

Grade 1

Unit 2

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# Writing Studio

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## Teacher Guide

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# Developing Narrative Writing

## PRIMARY FOCUS OF LESSON

Students retell the beginning of a familiar story. [W.1.3]

## FORMATIVE ASSESSMENT

Exit Ticket

**Once Upon a Time** Students write their own beginning for the story “Cinderella.” [W.1.3]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Developing Narrative Writing (30 min.)</b>			
Connections: Reviewing Narrative Writing	Whole Group	5 min.	<input type="checkbox"/> Poster 1 (Parts of a Narrative)
Modeling: Once Upon an Time	Whole Group	10 min.	<input type="checkbox"/> blank story map
Writing: A Story Beginning	Independent	10 min.	<input type="checkbox"/> Domain 3 Flip Book <input type="checkbox"/> Blank paper
Wrap-Up	Partner	5 min.	

## ADVANCE PREPARATION

- This Writing Studio lesson builds on content covered in core instruction Domain 3, Lesson 2 (“The Girl with the Red Slippers”). Make sure students have completed the Read-Aloud for that lesson prior to beginning this Writing Studio lesson.
- Prepare to display Poster 1 (Parts of a Narrative) and the blank story map found in the Teacher Resources.
- Prepare to display the Domain 3 Flip Book and provide access to it for students.

### Universal Access

- Invite a storyteller to the classroom to tell a story. Alternately, invite guests from inside or outside the school (e.g., a principal, custodian, or older student) to read a favorite story to the class.
- Use a variety of image cards from previously studied domains that show a range of fictional and informational images (including diagrams or charts). Show the images one by one and ask whether the image is something that came from a make-believe story or is something that is real or shows a fact. Have students explain their reasoning.

## Lesson 1

# Developing Narrative Writing



**Primary Focus:** Students retell the beginning of a familiar story. [W.1.3]

## CONNECTIONS: REVIEWING NARRATIVE WRITING (5 MIN.)

- Remind students that they learned how to write a narrative, or story, when they were studying Domain 2, *The Human Body*.
- Ask students to explain what type of writing is in a story.
  - » Answers may vary but could include that stories can be made up, may have things that could or could not really happen, may come from a writer's imagination, or may be fictional.
- Tell students that they are going to continue to write narratives with a focus on stories and fables from around the world.
- Remind students that the stories to which they have been listening during Read-Alouds have similarities, but they also have some differences.
- Explain that even though the stories have some differences, or variations, all stories have the same basic elements.
- Ask students to name parts of a narrative. Tell students to recall the story map from the previous unit.
  - » Answers may vary but should include a title, characters, setting, plot (beginning, middle, and end), and a conclusion.
- Display Poster 1 (Parts of a Narrative). Review each of the definitions.

### ➤ **Poster 1 (Parts of a Narrative)**

**Title:** hints at what the narrative is about

**Setting:** where and when the narrative takes place

**Character:** who is in the narrative

**Plot:** what happens in the narrative

**Conclusion:** the narrative's last thought

- Ask students to name the word from the Read-Alouds that means a problem that the character or characters must deal with in the story.
  - » conflict



### Check for Understanding

Tell students to raise their hands when they hear the part of the narrative where the conflict would occur:

- Title (no hands)
- Character (no hands)
- Setting (no hands)
- Plot (hands)
- Conclusion (no hands)

### **MODELING: ONCE UPON A TIME (10 MIN.)**

- Tell students that you are going to read the beginnings of some of the stories they have heard so far in *Different Lands*, *Similar Stories*. Ask them to listen carefully and try to name the title of the story you are reading. Tell them you are going to leave out the characters' names to make it a little harder to identify.

Once there was a poor girl who was called \_\_\_\_\_. \_\_\_\_\_ lived with her stepmother and two stepsisters.

Her stepmother was mean to \_\_\_\_\_ and forced her to do the hardest and dirtiest work in the house. The poor girl had to scour the dishes, scrub the floors, and wash the clothes, all by herself. When her work was finally done, \_\_\_\_\_ would sit, tired and alone, by the fireplace, among the ashes and cinders.

- Ask students the title of the story that you read.
  - » "Cinderella"

- Tell students to listen carefully to the beginning of the next story.

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A long time ago, in Ancient Egypt, there lived a beautiful young girl called \_\_\_\_\_. \_\_\_\_\_ was a slave. She had been born in Greece but had been kidnapped by pirates. The pirates sold the young girl to a rich Egyptian merchant. \_\_\_\_\_ now worked as a servant in his house. Because \_\_\_\_\_ was from another land, she did not look like the other servants or her master. Whereas they had dark hair and dark eyes, she had golden curls and green eyes. No amount of brushing would straighten those curls. The other servants teased \_\_\_\_\_. They also made her work even harder than they did. She had to get up before the sun rose, and she had to work while the stars twinkled in the night sky. She cleaned her master's house, she baked bread, she washed her master's clothes, she sewed, and she even tended to the garden. \_\_\_\_\_ lived a lonely life.

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- Ask students the title of the story that you read.
  - » “The Girl with the Red Slippers”
- Remind students that the stories have both similarities and differences. Ask students to name the similarities they noticed in each of the story beginnings.
  - » Answers may vary but should include that they are both about girls who have to work very hard, they are not treated very well, they are both lonely, etc.
- Display the blank story map.

### ➤ **Blank story map**

- Ask students to think about both of the story beginnings you read aloud. Ask them to raise their hands if the beginning of the story had the following information:
  - Character (hands)
  - Setting (hands)
  - Beginning (hands)
  - Middle (no hands)
  - End (no hands)
  - Conclusion (no hands)

- Explain that the beginning of the story has a lot of information, but it does not tell everything that happens in the story. For example, the main character is usually introduced in the beginning, but some characters do not appear until later.

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### WRITING: A STORY BEGINNING (10 MIN.)

- Tell students that they will retell the beginning of either “Cinderella” or “The Girl with the Red Slippers” in their own words. They may use words and pictures in their writing.
- Remind students that the beginning of the story will not have all the events that happened in the story, but it should have the main character, setting, and the problem or conflict they are experiencing. Remind students that in both “Cinderella” and “The Girl with the Red Slippers,” the main character has to work very hard, is treated badly by others, and is lonely.
- Distribute writing paper and tell them to begin their writing.
- Tell students that they may take turns reviewing the Domain 3 Flip Book images to help with their writing.
- Circulate while students are writing to provide prompting and support.

