students share their writing.
- Note whether students are expanding their writing abilities; if so, have them read a text independently and write a narrative focusing on a sequential account or on two or more events from the text and place in their Writer's Notebooks.

Learning Targets:

- **I can explore multiple texts to write narratives that have two or more events in order, including details, words to signal order, and a story that has closure. (1.W.3.1)**
- **I can plan, revise, and edit my writing (1.W.3.2)**

Note:

Text: Recipes, other books with temporal words

Instructional Grouping: Small or whole group

Preparation: Create a first, next, then, last anchor chart and graphic organizer for the students; bring out the sequencing cards from the previous lesson; cue the video <https://www.youtube.com/watch?v=w1aDcjqYBNI>

This lesson can be extended as students move from planning to drafting.

Model (I do):

- Review the steps to writing in order by using the sequencing cards from the previous lesson.
- Using a large piece of paper or chart paper, draw four large boxes on a large sheet of paper or display four large different colors of paper. In each box model how to draw and write a story using the words, *first, next, then, last*.
- Explain that good writers always put their stories in order and use the words *first, next, then, last*.

Guided Practice (We do):

- Cue the video from YouTube: <https://www.youtube.com/watch?v=w1aDcjqYBNI>
- Explain to the students that the class will watch a short video and then use the colored cards or chart paper to write a story, using *first, next, then* and *last*.
- Watch the video and then complete the chart together.

Independent Practice (You do):

- Distribute the graphic organizers with four columns to each student.
- Have students begin planning their stories using the words *first, next, then, last*.
- Conduct writing mini-conferences with several students to assess their ability to plan a narrative, using the signal words first, next, then, and last.
- Document the results of the conference and provide scaffolding, as needed.
- Bring the students together in a large group and have some students share their writing, emphasizing the sequence of the narrative using signal words.
- Note whether students are expanding their writing abilities; if so, have them read a text independently and write a narrative focusing on a sequential account or on two or more events with signal words and place in their Writer's Notebooks.

Learning Targets:

- **I can write a narrative to develop real or imagined experiences or events in event sequence. (1.W.3.1)**
- **I can plan, revise and edit my writing getting help from others. (1.W.3.2)**

Note:

Image: Two images are needed. Find images at <http://www.slideshare.net/kevcummins/150-amazing-writing-prompts-pictures>

Instructional Grouping: Small or whole group

Preparation: Copies of Time to Write: Narrative Writing blank template

Model (I do)

- Display the image.
- Explain how multi-media sources can also tell a narrative with characters, setting, problem and solution.
- Using a blank Narrative Time to Write, conduct a shared writing activity, using the visual as the writing prompt. Model writing the beginning of the story. Lead the discussion explaining that they will create the middle and end of the narrative.

Guided Practice (We do)

- Guide the students in making decisions about determining the middle and ending of the story. Using the shared writing approach, determine the events which will make up the middle and end of the story.
- Divide the class into groups. Tell half of the groups to write the middle part of the story. Have the other half write the ending of the story.

Independent Practice (You do)

1. The students will be given blank [Time to Write: Narrative Writing](#) forms that they will use to write their narrative. (Found in the Appendix)
2. The teacher will show the second image. Based on the image, the students will independently write a narrative that recounts two or more sequenced events, including details, use of temporal words, and provide a sense of closure.

Potential Assessment Tasks

Culminating Assessment

1.W.3.1 and 1.W.3.2

Learning Target- Students will write an on-demand narrative based upon a story read aloud by the teacher. The writing will be assessed using a Grade 1 Narrative writing rubric.

Materials Needed : Teacher - Narrative story- *My Friend, Jim* and [Narrative Writing Rubric for Grade 1](#) and [Time To Write Teacher Directions](#) found in the Appendix.

Student - [Narrative Time to Write Handout](#) located in the Appendix.

Procedure:

- Read aloud the narrative story *My Friend, Jim*.
- Allow three minutes for students to turn and talk about the story to their partner.
- Read aloud the prompt and clarify the directions.
- Provide adequate time for students to produce a writing piece, which follows the writing process.

