**Second Grade**

**Narrative Writing ~Guided Teaching Lessons**

An **Narrative** is a broad term for autobiographical or fictional writing. Like first graders, second grade students are asked to relate a single experience that happened to them in a brief period of time, often minutes or hours. The focus is on recreating the incident as it occurred by relaying the events in chronological order and bringing them to life with vivid details. These guided teaching lessons will take the students through a variety of revision strategies to add details and make their narratives more lively.

**2nd Writing Application 2.1 Write brief narrative based on their experiences:**

- Move through a logical sequence of events.
- Describe the setting, characters, objects, and events in detail.

### Table of Contents for Narrative Guided Teaching Lessons

| Treasures’ Resources and Professional Autobiographical books | Page 50 |
| The Basics of Narrative Writing | Page 51 |
| The Writing Process for Teaching Narratives | Page 52 |
| **Teacher Directions for Guided Teaching** | Page 53 |
| Exemplary Model: A Sleepless Night | Page 59 |
| Exemplary Models of Vacaville Student Writing with teacher notes | Page 60 |
| Conducting a Topic Search | Page 62 |
| 2nd Grade Practice Narrative Prompt | Page 63 |
| Planning Page for Narrative Writing | Page 64 |
| Leads | Page 65 |
| Dawn to Dusk Stories | Page 66 |
| ABC Revision – Teacher Directions | Page 67 |
| ABC Revisions Example: My Summer Vacation | Page 68 |
| ABC Revision Practice Papers with suggested responses | Page 69 |
| Adding Body Language to Show Feelings | Page 72 |
| Feelings…We All Have Them: Faces | Page 75 |
| Adding Feelings: 3 student papers with suggested responses | Page 76 |
| Strong Action Verbs Word List | Page 78 |
| Changing to Action Verbs: Student paper with suggested responses | Page 79 |
| Time Connectors Word List | Page 81 |
| Adverbs Word List | Page 82 |
| Adding Time Connectors and Adverbs: Student paper with suggested responses | Page 83 |
| Replacing “Said” Word List | Page 85 |
| Adding Time Connectors, Adverbs, and Said Replacements with sugg. responses | Page 86 |
| Adding Dialogue | Page 88 |
| ABC Revision Practice Lesson with suggested responses | Page 89 |
| Content Revision Checklist | Page 91 |
| Editing Checklist | Page 92 |
| 2nd Grade Narrative Rubric | Page 93 |

*This entire document is available electronically in the 2nd Grade Document Locker.*
2nd Grade Resources in Treasures

*Unit 1
TE Page 9D – Gives a broad overview; does not teach “Magnify the Moment”
TE Page 27C – Teaches sequencing and strong topic sentences to help write a Personal Narrative
27P-27Q – Teaches strong topic sentences and description to help write a Personal Narrative
31D-32/33 – Students write their own Personal Narrative
33I – Students revise and publish their own Personal Narrative

Unit 3
Writing Flip Chart Page 30 (TE Page 432K)

*Unit 4
TE Page 9D – Gives a broad overview; does not teach “Magnify the Moment”
TE Page 37C – Teaches sequencing to help write a Personal Narrative
TE Page 37 Q – Teaches writing in the 1st person, sequencing, and organization to help write a Personal Narrative
TE Pages 39D-40/41 – Students write their own Personal Narrative
TE Page 41I – Students revise and publish their own Personal Narrative

*Our benchmark requires a narrative that focuses on one incident; therefore, magnify the moment is essential. Insert Narrative Strategies (i.e. action, dialogue, body language to show feelings, suspense humor, surprise, etc.) into your Treasures instruction or use the VUSD Narrative Teaching Lessons.

Narrative Strategies are what differentiates a descriptive piece of writing from a narrative story.

Autobiographical Incidents by Professional Writers
Read these books as examples of Narrative Writing!

Fireflies – Julie Brinckloe (Reading Rainbow Book)
Some Birthday – Patricia Polacco
Uncle Vova’s Tree – Patricia Polacco
Thundercake – Patricia Polacco
The Bee Tree – Patricia Polacco
Chicken Sunday – Patricia Polacco
Owl Moon – Jane Yolen
Storm in the Night – Mary Stolz
The Wednesday Surprise – Eve Bunting
The Basics of Narrative Writing

An autobiographical Incident or Personal Narrative relates an incident that happened to the writer. The incident occurred in a short time interval, perhaps only minutes or hours. The narrative recreates what happened and includes the significance of the incident both at the time and since.

An effective narrative needs the following:

★ **A beginning (lead)** to
  - capture the reader’s interest
  - set-up the situation and orient the reader

★ **A middle to present the scene in detail in chronological order**
  Use “show not tell” (also called “magnify the moment”) to slow the pace and elaborate key moments of the incident.

  An engaging story will include some of the following techniques:
  - naming (specific names of people, objects, quantities, numbers)
  - important visual details of the scene, objects, people (size, color, shape, dress)
  - sensory details (sounds, smells, tastes)
  - significant bits of dialogue
  - interior monologue (writer’s inner thoughts)
  - feelings (often revealed through body language such as shivering, cringing, smiling, etc.)
  - suspense or tension
  - surprise
  - humor or sarcasm
  - comparisons (simile, metaphor, other figurative language)

  A thoughtful story will describe remembered feelings, understandings, reflections and insights at the time.

