

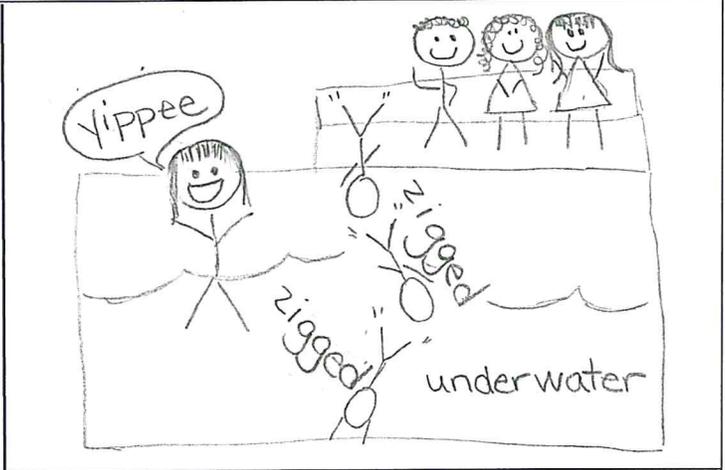
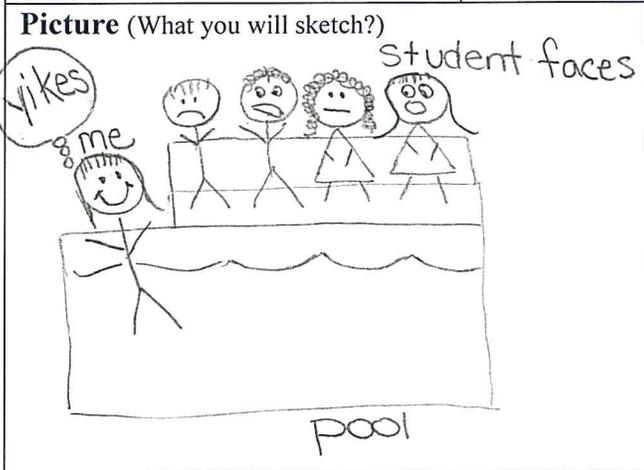
Building Foundations That Last
Kindergarten Narrative Modeled Writing Plan

Date: April

Quarterly Benchmark: Quarter 4

<p>Curriculum Connection: K.W.3 – Narrative Writing Reach – Unit 7 - On the Job Phonics – short /u/, /y/, /z/ /ks/x High Frequency Words – little/Yellow Card Words</p>
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Benchmark Focus		
<p>Process:</p> <ul style="list-style-type: none"> • Sketches a two-part plan (B/E) • Matches oral words with written text 	<p>Surface Features/Conventions:</p> <ul style="list-style-type: none"> • Has 2 sentences (matched to B/E) • Contains many correctly spelled yellow card words • Writing is mostly lowercase • Consistent spacing • Uses periods 	<p>Content:</p> <ul style="list-style-type: none"> • Sketch matches piece • Story elements • Contains some descriptive detail • Includes emotion or feelings • Contains labels, speech bubble, thought bubble or sounds



The Story (What will you say?)
 You know how good writers think before we write? Well, I started thinking about a story I could tell and write with you. I started thinking about how you might have felt the first time you went swimming. How many of you have ever taken swimming lessons? How did you feel? Why do you think I am asking these questions? Remember we are learning about jobs in reading. Well guess what one of my first jobs was? A swim instructor.

(B) Focus on character, setting, labels and emotion

- Excited (moved up from lifeguard to teacher at the pool)
- Love for water, swimming, teaching, children
- So much fun (bubbles, float on back, face in the water)
- Ready to teach/lesson planned

(M) Focus on event, descriptive detail for emotions not matching

- Parents with children
- Children sitting on pool steps

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- My excitement
- Children’s fear of the water/unsure of me/hesitant of the situation
- Thought to self “Yikes” (Am I going to be able to handle this?)

(E) Focus on descriptive vocabulary and speech bubble

- Over time (“little by little”)
- Skills learned (blowing bubbles, putting faces in water, using arm strokes, jumping and diving)
- Holding breath and closing eyes
- Didn’t swim in straight line
- Zigged and zagged underwater from one side of the pool to the other
- Overjoyed with excitement (“Yippee”) as they became better swimmers.

The Sentences (What are the key sentences you will write?)

B - My excitement did not match the faces of my hesitant students.

E - Little by little my students zigged and zagged underwater.