

Writing Personal Narratives

Grade: 2nd

Scope and Sequence

Lesson 1: Writers generate story ideas by thinking of events that evoked strong emotions

Lesson 2: Writers choose topics and orally rehearse their stories across their fingers

Lesson 3: Writers examine a strong student sample in order to deeply understand narrative structure. Writers learn how to use the 5-frame graphic organizer.

Lesson 4: Writers plan their stories on a 5-frame graphic organizer.

Lesson 5: Writers write catchy leads

Lesson 6: Writers draft their stories

Lesson 7: Writers draft strong endings

Lesson 8: Writers learn how to add dialogue to their narrative to move the story forward and reveal character

Lesson 9: Writers learn how to add transition words or phrases to help move the story forward or to help sequence information

Lesson 10: Writers will review, evaluate and revise writing for meaning and clarity.

Assessment Scales

Common Core State Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 2, Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 2, Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.
- SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 2, Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.2.2a. Capitalize holidays, product names, and geographic names.
- L.2.2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to

make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

2nd Grade Personal Narrative Writing

Lesson 1 (2 days)

Concept: Writers prewrite by generating story ideas.

Student Action: Writers generate story ideas by thinking of events that evoked strong feelings

Pre-Corrections:

- For struggling writers, consider putting them in triads during “I Do It” and “We Do It” (low, medium, high)
- When it’s time for students to add their ideas to the chart during “We Do It” and “You Do It” they may want to copy off the class chart. Encourage students to come up with their own true stories from their lives.
- Include a few shared class experiences on your anchor chart to support students who may have limited experiences.
- Review your discussion about different emotions that took place during the immersion phase.
- It is helpful to focus on more intense emotions (i.e. angry, nervous, scared).
- When providing Examples and Non-Examples, be sure to always end with the example.
- Have students who have a hard time getting started stay back on the carpet with you. Have them talk about possible topics orally to a partner before they go to their seat.

Materials:

- 3-Column Anchor Chart (Blank Chart provided for you and students to fill in the emotions you choose.)
- 3-Column Chart – Student Copy

I Do It Connection Teach

1. Review what a small moment story is. Use list from immersion unit:
 - a. True story about yourself
 - b. Usually about important moments or places
 - c. Writers use sensory details
 - d. Writers focus on one particular event – a clear small moment.Explain to students that over the next 5 weeks they will be building their skills as writers of small moment stories.
2. Explain that the first step writers do is think of a story idea. One way to gather ideas is to think about a strong emotion you have felt and what happened that made you feel that way.
3. Refer to the incomplete anchor chart. For example - *When I think of times in my life when I have had a strong emotion, it helps me to think about times I was excited, sad, or proud (for example).* Ask students to repeat the emotions as you point to them.

<p style="text-align: center;">We Do It</p> <p style="text-align: center;"><i>Active Engagement</i></p>	<ol style="list-style-type: none"> 1. Model how you come up with an event from your life for each section of the chart using the following process (excited is used as an example): <ol style="list-style-type: none"> a. Define what being excited is like (refer to discussions that took place during the immersion phase). Explain that when you are excited, you have such an intense feeling that it sometimes is hard to control so you do things like jump up and down, etc. – like being excited to go somewhere fun, to have a special friend over, to open presents on Christmas morning, etc. b. Tell a short story about a time when you were excited. c. Add that story idea in the appropriate section on the class anchor chart. Example: Sum up your event in a short phrase and add that to the anchor chart. Non-Example: Trying to write a story on the chart about the time in your life instead of describing it in a few words. d. Turn and talk with a partner. When was a time in your life that you were excited? e. Call on several students and add their ideas to the class anchor chart. Try to generalize their ideas and explain that you are doing this to help other students come up with ideas. f. Now ask students to write their idea in the appropriate section of their own chart. g. Have them hold up their chart for you to see. h. Repeat process for each section of the chart over the course of two days.
<p style="text-align: center;">Mid-Workshop Teaching Point</p>	<p>Options:</p> <ul style="list-style-type: none"> • Notice common errors students are making and teach to them • Highlight a student who is applying strategy
<p style="text-align: center;">You Do It</p> <p style="text-align: center;"><i>Link</i></p>	<ol style="list-style-type: none"> 1. <i>Look at this chart on the wall! We all have many small moments in our lives to write about.</i> 2. <i>It's your job now to think of more events in your life when you were...(name the emotions you chose).</i> 3. Lead a quick interactive review on how to put story ideas in the appropriate columns on the chart to check for understanding.

After-the-Workshop Share	Options: <ul style="list-style-type: none">• Review the day's teaching point• Highlight a student's work that is in line with the focus for the day (or have the student do it)• Have students partner up to share
Assessment Checkpoint	<ul style="list-style-type: none">• Collect student charts to determine who is struggling to come up with ideas. Consider doing a small group conference with these students.

2nd Grade Personal Narrative Writing

Lesson 2 (2 days)

Concept: Writers apply the writing process to construct personal narratives.

Student Action: Writers choose topics and orally rehearse their stories across their fingers

Pre-Corrections:

- Have students bring materials to the carpet with them.
- Be sure to support students with limited language abilities while they are turning and talking to help with discussion.
- After students submit their chosen topic. Record the topics they chose so you can help them remember and stick to it.
- The topic you choose when you are modeling is the story you will stick with throughout the unit.