★ **An ending to evaluate the significance now**
  - Looking back…, Now I realize…, Still to this day…, I learned….
Writing Process for Teaching Narratives

1. **Models** – Studying exemplary writing
   (Highlight the writing techniques and organization)
   - Professional examples (TD 50)
   - Student examples (Pages 59-60, TD 53)

2. **Topic Search** - choosing and narrowing to one specific time
   (not: all day, a week, a whole vacation or summer …)
   My best/worst time……. The first time I…… I’ll always remember when I…..
   Prompt (Page 62, TD 55)

3. **Planning** = remembering
   Remind students of a time in their past and let them jot notes, talk to a partner, or draw briefly to recall details. Always ask, “Why is this important enough to write about?”
   Planning page graphic organizer to jog memory (Page 63, TD 55)

4. **Drafting** – taking the plunge
   Double-spacing makes revision easier! (TD 56)

5. **Revising** – turning a mediocre, flat piece into vibrant writing!
   - Engaging leads (Page 65, TD 56)
   - Avoiding dawn to dusk stories (Page 66, TD 56)
   - ABC revision: Ask “What else?” (Page 67-73, TD 57)
   - Adding body language to show feelings (Page 74-77, TD 57-58)
   - Word Choices
     - Add strong action verbs (Pages 78-80, TD 58)
     - Add time connectors and adverbs (Pages 81-84, TD 58)
     - Replace “said” (Pages 85-87, TD 58)
   - Dialogue (significant bits of conversation) (Page 88, TD 59)
   - Revision Practice (Pages 89-90, TD 59)
   - A good ending (TD 59)
   - Content Revision Checklist (Page 91, TD 59)

6. **Editing**
   - Checklist (Page 92, TD 59)

7. **Publishing**
   - gifts on stationery (TD 59)

Page = student page numbers,  TD = Teacher Directions for Guided Lessons page numbers 53-58
Teacher Directions for Guided Teaching

The following teacher directions will take you through the steps of the Writing Process for Teaching Narratives (See p. 52). Teacher notes are provided for each mini-lesson. The lessons will help prepare the students to write the on-demand writing benchmark narrative.

➔ This arrow symbol and comic sans font indicate words you might say to students.

1. **Model papers as examples.**
   ➔ While you begin thinking of a specific incident from your own life you wish to write about, let’s look at several examples of autobiographical incidents and see how professional and 2nd grade writers made them interesting.

   - Read some of the professional books listed on p. 50 and discuss the stories and the writing techniques.

   - Project or make copies of “A Sleepless Night” on p. 59. Read the story out loud. Talk about the strong lead that gets us interested, the events in chronological order, the specific and vivid details, the feeling showed by the wildly beating heart, the use of adverbs and action verbs, and the humorous ending.

   - Project or make copies of “New Playmate” and “My First Pony” on p. 60. Use the teacher notes on p. 61 to lead a discussion focused on the writing techniques that make each story effective. Again you will find strong leads, events in chronological order, specific, vivid details, body language to show feelings, strong word choices, dialogue, and good endings.

Modeling is crucial instruction in showing students how to write effective autobiographical incidents. Students learn to write by mimicking what they have heard and read, so the more modeling the better.

2. **Topic Search.**
   To help students find a topic you must awaken their memories of specific times in their lives that are worth writing about. You may choose to conduct a broad topic search, allowing each student to find an individual topic, or you may narrow the topic and ask all students to write on the same general topic. The list on “Conducting a Topic Search” on p. 62 may provide useful starting points. You may want to make student copies, but you can probably just list or read a few ideas to the students.

   It may be easier to narrow the topic at least somewhat, but if you choose something like “my first cooking experiment” be prepared with an alternative for a few students who claim they have never tried to cook.

   Prepare your own topic search to model your thinking about various topics. “Think Aloud” your process for students to hear. Tell various ideas you have and how you narrow the choices down to the topic you’ve decided to write about today.
**Topic Search Think Aloud:** Today I have several ideas for a story that happened to me that I remember well. I was thinking of writing about the funny time I accidentally wore two different shoes to school, or maybe the embarrassing time when my Thanksgiving turkey took four extra hours to cook and everyone was starving! But the story I’m really eager to write today is an adventure with a charming chipmunk that just happened last week. We were staying at a friend’s cabin in the mountains. We put out sunflower seeds and peanuts for the chipmunks, hoping to tame them. Each day they grew less afraid until on the third morning one chipmunk walked right up my husband’s leg, sat on his lap, looked deeply into his eyes, and decided to continue up his chest to perch on his shoulder. I held my breath as he climbed up to Richard’s bald spot and sat calmly for at least a minute just looking at all of us. I guess we were friends. Since we didn’t have the camera ready, I’m saving the wonderful moment in a “word” photo.

**Thinking ahead:** Once the students identify the incident they plan to write, ask them to also think about why the incident is significant. Why do they still remember it? Why did it matter then? Why does it still matter?

A particularly effective assignment is to plan the narrative as a gift. Offer the students stationery appropriate for Christmas, Valentine’s Day, Mother’s or Father’s Day, etc. to inspire their writing. Students should write for an adult as they will be more responsive to the gift and will more likely cherish it, rather than a friend or other young person who may just toss it away. Again, for more details see p. 62.