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### WRAP-UP (5 MIN.)

- Have students share their writing with a partner.
- If time allows, have some students share their writing with the whole class.

~~~~~End Lesson~~~~~

#### Support

Reread the beginning of “Cinderella” or “The Girl with the Red Slippers.” Have students make a list of the characters, setting, and some beginning details.

#### Challenge

Encourage students to add vivid words and descriptive details to their writing.



#### Access

##### Entering/Emerging

Ask simple yes or no questions, such as “Does Rhodopis wash clothes in her job?” or “Is Cinderella sad at the beginning of the story?”

##### Transitioning/Expanding

Provide sentence frames for each of the beginning elements, such as “The main character of the story is \_\_\_\_\_.” or “The story takes place \_\_\_\_\_.”

##### Bridging

Encourage students to write in complete sentences and to use descriptive details.



# Developing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students work with peers to gather information about a story. [W.1.7]

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## FORMATIVE ASSESSMENT

Activity Page 2.1

**Blank Story Map** Students complete a story map of “Tom Thumb.” [W.1.7]

## LESSON AT A GLANCE

|                                               | Grouping    | Time    | Materials                                                                               |
|-----------------------------------------------|-------------|---------|-----------------------------------------------------------------------------------------|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |                                                                                         |
| Connections: What's Next?                     | Whole Group | 5 min.  |                                                                                         |
| Modeling: Retelling a Story                   | Whole Group | 10 min. | <input type="checkbox"/> "Billy Beg" Story Map                                          |
| Writing: "Tom Thumb" Story Map                | Partner     | 10 min. | <input type="checkbox"/> Domain 3 Flip Book<br><input type="checkbox"/> blank story map |
| Wrap-Up                                       | Partner     | 5 min.  |                                                                                         |

## ADVANCE PREPARATION

- This Writing Studio lesson builds on content covered in core instruction in Domain 3, Lessons 3 and 4 ("Billy Beg" and "Tom Thumb"). Make sure students have completed the Read-Alouds for those lessons prior to beginning this Writing Studio lesson.
- Prepare to project the Domain 3 Flip Book *Different Lands, Similar Stories*.
- Prepare to project the "Billy Beg" Story Map found in Teacher Resources.
- Prepare student copies of the Blank Story Map found in Teacher Resources.
- Pair students in advance for the partner writing activity.

## Universal Access

- Provide a collection of books that have stories, fables, or fairy tales. Have students browse the books and identify different parts of a narrative, such as the title, character, setting, and major events, by pointing at words or illustrations.

Lesson 2

# Developing Narrative Writing



**Primary Focus:** Students work with peers to gather information about a story. [W.1.7]

## CONNECTIONS: WHAT'S NEXT? (5 MIN.)

- Ask students to describe what temporal words do.
  - » Answers may vary but should include that temporal words show the order of events in the plot of a story.
- Ask students to list some temporal words that can be used in their writing. Write the words on chart paper so the students can reference them later in the lesson. Save the chart for lessons later in the unit.
  - » Answers may vary but could include *first, second, next, then, after, finally, last, etc.*
- Continue to brainstorm more words to add to the list.



## Check for Understanding

Point to the words listed on the chart. Ask students to name whether the word would come at the beginning, middle, or end of the plot in the story.

- » Answers may vary depending on the list that was generated:
  - First: beginning
  - Second: middle
  - Next: middle
  - Then: middle
  - After: middle or end
  - Finally: end
  - Last: end

## MODELING: RETELLING A STORY (10 MIN.)

- Ask students to explain what it means to retell a story.
  - » Answers may vary but should include that *retelling* means to explain the events of a story, including the title, characters, setting, plot, and conclusion.
- Project the “Billy Beg” Story Map or recreate it on chart paper or a whiteboard.

### ➤ “Billy Beg” Story Map

- Explain that you prepared a story map of “Billy Beg” to help you retell the story.
- Use the think-aloud strategy to show students how to use the information from the story map to orally retell the story. Model using temporal words as you retell the story.

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The title of this story is “Billy Beg.” It’s an old folktale from Ireland.

Once there was a prince named Billy Beg who lived in Ireland. He worked very hard herding cattle. His best friend was the oldest bull in the herd. When his friend the bull was sent to market, Billy was very upset. The bull told Billy not to worry and gave him three magical gifts: a tablecloth, so he would never be hungry; a stick, so he would have the strength of a thousand men; and a belt, so no enemy would ever defeat him. [Stop here and explain that you have just finished the beginning of the plot of the story. Remind students that you have described the character, the setting, and the main problem or conflict.]

Next, Billy went out into the world and found a job taking care of an old gentleman’s animals. When a giant came to eat the animals, Billy used his magical stick and belt to send the giant flying off a cliff and into the sea. [Tell students that this is the first event in the middle of the plot and point to it on the “Billy Beg” Story Map.]

One day, the old gentleman suddenly announced he was going to town because he heard that a dragon had demanded the king give him his daughter, the princess, as a prisoner. Billy felt bad for the princess and decided to go and fight the dragon. [Tell students that this is the second event in the middle of the plot.]

Billy fought the dragon and beat him, but he left before anyone knew who he was, leaving just one boot. The king sent his men out to see if the boot fit anyone in the kingdom. Finally, Billy tried on the boot, and it fit. The king had found the brave knight who beat the dragon! [Tell students that this event is at the end of the plot.]

At last, the king’s men brought Billy back to the village, where he married the princess and became the prince. [Explain that this is the conclusion at the end of the story.]

- Tell students that your retelling of “Billy Beg” has the most important points of the story, but it does not have everything that they heard during the Read-Aloud. Ask students what is different about your story.
  - » Answers may vary but could include that it is shorter or has fewer details than the Read-Aloud.

### WRITING: “TOM THUMB” STORY MAP (10 MIN.)

- Prepare to display or project images from “Tom Thumb” in the Domain 3 Flip Book.
- Ask students to recall the Read-Aloud “Tom Thumb.”
- Tell students that you are going show the images from the Read-Aloud to refresh their memories of the events in the story.
- Go through each of the images in the story. Ask students to briefly describe each of the events shown in the images.
- Tell students that they will be working with a partner to complete a story map of “Tom Thumb.”
- Remind students that the story map has the most important events and information in the story, but it does not include everything.
- Divide students into pairs and distribute a blank story map to each pair.
- Circulate while students are working to provide prompting and support.

### Support

Work with a small group to complete the story map. Reread portions of the story if needed.

### Challenge

Have students write complete sentences for each item on their story map, using temporal words when appropriate.

### Activity Page 2.1



### Access

#### Entering/Emerging

Ask students to point to the correct image or part of an image in the Domain 3 Flip Book “Tom Thumb” that corresponds to a section of the story map. For example, have students point to an image that shows an event in the middle of the story.

#### Transitioning/Expanding

Have students use a combination of words and pictures when completing the story map.

#### Bridging

Encourage students to use more detail in their story maps.

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**WRAP-UP (5 MIN.)**

- Have students take turns orally retelling “Tom Thumb” to their partners using the story map as a guide. Remind them to use temporal words while retelling the events.