Materials:

- 3-Column Story Ideas Anchor Chart
- 3-Column Story Ideas Chart – Student Copy

I Do It
Connection
Teach

&

We Do It
Active Engagement

1. Remind students that they have spent time coming up with story ideas and recording them on a chart. Explain that today they will be choosing an idea to write about and planning out their story on a graphic organizer.
2. Explain that the first thing a writer needs to do to start writing a small moment story is to choose a topic. Teach them how to choose a topic from the chart. *We know that every idea on here is linked to a strong emotion and that is very important. If you didn't feel a strong emotion, then you may not have enough to write about. So, how do I choose? As a writer, it helps to choose a story idea that you remember a lot about so you can share all of those details with your readers.*
Non-Example: *I have on my chart, "losing my first tooth." I remember how excited I was when I lost it, but that happened in kindergarten. So, I don't really remember a lot of details beyond my excitement of getting something from the tooth fairy. I don't think I should choose that idea.*
Example: *This idea, "going on the Ferris wheel for the first time," just happened a couple of weeks ago at the fair. I remember every detail, even the smell of the seats! I'm definitely going to write about that because I know I can share a lot with my readers. I'm going to put a big star by it so I remember.*
3. Ask students to read through their charts to decide what idea they are going to write about. Ask them to choose an idea that they remember a lot about. Once they decide, ask them to place a star by the idea. Have them hold up their chart for you to see.
4. Explain that now they have their topics chosen, they will be telling

	<p>their stories to a partner out loud. Explain that writers do this to plan their stories.</p> <ol style="list-style-type: none"> 5. Model how to tell your story across your fingers. (Thumb: What’s my story about? Fore Finger: What happened first? Middle Finger: What happened next? Ring Finger: What happened last? Pinky: What do I want my readers to know?) 6. Use the process below to have students orally rehearse their stories with their partners (make sure partners are numbered 1 and 2). Circulate among the partners as they are talking. <ol style="list-style-type: none"> a. Focus on the Thumb – What is my story about. Have partner 1 say to partner 2, “My story is about...” Switch after most 1s are done. Make sure you have 2s use the sentence starter. b. Focus on the Fore Finger – What happened first? Partner 2 says to partner 1, “The first thing that happened is...” Switch after most 2s are done. Make sure you have 1s use the sentence starter. c. Focus on the Middle Finger – What happened next? Partner 1 says to partner 2, “The next thing that happened is...” Switch after most 1s are done. Make sure you have 2s use the sentence starter. d. Focus on the Ring Finger – What happened last? Partner 2 says to partner 1, “The last thing that happened is...” Switch after most 2s are done. Make sure you have 1s use the sentence starter. e. Focus on the Pinky Finger – What do I want my readers to know? Partner 1 says to partner 2, “I...” Switch after most 1s are done. Make sure you have 2s use the sentence starter. 7. Call on a few students to come up in front of the class and orally tell their story across their fingers. Scaffold when necessary
<p>Mid-Workshop Teaching Point</p>	<ul style="list-style-type: none"> •
<p>You Do It</p> <p><i>Link</i></p>	<p>There will be no independent work on this day.</p>
<p>After-the-Workshop Share</p>	
<p>Assessment Checkpoint</p>	<ul style="list-style-type: none"> • Collect student charts to review the topics students chose. Confer with students who may have picked a topic they will have a difficult time writing about.

2nd Grade Personal Narrative Writing

Lesson 3

Concept: Writers analyze narrative structure.

Student Action: Writers examine a strong student sample in order to deeply understand narrative structure. Writers learn how to use the 5-frame graphic organizer.

Pre-Corrections:

- Review components of a personal narrative to strengthen understanding.
 - True story about yourself
 - Usually about important moments or places that have a strong emotion tied to it
 - Writers use sensory details
 - Writers focus on one particular event – a clear small moment.
- This story is at a higher level and may be too difficult for students. You can pull a strong student sample from your class if you choose.

Materials:

- Narrative Sample “The Day I Split My Chin”
- 5-Frame Graphic Organizer – Completed

I Do It

Connection

Teach

&

We Do It

Active Engagement

1. Read through the student sample provided. Facilitate conversation around the craft of the narrative (i.e. What do you like about this writing? What do you think is done well? Can you tell what the small moment is? What type of details can you find?) Ask students to turn & talk before you call on individuals so everyone has an opportunity to respond.
2. Introduce the completed 5-frame graphic organizer. Explain that the graphic organizer is a tool that writers use to plan and draft a small moment story and that the writer of the sample could have used something similar to plan.
3. Draw connections between each frame of the graphic organizer and the student sample (end with heart of the story). Highlight the questions a writer asks at each frame in order complete it (below).
 - a. Frame 1: What is my story about?
 - b. Frame 2: What happened first?
 - c. Frame 3: What happened next?
 - d. Frame 4: What happened last?
 - e. Frame 5: What is the message I want to give readers?
 - f. Heart of the Story: Why is this story important to me?
What strong feelings do I want to show?
4. Point out the fact that writers don't write their entire story on the graphic organizer; they just write the important pieces so they won't forget. This is what helps you write a well-organized small moment story.
5. Explain that they will be using this writing tool to plan their own stories.

