

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

[Average Example](#) (pdf)

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.

Authors

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