

## Grade 1 Narrative Writing Standard W.1.3

### Grade 1 Narrative

W. I. 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.

### The Reading/Thinking/Writing Task

Students were immersed in a multi-week unit learning how to use information from texts to write a narrative. A whole-class *instructional* narrative was completed before students were asked to write a narrative independently. During this instructional narrative, students listened to texts read aloud and also read additional texts during reading groups to build knowledge. Students discussed the topic and collected relevant information for their class notes. Students then used information from the class texts (biographies) to write a narrative. This instructional (not independent) narrative focused on the problem this person faced, and how the problem was solved using evidence from the texts they read.

As a final activity, students completed a narrative assessment using the combined story and informational text, *Turtle, Turtle, Watch Out* by April Pulley Sayre. Using information from various texts that had been read aloud, and after discussing a supplemental power point that detailed problems sea turtles face, students began their *independent* writing piece. Students were given two to three class periods to complete their notes and their first draft pieces. Students worked with the Focusing Task “*Write a narrative about a problem a sea turtle might have and tell how the problem was solved.*”

*Note: Some of the pieces in this set did not originally have titles. Each was given a basic title for ease of reference.*

### Focus of the Writing Task

*Write a narrative about a problem a sea turtle might have and tell how the problem was solved.*

# The Writing Task in the Curriculum

## *How is it embedded in curriculum/content?*

- ★ *Class: 1<sup>st</sup> grade ELA curriculum*
  - using information from nonfiction texts to write a story
- ★ *Curriculum unit*
  - students learned to write a narrative based on facts learned from texts. Whole class model: The class studied a famous person and then wrote a whole-class narrative using information from that text.
  - learned to use relevant information from the text to craft a focused narrative
- ★ *Standards*
  - Reading: RI.1.1, RI.1.3
  - Writing: W.1.3, W.1.8, W.1.10

## *How did students build the knowledge they needed?*

- ★ *Texts*
  - one biography read aloud and other supplemental texts read instructionally as part of reading groups
  - *Turtle, Turtle, Watch Out* by April Pulley Sayre
- ★ *Reading and re-reading*
  - teacher read texts aloud
  - students read and re-read texts independently and instructionally
  - students took notes using common graphic organizers: problem and solution charts, story maps, and other resources

## *What instructional approaches were used to teach writing?*

- ★ *Craft lessons*
  - students were just beginning to be introduced to using information from texts to craft narratives so they worked with story maps, problem/solution charts, and used models of stories from informational texts
- ★ *Writing approaches (independent)*
  - reminded students of the elements that make up a narrative: character, problem, solution
  - after having listened to the text read aloud, discussed the power point, and taken notes, students then independently wrote and proofread a story based on the facts learned

## *What was the timeframe?*

Long (2-3 weeks)

*Standard W.1.3*  
*Grade 1*  
*Proficient*

### **Follow the Moon**

There ones livd a turtle named Sarah. She livd in talahase florida, now she is trying to get to the sea. The only thing turtles know is to follow the light. But tonight the light that it is sposte to follw is the moon. But the moon is not out to night. So it followed the liht of the house instead of the horizon. So a person turned off the light.

*Standard W.1.3*  
*Grade 1*  
*Approaching*

### **Saving the Day!**

Once upon a time there was a boy namd Connor. The baby turtle the turtle hid in the hole,  
predators try to eat the eggs turtle turtle watch out! So Connor savde the day agen. He put a cage  
around the eggs and savde the baby.

*Standard W.1.3*  
*Grade 1*  
*Beginning*

### **Turtle Got Stuck**

The trtl Got stuk uin the Net

Wus she Got ot

Us Got aot WV the Net

*Standard W.1.3*  
*Grade 1*  
*Exceeds*

### **Walter the Sea Turtle**

Oece apana a time there was a sea turtle. He waned to get som food. But there was a problem there were predators coming after Walter the sea turtle. Turtle turtle watch out! The people said. He swame fast away, and never got coght. And so he swame into the water. Just then the turtlw saw a jellyfish but it a acsholy a plastic bag. Turtle turtle watch out. Just then some hads reached into the water and put the plastic bag into the boet. So the sea turtle swame away. And then he acholy got a real jellyfish. And got his food. I hope you injoid thi sotry. The end.

**Standard W.1.3**  
**Grade 1**  
**Proficient**

**Follow the Moon**

There ones livd a turtle named Sarah. She livd in talahase florida, now she is trying to get to the sea. The only thing turtles know is to follow the light. But tonight the light that it is sposte to follw is the moon. But the moon is not out to night. So it followed the liht of the house instead of the horizon. So a person turned off the light.