~~~~~End Lesson~~~~~

# Developing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students gather information to plan writing. [W.1.8]

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## FORMATIVE ASSESSMENT

Activity Page 3.1

**Blank Story Map** Students complete story maps to plan writing. [W.1.8]

## LESSON AT A GLANCE

|   | Grouping    | Time    | Materials                                      |
|---|-------------|---------|--|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |  |
| Connections: Oral and Written Retelling       | Whole Group | 5 min.  |  |
| Modeling: Story Map Review                    | Whole Group | 5 min.  | <input type="checkbox"/> “Billy Beg” Story Map |
| Planning: Retelling with Writing              | Small Group | 15 min. | <input type="checkbox"/> blank story map       |
| Wrap-Up                                       | Whole Group | 5 min.  |  |

## ADVANCE PREPARATION

- This Writing Studio lesson builds on content covered in core instruction Domain 3, Lesson 5 (“Thumbelina”). Make sure students have completed the Read-Aloud for that lesson prior to beginning this Writing Studio lesson.
- Prepare to project the Domain 3 *Different Lands, Similar Stories* Flip Book.
- Provide student access to the Domain 3 *Different Lands, Similar Stories* Flip Book.
- Prepare to project the “Billy Beg” Story Map found in Teacher Resources.
- Prepare student copies of the Blank Story Map found in Teacher Resources.

### Universal Access

- Use index cards to create a temporal words card deck. These cards can be used for sorting into sequence, or individual cards could be used as a sentence prompt by having students write a complete sentence using a word from the deck.



## Lesson 3

# Developing Narrative Writing



**Primary Focus:** Students gather information to plan writing. [W.1.8]

## CONNECTIONS: ORAL AND WRITTEN RETELLING (5 MIN.)

- Ask students to describe the types of stories they have been listening to during the Read-Alouds.
  - » Answers may vary but should include that the stories are similar but come from different places in the world.
- Tell students that the stories they have heard during the Read-Alouds are very old and have been told or written again many times. They have been retold. When we tell a story again, it is called *retelling*.
- Explain that because they are fictional or made-up stories, people who retell or rewrite the stories sometimes change some details, but the main story stays the same.
- Remind students that in the previous Writing Studio lesson, you used a story map of “Billy Beg” to help you retell the story orally, meaning you used your voice to retell the story instead of writing down the words.



### Check for Understanding

Tell students to raise their hand when they hear an important detail that must be included in a retelling:

- the main character (raise hand)
- the color of the main character’s house (no hand)
- the title (raise hand)
- what the main character ate for lunch (no hand)
- the problem or conflict in the story (raise hand)

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## MODELING: STORY MAP REVIEW (5 MIN.)

- Display the “Billy Beg” Story Map from the previous Writing Studio lesson.

### ➤ “Billy Beg” Story Map

- Remind students that the information you put in the story map helped you to retell the story by reminding you of the most important details and the order of events.
- Tell students that you could use the same story map to help you plan for writing the retelling of “Billy Beg” with words.
- Think-Pair-Share: Have students turn to a partner to answer the question “Where would temporal words like *first*, *next*, *then*, *after*, etc., belong on the story map?”
  - » Answers may vary but should correspond to the beginning, middle, and end.

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## PLANNING: RETELLING WITH WRITING (15 MIN.)

- Tell students that they will be working on a written retelling of one of the stories they have listened to during the Read-Alouds.
- Tell students that to decide which stories they will write, you will conduct a class vote.
- Ask students to list the stories they have heard so far; write the list on the board or on chart paper.
  - “Cinderella”
  - “The Girl with the Red Slippers”
  - “Billy Beg”
  - “Tom Thumb”
  - “Thumbelina”
- Tell students to raise their hands when you read the title of the story they would most like to retell. Count the students’ votes and record. At this point, you may have all students write a retelling of the story with the most votes, or you may allow them to choose from the two or three titles with the most votes.
- Tell students that they will work in small groups to plan their writing. Divide students into groups of 3–4 students each. If students were given a choice about the story, group students together who are working on the same story.

- Distribute a blank story map to each student.
- Explain that they will use their story maps to plan their retelling.
- Explain they will be sharing ideas and helping each other complete their story maps.
- Tell students that the groups can take turns reviewing the images in the Domain 3 *Different Lands, Similar Stories* Flip Book.
- Circulate while students are working to provide prompting and support.
- Collect the story maps or tell students to store them in their desks until the next Writing Studio lesson.

### WRAP-UP (5 MIN.)

- Have students share details from their story maps, such as the main character, how the story ended, an event that happened in the middle, etc.

End Lesson

### Activity Page 3.1



### Support

Work with a small group to complete the story map. Reread portions of the story if needed.

### Challenge

Once the story map is complete, have students create a list of details they want to include in their writing, such as a character description or words that describe action.



### Access

#### Entering/Emerging

Ask simple yes or no questions, such as “Did Tom Thumb capture the robbers?” or “Does this event go in the beginning of the story?”

#### Transitioning/Expanding

Provide oral sentence frames to prompt students, such as “The \_\_\_\_\_ tried to eat the animals.”

#### Bridging

Encourage students to use more detail in their story maps.