**Practice prompt:** The “practice prompt” p. 63 is written similar to the on-demand benchmark prompt. You may choose to use this prompt (or substitute a different topic if you wish) instead of a more open-ended topic search. The term “on-demand” means the students will be given a topic and they will have to write a narrative in one sitting. However, for the practice learning prompt, they will have a number of class sessions to plan, draft, revise, edit and prepare a final copy. Narrative writing can often be written as a gift. The lure of writing the final copy on stationery provides additional incentive to thoroughly revise and, in the end, edit the piece. The following chart contains ideas for specific topics and why the incidents are worth remembering.

<table>
<thead>
<tr>
<th>Ideas for a Mother’s Day gift</th>
<th>Why I want to remember</th>
</tr>
</thead>
<tbody>
<tr>
<td>-when Grandma taught me to make pancakes</td>
<td>-She shared her secret recipe with me.</td>
</tr>
<tr>
<td>-when I went on a treasure hunt with my aunt</td>
<td>-I still save the feathers we collected</td>
</tr>
<tr>
<td>-when my mom helped me with my science project</td>
<td>-She gave me confidence.</td>
</tr>
<tr>
<td>-when my mom took me out to lunch on my birthday</td>
<td>-I had my mother all to myself.</td>
</tr>
<tr>
<td>*Choose any adult woman who has been important in the child’s life.</td>
<td></td>
</tr>
</tbody>
</table>
3. **Planning Page for Narrative Writing**
Make student copies of the “Planning Page” on p. 64. While their idea is still fresh, ask student to quickly fill out the planning page. Complete sentences are not necessary. Just jot a few words as we want to save their energy for the draft. Number 6 is important so the narrative has a purpose. Often the last sentence evaluates the significance now.

**Teacher Note:** Do a Think Aloud as you fill in the Planning Page with just a few words- not sentences - based on your Topic Search Think Aloud for #3 above.

Read the Writing Hints in the box.

<table>
<thead>
<tr>
<th>Writing Hints</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tell the events in the order they happened.</td>
</tr>
<tr>
<td>• Add details to help the reader “see” what happened.</td>
</tr>
<tr>
<td>• Show how you felt about what happened.</td>
</tr>
<tr>
<td>• Explain why the experience was important to you then and now.</td>
</tr>
</tbody>
</table>

4. **Strong Leads**
Before students begin their draft, teach a lesson on strong leads. Make student copies or project “Leads” on p. 65. These are examples of various lead for autobiographical incidents that students could try.

**➔ Now write two different leads for your own story. Have fun. Pick your favorite to be the first sentence. If you still like the other lead, you can probably use it somewhere else in your writing.**

As the students compose their leads, circulate and read aloud some of the best so they hear good examples! Or have each student read their best lead at the end of the writing time to build excitement.

5. **Dawn to Dusk Stories**
If your students have trouble focusing on the story and instead tend to list irrelevant details, project or make copies of “Dawn to Dusk Stories” on p. 66. Read the stories aloud quickly. Read the directions at the bottom of the page. If you agree the stories are boring, try to find the most interesting part of the action in each story where the writer could develop a story.

If many of your students write this way, they need to find a focus for a story and begin again with a strong lead. Hopefully, you can skip this lesson because you modeled and taught leads and planned.

6. **Writing the first draft**
Now it’s time for students to write their story beginning with their lead. As you circulate, remind them to double-space so revising will be easier.
Now it’s time to write your story in the order it happened. Begin with your best lead. Put in enough detail for the reader to “see” what happened. Show how you felt. End with why the experience mattered to you. Remember to double-space.

7. ABC Revision

Read “ABC Revision – Teacher Directions” on p. 67. Study “My Summer Vacation” on p. 20 and refer back to the ABC revision notes to understand the process. The teacher marks letters on the student writing. On another page or at the bottom, the teacher writes a question or note about that spot in the story. The student can then use that question or note to revise the story. This process allows the teacher to give specific feedback to every student when there is not time to conference with each student. It also allows the teacher to give as much or as little feedback as is appropriate for a particular individual. The teacher can target the feedback for certain kinds of revision, such as adding sensory details, elaborating on the action, or word choice.

Project “My Summer Vacation” to teach ABC Revision.

Let’s read this student draft of an autobiographical incident. Do you see the letter A? Below is a question A. Who were you with? Let’s look at letters B and C also. Now let’s read the story. Were all the questions addressed in the revised version? Is the revised story more interesting? What do you think of the ending?

If your students need more practice seeing revision, project or make student copies of “ABC Revision Practice” on p. 68. Together add ABC Revision questions and compose lines to add to the stories. It may be easiest to write student responses on a transparency of p. 68. Refer to the Teacher Notes on pp. 69-73 for possible revision ideas that you can project.

Read your student papers and make several ABC Revision questions or comments on each. Ask a few questions to help them elaborate their story. This is sometimes called “Show not tell” or “Magnify the Moment” writing. Allow time for students to respond to each question. You may want to leave room for students to write beside your questions. Sometimes there is room for students to write directly on their original drafts if they double-spaced, but often if they are adding whole sentences it’s better if they just write the letter on a new page and put what they want to add there. The additions can be added into their final copy later by matching the letters.

