

Narrative Writing: Grade 1

Stage 1 Desired Results

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ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to draw/dictate/write narrative texts in order to share their experiences in a detailed way. <u>Content Standards:</u> <u>Text Types and Purposes</u> - 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. <u>Production and Distribution of Writing</u> - W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. - W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. <u>Conventions of Standard English</u> L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Transfer	
	Students will be able to independently use their learning to make sense of stories they read and share their own.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. - effective communication of ideas when speaking or writing relies on the appropriate use of language and conventions. - writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	ESSENTIAL QUESTIONS How do authors help readers understand?
	Acquisition	
	Students will know... - that narratives are written for a specific purpose: to entertain or share a story. - that a complete sentence is a group of words that expresses a complete thought. - that technology can be used to produce and publish writing.	Students will be skilled at... - using the writing process to draft a narrative with descriptive details, words that show event order, and an effective closing. - place two or more events in a story in the correct order. - answering questions and listening to ideas from others about their writing. - adding details to help the reader understand their writing. - identifying and using digital tools to produce and publish writing. - printing all upper- and lowercase letters. - using common, proper, and possessive nouns. - using singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). - using personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

		• using verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). • using frequently occurring adjectives. • using frequently occurring conjunctions (e.g., and, but, or, so, because). • using determiners (e.g., articles, demonstratives). • using frequently occurring prepositions (e.g., during, beyond, toward). • producing and expanding complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. • capitalizing dates and names of people. • using end punctuation for sentences. • using commas in dates and to separate single words in a series. • using conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • spelling untaught words phonetically, drawing on phonemic awareness and spelling conventions. • using complete sentences when needed.
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		• <i>think creatively</i> • <i>communicate clearly</i> • <i>reason effectively</i> • <i>collaborate with others</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	