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# Developing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students draft a narrative retelling of a familiar story. [W.1.3]

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## FORMATIVE ASSESSMENT

**Retelling Draft**

**Retelling Draft** Students draft a narrative retelling of a story. [W.1.3]

## LESSON AT A GLANCE

|   | Grouping    | Time    | Materials   |
|---|-------------|---------|---|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |   |
| Connections: Storytelling                     | Whole Group | 5 min.  |   |
| Modeling: Drafting a Retelling                | Whole Group | 10 min. | <input type="checkbox"/> “Billy Beg” Story Map  |
| Writing: Drafting a Retelling                 | Independent | 10 min. | <input type="checkbox"/> story maps (from previous lesson)<br><input type="checkbox"/> Blank paper<br><input type="checkbox"/> Temporal Words Chart (from earlier lesson) |
| Wrap-Up                                       | Partner     | 5 min.  | <input type="checkbox"/> Domain 3 Flip Book   |

## ADVANCE PREPARATION

- Prepare to project the “Billy Beg” Story Map found in Teacher Resources.
- Display the temporal words chart created in Writing Studio Lesson 2.
- Prepare to display the Domain 3 *Different Lands, Similar Stories* Flip Book.

### Universal Access

- Provide a collection of books that include stories, fables, and fairy tales. Ask students to choose a favorite and orally retell the story using pictures in the book.

## Lesson 4

# Developing Narrative Writing



**Primary Focus:** Students draft a narrative retelling of a familiar story. [W.1.3]

## CONNECTIONS: STORYTELLING (5 MIN.)

- Tell students that storytelling is a very old tradition around the world. Ask students why people tell stories.
  - » Answers may vary but should include to entertain or to teach a lesson.
- Explain that they have learned that stories are also called *narratives*.
- Remind students that narratives have the same elements, or parts. Ask students to name the parts of a narrative.
  - » Answers may vary but should include title, characters, setting, plot (beginning, middle, ending), and a conclusion.
- Have students turn to a partner and share what they like best about stories. If time permits, have a few students share with the class.

## MODELING: DRAFTING A RETELLING (10 MIN.)

- Display the “Billy Beg” Story Map from the previous Writing Studio lesson.
- **“Billy Beg” Story Map**
  - Explain that the information you put in the story map helped you to retell the story by reminding you of the most important details and the order of events in the story.
  - Use the think-aloud strategy to show students how to use the information from the story map to write a retelling of the story.
  - Use chart paper to model writing the narrative.

The title of my story is “Billy Beg.” I’m going to write that at the top of my page. [Write the title at the top.]

Next, a narrative needs a sentence to introduce the main character. First, I'll write something about Billy Beg. [Write *Billy Beg was a prince who lived in Ireland a long time ago.*] This sentence not only explains who Billy Beg is, but it also tells us the setting. What is the setting? [Answers may vary but should include a long time ago in Ireland.]

I need to explain why Billy Beg is the main character and why he's important in the story. I'm going to write about what he was doing and how he was feeling. [Write *Billy worked very hard herding cattle. He was very upset when his best friend, a bull, was sold to market.* Read this text aloud.]

When I look at my story map, I can see that there is some important information that I haven't written about yet that happens in the beginning of the story. Can you tell me what that is? [The bull gave Billy three magical items: a tablecloth, so he would never be hungry; a stick, so he would have the strength of a thousand men; and a belt, so no enemy would ever defeat him.]

[Write *The bull gave Billy three magical gifts: a tablecloth, so he would never be hungry; a stick, so he would have the strength of a thousand men; and a belt, so no enemy would ever defeat him.* Read this text aloud.]

Now that I've written the beginning of the story, I need to look at my story map to see what events happened in the middle of the story. Can you tell me what those are? [Billy beats a giant; Billy beats a dragon.]

I know that there are more details to the story. I want to explain where Billy went before he fought against the giant. [Write *Next, Billy left his home and went to work for an old gentleman taking care of his animals.* Read this aloud.]

When I look at my story map, I see that in the middle of the story, a giant came to eat the animals that Billy cared for, and Billy defeated him using his magical stick and belt. [Write *When a giant came to eat the animals, Billy used his magical stick and belt to fling the giant off a cliff and out to sea.* Read this aloud. Mention that you did not write all the details in your story map,

but you remembered from hearing the story that Billy threw the giant off a cliff.]

Another big event took place in the middle of the story that I need to include. Can you tell me what it is? [Billy beats a dragon.]

Do you remember why Billy fought the dragon? [Answers may vary but should include that the dragon was going to take a princess prisoner.]

I'm going to write a sentence about Billy fighting the dragon. [Write *One day, Billy heard that a dragon was going to take a princess prisoner.* Read this aloud.]

I remember that Billy felt sorry for the princess and decided to fight the dragon. I also remember that he dressed up in a knight's old armor to fight the dragon. [Write *He decided to fight the dragon. He dressed up in knight's armor so no one could see who he was. Billy defeated the dragon with his magical stick and belt.* Read this aloud.]

When I check my story map, I can see that I've finished the beginning and middle of the story. Now I have to work on the ending. The story map says that Billy left his boot behind and the king's men used the boot to find Billy. [Write *After Billy defeated the dragon, he ran away, leaving only a boot behind. The king told his men to have every man in the kingdom try on the boot. At last, Billy tried on the boot, and it fit!* Read this aloud.]

The conclusion of the story is the last thought. The story map says that Billy married the princess. I remember that the king's men brought Billy back to the village after they found him. [Write *Finally, the king's men brought Billy back to the village. He married the princess and became the prince.* Read this aloud.]

I know that there are more details I can add to my story to make it more interesting to a reader. This is my first draft. I'll read my story again and again and look for places I can add more detail. But right now, I'd like to read the whole draft aloud.

The title of my story is "Billy Beg."



Billy Beg was a prince who lived in Ireland a long time ago. Billy worked very hard herding cattle. He was very upset when his best friend, a bull, was sold to market. The bull gave Billy three magical gifts: a tablecloth, so he would never be hungry; a stick, so he would have the strength of a thousand men; and a belt, so no enemy would ever defeat him.

Next, Billy left his home and went to work for an old gentleman taking care of his animals. When a giant came to eat the animals, Billy used his magical stick and belt to fling the giant off a cliff and out to sea.

One day, Billy heard that a dragon was going to take a princess prisoner. He decided to fight the dragon. He dressed up in knight's armor so no one could see who he was. Billy defeated the dragon with his magical stick and belt.