Mid-Workshop

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Teaching Point	
<p data-bbox="159 222 305 254">You Do It</p> <p data-bbox="201 310 263 342"><i>Link</i></p>	<p data-bbox="444 226 1052 258">There will be no independent work on this day.</p>
<p data-bbox="103 506 358 579">After-the-Workshop Share</p>	<ul data-bbox="444 506 456 527" style="list-style-type: none"><li data-bbox="444 506 456 527">•
<p data-bbox="139 598 323 672">Assessment Checkpoint</p>	<ul data-bbox="444 598 456 619" style="list-style-type: none"><li data-bbox="444 598 456 619">•

The Day I Split My Chin

“Do you want to take that new bike for a ride?” asked my brother Matthew. I was staring at my new two-wheel bike with hand brakes. I couldn’t believe that I finally got one when I turned seven. I was so thrilled. I couldn’t wait to use it. “Yes!” I said back. So, I went for a ride with my mom and my brother.

It was a beautiful Sunday morning in June. The sun was bright. There were no clouds in the sky. We were having a wonderful time riding together. At first we rode on a flat part. Then we biked farther north. We came to a steep hill. I looked down the hill. Should I ride down it? I wasn’t sure if I should. But I did. I don’t know why. Maybe I wanted to prove that I could.

Now here is the problem: I got scared. I forgot to use the hand brakes. My fingers were right on them. But I never squeezed them. Instead the bike went faster and faster. I went from one side of the path to the other. Halfway down the hill, my bike began to shake. It was out of control! I was screaming! At least I think I was. At the bottom of the hill, I lost my balance. I fell hard. My chin hit the ground. Time stopped. My mom and brother ran to me. Blood was pumping out of a big hole in my chin. Blood was all over my hands. It was on my shirt too. Blood was everywhere. Nothing like this had ever happened to me before. My mom picked me right up. I was crying. “Am I going to die?” I asked. My mom said “No. You will be fine. But we need to take you to a doctor.”

We went straight to the doctor’s office. Mom said we were lucky that my doctor had Sunday hours. The doctor looked at my chin. He told me that I would be fine. But my chin needed two layers of stitches. Two layers of stitches! I wanted to jump out of the chair. I felt like running away. But of course I couldn’t run very far with a hole in my chin. So I lay there bravely. I held on to the sides of the chair. He put four shots of painkillers right into my chin! My mom had tears in her eyes. I didn’t cry a drop. My chin turned numb. Now I felt a little calmer. The doctor started stitching. The stitches didn’t really hurt. They just felt weird. I hardly breathed. Then the doctor was done. Whew! I was glad about that.

I thought about my day when I finally got home. I was so excited about my bike. But I was so scared after I fell. Now I feel strong. I made it through my big fall with a story to tell.

1

The day I cut my
chin open

**What is my
story about?**

I felt many emotions
that day— happy,
scared, and strong

**Why is this story
important to me?**

**What strong feelings
do I want to show?**

2

I went for a bike
ride with my mom
and brother.

What happened first?

3

I went down a big
hill and split my
chin open when I
lost control of my
bike.

What happened next?

4

I went to the
doctor and got
two layers of
stitches

What happened last?

5

I felt strong after
I made it through
the fall and getting
stitches

**What is the message
I want to give my readers?**



2nd Grade Personal Narrative Writing

Lesson 4 (4 Days)

Concept: Writers apply the writing process to construct personal narratives.

Student Action: Writers plan their stories on a 5-frame graphic organizer.

Pre-Corrections:

- Review the questions associated with each frame of the graphic organizer by having students touch each frame and read the questions chorally.
- Make sure everyone remembers the topic they chose in lesson 2.
- Have students bring materials with them to the carpet.

Materials:

- 5-Frame Graphic Organizer – Blank copies for teacher and students

I Do It

Connection

Teach

1. Explain to students that they will be using the graphic organizer to plan their stories.
2. Model how to complete the graphic organizer:
DAY 1
 - a. Tell your story across your fingers explaining that this helps you remember exactly how the story goes.
 - b. Complete frames 1-4 thinking aloud and emphasizing the questions that go with each frame.
 - c. Go back to telling your story across your fingers as much as you see fit.**DAY 2**
 - a. Tell your story as you touch each frame of the graphic organizer.
 - b. Complete frame 5 and the heart of the story thinking aloud and emphasizing the questions that go with each frame.

We Do It

*Active
Engagement*

1. Ask students to orally rehearse their stories using the graphic organizer one frame at a time using the following process.
 - a. Focus on one frame. Ask the question associated with that frame.
 - b. Have students turn and talk to tell a partner the answer to that question. Consider scaffolding partner discussion using the sentence starter process from lesson 2.

**Mid-Workshop
Teaching Point**

Options:

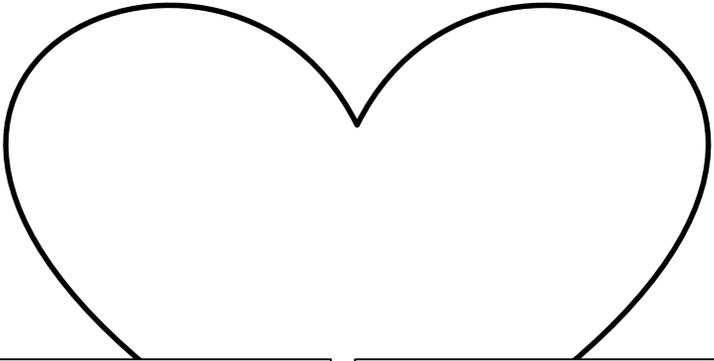
- Notice common errors students are making and teach to them
- Highlight a student who is applying strategy

