

Grade K Narrative Writing Standard W.K.3

Grade K Narrative

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

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: Kindergarten 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 a text.
 - learned to use relevant information from a text to craft a focused narrative
- ★ *Standards*
 - Reading: RI.K.1, RI.K.3 RI.K.9, RI.K.10
 - Writing: W.K.3, W.K.8

How did students build the knowledge they needed?

- ★ *Texts*
 - *Turtle, Turtle, Watch Out* by April Pulley Sayre
- ★ *Reading and re-reading*
 - teacher read texts aloud multiple times for multiple purposes: enjoyment, comprehension, analysis
 - students read and re-read texts independently and instructionally
 - students took notes using common graphic organizers

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 created 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)

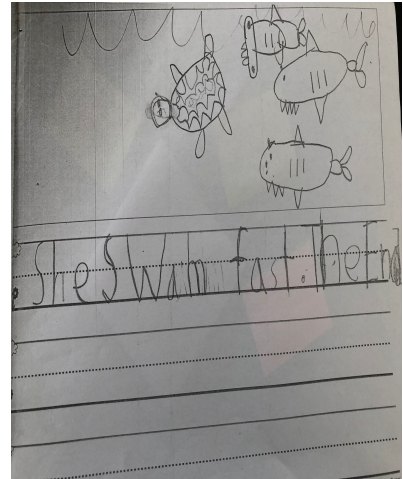
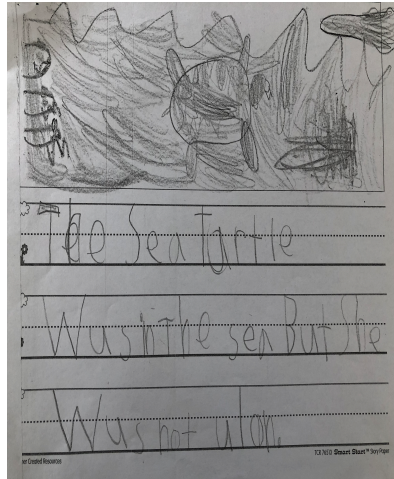
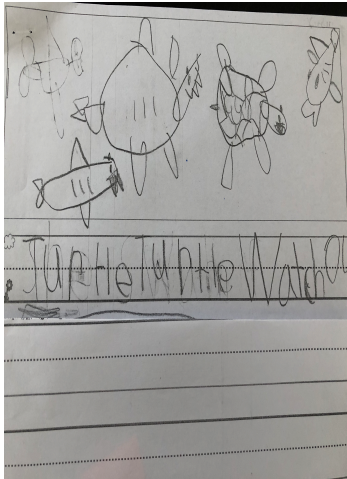
Standard W.K.3.
Grade K
Proficient

Turtle Turtle Watch Out

The Sea turtle was in the sea But She Was not ulon.

She swam fast.

The End



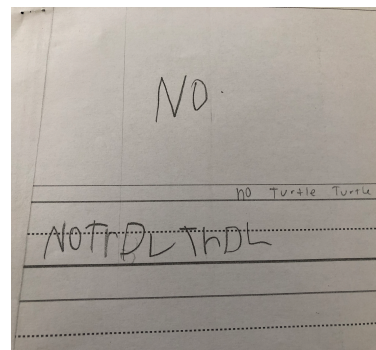
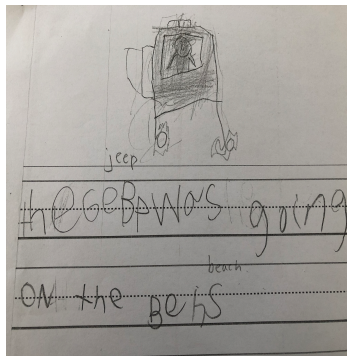
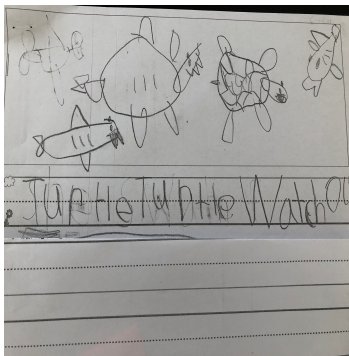
Standard W.K.3
Grade K
Approaching

Turtle Turtle in the sea

The gebp was going on the Behs.