After Billy defeated the dragon, he ran away, leaving only a boot behind. The king told his men to have every man in the kingdom try on the boot. At last, Billy tried on the boot, and it fit!

Finally, the king's men brought Billy back to the village. He married the princess and became the prince.



### Check for Understanding

Read through the story again and tell students to raise their hands when they hear a temporal word. Have a volunteer circle the word on the chart paper.

**Note:** Save this chart paper draft of “Billy Beg” for the next Writing Studio lesson.

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## **WRITING: DRAFTING A RETELLING (10 MIN.)**

- Tell students that they will start a draft of their retelling narratives today. Remind students that a draft is a first copy. They will revise their narratives by adding details in later lessons.
- Redistribute the story maps from the previous Writing Studio lesson or tell students to take out their story maps.

## Support

Conference with students one-on-one to ensure their story maps have enough details to guide their writing. Provide sentence starters such as “Once there was a \_\_\_\_\_ named \_\_\_\_\_.”

## Challenge

Encourage students to expand their sentences by using descriptive words and details.



## Access

### Entering/Emerging

Provide sentence strips with the beginning, middle, and end events of the story. Have students sort the sentences into the correct order, then copy the sentences as their first draft.

### Transitioning/Expanding

Have students work with a partner while writing.

### Bridging

Encourage students to write in complete sentences, using the appropriate temporal words.

- Explain that the students will be using the story map to help write their narrative, just like when you wrote your draft of “Billy Beg.”
- Explain that they are writing the first draft and should focus on writing complete sentences. Tell them they can add pictures as details later when they revise their drafts.
- Distribute writing paper.
- Tell students they will work on their drafts independently.
- Remind students to include temporal words in their narrative to help the reader know the order of events. Direct students to the temporal words chart you created earlier in the unit.
- Circulate while students are working to provide prompting and support.
- Collect the students’ drafts and story maps or tell students to store them for the next lesson.

## WRAP-UP (5 MIN.)

- Project an image from the Domain 3 *Different Lands, Similar Stories* Flip Book from a story that has not yet been read during the Read-Alouds, such as “Little Red Riding Hood,” “Hu Gu Po,” or “Tselane.” Tell students to look carefully at details in the image.
- Tell students to imagine a story to go along with the image. Have students share their story with a partner.

~~~~~End Lesson~~~~~

# Developing Narrative Writing

## PRIMARY FOCUS OF LESSON

Students use feedback from peers to add details to their writing. [W.1.5]

## FORMATIVE ASSESSMENT

### Exit Ticket

**Feedback** Students describe a detail they received from feedback they will add to their writing. [W.1.5]

## LESSON AT A GLANCE

|                                               | Grouping    | Time    | Materials                                                                                                      |
|-----------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |                                                                                                                |
| Connections: Details                          | Whole Group | 3 min.  |                                                                                                                |
| Writing: Retelling Drafts                     | Independent | 10 min. | <input type="checkbox"/> retelling drafts and story maps (from previous lesson)                                |
| Writing: Giving and Receiving Feedback        | Partner     | 12 min. | <input type="checkbox"/> “Billy Beg” draft (from previous lesson)<br><input type="checkbox"/> retelling drafts |
| Wrap-Up                                       | Independent | 5 min.  | <input type="checkbox"/> paper                                                                                 |

## ADVANCE PREPARATION

- Prepare to display the “Billy Beg” draft on chart paper from the previous lesson.
- Determine student pairs in advance for giving and receiving feedback.

### Universal Access

- Have students identify words in sentences that incorporate one or more of the following: *who*, *how*, *what*, *where*, and *when*. For example, *Ella bounced a big red ball on the sidewalk.* describes *who*, *what*, and *where*.

## Lesson 5

# Developing Narrative Writing



**Primary Focus:** Students use feedback from peers to add details to their writing. [W.1.5]

## CONNECTIONS: DETAILS (3 MIN.)

- Ask students what it means to add details to your writing.
  - » Answers may vary but should include that adding details means putting in information that makes the writing stronger.
- Tell students to turn and talk to a partner to answer the question “Why do details make writing stronger?”
- Call on a few volunteers to share what they discussed with their partners.
- Explain that details make the writing stronger because they help paint a picture in the reader’s mind of what is happening in the story. Details help describe the *who*, *how*, *what*, *where*, and *when* in the story. Details make writing more interesting to the reader.



## Check for Understanding

Write the following sentence on the board or chart paper:

- Micah walked through the woods.

Ask students to add details to the sentence to help make it more interesting and descriptive for a reader. Record the students’ suggestions on the board.

## WRITING: RETELLING DRAFTS (10 MIN.)

- Tell students to take out their retelling drafts and story maps from the previous Writing Studio lesson or redistribute if collected.
- Explain they will finish their drafts in this lesson. Remind students that their narratives must have a beginning, middle, ending, and a conclusion.

- Conduct brief one-on-one conferences with students, providing prompting and support as needed.

### **WRITING: GIVING AND RECEIVING FEEDBACK (12 MIN.)**

- Tell students they will look at the story you drafted in the previous lesson and find places to add details to it.
- Explain you are sharing the draft so they will give you feedback, or suggestions on how to improve the writing by adding details.
- Remind students that one part of giving feedback is to ask the writer questions about their writing.
- Read aloud the draft of “Billy Beg” you completed on chart paper in the previous Writing Studio lesson.

---

Billy Beg was a prince who lived in Ireland a long time ago. Billy worked very hard herding cattle. He was very upset when his best friend, a bull, was sold to market. The bull gave Billy three magical gifts: a tablecloth, so he would never be hungry; a stick, so he would have the strength of a thousand men; and a belt, so no enemy would ever defeat him.

Next, Billy left his home and went to work for an old gentleman taking care of his animals. When a giant came to eat the animals, Billy used his magical stick and belt to fling the giant off a cliff and out to sea.

One day, Billy heard that a dragon was going to take a princess prisoner. He decided to fight the dragon. He dressed up in knight’s armor so no one could see who he was. Billy defeated the dragon with his magical stick and belt.

After Billy defeated the dragon, he ran away, leaving only a boot behind. The king told his men to have every man in the kingdom try on the boot. At last, Billy tried on the boot, and it fit!

Finally, the king’s men brought Billy back to the village. He married the princess and became the prince.

---

- Tell students that they may ask questions about your writing. Briefly answer their questions.
- Explain that you would like some suggestions about details you can add to your writing to make it stronger. Create a list of the students' suggestions and save for the next lesson.

**Note:** Save the chart paper draft of “Billy Beg” and the list of students’ suggestions for the next Writing Studio lesson.

- Tell students they will now work with partners to give and receive feedback about their retelling drafts.
- Divide students into previously determined pairs.
- Tell students that one person will read the story while his or her partner listens carefully. The partner will then ask at least one question about the writing.
- After the writer answers the question, the partner will then share an idea or detail that could strengthen his or her partner’s writing.
- Tell students they will then switch roles so that the other student shares while the first student listens, asks a question, and offers a suggestion.
- Monitor the feedback discussions and provide guidance if needed.
- Collect the students’ drafts or tell them to store them for the next lesson.

### WRAP-UP (5 MIN.)

- **Exit Ticket:** Tell students to write down a detail suggested by their feedback partner that they will add to their writing.