<p style="text-align: center;">You Do It</p> <p style="text-align: center;"><i>Link</i></p>	<p>Day 1</p> <ol style="list-style-type: none"> 1. Explain that their job is to now write down their thoughts in frames 1-4. Emphasize that they are not writing their stories. They are just writing the big ideas. Ask students to turn and tell a partner what frames they will be writing in. 2. Circulate around the room <p>Day 2</p> <ol style="list-style-type: none"> 1. Explain that their job is to now write down their thoughts in frame 5 and the heart of the story. Emphasize that they are not writing their stories. They are just writing the big ideas. Ask students to turn and tell a partner what frames they will be writing in. 2. Circulate around the room
<p style="text-align: center;">After-the-Workshop Share</p>	<p>Options:</p> <ul style="list-style-type: none"> • Review the day’s teaching point • Highlight a student’s work that is in line with focus for the day (or have the student do it) • Have students partner up to share
<p style="text-align: center;">Assessment Checkpoint</p>	<ul style="list-style-type: none"> • Collect graphic organizers. Determine who needs additional support and consider doing a small group conference with them the next day.

1



What is my story about?



Why is this story important to me?

What strong feelings do I want to show?

2

What happened first?

3

What happened next?

4

What happened last?

What is the message I want to give my readers?



5

2nd Grade Personal Narrative Writing

Lesson 5 (2 Days)

Concept: Writers apply the writing process to construct personal narratives.

Student Action: Writers write catchy leads

Pre-Corrections:

- Consider working with a small group of writers who may struggle getting started.

Materials:

- 5-Frame Graphic Organizers
- Examples of Catchy Leads
- Catchy Leads Sheet
- Paper for Small Moment Story

I Do It

Connection

Teach

DAY 1

1. Review the purpose of the 5-frame graphic organizer. Explain to students that today they will be using their 5-frame organizers to start writing their small moment stories. They are moving from organizing and planning into the writing stage.
2. Explain our goal as writers is to hook the reader right away. That's why writers work to create a catchy lead. *We are going to develop three different types of leads so you can choose your favorite to use in your small moment story – the one that is going to hook the reader the most.*
3. Project the first example on "Examples of Catchy Leads." Explain how this writer used dialogue to hook the reader. Discuss with students why this is a good way to start a story.
4. Display your 5-frame graphic organizer so all students can see. Point to each frame as you orally tell your story.
5. Bring their attention to frame 1. Have students turn and talk about how you could start your story using dialogue.
6. Give students 3-4 minutes to craft a dialogue lead as a pair. Have students share out.
7. After you hear some ideas, introduce the "Catchy Leads" sheet. Explain that they will be trying out different leads on this sheet of paper. Use one of the ideas that students shared to model how you draft a dialogue lead on the sheet.

DAY 2

1. Repeat steps 1-7 for "Action Lead"
2. After you have two leads written, read through each lead out loud. Have the class help you choose which lead would hook the reader the most.
3. Introduce the paper that they will be writing their stories on. Model how to transfer the chosen lead from the "Catchy Leads" sheet to the writing paper.

<p>We Do It</p> <p><i>Active Engagement</i></p>	<p>DAYS 1 & 2</p> <ol style="list-style-type: none"> 1. Have students turn and talk. Consider using a structured sentence starter process similar to the one used in lesson 2. <ol style="list-style-type: none"> a. Use their graphic organizer to say what their story is about. b. Share how they might use dialogue or action in their lead. 2. Call on individual students to share out.
<p>Mid-Workshop Teaching Point</p>	<p>Options:</p> <ul style="list-style-type: none"> • Notice common errors students are making and teach to them • Highlight a student who is applying strategy
<p>You Do It</p> <p><i>Link</i></p>	<p>Day 1</p> <ol style="list-style-type: none"> 1. Students will be trying out a lead on their catchy leads sheet. Make sure they know what section to write it on before they leave the carpet. 2. You may want to have them turn and talk to share how they are going to start their story with the specific lead again. <p>Day 2</p> <ol style="list-style-type: none"> 1. Students will be trying out a lead on their catchy leads sheet. Make sure they know what section to write it on before they leave the carpet. 2. You may want to have them turn and talk to share how they are going to start their story with the specific lead again. 3. Once they are done with their lead, have students find a partner who is also done to read their leads out loud before they choose what lead will hook the reader the most. 4. Once they have chosen, they will transfer their leads to the writing paper.
<p>After-the-Workshop Share</p>	<p>Options:</p> <ul style="list-style-type: none"> • Review the day’s teaching point • Highlight a student’s work that is in line with focus for the day (or have the student do it) • Have students partner up to share
<p>Assessment Checkpoint</p>	<ul style="list-style-type: none"> • Collect “Catchy Leads” sheets and each student’s writing paper to determine if they tried out both leads and transferred one to the writing paper.

Examples of Catchy Leads

Dialogue Lead From “The Day I Split My Chin”

“Do you want to take that new bike for a ride?” asked my brother Matthew. I was staring at my new two-wheel bike with hand brakes. I couldn’t believe that I finally got one when I turned seven. I was so thrilled. I couldn’t wait to use it. “Yes!” I said back. So, I went for a ride with my mom and my brother.

