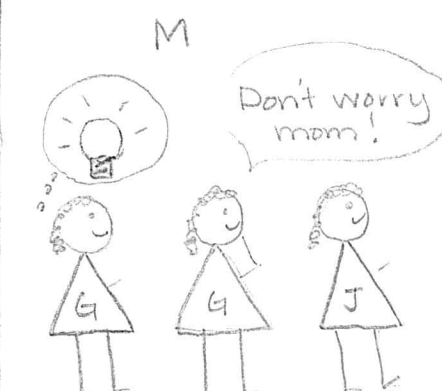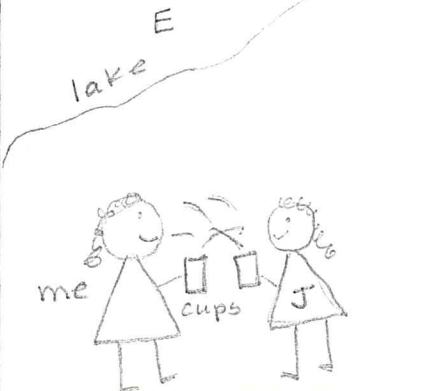Building Foundations That Last
First Grade Narrative Modeled Writing Plan

Date: November   **Quarterly Benchmark:** Quarter 2   **Audience:** First Grade Writers

Standards & Curriculum Connection:
1.W.3 Narrative Writing
Reach – Unit 3 – To Your Front Door (How do we get what we need?)
Grammar – Verbs
Phonics – /s/ Blends, Word Endings
High Frequency Words – Green Card Words

Benchmark Focus		
Process: • Sketches a 3-part plan with words and pictures • Story reflects a small moment memory	**Surface Features/ Conventions:** • 4-5 sentences • Uses ending punctuation • Capitalizes beginning of sentences	**Content:** • Writes with B/M/E to match plan • Incorporates all story elements • Contains increasing details

Sketch (What you will draw?)

The Story (What will you say?)
Background Story:
Girls were so excited for our annual summer family picnic! Every year we get all the cousins together for lunch and a huge water balloon fight at the lake. This year it was our turn to bring the water balloons.

(B) – Focus on character and setting
• Car all packed for the picnic
• Unloading our lunch, picnic blanket, swimsuits and towels
• Realized I had forgotten the water balloons – Oh no!

(M) – Focus on emotion and speech bubble
• Girls sprang into action – Don't worry mom!
• Decided to improvise

(E) – Focus on significant event
• Scooped water from the lake with cups
• Started battle early – drenched
• Realized we didn't need the balloons to have fun – just each other

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

The girls were all smiles thinking about our annual family water fight.
As we unloaded the car, I realized I had forgotten to pack the water balloons.
Thinking the day was ruined, the girls sprang into action!
Grabbing cups, they raced to the lake to scoop up water.
Drenching me with water was all it took to start the battle, even without balloons.

Day 1 –
Review -
- o Writer's Think First!
- o Focus on small moment – my memories often become stories that I share with others
- o What is my story and what do I need to include? (Use Narrative Elements Poster and/or Green Card)

Teacher Model
- Big Question – *How do we get what we need?* Our new unit is about wants and needs. That made me think about time that I forgot something everyone thought we needed. We were disappointed but luckily, we improvised (may need to discuss meaning of improvised).
- Model setting up paper for 3-part plan – B/M/E
- Share background story
- Share oral story and sketch 3-part plan (highlight story elements from poster and/or Green Card)
- Allow time for students to retell oral story using sketched plan
- Monitor and conference with students as they plan and sketch
- Remind students – When you think you're done…you've just begin (Add to sketch – pictures or labels)

Students
- Think, share and plan narrative story – focus on a time they did or did not get something they needed or wanted (possible emotions – disappointed, relieved, surprised etc.)
- Self-check with Green Card for story elements included in plan

Days 2 & 3 –
Teacher Model
- Review 3-part plan and oral story
- Refer to Narrative Elements Poster & Green Card – Time to write!
- Model writing sentences to match each part of the plan
  - o Use Green Card and/or Word Wall as a support for writing high frequency words
  - o Focus on lengthening story by adding additional sentences that include more detail and description
  - o Review /s/ blends (smiles, sprang, scoop, start) and word endings (-ed, -ing)
  - o Emphasize capital to begin each sentence, spaces between words and end mark
  - o Review verbs (think, unload, forgot, pack, sprang, grab, race, scoop, etc.)
- Monitor and conference with students – use Green Card as tool for spelling
- Remind students – When you think you're done…you've just begin (Reread & Add to words)

Students
- Review plans and write stories to match
- Self-check for capital to begin, lower case letters and spaces between words

Days 4 & 5 –
- Complete writing, monitor, conference, provide feedback, revise, edit, share and/or publish