8. Adding Body Language to Show Feelings

Project or make copies front and back of “Adding Body Language to Show Feelings” and “Feelings…We All Have Them” on pp. 74-75. Go through them with students. Together compose some simple feeling statements using body language. Here are a few examples:

- John is enthusiastic. His eyes sparkle and he can’t stop talking.
- Amber was frustrated. She frowned and wrinkled up her math paper.
- Christine was distracted. Her eyes wandered around the room without focusing on anything.
Project or make copies of “Adding Feelings” on p. 76. Together decide how to add feelings and write them using body language. It may be easiest to write student ideas on a transparency of p. 27. If necessary, refer to the Teacher notes on p. 77 for ideas or project the page.

Find at least one place in your draft where you can add body language to show feelings. Add the sentence if there is room, or just write a letter and write the sentence beside the letter on another page. You can add it to your final copy later.

Copy “Strong Action Verbs” on p. 78, “Time Connectors” on p. 81, “Adverbs” on p. 82, and “Replacing Said” on p. 85 front and back. Students should keep these along with the pages on feelings as reference pages they will refer to often. (Paper saver: Print 10 stapled sets for the class to share.)

Take time to read through the words together as you introduce each page, pronouncing them and discussing what they mean. Point them out when they show up in other written material.

Mini-lesson on Action Verbs: Project or make copies of “Changing to Action Verbs” on p. 79. Teach the mini-lesson on replacing dull verbs with strong action verbs. The easiest may be to write student ideas on a transparency of the page. Refer to the suggested improvements on the teacher notes on p. 80 or project the page.

Let’s work together to think of strong action verbs to replace some of the dull verbs in this story. You can use your list of strong action verbs or think of other action verbs that might fit. Sometimes we might want to change the sentence, too.

With a highlighter (or underline or circle), mark dull verbs on your own draft. Write strong action verbs above them. You may use your lists or think of other strong verbs.

Mini-lesson on Time Connectors and Adverbs: Project or make copies of “Adding Time Connectors and Adverbs” on p. 83. Teach the mini-lesson on adding time connectors and adverbs, which often replace “so” or “then” at the beginning of sentences. The easiest may be to write student ideas on a transparency of the page. Refer to the suggested improvements on the teacher notes on p. 84 or project the page for students to make choices.

Let’s work together to add time connectors and adverbs. They often go at the beginning of sentences instead of “so” or “then.” You can use your lists or think of other time connectors and adverbs (words that end in -ly).

With a highlighter (or underline or circle), mark “so” or “then” on your own draft. Change them to time connectors or adverbs. You may use your lists or think of other strong words.
Mini-lesson on Replacing “Said”: Project or make copies of “Adding Time Connectors, Adverbs, and Said Replacements” for The Deep End on p. 86. Teach the mini-lesson on replacing said. The easiest may be to write student ideas on a transparency of the page. Refer to the suggested replacements on the teacher notes on p. 87 or project the page for students to make choices.

Let’s work together to replace “said” and also add time connectors and adverbs. You can use words from your lists or other words you think of.

Mini-lesson on Dialogue: Project or make copies of “Dialogue” on p. 88. Read the original piece. Then read the same piece with dialogue added. Notice the “said” replacements from the list and how they change the meaning. Notice the strong beginning and humorous ending. Discuss the impact of adding dialogue which makes the story much stronger and more interesting to read.

With the highlighter, mark any place that you can add dialogue to your own draft. Write a letter in those places. On another page write the letter and write the dialogue you want to add. Use your list of words to replace “said.” On your final copy you will insert the dialogue.

10. **ABC Revision Practice**
Make copies of the “ABC Revision Practice Lesson” on p. 89. Read the story together along with the A-G revision suggestions. By now students should be able to rewrite the story making the revisions suggested. Teacher notes for revision are provided on p. 90. Students can pass their revised papers to one or two other students so they can see how different their revisions are. Or the teacher can read a few of the revisions for the class to hear the differences. If the class is not yet ready for independent practice, the class can do the exercise together or in small groups.

11. **Writing a good ending.**
The ending brings the story to an end. Sometimes the ending is humorous or it just lets us know how things turned out. But often the ending also lets the reader know why the experience mattered to you then and now. Often the writer begins the last sentence with words like:

- Looking back..., Now I realize..., Still to this day...., I learned....

Look at your story one more time. See if you have a good ending. You may need to add one more sentence.

12. **Checklists for Content and Editing**
You may wish to use the “Content Revision Checklist” on p. 91 and/or the “Editing Checklist” on p. 92 to help your students go over their writing one last time to be sure they have everything they want. Editing is the last step when all the revision is complete. It is important to make corrections before publication so it is easy for the reader to understand the writing.

13. **Scoring or publishing**
The “Second Grade Narrative Rubric” is provided on p. 93 if you wish to score these papers. You may instead prefer to “publish” them. They may be copied onto stationery and delivered as gifts. Since they are stories, they may be collected into anthologies and enjoyed as books. They may be made into bulletin boards or submitted to writing contests or read to kindergarteners.
Personal Narrative

When you write about something that happened to you, you are writing a personal narrative. You are the main character. You tell the story.

There is a strong beginning. It gets the reader interested.

There are vivid details. They help the reader picture what is happening.

A Sleepless Night

Scary things can happen when you sleep outside. I slept out in my tent last July. Suddenly, I woke up. Something long and wiggly was crawling over me. How slimy it felt! My heart beat wildly. I had to get out of that place.