Possible Action Lead For “The Day I Split My Chin”

Screech! My tires squealed against the pavement as I came to a quick stop on my new two-wheel bike with hand brakes. I just went the length of my driveway but I could already tell that this bike was going to be fast. I was so thrilled. I couldn’t wait to use it. So, I asked my mom and my brother if we could go for a ride. I knew they would say yes since today is my birthday.

Catchy Leads Sheet

Use Dialogue



Use Action



1

2

3

4

5



Handwriting practice lines consisting of ten sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Handwriting practice lines consisting of 15 sets of three horizontal lines (top solid, middle dashed, bottom solid).

2nd Grade Personal Narrative Writing

Lesson 6 (3-6 days)

Concept: Writers apply the writing process to construct personal narratives.

Student Action: Writers draft their stories.

Pre-Corrections:

- If students finish early, ask them to go back and add more detail or allow them to continue writing (depending on their ability).
- Add days to this lesson if students are engaged in writing and need more time.

Materials:

- Student Sample from Lesson 3 “The Day I Split My Chin”
- Completed 5-Frame Graphic Organizer for “The Day I Split My Chin”
- 5-Frame Graphic Organizers – teacher and students
- Teacher’s model small moment story (should only have a lead at this point)
- Paper for Small Moment Story (2 options to choose from)
- **Transferring ideas from the graphic organizer to writing paper is difficult for students. A second paper option with number cues has been developed in an effort to make this transfer easier. If you choose to use this paper, modify the lesson to include direct reference to how the numbers on the paper correspond with the numbers in the graphic organizer.**

I Do It

Connection

Teach

DAY 1:

1. Share your excitement about all of the writing that is taking place in your classroom. Review the purpose of the 5-frame graphic organizer – to plan our stories. Remind students that the author of the story “The Day I Split My Chin” used a graphic organizer to plan her story as well.
2. Demonstrate for students how frame 2 is connected to the second paragraph in the story. Emphasize that the author did not copy her sentence in her graphic organizer onto her paper. She wrote a paragraph that included many details that help the reader picture what is happening.
3. Read the second paragraph of “The Day I Split My Chin” aloud. Facilitate a conversation about the qualities of the paragraph. (What details helped you picture what was happening? How did the author use her five senses?)

DAY 2: Repeat process using frame 3 and the third paragraph of the student sample.

DAY 3: Repeat process using frame 4 and the fourth paragraph of the student sample.

<p>We Do It</p> <p><i>Active Engagement</i></p>	<ol style="list-style-type: none"> 1. Display your 5-Frame Graphic Organizer and retell your story orally. 2. Explain that you need their help in writing your second paragraph. Read frame 2 of your graphic organizer. Ask students to think of how you could write that so the reader can picture what is going on. How could you use your five senses to add detail? 3. Give students 3-4 minutes to work in partners to orally craft a paragraph that uses the five senses to add details. 4. Call on a couple of partnerships to share their ideas. 5. Choose one and model how to write the second paragraph on your writing paper. 6. End by comparing frame 2 of your graphic organizer to your first paragraph. <p>DAY 2: Repeat process for the third paragraph of your story. DAY 3: Skip this and allow students to write.</p>
<p>Mid-Workshop Teaching Point</p>	<p>Options:</p> <ul style="list-style-type: none"> • Notice common errors students are making and teach to them • Highlight a student who is applying strategy
<p>You Do It</p> <p><i>Link</i></p>	<ol style="list-style-type: none"> 1. Have students turn and talk – How are they going to write the second paragraph of their story? 2. Explain that their job is to use frame 2 on the graphic organizer to remember what happened first in their story. Then to write a paragraph about it using their five senses to add detail. <p>DAY 2: Repeat for frame 3, paragraph 3 DAY 3: Repeat for frame 4, paragraph 4</p>
<p>After-the-Workshop Share</p>	<p>Options:</p> <ul style="list-style-type: none"> • Review the day’s teaching point • Highlight a student’s work that is in line with focus for the day (or have the student do it) • Have students partner up to share
<p>Assessment Checkpoint</p>	<p>DAY 1: Choose 1/3 of your students to turn in their papers after this lesson to assess progress. It would be ideal to choose students who are struggling so you can intervene early in the drafting process. DAY 2: Choose the next third of your class to turn in their papers DAY 3: Collect the remaining papers.</p>

2nd Grade Personal Narrative Writing

Lesson 7 (2-3 days)

Concept: Writers apply the writing process to construct personal narratives.

Student Action: Writers draft strong endings

Pre-Corrections:

- Remember – Example – Non-Example – Example (always end with what you want them to do)
- The student sample has a great ending to share but feel free to use excellent endings from literature as well.

Materials:

- Student Sample “The Day I Split My Chin”
- 5-Frame Graphic Organizer for “The Day I Split My Chin”
- 5-Frame Graphic Organizers – teacher and students
- Teacher’s model small moment story
- Paper for Small Moment Story

I Do It

Connection

Teach

DAY 1

1. Explain to students that today they will be studying the ending of “The Day I Split My Chin” in order to understand how strong endings might look. They will also get to practice by helping you finish your story with a strong ending.
2. Explain to students that writers end stories by writing about a thought they had during that moment or by describing a feeling to show strong emotion. This helps readers end your story with memories and feelings.
3. Refer to the 5-Frame Graphic Organizer for “The Day I Split My Chin: to read what marks the ending of the narrative. Then reread the entire narrative. Before you get to the ending stop and think aloud. *Sometimes it helps me to reread my entire narrative before I craft my ending. After I reread my entire story I can stop and think, “what can I do to leave readers with a memories and feeling?” Let’s see what the author did:*

Example:

I thought about my day when I finally got home. I was so excited about my bike. But I was so scared after I fell. Now I feel strong. I made it through my big fall with a story to tell.