Formative Assessments

Retelling:

(1.RL.7.1):

1. During a reading conference, ask students to retell a story that was previously read to them. Use a rubric to determine their level of understanding.
2. Have students retell a story by drawing pictures of what the story was about and writing sentences to describe each part of the story.
3. Place props or pictures from stories read aloud and have the students retell the stories through dramatic play. The teacher will need to create a checklist or an anecdotal record sheet to use as he/she observes the students.
4. Copy illustrations from a familiar book read aloud, and have the students use the pictures to retell.
5. Using a flow chart, have students write details from the text in order.
6. As students retell the stories, listen and/or observe them for the use of vocabulary/language from the story, their ability to make inferences, and their use of the story's structure as a guide.

(1.RL.7.1): Identifying Theme:

1. The students can sort multiple pictures that are similar according to their themes (friendship, loyalty, courage, cooperation)
2. The students can sort familiar read alouds by related themes.
3. The teacher will use a teacher-created rubric based solely on theme, using iRubric at <http://www.rcampus.com/indexrubric.cfm>

(1.RL.8.1a); Identifying Characters:

1. The teacher can prepare pictures of characters from familiar texts read alouds; have students describe the characters accordingly.
2. The teacher can prepare character description cards from familiar texts read aloud and have students match the description cards to popular characters in class.
3. The teacher can use a teacher-created rubric based solely on identifying characters using iRubric at <http://www.rcampus.com/indexrubric.cfm>

(1.RL.8.1c): Identifying Setting:

1. Using book covers or just titles from the read alouds, the students can match pictures of the setting to the covers of the books and discuss with the teacher or a partner.
2. The teacher can write several paragraphs with strong settings and have the student underline the details in the paragraphs that give evidence of the setting.
3. The teacher can use a teacher-created rubric based solely on identifying setting using iRubric at <http://www.rcampus.com/indexrubric.cfm>

Writing:

(1.W.3.1): Narrative Writing Evidence Checklist

The teacher can create a standardized narrative writing checklist that could be used as he/she confers with students. See Figure 1.W.3.1

<p>My Narrative Writing Rubric</p> <p>____My story has a title.</p> <p>____My story tells about two or more events.</p> <p>____My story has key details.</p> <p>____My story has words to signal order. (first, next, then, last)</p> <p>____My story has closure.</p> <p>____My story has capitals and punctuation. (, ! ?)</p> <p>____My story has complete sentences that make sense.</p> <p>____My story is neat and can be read by others.</p>
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(1.W.3.2) Narrative Writing Student-Friendly Writer’s Checklist

NARRATIVE WRITING EVIDENCE for _____							
Date	One or two events are present in story.	Details are in sequential order.	Story has a beginning, middle, and end.	Story includes words to signal order.	Writing has been revised.	Writing has been edited.	Writing is neat.

Resources

Retell the sequence of major events:

<https://www.youtube.com/watch?v=7HmtSD87S7g>

Find the Message: Grasping Themes in Literature

http://www.scholastic.com/teachers/top_teaching/2011/02/helping-students-grasp-themes-in-literature

Story Maps

http://www.readingrockets.org/strategies/story_maps

Digging Deeper: Developing Comprehension Using *Thank you, Mr. Falkner*

<http://www.readwritethink.org/classroom-resources/lesson-plans/digging-deeper-developing-comprehension-826.html?tab=1#tabs>

Strategies that Promote Comprehension

<http://www.readingrockets.org/article/strategies-promote-comprehension>

Tracking and Supporting Student Learning with Kidwatching

<http://www.readwritethink.org/professional-development/strategy-guides/tracking-supporting-student-learning-30971.html>

Retelling Ropes

<http://firstgradewow.blogspot.com/2012/03/retelling-stories.html>

Sequencing with first, next and last

<https://educators.brainpop.com/lesson-plan/sequencing-snowpeople-lesson-plan-teaching-first-next-and-last/>

“The Boy Who Cried Wolf”

https://www.youtube.com/watch?v=WqOPp_66z2o

Partly Cloudy”