Then a flashlight clicked on. My brother Rick stood there laughing. He held a string of hot dogs.

Events are told in time order.

There is a good ending.
New Playmate

Five years ago I was playing in the backyard when my dad called, “Sammy, we’ve got to go.” I wondered where we were going.

We drove to the hospital and rode the elevator up five stories. I knew it was some kind of giant check up. My mom went in the patient room and dad stayed with me.

“Why are we here anyway?” I asked.

My dad explained, “We’re waiting for your new brother.”

“Cool. Can he drive? Does he have his license? Huh? Huh? Huh?”

My dad laughed and said, “No, he can’t. He’s only a baby.”

“Oh joy!” I groaned. I wasn’t sure I wanted a baby in my life.

Soon the doctor came out. “Hey little guy and big guy, you can come in now.” I walked in and there was Shane in Mom’s arms. She let me sit down and hold him. I couldn’t believe his tiny hands. I will remember this day forever because I got a new playmate.

My First Pony

I was coming home from Grandma’s house when I saw Mom lifting a saddle from the truck. I ran out to the pasture and gasped. A gray pony with a gold mane and tail was in the pasture. Mom came over and laughed when she saw my face. The pony looked up and trotted over to the gate. “Want to ride him?” asked Mom. I nodded eagerly. She lifted me on. It felt scary to be riding without a saddle. While I rode I asked Mom if we could have the pony. Her green eyes sparkled into mine. She said, “We already bought this pony.” I clapped my hands together and squealed. I always remember the day I met my pony for the first time. I still have him.
**Teacher Notes of Exemplary Models of Student Writing**

**New Playmate**

Five years ago I was playing in the backyard when my dad called, "Sammy, we've got to go." I wondered where we were going. We drove to the hospital and rode the elevator up five stories. I knew it was some kind of giant check up. My mom went in the patient room and dad stayed with me.

"Why are we here anyway?" I asked.

My dad explained, "We're waiting for your new brother."

"Cool. Can he drive? Does he have his license? Huh? Huh? Huh?" My dad laughed and said, "No, he can't. He's only a baby."

"Oh joy!" I groaned. I wasn't sure I wanted a baby in my life.

Soon the doctor came out. "Hey little guy and big guy, you can come in now." I walked in and there was Shane in Mom's arms. She let me sit down and hold him. I couldn't believe his tiny hands. I will remember this day forever because I got a new playmate.

**My First Pony**

I was coming home from Grandma's house when I saw Mom lifting a saddle from the truck. I ran out to the pasture and gasped. A gray pony with a gold mane and tail was in the pasture. Mom came over and laughed when she saw my face. The pony looked up and trotted over to the gate. "Want to ride him?" asked Mom. I nodded eagerly. She lifted me on. It felt scary to be riding without a saddle. While I rode I asked Mom if we could have the pony. Her green eyes sparkled into mine. She said, "We already bought this pony." I clapped my hands together and squealed. I always remember the day I met my pony for the first time. I still have him.
Conducting a Topic Search

1. **Writing possibilities:**
   - A moment I’ll always want to remember…
   - A time I surprised myself…
   - My best (worst) experience in school…
   - An adventure with an animal
   - A time I had to wait for something…
   - A time I made a startling discovery…
   - A time I helped someone…
   - Something I’d like to try again!
   - A time I did something I was scared to try
   - My first cooking experiment
   - My first attempt at…..
   - A time I saved the day…
   - A visit to the doctor or dentist
   - Making a new friend
   - My funniest mistake

**Other ideas:** _____________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

2. If you want your writing to be a **gift for an important adult** in your life, try the following topics:

   - a time you did something together
   - a time you made something together
   - an adventure you had together
   - a time you solved a problem together
   - a time the person helped or taught you
   - a time you helped or taught the person
   - a time you both enjoyed being together

3. If you are stuck, think about the last few weeks. Think about things that happened related to a particular:
   - place
   - person
   - object
   - event

Maybe one of these memories will be a story worth writing.
# 2nd Grade Practice Narrative Prompt

## Practice Narrative Writing Task

### Directions:
1. Remember what happened and plan what you want to write.
2. Write your narrative based on the prompt below.
3. Revise your narrative based on the revision lessons.
4. Proofread your narrative and make corrections.
5. Make a final copy to publish your narrative.

### Writing Directions:
Think of an adult you would like to give a special gift to on Mother’s Day. It could be your own mother, but it might also be your grandmother, aunt, teacher, neighbor or some other dear lady you love and admire.

Now choose **one** time you were together that you want to write as a story. It could be a highlight of a time you did an activity together, a time you made something together, an exciting moment of an adventure you shared, a time one of you helped or taught the other, a time you solved a problem together, or a favorite moment you enjoyed together.

### Prompt:
Choose **one** memorable moment you shared with this special person. Tell the story of what happened to both of you in order. Write a strong beginning, a detailed middle and a good ending. Explain why this experience together mattered to you.