(The jeep was going on the beach)

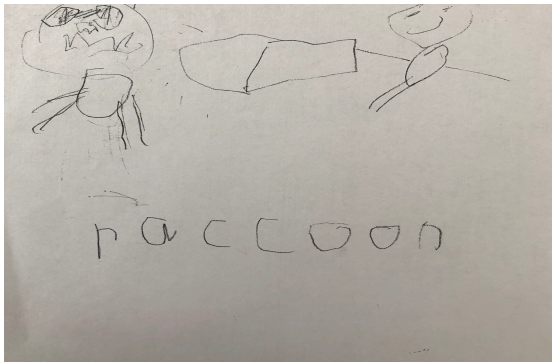
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Standard W.K.3
Grade K
Beginning

Raccoon

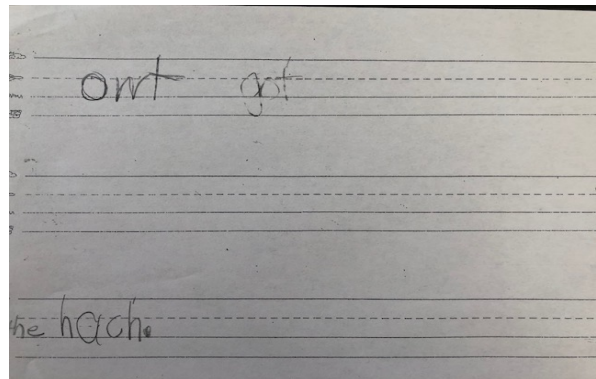
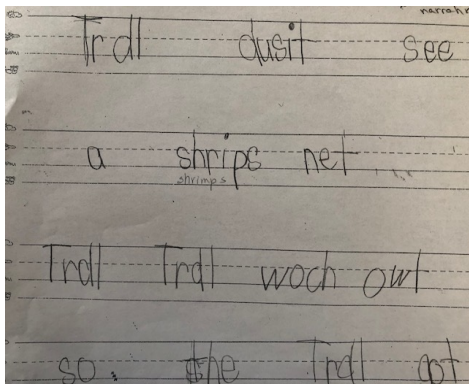
raccoon



Standard W.K.3
Grade K
Exceeds

The Shrimp's Net

Trdl dusit see a shrps net
Turdle Turdle woch owt
So the Trdle got owt the hach.



Standard W.K.3
Grade K
Proficient

Turtle Turtle Watch Out

The Sea turtle wus in the sea But She Wus not ulon.

She swam fast.

The End

The writer introduces the main character and a problem in the first sentence.

With drawings and writing, the writer narrates several loosely linked events in order (*the illustration shows a large fish or shark chasing the sea turtle*). The writer also **tells about the events in the order in which they occurred.**

Provides a reaction, a sense of closure (*She swam fast.*).

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

This kindergarten narrative meets all the criteria for proficient. Overall, this piece shows solid understanding of the topic and provides a realistic story using information learned from informational texts about sea turtles.

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

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

Standard W.K.3
Grade K
Approaching

Turtle Turtle in the sea

The gebp was going on the Behs.

Notrdl trdl

With drawings and writing, the writer attempts to narrate events but story line is not clear.

There is a reaction (*no turtles*).

Final Thoughts
(Gr K Narrative: Approaching)

This kindergarten narrative meets some of the criteria for proficient. It also shows some understanding of the topic and attempts to create a story from the information, but the events are not clearly put in order. There needs to be more information (elaboration or additional events) so the reader understands the connection between the jeep and the turtles.

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

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

Standard W.K.3
Grade K
Beginning

Raccoon

raccoon

The writer does not **narrate** any **events**. The single word does indicate that the writer understood that raccoons are often a problem for sea turtles. There is no **reaction** and no closure. The **illustrations** are simple and lack details.

Final Thoughts
(Gr K Narrative: Beginning)

This kindergarten narrative does not employ any of the criteria for proficiency. This essay shows limited understanding of the topic.

The writer would benefit from support in turning the single word into a full sentence, first orally and then in writing.

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

There is not enough writing to score language and conventions. There is only one word copied from a word wall.

Standard W.K.3
Grade K
Exceeds

The Shrimp's Net

Trdl dusit see a shrps net
Turdle Turdle woch owt
So the Trdle got owt the hach.

The writer narrates several linked events and tells about the events in the order in which they occurred.

There is a problem (*The turtle doesn't see the shrimp's net*) that is directly based on information learned in the text.

The writer also uses dialogue when the title of the book is used to warn the turtle.

Finally, there is **a reaction provided** and a conclusion when the turtle gets out.

Final Thoughts **(Gr K Narrative: Exceeds)**

This kindergarten narrative meets all the criteria for proficiency and more: it exceeds the standard. It shows a deep, solid understanding of the topic and provides a realistic story using information learned from informational texts about sea turtles. It uses domain specific language (*hatch*).

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

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