~~~~~  
End Lesson  
 ~~~~~

### Support

Provide support by asking questions and guiding the feedback discussion.

### Challenge

Ask students to create a list of details they plan to add to their writing, made up of their own ideas and ideas suggested by their partner.



### Access

#### Entering/Emerging

Provide simple yes or no questions, such as “Should you add a detail that explains that Tom Thumb was no bigger than a thumb?”

#### Transitioning/Expanding

Provide prompting and support to partners as needed.

#### Bridging

Encourage students to ask their partner questions and to give feedback using complete sentences and descriptive words.

### Exit Ticket



# 6

# Developing Narrative Writing

---

## PRIMARY FOCUS OF LESSON

Students respond to peer feedback by adding one or more details to their writing. [W.1.5]

## FORMATIVE ASSESSMENT

**Activity Page 6.1**

**Feedback** Students revise writing to incorporate feedback from peers. [W.1.5]



## LESSON AT A GLANCE

|                                               | Grouping    | Time    | Materials                                                                                                                                |
|-----------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |                                                                                                                                          |
| Connections: What Makes a Good Story?         | Whole Group | 3 min.  |                                                                                                                                          |
| Modeling: Revising to Add Detail              | Whole Group | 7 min.  | <input type="checkbox"/> “Billy Beg” draft (from previous lesson)<br><input type="checkbox"/> list of suggestions (from previous lesson) |
| Writing: Revising to Add Detail               | Independent | 15 min. | <input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> retelling drafts                                                  |
| Wrap-Up                                       | Partner     | 5 min.  | <input type="checkbox"/> Activity Page 6.1                                                                                               |

## ADVANCE PREPARATION

- Prepare to display the “Billy Beg” draft on chart paper from the previous lesson.
- Prepare to project Activity Page 6.1.
- Prepare student copies of Activity Page 6.1.

### Universal Access

- Provide a collection of books that include stories, fables, and fairy tales and ask students to find an illustration that they like. Have students discuss why they like the illustration.

## Lesson 6

# Developing Narrative Writing



**Primary Focus:** Students respond to peer feedback by adding one or more details to their writing. [W.1.5]

## CONNECTIONS: WHAT MAKES A GOOD STORY? (3 MIN.)

- Review that a narrative is writing that tells a story. Some narratives are fictional or made-up, such as fairy tales, fables, folktales, and other stories.
- Tell students some narratives are not fictional—they are true. Those narratives have all the parts of a narrative so it sounds like a story. A personal narrative is a story the writer tells about himself or herself.
- Turn and Talk: have students discuss with a shoulder partner what makes a story good.

## MODELING: REVISING TO ADD DETAIL (7 MIN.)

- Display the chart paper draft of “Billy Beg” from previous lesson.
- Remind students that in the previous lesson, you invited them to ask questions and suggest details to help improve your draft of “Billy Beg.”
- Explain that now you will use their suggestions to revise your draft. Explain that the word *revise* means to make changes.
- Tell students you are going to revise your draft with some of their suggestions from the previous lesson.
- Use the think-aloud strategy to model adding two or three details. The draft is below; added details may vary based on your students’ feedback. Add the details in the appropriate places, reminding students that it is a first draft, so it will not look like a clean, final copy yet.

Billy Beg was a prince who lived in Ireland a long time ago. Billy worked very hard herding cattle. He was very upset when his best friend, a bull, was sold to market. The bull gave Billy three

magical gifts: a tablecloth, so he would never be hungry; a stick, so he would have the strength of a thousand men; and a belt, so no enemy would ever defeat him.

Next, Billy left his home and went to work for an old gentleman taking care of his animals. When a giant came to eat the animals, Billy used his magical stick and belt to fling the giant off a cliff and out to sea.

One day, Billy heard that a dragon was going to take a princess prisoner. He decided to fight the dragon. He dressed up in knight's armor so no one could see who he was. Billy defeated the dragon with his magical stick and belt.

After Billy defeated the dragon, he ran away, leaving only a boot behind. The king told his men to have every man in the kingdom try on the boot. At last, Billy tried on the boot, and it fit!

Finally, the king's men brought Billy back to the village. He married the princess and became the prince.

- 
- Project Activity Page 6.1.

### ➤ **Activity Page 6.1**

- Tell students you are going to use a checklist to do a final check of your draft to make sure all the parts of a narrative have been included.
- Read through each item on the checklist, stopping after each to ask if it is included in your draft.



### Activity Page 6.1

---



### Check for Understanding

Ask students what important part of writing is not listed on the checklist.

- » Answers may vary but should include *details*.

Ask students why details are important.

- » Answers may vary but should include that they make writing stronger, help the reader visualize or see pictures in his or her mind, give information, make writing more interesting, etc.
-

## WRITING: REVISING TO ADD DETAIL (15 MIN.)

- Tell students to take out their retelling drafts or redistribute them if collected in the previous lesson.
- Tell them to read their drafts to themselves using a whisper voice. Explain that reading their writing out loud will help them to find places to add details or sentences that could be written more clearly.
- After students finish reading, tell them to add more details to their stories, based on the feedback they received in the previous lesson and additional ideas of their own.
- After several minutes, distribute Activity Page 6.1.
- Tell students that they will be using the Writing Checklist to look at their drafts one more time before they create a final, published piece.
- Read the items on the checklist one by one and have students put a check next to each item they have in their draft.
- Tell students to review the checklist and add whatever item does not have a check mark to their writing.
- Collect the students' drafts or tell them to store them for the next lesson.

**Note:** Before the next Writing Studio lesson, create a finished copy of your “Billy Beg” draft, either on chart paper or with a word processing program, so it can be projected. This final version serves as a model for student publishing.

## WRAP-UP (5 MIN.)

- **Illustration Brainstorm:** have students discuss illustration ideas for their final published story with a partner.