Non-Example:

Then I went home and went to bed.

Then we left the doctors and I went home.

<p>We Do It</p> <p><i>Active Engagement</i></p>	<p>DAY 1</p> <ol style="list-style-type: none"> 1. Reread your story aloud to the class. 2. Ask partners to discuss how they could frame an ending for your story with strong emotions. Use a sentence starter to help guide the discussion. The emotion I would use to end this story would be... 3. Partners discuss. 4. Teacher circulates and records a few ideas. 5. Teacher shares those ideas with the class. 6. Class selects one emotion. 7. Teacher and students draft ending. <p>END DAY 1</p>
<p>Mid-Workshop Teaching Point</p>	<p>Options:</p> <ul style="list-style-type: none"> • Notice common errors students are making and teach to them • Highlight a student who is applying strategy
<p>You Do It</p> <p><i>Link</i></p>	<p>DAYS 2-3</p> <ol style="list-style-type: none"> 1. Review yesterday's lesson. 2. Have students whisper-read their narratives to ensure rereading. 3. When they are done, students draft their endings. 4. Teacher circulates the room.
<p>After-the-Workshop Share</p>	<p>Options:</p> <ul style="list-style-type: none"> • Review the day's teaching point • Highlight a student's work that is in line with focus for the day (or have the student do it) • Have students partner up to share
<p>Assessment Checkpoint</p>	

2nd Grade Personal Narrative

Lesson 8 (2-3 days)

Concept: Writers revise their personal narratives by adding dialogue.

Student Action: Writers learn how to add dialogue to their narrative to move the story forward and to reveal character.

Pre-Corrections:

- **Remember Example—Non Example—Example (always end with what you want them to do).**
- The student sample has some dialogue to share, but feel free to use dialogue from great literature as well.

Materials

- Student sample of “The Day I Split My Chin” from previous lesson
- Special Revising Pens

I Do It

Connection

Teach

DAY 1

- Teacher defines: *What is dialogue? Dialogue is the conversation that takes place between characters in a story. You can tell more about your characters’ thoughts and feelings if you include dialogue in your stories.*
- When writing dialogue you must remember to:
 1. Use quotations marks around the speaker’s exact words
 2. Identify who is speaking
- Read through the sample narrative, “The Day I Split My Chin.” Identify the dialogue used. Look for a place where the author could have included dialogue to share more of the character’s feelings/thoughts. Once you find a spot where you can add dialogue, make connections to your own life for students (play by play) about a time you had something scary happen (breaking your arm, watching your brother get hurt, etc). Explain what type of conversation took place. *(See example below of improved dialogue to get an idea).*
- Ask students to think about: What was the natural conversation that followed a time when you were scared? What did the _____ say? What did you say?
- Allow students to share their experiences. (2-3 minute brain-break through sharing).
- Using the following example, discuss: *How could the author use dialogue to add feeling and excitement to this sample?*
- Using your own modeling and student suggestions, show students how the following sample could be improved by adding dialogue with your special revising pen.

Example:

The doctor looked at my chin. He told me that I would be fine. But my chin needed two layers of stitches.

Improved Example with Dialogue:

	<p>The doctor looked at my chin. He said, “Ouch. That is going to need two layers of stitches.” I couldn’t even make a sound. “Don’t worry, you’ll be just fine.”</p>
<p>We Do It <i>Active Engagement</i></p>	<ul style="list-style-type: none"> • Students and teacher work as a group to find a place in the teacher modeled story where dialogue could be added. Lead a discussion about what the characters might say. • Remind students that the conversation should move the story forward and reveal the characters thoughts/feelings. The dialogue should sound natural. • Partners turn and talk to revise the chosen section by adding 3 lines of dialogue. • Teacher circulates and records student names and their ideas (2-3). • Teacher shares those ideas with the class, and then writes one down (with special revising pen) for all to see making sure to emphasize quotation marks and the identification of who was speaking. <p>END DAY 1</p>
<p>Mid-Workshop Teaching Point</p>	<p>Options:</p> <ul style="list-style-type: none"> • Notice common errors students are making and teach to them • Highlight a student who is applying strategy
<p>You Do It <i>Link</i></p>	<p>DAY 2 (& 3)</p> <ul style="list-style-type: none"> • Students revise their own narratives by adding dialogue using the special revising pens. Dialogue could be written on another piece of paper and a caret used to show where in the narrative it will be inserted. • Teacher circulates to give support as needed.
<p>After the Workshop Share</p>	<ul style="list-style-type: none"> • Review the day’s teaching point • Highlight a student’s work that is in line with focus for the day (or have the student do it) • Have students partner up to share
<p>Assessment Check Point</p>	<ul style="list-style-type: none"> • Ask to see dialogue in order to assess how students are doing.

2nd Grade Personal Narrative

Lesson 9 (2 days)

Concept: Writers revise their personal narratives by adding transition words.

Student Action: Writers learn how to add transition words or phrases to help move the story forward or to help sequence information.