<https://www.youtube.com/watch?v=-a6Pe1ovKHg>;

Images for Narrative Writing

<http://www.slideshare.net/kevcummins/150-amazing-writing-prompts-pictures>

Creating Rubrics

<http://www.rcampus.com/indexrubric.cfm>

Using Mentor Texts to Motivate and Support Student Writers

<http://www.edutopia.org/blog/using-mentor-text-motivate-and-support-student-writers-rebecca-alber>

Writing with Mentor Texts

http://elacss.ncdpi.wikispaces.net/file/view/ELA_Webinar_-_Writing_with_Mentor_Texts_April_18_2013.pdf

Using Mentor Texts to Empower Student Authors

<http://www.scholastic.com/teachers/top-teaching/2013/10/using-mentor-texts-empower-student-authors>

Always Write: Mentor Texts

<http://corbetharrison.com/mentortext.html>

Professional Text:

- *The Literacy Teacher's Playbook* by Jennifer Serravallo
- *The Reading Strategies Book* by Jennifer Serravallo

Suggested Mentor Texts for Characterization

- *Amazing Grace* by Mary Hoffman
- *No David!* by David Shannon
- *David Goes to School* by David Shannon
- *Alice the Fairy* by David Shannon
- *Chester's Way* by Kevin Henkes
- *Lilly And The Purple Plastic Purse* by Kevin Henkes
- *Ira Sleeps Over* by Bernard Waber
- *Officer Buckle and Gloria* by Peggy Ratham
- *Thank You Mr. Faulkner* by Patricia Polacco

- *The Recess Queen* by Alexis O’Neill
- *When Sophie Gets Angry, Really, Really Angry* by Molly Bang

Suggested Mentor Text to Teach Theme

- *Terrible Things* by Eve Bunting
- *A Bad Case of Stripes* by David Shannon
- *Thank You, Mr. Falkner* by Patricia Polacco
- *The Frog Prince, Continued* by Jon Scieszka
- *Chrysanthemum* by Kevin Henkes
- *The Recess Queen* by Alexis O’Neill
- *The Paperbag Princess* by Robert Munsch
- *A Chair for my Mother* by Vera B. Williams
- *Aesops Fables*
- *The Rainbow Fish* by Marus Pfister
- *Big Al* by Andrew Clements