~~~~~  
End Lesson  
~~~~~

### Support

Provide one-on-one support as needed.

### Challenge

Encourage students to expand their sentences and add more descriptive words and imagery.



### Access

#### Entering/Emerging

Help students complete their drafts by providing oral sentence frames and taking dictation.

#### Transitioning/Expanding

Encourage students to read their draft aloud to you and provide guidance for revising.

#### Bridging

Provide support as needed.

# Developing Narrative Writing

## PRIMARY FOCUS OF LESSON

Students publish their retelling narratives as part of a video storybook. [W.1.6]

## FORMATIVE ASSESSMENT

Exit Ticket

**Video Publishing** Students describe how they would publish a video story. [W.1.6]

## LESSON AT A GLANCE

|                                               | Grouping    | Time    | Materials                                                                                                                              |
|-----------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |                                                                                                                                        |
| Connections: What Make a Good Storyteller?    | Whole Group | 2 min.  |                                                                                                                                        |
| Publishing a Final Copy                       | Independent | 18 min. | <input type="checkbox"/> “Billy Beg” final copy<br><input type="checkbox"/> retelling drafts<br><input type="checkbox"/> writing paper |
| Publishing: Video Storybook                   | Partner     | 5 min.  | <input type="checkbox"/> paper (can be cut in halves)                                                                                  |
| Wrap-Up                                       | Whole Group | 5 min.  | <input type="checkbox"/> trade book or story from Teacher Guide                                                                        |

## ADVANCE PREPARATION

- Prepare a final copy of “Billy Beg” to use as a model for publishing, either on chart paper or with a word processing program for projection.
- Secure a way to record students reading their stories on video, either with a camera or a computer with camera and recording capabilities. Recording will take place in Lesson 8.
- If you choose not to create a video storybook, students will still create published versions of their retellings.

### Universal Access

- Find online videos of people telling a variety of children’s stories and show brief sections of them to the class. Ask students to answer the following questions:
  - What does the storyteller do with his or her voice?
  - What does the storyteller do with his or her hands?
  - Can you tell what part of the story is the most exciting?
  - Do pictures help to tell the story?

## Lesson 7

# Developing Narrative Writing



**Primary Focus:** Students publish their retelling narratives as part of a video storybook. [W.1.6]

## CONNECTIONS: WHAT MAKE A GOOD STORYTELLER? (2 MIN.)

- Ask students to think about how a good storyteller reads or tells a story.
- Have students share their ideas aloud and record them on chart paper or the board. Save the list for Lesson 8.



## Check for Understanding

Ask students if a storyteller is someone who writes the story. Why or why not?

- » Answers may vary but should include that the storyteller is someone who reads or tells the story. They might have written or made up the stories themselves, or they may be telling a story written by someone else.

## PUBLISHING A FINAL COPY (18 MIN.)

- Display or project your published version of “Billy Beg.”
- Remind students they have been working on a draft, or the first version, of their stories.
- Explain that they revised the draft to add new ideas and details. The draft might look a little messy and may have some mistakes that need to be corrected, like making sure that the first word in each sentence starts with a capital letter and all sentences have ending punctuation.
- Explain that when we publish writing, we want to make sure that we have done our best work and that the writing is clean, easy to read, and has no mistakes that make reading difficult.

## Support

Provide one-on-one support as needed.

## Challenge

Have students use references, such as a beginner's dictionary, to check spelling.



## Access

### Entering/Emerging

Provide one-on-one support as students copy their drafts. Some students may require you to take dictation.

### Transitioning/Expanding

Provide prompting and support as needed.

### Bridging

Provide support as needed.

## Exit Ticket



- Tell students you have published your retelling, “Billy Beg,” by rewriting the story (on either chart paper or computer) with the new details you added and correcting any mistakes you had. Point out the details you added in the previous lesson.
- Distribute writing paper. Tell students that they will rewrite their stories on the new paper.
- Remind students to check their work to make sure all the words and details from the first draft are included. Remind students to make sure they have written in complete sentences with appropriate capitalization and punctuation.
- Collect the students’ final copies or tell them to store them for the next lesson.

## PUBLISHING: VIDEO STORYBOOK (5 MIN.)

- Tell students they will be publishing their stories in a different way in the next Writing Studio lesson. Explain that they will create a video storybook.
- Ask students to turn to a shoulder partner to discuss what a video storybook might look like and how they would create it.
- **Exit Ticket:** Distribute paper halves. Ask students to write a sentence and draw a picture describing how they would create their video story.

## WRAP-UP (5 MIN.)

- Choose a story from your classroom collection or from the Domain 3 Teacher Guide to read aloud to students. Model good storytelling techniques such as changing your voice for different characters, using facial expressions and hand gestures, and reading faster or slower (or louder or softer) to match the action.