Pre-Corrections:

- Remember Example—Non Example—Example (always end with what you want them to do).
- Be careful not to focus solely on transition words which are geared more for expository writing. By just focusing on those, writing can begin to sound redundant and boring (first, next, then).
- Too many transitions are not good for writing, when a specific skill is taught it can tend to be overused.

Materials

- Student sample of “The Day I Split My Chin” from previous lesson
- A copy of the transition word list for each student
- Special Revising Pens

I Do It Connection Teach

DAY 1

- Teacher explains: *Transition words are words or phrases at the beginning of sentences that help to move the story forward or to help sequence information. Transition words can show time passing.*
- Look at the transition word list and discuss. Ask students if they have used transitions in the past. Tell them that they have worked hard to make revisions on their personal narratives and now they will learn how to make sure the different parts of their writing are connected with transitions.
- Project the class sample writing, “The Day I Split My Chin.” Point out all the transitions they can find. Also, show students how transitions can be added to help writing flow from one idea to the next.

Example:

At first, we rode on a flat part. **Then** we biked farther north.

Halfway down the hill, my bike began to shake.

Instead, the bike went faster and faster.

But we need to take you to the doctor.

Now I felt a little calmer.

Non-Example:

(Paragraph 3)

I fell hard. My chin hit the ground. Time stopped. My mom and brother ran to me. Blood was pumping out of a big hole in my chin. Blood was all

	<p>over my hands. It was on my shirt too. Blood was everywhere.</p> <ul style="list-style-type: none"> • Point out that the above sample sounds choppy. The ideas are not flowing together. • Ask Students: Use the transition word list to determine the words that could be used to transition one sentence to the next. <p>Suddenly, I fell hard. My chin hit the ground. Time stopped. Just after, my mom and brother ran to me. Blood was pumping out of a big hole in my chin. Blood was all over my hands. It was on my shirt too. Blood was everywhere.</p>
<p>We Do It</p> <p><i>Active Engagement</i></p>	<ul style="list-style-type: none"> • Students and teacher work as a group to find places in the teacher modeled story where transitions could be added. • Remind students that transitions are used to help sentences flow together so they don't sound choppy and disconnected. • Partners turn and talk about 2 transitions they would add. • Teacher circulates and records student names and their ideas (2-3). • Teacher shares those ideas with the class and chooses a few to add to the teacher modeled story using the special revising pen. <p>END OF DAY 1</p>
<p>Mid-Workshop Teaching Point (3-5 minutes)</p>	<ul style="list-style-type: none"> • Notice common errors students are making and teach to them • Students may try to use too many transitions. It may be necessary to help them see that a few well-placed transitions are all that is needed.
<p>You Do It</p> <p><i>Link</i></p>	<p>DAY 2 (& 3)</p> <ul style="list-style-type: none"> • Students revise their own narratives by adding transitions using special revising pens. • Teacher circulates to give support as needed.
<p>After the Workshop Share</p>	<ul style="list-style-type: none"> • Review the day's teaching point • Highlight a student's work that is in line with focus for the day (or have the student do it) • Have students partner up to share
<p>Assessment Check Point</p>	<ul style="list-style-type: none"> • Observe the transitions that are being added in order to assess how students are doing.

Small Moment Story - Transition Words

After that

Another time

Also

Before

But

Finally

First

Just after

Last

Next

One reason

Suddenly

The next day

Yesterday

3rd Grade Personal Narrative

Lesson 10 (2 days)

Concept: Writers will use a revision/editing checklist to make final changes to drafts before editing.

Student Action: Writers will review, evaluate and revise writing for meaning and clarity.

Pre-Corrections:

- **Remember Example—Non Example—Example (always end with what you want them to do).**
- Teacher will review narrative techniques taught throughout the unit and correct any misunderstandings.
- The editing checklist provided is based on the assessment scale and the lessons in the unit. Please feel free to revise it to meet the needs of your students.

Materials

- Revision checklist for every student

I Do It/We Do It

Connection

Teach

*Active
Engagement*

DAY 1

- Display a copy of the checklist. Explain that this is a checklist with the important techniques of personal narrative writing we have been learning.
- Explain that some of the techniques on this list will already be in their personal narratives, others will need to be added.
 1. Start by modeling how to make revisions on the teacher modeled story. Display the story.
 2. Reread the writing. Refer to the first technique on the checklist: *Do I have a beginning, middle, and end?*
 3. Think aloud as you identify the beginning, middle, and end of your story. Model how to mark a check in the author column of the checklist.
 4. Have students whisper read their stories. Ask them to give you a thumb up when they decide whether or not they have a beginning, middle, and end and marked their checklist.
 5. Ask students to hold up their charts for you to see.
 1. The teacher will continue modeling this revision process by rereading for each of the following checkpoints. *Note: transition words and dialogue should be in a different color.
 - Catchy Lead
 - 2-3 details describing actions, thoughts, or feelings
 - Dialogue
 - 2-3 transition words
 - Strong Ending

END OF DAY 1

<p>Mid-Workshop Teaching Point</p>	<ul style="list-style-type: none"> • Notice common errors students are making and teach to them • Make sure students are engaged and invested in the revision process. They cannot underline if checkpoint items are missing.
<p>You Do It</p> <p><i>Link</i></p>	<p>DAY 2</p> <ul style="list-style-type: none"> • Students add finishing touches to their piece using the checklist as a guide. • Teacher circulates to give support as needed.
<p>After the Workshop Share</p>	<ul style="list-style-type: none"> • Review the day's teaching point • Highlight a student's work that is in line with focus for the day (or have the student do it) • Have students partner up to share
<p>Assessment Check Point</p>	<ul style="list-style-type: none"> • Collect final copies with checklist attached to review.