GRADE 1 NARRATIVE WRITING RUBRIC

SCORE	4 Exceeds	3 Meets	2 Develops	1 Begins
Focus/Setting	<ul style="list-style-type: none"> Establishes a well-elaborated recounting of two or more appropriately sequenced events 	<ul style="list-style-type: none"> Recounts two or more sequenced events appropriately 	<ul style="list-style-type: none"> Attempts to recount two sequenced events appropriately. Missing information creates confusion 	<ul style="list-style-type: none"> Fails to recount two sequenced events. Events are irrelevant or not related
Organization/Plot	<ul style="list-style-type: none"> Uses temporal words and phrases to signal event order Provides clear closure 	<ul style="list-style-type: none"> Uses temporal words to signal event order Provide a sense of closure 	<ul style="list-style-type: none"> Limited use of temporal words to signal event order Attempts to provide closure 	<ul style="list-style-type: none"> No use of temporal words or only uses temporal words with no events Does not provide closure
Narrative Techniques	<ul style="list-style-type: none"> Includes vivid details that describe what happened in a real or an imagined experience or events 	<ul style="list-style-type: none"> Includes details that describe what happened in a real; or an imagined experience or events 	<ul style="list-style-type: none"> Includes few or irrelevant details to describe actions, thoughts, and feelings about a real or an imagined experience or events 	<ul style="list-style-type: none"> Insufficient or no details about a real or an imagined experience or events
Language Conventions of Grammar and Usage	<ul style="list-style-type: none"> Uses common, proper, possessive, and collective nouns correctly Uses verb tenses and plural nouns correctly, including irregular forms Produces, expands, and rearranges simple, compound, and complex sentences 	<ul style="list-style-type: none"> Uses some common, proper, and possessive nouns correctly Uses singular and plural nouns with correctly matching verbs Produces and expands correct simple and compound declarative, interrogative, imperative, and exclamatory sentences 	<ul style="list-style-type: none"> Uses few common, proper, and possessive nouns correctly Uses some singular and plural nouns with correctly matching verbs Produces mostly correct simple and compound sentences 	<ul style="list-style-type: none"> Does not use common, proper, and possessive nouns correctly Does not use singular and plural nouns with correctly matching verbs Produces mostly incorrect simple and compound sentences
Language Conventions of Capitalization, Punctuation, and Spelling	<ul style="list-style-type: none"> Capitalizes correctly and consistently with no errors: first word in a sentence, dates, and the pronoun "I," proper nouns, and titles Uses commas, apostrophes, and end punctuation correctly all the time Applies conventional spelling for words with common spelling patterns and irregular sight words Spells with learned spelling patterns with untaught words 	<ul style="list-style-type: none"> Capitalizes correctly and consistently with a minor error: first word in a sentence, dates, names, and the pronoun "I" proper nouns, and Uses commas in a date and series and with a conjunction correctly; uses end punctuation correctly Applies conventional spelling for words with common spelling patterns and frequently occurring irregular words Spells untaught words phonetically 	<ul style="list-style-type: none"> Capitalizes correctly and consistently with some errors: first word in a sentence, dates, names, and the pronoun "I." Uses commas in dates and to separate items in a series, and end punctuation correctly some of the time Applies conventional spelling for most consonant and short-vowel sounds Spells simple words phonetically 	<ul style="list-style-type: none"> Capitalizes incorrectly with many errors Uses commas and end punctuation incorrectly or not at all Applies little to no sound/spelling correspondence of consonants and short vowels Spells little to no simple words phonetically

Adapted from Elk Grove Unified School District in Elk Grove, California.

**Time to Write: Narrative Writing
Grade 1**

In this story, John writes about his best friend, Jim. Think of a friend you have, in or out of school. Write a story that comes to mind when you think of this friend.

Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline.

Time to Write: Narrative Writing Grade 1

Writer's Checklist

Did you remember to

- write a beginning, middle, and end for your story?
- write two or more events about your story?
- include details about your story?
- use temporal words to show event order?
- read over your story to make sure it makes sense?
- check your spelling?
- check capitalization and punctuation?

**Time to Write: Narrative Writing
Grade 1**

My Friend, Jim

Written by John



I have a friend named Jim. He has been my friend since we were babies. I get to play with Jim at school and at home. Jim lives next door to me so I get to be with him a lot. We sit together at school too! We like to do things together. We ride bikes. We play games. We play ball. We sing songs. We have fun together. Jim is my best friend.

Time to Write: Narrative Writing
TEACHER DIRECTIONS
GRADE 1

Teacher says:

I am going to read you the story, *My Friend, Jim*. It is written by John.

My Friend, Jim

I have a friend named Jim. He has been my friend since we were babies. I get to play with Jim at school and at home. Jim lives next door to me so I get to be with him a lot. We sit together at school too! We like to do things together. We ride bikes. We play games. We play ball. We sing songs. We have fun together. Jim is my best friend.

Teacher says:

Turn and talk about the story. (*Allow around three minutes for students to discuss story*).

Teacher says:

Listen as I read the writing directions.

In this story, John writes about his best friend, Jim. Think of a friend you have, in or out of school. Write a story that comes to mind when you think of this friend.

Teacher says:

Turn and talk about the story you plan to write. (*Allow around three minutes for students to discuss what they will write*).

Teacher says:

Before you start writing, let's review the Writer's Checklist. Listen as I read the reminders. When you are finished writing your story, please remember to use your Writer's Checklist.

Did you remember to

- write a beginning, middle, and end for your story?
- write two or more events about your story?
- include details about your story?
- use temporal words to show event order?
- read over your story to make sure it makes sense?
- check your spelling?
- check capitalization and punctuation?

Grade 1: Narrative Writing: Using Retelling to Write a Narrative

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