Second Grade Writing Lesson #1/ Narrative Prompt

Summary
Students will write a personal narrative about a time they surprised themselves or someone else.

Main Core Tie
English Language Arts Grade 2
Writing Standard 3

Time Frame
1 class periods of 45 minutes each

Materials
Teacher Materials:
Selected books:
- Fortunately
  , Remy Charlip
- That's Good! That's Bad!,
  Margery Cuyler
- The Wednesday Surprise
  , Donald Carrick
- First Day of School
  , Eve Bunting
- Miss Nelson is Missing
  , James Marshall
*Include a box with visuals to go with the story (e.g., party hat, presents, blindfold, costume, etc.).

Student Materials:
- Graphic organizers or story map (e.g., beginning, middle, end)
- Writing paper
- Pencil

Instructional Procedures
- Share and discuss items in the box.
- Read the selected story.
- Pre-write (plan). Model the use of the graphic organizer using the selected story.
- Have students turn to a partner and tell of a time they surprised themselves or someone else. Encourage them to use lots of details.
- Write (compose). Have students create their own graphic organizer, starting with a title that relates to the prompt (below). Use ideas from the graphic organizer to create a first draft.
- Have students self-assess their drafts using the modified Six Traits checklist.
- Have students share their stories with a partner or small group, or through the author’s chair.
- Tally all students’ self-assessed scores on the rubric for each of the Six Traits to ascertain the class's strengths and weaknesses.

Writing Prompt: Write about a time when you surprised yourself or someone else. Discuss using enough details so that the reader can picture the person or the thing that happened.

EXEMPLARY
Exemplary Example (pdf)
IDEAS AND CONTENT:
The paper contains relevant, telling, quality details. The topic is narrow and manageable.
Example: the writer followed the theme of camping with the scouts and finding a skunk in their
tent.

ORGANIZATION:
The paper has an inviting introduction that ties in with a satisfying conclusion about the story her
brother told. The pacing is well controlled.

VOICE:
The reader feels a strong connection to the writer. Example: "They told my brother to look in their
tent. So my brother did and he saw a skunk."

WORD CHOICE:
The writer uses lively verbs, such as roasting, packed up, quietly tiptoed, etc.

SENTENCE FLUENCY:
The writer incorporates varied sentence beginnings and sentence lengths.

CONVENTIONS:
Spelling is generally correct. More attention needs to be paid to grammar and usage. Example:
run-on sentences - "in their tent and" ... "get sprayed they said..."

AVERAGE

IDEAS AND CONTENT:
The paper is focused. The writer stays on the topic. The reader's questions are anticipated and
answered.

ORGANIZATION:
The sequencing is logical, and the title is original.

VOICE:
The narrative is personal. Example: "I went into the kitchen and told my dad that Ben didn't have
anything outside."

WORD CHOICE:
Some word choices are too general (e.g., used, went, often).

SENTENCE FLUENCY:
Many sentences begin the same way, but length as well as structure vary.

CONVENTIONS:
Spelling and end punctuation are correct. The writer needs to allow more space between words.

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