****End the unit with a culminating activity – author's share, publishing party, special guest, etc.****

WRITING CHECKLIST

Name _____

Title _____

Reread your writing carefully. Put a check in each box under **Author** as you complete each item. Once all the boxes are checked, give this checklist to the teacher for the final edit.

Revise & Edit for the following:	Author	Teacher
Did I include a lead that grabs the reader's attention?		
Did I include 2-3 details that describe action, thoughts, or feelings?		
Did I attempt to use dialogue?		
Did I include 2-3 transition words?		
Did I end with a strong ending?		
Did I use capitals at the beginning of each sentence and for every name?		
Did I put period, question mark, or exclamation point at the end of my sentences?		
Did I spell most of my high frequency words and words I can sound out correctly?		

Narrative Writing – Second Grade

Units: Launching with Small Moments, Lifting the Power of Narrative through Studying Craft, Realistic Fiction

GENRE FOCUS

Revised: December, 2012

<p>Level 4.0</p> <p>In addition to Level 3.0 performance, the student writer:</p>	<ul style="list-style-type: none"> • Attempts to use dialogue • Attempts a lead
<p>Level 3.5</p> <p>In addition to Level 3.0, the student writer:</p>	<p>In addition to 3.0 performance, in depth inferences and applications with partial success.</p>
<p>Level 3.0</p> <p>PROFICIENCY TARGET</p>	<ul style="list-style-type: none"> • Focused small moment story that either elaborates a single event or short sequence of events or includes a clear problem and solution. • Includes 2-3 details to describe actions, thoughts, and feelings. • Uses 2-3 words or phrases that signal time (after that, then, the next day, etc.). • Writes a story ending (i.e. includes a reflection, expresses a feeling.)
<p>Level 2.5</p> <p>In addition to Level 2.0 performance the student writer:</p>	<p>Demonstrates no major errors or gaps in the 2.0 content and partial knowledge of the 3.0 content.</p>
<p>Level 2.0</p>	<ul style="list-style-type: none"> • Small moment story (recounting two or more appropriately sequenced events). • Includes 3 or more details regarding what happened.
<p>Level 1.5</p>	<p>Demonstrates partial knowledge of the 2.0 content with major gaps in the 3.0 content.</p>
<p>Level 1.0</p>	<p>With help, a partial understanding of some of the 2.0 content and some of the 3.0 content.</p>
<p>Level 0.5</p>	<p>With help, a partial understanding of some of the 2.0 content and none of the 3.0 content.</p>

TO BE USED WITH ALL UNITS

PROCESS FOCUS		Revised: June, 2012
Level 4.0 In addition to Level 3.0 performance, the student writer:	<ul style="list-style-type: none"> • With little support, generates a topic, drafts, and begins a new piece when finished. • Shows and/or explains evidence of revising and editing. 	
Level 3.5 In addition to Level 3.0, the student writer:	In addition to 3.0 performance, in depth inferences and applications with partial success.	
Level 3.0 PROFICIENCY TARGET	<ul style="list-style-type: none"> • With some support, generates a topic, drafts, and begins a new piece when finished. • Attempts to revise and edit independently. 	
Level 2.5 In addition to Level 2.0 performance the student writer:	Demonstrates no major errors or gaps in the 2.0 content and partial knowledge of the 3.0 content.	
Level 2.0	<ul style="list-style-type: none"> • With considerable support, generates a topic, drafts, and begins a new piece when finished. • Willing to revise and edit with teacher support. 	
Level 1.5	Demonstrates partial knowledge of the 2.0 content with major gaps in the 3.0 content.	
Level 1.0	With help , a partial understanding of some of the 2.0 content and some of the 3.0 content.	
Level 0.5	With help , a partial understanding of some of the 2.0 content and none of the 3.0 content.	

TO BE USED WITH ALL UNITS

MECHANICS FOCUS

Revised: June 2012

Level 4.0 In addition to Level 3.0 performance, the student writer:	<ul style="list-style-type: none"> • Demonstrates 90% proficiency in Level 3 Mechanics.
Level 3.5 In addition to Level 3.0, the student writer:	In addition to 3.0 performance, in depth inferences and applications with partial success.
Level 3.0 PROFICIENCY TARGET	<ul style="list-style-type: none"> • By the end of the year, students should be 80% proficient in the following areas: <ol style="list-style-type: none"> 1. Capitalization at the beginning of sentences. 2. Capitalization of proper nouns. 3. Appropriate use of end punctuation. 4. Correct spelling of high frequency words.
Level 2.5 In addition to Level 2.0 performance the student writer:	Demonstrates no major errors or gaps in the 2.0 content and partial knowledge of the 3.0 content.
Level 2.0	<ul style="list-style-type: none"> • Demonstrates 50% proficiency in Level 3 Mechanics.
Level 1.5	Demonstrates partial knowledge of the 2.0 content with major gaps in the 3.0 content.
Level 1.0	<ul style="list-style-type: none"> • Demonstrates 25% proficiency in Level 3 Mechanics.
Level 0.5	With help , a partial understanding of some of the 2.0 content and none of the 3.0 content.