### Scoring:
Your writing will be scored on how well you:
1. Write about **one** clear story focused on a single incident.
2. Fully develop the incident with a beginning, the events in order, and an ending that shows why it mattered to you.
3. Use narrative strategies (actions, dialogue, body language to show feelings, suspense, humor, surprise) to “show not tell.”
4. Use complete and varied sentences.
5. Use correct capitalization, punctuation and spelling.
Name ____________________

Planning Page for Narrative Writing

1. What experience do you want to write about? ________________________________
________________________________________________________________________

2. When did it happen? ____________________________________________________

3. How old were you? ____________________________________________________

4. Where did it happen? _________________________________________________

5. Who was the special person? __________________________________________
________________________________________________________________________

6. How did you feel about what happened? _________________________________
________________________________________________________________________

7. Why did the experience matter to you then? Now? What do you hope? 
________________________________________________________________________
________________________________________________________________________

Writing Hints

1. Tell the events in the order they happened to you.
2. Add details to help the reader “see” and “hear” what happened.
3. Show with body language how you felt about what happened.
4. Explain why the experience mattered to you then and now.

Draw a picture on the back to recall the details if you wish.
Leads

The first sentence must catch the reader’s attention. Read the leads below for ideas how to start your own story.

**Ask a Question**  
Have you ever been afraid to fly? Well, I was until you…
Have you ever been stuck and confused? One time my teacher assigned a science project and I didn’t know what to do until you helped me out.

**Use spoken words**  
“Run and don’t look back!” my grandma shouted.

**Describe the setting**  
The kitchen was spotless with clean white tile, bright yellow walls, and freshly laundered curtains. It looked as though no one had ever cooked a meal there before. For my first cooking lesson, I had to make spaghetti without splattering even one drop of tomato sauce on the counter. Impossible!

**Exaggerate**  
That pumpkin was as big as a school bus.

**How you felt**  
My heart pounded furiously as I ducked behind the oak tree.
I was sitting on the front step with tears trickling down my cheeks when you sat down beside me.

**Begin with action**  
I checked myself in the mirror one last time and headed confidently out the door.

**Make a Statement**  
Scary things can happen in the dark.
It’s never too late to apologize.

**Present a problem**  
I never knew how cruel kids can be to a newcomer.

**Present a mystery**  
Every day I wondered when I would grow up.

**One time**  
One time when I was only 6, you took me ice skating.
Directions: Now try writing two different leads for your narrative topic. Choose the best one to begin your narrative. You may use the other lead in the writing if you wish.

Dawn to Dusk Stories
When I went to Disneyland

I was going to my aunt’s house. It was nighttime when we got there. We brushed our teeth and went to bed. When it was morning we brushed our teeth and washed our face. We drove to Disneyland. I fell asleep on the way. We had lunchables for lunch. We saw the Mickey Parade. It had everyone in it. The chipmunks were cooking. I saw Cinderella. She was pretty. I saw Pluto Mickey’s dog. We got Mickey hats. We got some lollipops. Then we went back to my aunt’s house. It was night when we got there. We went to my other cousin’s house. We had pizza and played the video games.

The Redwoods

My family and I packed for the trip. We also took our bikes. We all got into the van. And mom drove half way. Then dad drove the rest of the way. When we got there we got out of the van and stretched. We then set up camp. Then we took down our bikes. My brother and I rode our bikes down a small hill. Then we packed up. Then we ate. And dad drove half way home. Then mom switched and she drove the rest of the way.

Directions: Were you bored as you read the stories above? These stories are called “dawn to dusk” because the writers listed every detail of the day instead of recreating one incident with clear details. What part is most interesting in each story? Try to avoid writing dawn to dusk lists.
ABC Revision - Teacher Directions

ABC revision is a way for teachers to “conference” individually with each student by posing a few questions about the content of their draft. ABC revision addresses the content of the writing, so students learn that what they say matters. (The editing stage focuses on correctness later.)

ABC revision is quite respectful of the student’s writing. The teacher marks only a letter on the student paper, and writes a question on a separate page. This is not so discouraging as marking up a student’s draft, and students are more in charge of making their own revisions. Mostly, the teacher writes questions to encourage students to add significant detail, rather than making corrections of things that are wrong.

Flexibility Hints. Make ABC revision work for your students individually.

- Write as many or as few ABC revision questions and suggestions as the individual student can successfully address.

- For a weaker student, be more specific in your questions, nudging them in a fruitful direction.

- Space out your ABC questions, leaving room for the students to write what they want to insert in their story. At the end of revising and editing, they can copy the whole story over and insert the additions.

- Model the ABC revision by making a transparency of a good draft. As a class, interview the writer for more significant detail. (Students usually feel honored to be selected.) On the transparency write the class question and the author’s response. Reread the draft with the added detail. Applaud the author.

- Double spacing the draft makes it easier to fit additions in without recopying.
Last summer I was camping at Yuba River. After dinner we left to the beach. We played in the sand and looked for seashells. I accidentally stepped on a sand crab and the sand crab bit my toe. It hurt so much I cried. My grandma came running, shouting “Are you ok?” Feeling a little embarrassed, I said, “yes.” I wiped my nose and put on my thongs so I wouldn’t step on any more crabs. I learned that lesson the painful way.
**ABC Revision Practice**

**Directions:** Try ABC Revision. Insert the letter in the story and write your question on another page. Then brainstorm a response to the questions.

1. **Not Afraid of the Dark**

   One night I was by myself in my bedroom. I was afraid because it was very dark. I tried to find the light switch. I finally found it. I turned it on and then I wasn’t afraid anymore.