Introduces the main character

**Narrates two or more appropriately sequenced events in order**

**The student includes some details and uses a temporal word** (*now*).

The story has a problem (*no moon, following the wrong light*) and **provides a sense of closure** with the resolution of the problem (*so a person turned off the light*).

**Final Thoughts**  
**(Gr 1 Narrative: Proficient)**

This first grade narrative meets all the criteria for proficiency. Overall, this piece shows solid understanding of the topic and creates a realistic narrative based on facts found in informational texts. The writer develops the story with multiple facts/details and some elaboration to help the reader understand how turtles have the instinct to follow the light. The ending sentence provides a sense of closure.

**A Word About Language and Conventions**  
**(Gr 1 Narrative: Proficient)**

Control of Conventions: Although there are some errors, this first grade writer shows *overall control* over grade-level language and conventions.

**Standard W.1.3**  
**Grade 1**  
**Approaching**

**Saving the Day!**

Once upon a time there was a boy namd Connor. The baby turtle the  
turtle hid in the hole, predators try to eat the eggs turtle turtle watch out!  
So Connor savde the day agen. He put a cage around the eggs and savde  
the baby.

Introduces the main  
character

**Narrates two or more  
events**

The story has a problem  
(*predators*), a few **details**,  
and **provides a sense of  
closure** with the  
resolution of the problem  
(*He put a cage around the eggs  
and saved the baby*).

**Final Thoughts**  
**(Gr 1 Narrative: Approaching)**

This first grade narrative meets some of the criteria for proficiency, and, overall, this piece shows some understanding of the topic. The writer attempts to create a realistic narrative based on facts found in informational texts. However, the events need some connections and explanation. The events of the story are not in a clear order, but there is still some coherence to the story. The last sentence provides a sense of closure. The writer would benefit from oral rehearsal of the whole story before writing.

**A Word About Language and Conventions**  
**(Gr 1 Narrative: Approaching)**

Control of Conventions: Although there are some errors, this first grade writer shows *overall control* over grade-level language and conventions.



**Standard W.1.3**  
**Grade 1**  
**Beginning**

**Turtle Got Stuck**

The trtl Got Stuk

Uin the Net

Wus she Got ot

Us Got aot WV the Net

Introduces the main character

**Narrates** only one **event**

Last sentence is repetitious and confusing

Lacks details about how the turtle got out of the net

The story has a problem (*the turtle got stuck in a net*).

The writer **provides a sense of closure** (*the turtle got out of the net*).

**Final Thoughts**  
**(Gr 1 Narrative: Beginning)**

This first-grade narrative does not meet the criteria for proficiency. The student does show some understanding of the topic (*sea turtles*), but is unable to develop a cohesive story about sea turtles using the factual information from the text. This writer understands that sea turtles get caught in nets and often die because they can't get back to the surface.

This writer would benefit from a conference with the teacher before starting to write to tell their story orally. This student will also benefit from continued instruction in punctuation, spelling, and sentence structure.

**A Word About Language and Conventions**  
**(Gr 1 Narrative: Beginning)**

Minimal Control of Conventions: The writer shows little control over grade-level language and conventions.

**Standard W.1.2**  
**Grade 1**  
**Exceeds**

### Walter the Sea Turtle

Oece apana a time there was a sea turtle. He waned to get som food. But there was a problem there were predators coming after Walter the sea turtle. Turtle turtle watch out! The people said. He swame fast away, and never got coght. And so he swame into the water. Just then the turtlw saw a jellyfish but it a acsholy a plastic bag. Turtle turtle watch out. Just then some hads reached into the water and put the plastic bag into the boet. So the sea turtle swame away. And then he acholy got a real jellyfish. And got his food. I hope you injoid thi sotry. The end.

Introduces the main character and multiple problems: the writer **narrates two or more appropriately sequenced events.**

Multiple **details** are provided to tell what happened in the story

**Uses temporal words**  
(*Just then, then*).

The writer **provides a sense of closure** with the resolution of the problem  
(*The sea turtle swam away...And he got his food*).

#### **Final Thoughts** (Gr 1 Narrative: Exceeds)

Overall, this piece exceeds the standard for proficient for first grade. It meets all the criteria for proficient, shows solid understanding of the topic, and creates a realistic narrative based on facts found in informational texts. The writer develops the story with multiple facts, multiple problems, and some elaboration to help the reader. The illustrations add to the story (though are not a part of the standard). The ending sentence provides a sense of closure.

#### **A Word About Language and Conventions** (Gr 1 Narrative: Exceeds)

Control of Conventions: Although there are some errors, the writer shows *overall control* over grade-level language and conventions.