~~~~~  
End Lesson  
~~~~~



# Developing Narrative Writing

# 8

## PRIMARY FOCUS OF LESSON

Students publish narrative writing, both in print and video. [W.1.3]

## FORMATIVE ASSESSMENT

Final Copy

**Retelling Narrative** Students publish a retelling narrative of story. [W.1.3]

## LESSON AT A GLANCE

|                                               | Grouping    | Time    | Materials                                                                                     |
|-----------------------------------------------|-------------|---------|-----------------------------------------------------------------------------------------------|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |                                                                                               |
| Connections: Story Illustrations              | Whole Group | 5 min.  | <input type="checkbox"/> paper<br><input type="checkbox"/> crayons or markers                 |
| Video Storybook Recording                     | Independent | 20 min. | <input type="checkbox"/> retelling final copy<br><input type="checkbox"/> recording equipment |
| Wrap-Up                                       | Partner     | 5 min.  |                                                                                               |

## ADVANCE PREPARATION

- Prepare equipment to record students reading their stories aloud.
- It would be helpful to have one or two adult volunteers to assist in recording.
- Prepare a place in the room where recording can take place, preferably away from where the rest of the students will be working.
- If you choose not to create a video storybook, students can use the time to practice reading their stories, first to themselves, then to each other. Alternatively, have each student read aloud to the whole class.

### Universal Access

- Prepare students for recording by doing practice recordings in advance. Have students view their recording and discuss how to make it better.

Lesson 8

# Developing Narrative Writing



**Primary Focus:** Students publish narrative writing, both in print and video. [W.1.3]

## CONNECTIONS: STORY ILLUSTRATIONS (5 MIN.)

- Remind students that illustrations help bring stories to life.
- Distribute paper and drawing utensils and ask students to draw an illustration that best shows what their story is about. Remind them to include details.



### Check for Understanding

Ask students to describe the details in their illustration and explain why they included them.

## VIDEO STORYBOOK RECORDING (20 MIN.)

- Explain that during this time, two things will be happening at once, so it will be very important to follow directions.
- Explain that students will be recorded reading their stories one at a time, and you will call them when it is their turn.
- Tell them that when it is not their turn to record, they should be working on two things in this order: finishing their illustrations and practicing reading their story aloud.
- Explain that when they practice reading their stories, they should use a quiet voice.
- Tell them that when their name is called to record, they need to have the final copy of their retelling and illustration.
- Before recording, remind students of the good storytelling techniques discussed in previous lessons. Refer to the chart created during the Connections activity in Lesson 7.

## Support

Provide support as needed.

## Challenge

Have students write a different ending to their story.



## Access

### Entering/Emerging

Record the video storybook using an echo technique, where you read a sentence and the student repeats the sentence.

### Transitioning/Expanding

Have students work with a partner when practicing reading their stories aloud.

### Bridging

Encourage students to use expressive voices while they are reading aloud.

- Some extra time may be needed to record every student.
- If possible, compile the finished recordings into a single file to watch at a future date or to share with other classrooms.
- When recording is completed, collect the students' final copies of their narratives.

**Note:** Use the *First Grade Writing Rubric: Narrative Writing* to assess students' narratives and to compare with the Pre-Assessment given in Unit 1 Lesson 1.

## WRAP-UP (5 MIN.)

- Think-Pair-Share: have student discuss whether or not they liked recording their stories on video.
- If time permits, have students share their opinions aloud.

~~~~~End Lesson~~~~~

# Teacher Resources

|         |                  |
|---------|------------------|
| Grade 1 | Writing Studio 2 |
|---------|------------------|



# Teacher Resources

## Contents

- Poster 1 (Parts of a Narrative)
- “Billy Beg” Story Map
- First Grade Writing Rubric: Narrative Writing

## Activity Pages

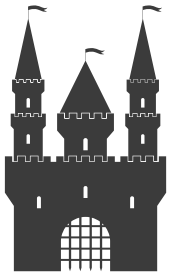
- Blank Story Map
- Activity Page 6.1

# Parts of a Narrative



## **Title**

hints at what the narrative is about



## **Setting**

where and when the narrative takes place



## **Character**

who is in the narrative



## **Plot**

what happens in the narrative



## **Conclusion**

the narrative's last thought





## Title

*Billy Beg*



## Character(s)

*Billy Beg, a prince*



## Setting(s)

*a kingdom in Ireland*



## Plot

### Beginning

*Billy is upset that his friend the bull was sold.  
The bull gives him three magical objects.*

### Middle

*Billy beats a giant.  
Billy beats a dragon.*

### End

*Billy leaves his boot behind.  
The king's men use the boot to find Billy.*



## Conclusion

*Billy marries the princess.*

## First Grade Writing Rubric: Narrative Writing

### STD 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.

| Category                     | 4   | 3  | 2  | 1  |
|------------------------------|---|--|--|--|
| <b>Content and Accuracy</b>  | <p>The composition includes all key components:</p> <ul style="list-style-type: none"> <li>• narrate two or more events in order</li> <li>• include details</li> <li>• use temporal words</li> <li>• provide closure</li> </ul> | <p>The composition includes all but one of the key components:</p> <ul style="list-style-type: none"> <li>• narrate two or more events in order</li> <li>• include details</li> <li>• use temporal words</li> <li>• provide closure</li> </ul> | <p>The composition does not include two of the key components:</p> <ul style="list-style-type: none"> <li>• narrate two or more events in order</li> <li>• include details</li> <li>• use temporal words</li> <li>• provide closure</li> </ul> | <p>The composition does not include three or more of the key components:</p> <ul style="list-style-type: none"> <li>• narrate two or more events in order</li> <li>• include details</li> <li>• use temporal words</li> <li>• provide closure</li> </ul> |
| <b>Organization</b>          | The composition stays on topic.   | The composition stays on topic.  | The composition periodically veers off topic.  | The composition consistently veers off topic.  |
| <b>Writing Conventions</b>   | The composition reflects advanced phonetic principles and grammatical conventions beyond grade-level expectations.  | The composition consistently reflects grade-level phonetic principles and grammatical conventions.   | The composition inconsistently reflects grade-level phonetic principles and grammatical conventions.   | The composition does not reflect grade-level phonetic principles and grammatical conventions.  |
| <b>Exceptional Qualities</b> | The composition includes strong imagery.  | N/A  | N/A  | N/A  |

# Activity Pages

|         |                  |
|---------|------------------|
| Grade 1 | Writing Studio 2 |
|---------|------------------|



**Title**



**Character(s)**



**Setting(s)**

**Beginning**

**Middle**



**Plot**

**End**









**Conclusion**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Writing Checklist: Narrative Writing

| Parts of a Narrative  |   | ✓ |
|---|---|---|
|    | Does my story have a title?   |   |
|    | Did I describe the setting?   |   |
|  | Did I name and describe the characters?   |   |
|  | Does my plot have a beginning?<br>middle?<br>ending?                            |   |
|  | Did I use temporal words, like <i>first</i> , <i>next</i> , <i>then</i> , etc.? |   |
|  | Did I finish my story with a conclusion?  |   |

# Core Knowledge Language Arts

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