2. **Copperhead**

   Last summer I was visiting relatives in Kentucky. One hot day I ran into a Copperhead. I was so afraid my belly hurt. I ran down the hill again just in time. I was safe. I learned to be more careful because poisonous snakes can be near lakes where I swim.

3. **Sashy’s Kittens**

   My grandma’s cat Sashy had kittens. She had the six kittens on my Mom’s couch. One of the kittens was black calico, one gray, and the others were orange. I got to see the kittens being born. Then I had to leave to school. I want to remember this day because I learned how kittens are born.
1. Not Afraid of the Dark

One night I was by myself in my bedroom. I was afraid because it was very dark. A. I tried to find the light switch. B. I finally found it. C. I turned it on and then I wasn’t afraid anymore.

A. Show your fear with body language.
   
   *I shivered under my covers and kept my eyes squeezed shut so I wouldn't see any shadows. I could hardly breathe.*

B. How did you try?

   *Slowly, I slid out from under the covers and reached along the wall for the light switch without getting off the bed. I didn't want a monster from under the bed to grab me.*

C. What happened?

   *I couldn't reach the switch, so I had to jump bravely off the bed toward the door and flip the switch before any monster could attack me. Just in time, I finally found the light switch.*
2. Copperhead

Last summer I was visiting relatives in Kentucky. One hot day I ran into a Copperhead. A. I was so afraid my belly hurt. B. C. I ran down the hill again just in time. I was safe. I learned to be more careful because poisonous snakes can be near lakes where I swim.

A. Describe the situation.

*The 6-foot poisonous snake was draped across the path to the lake where I planned to swim. I almost stepped on him.*

B. Show your terror with body language.

*I froze, forgetting even to breathe. Beads of sweat dripped down my face. I couldn’t seem to think what to do as the snake stared calmly back at me.*

C. What happened?

*The fear in my stomach exploded. I turned around slowly, almost without moving, then raced down the hill again just in time. The snake hissed behind me as if angry at missing his chance to strike at me.*
3. Sashy’s Kittens

My grandma’s cat Sashy had kittens. She had the six kittens on my Mom’s couch. One of the kittens was black calico, one gray, and the others were orange. I got to see the kittens being born. A. B. Then I had to leave to school. C. I want to remember this day because I learned how kittens are born.

A. Describe what you saw.

_Sashy lay on her side licking each kitten as they popped out one by one. They were only a few inches long. Their eyes were squeezed tightly closed and they made the tiniest mewing._

B. How did you feel about the experience?

_I was so excited I forgot it was a school day. I was still in my pajamas without breakfast watching the births when Mom reminded me it was time for school. I begged to stay home, but Mom insisted._

C. What were your thoughts that day?

_I don’t know what we learned that day because all day I thought about the miracle of the new kittens and how cute they would be. I wanted to hold them if Sashy would let me. I couldn’t wait to race home._
Adding Body Language to Show Feelings

We all go through many feelings every day. Some common feelings include:

- Angry
- Frustrated
- Bored
- Thrilled
- Nervous
- Disappointed
- Anxious
- Worried
- Peaceful
- Shy
- Scared
- Sleepy
- Worn out
- Serious
- Playful
- Silly

These feelings and many more can be observed directly in body language. You can find evidence of feelings in the facial and body expressions and actions.

- Eyes
- Mouth
- Face
- Throat
- Voice
- Breathing
- Heart
- Gut
- Arms
- Hands
- Shoulders
- Posture
- Movement
- Speed
- Actions
- Fists
- Gestures

A. “Sally felt sad,” is not very interesting. How can we show her sadness?
   - **Her Eyes** = puffy red, looking down, tears trickling down cheeks
   - **Voice** = sighed, crying, sniffled
   - **Her body posture** = dragging her feet, bent over, limp, alone, pushing people away, head down, wiping tears, leaning against someone

   Now we can compose several sentences to show Sally is sad.
   - Sally rubbed her puffy red eyes and wiped her tears. She leaned her head against her mother and sighed.

B. “Joe was sleepy.”
   - **His eyes** = half shut, heavy eyelids, drooping, shut eyelids
   - **Mouth** = yawning, snoring
   - **Body** = head falls on arms, relaxed, peaceful

   Joe yawned. Slowly his head fell on his arms and his eyelids shut. Soon he was snoring peacefully.

C. “Vanessa is shy.”
   - **Her eyes** = looking away or down, avoiding eye contact, uncomfortable
   - **Hands** = held behind the back, clutched in front, covering face
   - **Voice** = whisper, mumbled, fades out, quiet

   Vanessa clutched her hands in front of her. She avoided eye contact. Her voice was so quiet I couldn’t hear her speak.
Feelings . . . We All Have Them

Appreciated  Bored  Calm  Disappointed  Enthusiastic

Frightened  Guilty  Happy  Lonely  Nervous

Optimistic  Puzzled  Relieved  Sad  Worried

Angry  Cautious  Confident  Confused  Distracted

Embarrassed  Excited  Frustrated  Proud  Successful

How Do You Feel Today?
Adding Feelings

**Directions:** Add feelings with body language to the following stories.

**My First Communion**

On my 1st communion day, it was very exciting. There were a lot of us. The girls wore dresses like wedding dresses. The boys wore tuxedos. The priest put bread in our hands to eat. The bread tasted like cardboard. I felt very good. After communion, everybody came to my house. I got 68 dollars. I had a great time.

