


First NCSU Narrative Writing

Draft 2022

Grade: 1st
Unit of Study: Narrative
<p>Possible text types and audiences: (<i>Choose an audience in collaboration with your students.</i>)</p> <p>Text Types:</p> <ul style="list-style-type: none">• Small moments (personal narrative)• Realistic fiction <p>Audience:</p> <ul style="list-style-type: none">• Peers• Parents• Younger/Older Students• Publish a book for the classroom or school library
<p>Estimated Time Frame for Unit: 6-8 weeks per unit</p>
<p>Standards In Unit:</p> <ul style="list-style-type: none">• CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.•  NCSU Language CCSS Continuum K-6
<p>Prerequisites/Previous Year Learning Targets:</p> <p><i>At the end of this unit, students will:</i></p> <ul style="list-style-type: none">• draw and write a story that is in order with a beginning, middle, and an ending• write, draw and orally tell how the characters are feeling• apply what they are learning from Foundations to their independent writing pieces.
<p>Current Learning Targets:</p> <p><i>At the end of this unit, students will:</i></p> <p>Beginning of the year unit:</p> <ul style="list-style-type: none">• write a story that includes a beginning, middle, and an ending• include some details (action, <i>thoughts, feelings, talk</i>)• with scaffolding and support, use temporal words• apply what they are learning from Foundations to their independent writing pieces <p><i>At the end of this unit, students will:</i></p> <p>End of year unit:</p> <ul style="list-style-type: none">• write a story that includes a beginning, middle, and an ending• independently use temporal words (<i>First, Next, Then, At last</i>)• include some details (action, <i>thoughts, feelings, talk</i>)• include a sense of closure• apply what they are learning from Foundations to their independent writing pieces

Essential Writing Questions

- How do authors go about creating the narrative genre?
- How does understanding the narrative genre's specific vocabulary support authors?
- How does writing about what we are learning clarify and deepen our understanding of content?
- How do authors ensure that their message is being effectively communicated to others?
- What is my writing process and how does that process support quality writing?

Vocabulary:

- beginning, middle, end
- Details (verbs) (feelings)
- transition words

Possible Learning Activities:

1st Narrative Unit:

- Beginning/planning (*Immersion*)
 - Choose Mentor Texts: What do you notice about what the author did?
 - Write aloud based on a classroom event (whole-group piece)
 - Generating Ideas - One time you were with someone you care about, one time when you had a big strong feeling, can be a typical day to day event (not necessarily Disney World or a vacation)
 - Introduce the writing booklet (beginning, middle, end)
 - Planning done orally with a partner (plan across fingers or pages of a book using temporal words)
- Middle (*Guide & Apply*)
 - Sketch the pictures before you write the words so you don't forget what you want to write.
 - Adding details to pictures and words (labels)
 - Temporal words - As a class, create a list of words to start a piece, words to use in the middle, and words to use at the end. These words can be color coded (green for the beginning, yellow/orange for the middle, and red for the end).
 - What do you do when you think you're done?
 - Add to the pictures
 - Add to the words
 - Start a new piece
- End (*Independent Application*)
 - Choose a piece that you think is your best/strongest piece. It might be a piece that is closer to the end of the unit.
 - Editing for capitals
 - Editing for punctuation
 - Checking for spaces

2nd Narrative Unit:

- Beginning/planning (*Immersion*)
 - Choose a Mentor Text: What do you notice about what the author did?
 - Write aloud based on a classroom event (whole-group piece)
 - Generating Ideas - One time you were with someone you care about, one time when you had a big strong feeling, can be a typical day to day event (not necessarily Disney World or a vacation)

- Planning done orally with a partner (plan across fingers or pages of a book)
- Middle (*Guide & Apply*)
 - Introduce the writing booklet (beginning, middle, end)
 - Sketch the pictures before you write the words so you don't forget what you want to write or you write the words. Give students a choice about starting with pictures or words.
 - Adding details to pictures and words (labels)
 - Review temporal words. Have students highlight the temporal words used in their pieces.
 - What do you do when you think you're done?
 - Add to the pictures
 - Add to the words
 - Start a new piece
 - (Setting/Characters) When? Where? Who? With...
 - Brainstorm a list of action words (How is your character moving? Instead of saying walked or went).
 - Bring your stories by making your characters talk, think, feel, move
 - Ending - How did they solve the problem? How were they feeling? End with a strong feeling? End with an action (they jumped up and down).
- End (*Independent Application*)
 - Choose a piece that you think is your best/strongest piece. It might be a piece that is closer to the end of the unit. Look at the beginnings. Are all the characters in the beginning? Is the setting in there? Do you know when and where this story took place?
 - COPS for editing (C - Capitals, O - Are your words in order?, P - Punctuation, S - Spelling)

Possible connections to reading and other content area instruction:

- 1st narrative unit- Traditions (social studies)
- 2nd narrative unit- Reading Unit 4: Characters Come Alive

Unit Assessment:


 **Grade 1 Narrative Assessment.pdf**

Benchmark(s):

[Grade 1 Narrative Teacher Demonstration Text](#)
[Grade 1 Narrative Annotated Teacher Demonstration](#)
[Grade 1 Narrative Writing Samples](#)

Resources:

- **Mentor Texts:**
 - <https://learningattheprimarypond.com/blog/writing-workshop-mentor-texts-for-1st-and-2nd-grade/>
 - Patches Lost and Found by: Steven Kroll
 - Rocket Writes a Story by: Tad Hills
 - Shortcut by: Donald Crews
 - Owl Moon by: Jane Yolen
 - The Relatives Came by: Cynthia Rylant
 - Rain Stomper by: Addie Boswell
 - Rollercoaster by: Marla Frazee
 - Fireflies by: Julie Brinckloe
 - A Chair for my Mother by: Vera Williams
 - The Snowy Day by: Ezra Jack Keats

- Salt Hands by: Jane Chelsey Aragon
-  Leads and Closures Sequence of Instruction (1).pdf
- [Oakland Units of Study](#)