**The Day I Got Lost**

One day I went to the store with my mom and dad. I was looking at toys and got separated from Mom and Dad. I was lost. I was scared. I went running around the store hunting for them. I couldn’t find them. At last I found them. Now I pay attention when I’m shopping with my parents.

**When I was so Mad**

When I asked my mom to play in the rain she said no nicely. She didn’t want me to because it was pouring and I felt mad. So I asked again but she screamed, “No!” Then I felt really, really, really mad. So I went to my room and cried. Then I went and apologized to my mom.
Adding Feelings

Teacher Notes: In italics are possible feelings added with body language.

My First Communion

On my First communion day, it was very exciting. There were a lot of us. The girls wore dresses like wedding dresses. The boys wore tuxedos. The priest put bread in our hands to eat. The bread tasted like cardboard. (I felt very good.) My hands shook a little with nervousness, but I smiled proudly when I took my first communion. After the service, everybody came to my house. I got 68 dollars. I had a great time.

The Day I Got Lost

One day I went to the store with my mom and dad. I was looking at toys and got separated from Mom and Dad. I was lost. (I was scared.) My heart pounded so fast I could hardly think what to do. My hands were sweaty and a few tears slid down my cheeks. I went running around the store hunting for them. I couldn’t find them. At last I found them. Now I pay attention when I’m shopping with my parents.

When I was so Mad

Note: Replace “so” and “then” with adverbs and add body language to show feelings.

When I asked my mom to play in the rain she said no nicely. She didn’t want me to because it was pouring (and I felt mad). I pouted and put my hands on my hips in protest. (So) Stubbornly I asked again but she screamed, “No!” (Then I felt really, really, really mad.) Angrily I stomped out of the room growling and muttering mean things. So I went to my room and cried. (Then I went) Eventually I cooled off and apologized to my mom.
### Strong Action Verbs -- Primary Version

<table>
<thead>
<tr>
<th>admit</th>
<th>dramatize</th>
<th>leave</th>
<th>slide</th>
<th>admit</th>
<th>dramatize</th>
<th>leave</th>
<th>slide</th>
<th>admit</th>
<th>dramatize</th>
<th>leave</th>
<th>slide</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>drip</td>
<td>lie</td>
<td>slip</td>
<td>agree</td>
<td>drip</td>
<td>lie</td>
<td>slip</td>
<td>agree</td>
<td>drip</td>
<td>lie</td>
<td>slip</td>
</tr>
<tr>
<td>amaze</td>
<td>drop</td>
<td>like</td>
<td>slither</td>
<td>amaze</td>
<td>drop</td>
<td>like</td>
<td>slither</td>
<td>amaze</td>
<td>drop</td>
<td>like</td>
<td>slither</td>
</tr>
<tr>
<td>announce</td>
<td>eat</td>
<td>limp</td>
<td>smile</td>
<td>announce</td>
<td>eat</td>
<td>limp</td>
<td>smile</td>
<td>announce</td>
<td>eat</td>
<td>limp</td>
<td>smile</td>
</tr>
<tr>
<td>apologize</td>
<td>enter</td>
<td>link</td>
<td>snarl</td>
<td>apologize</td>
<td>enter</td>
<td>link</td>
<td>snarl</td>
<td>apologize</td>
<td>enter</td>
<td>link</td>
<td>snarl</td>
</tr>
<tr>
<td>applaud</td>
<td>erupt</td>
<td>listen</td>
<td>sneak</td>
<td>applaud</td>
<td>erupt</td>
<td>listen</td>
<td>sneak</td>
<td>applaud</td>
<td>erupt</td>
<td>listen</td>
<td>sneak</td>
</tr>
<tr>
<td>attack</td>
<td>exercise</td>
<td>magnify</td>
<td>splash</td>
<td>attack</td>
<td>exercise</td>
<td>magnify</td>
<td>splash</td>
<td>attack</td>
<td>exercise</td>
<td>magnify</td>
<td>splash</td>
</tr>
<tr>
<td>avoid</td>
<td>explode</td>
<td>manage</td>
<td>steal</td>
<td>avoid</td>
<td>explode</td>
<td>manage</td>
<td>steal</td>
<td>avoid</td>
<td>explode</td>
<td>manage</td>
<td>steal</td>
</tr>
<tr>
<td>beat</td>
<td>fade</td>
<td>match</td>
<td>steal</td>
<td>beat</td>
<td>fade</td>
<td>match</td>
<td>steal</td>
<td>beat</td>
<td>fade</td>
<td>match</td>
<td>steal</td>
</tr>
<tr>
<td>bend</td>
<td>fix</td>
<td>mature</td>
<td>tattle</td>
<td>bend</td>
<td>fix</td>
<td>mature</td>
<td>tattle</td>
<td>bend</td>
<td>fix</td>
<td>mature</td>
<td>tattle</td>
</tr>
<tr>
<td>borrow</td>
<td>float</td>
<td>measure</td>
<td>tease</td>
<td>borrow</td>
<td>float</td>
<td>measure</td>
<td>tease</td>
<td>borrow</td>
<td>float</td>
<td>measure</td>
<td>tease</td>
</tr>
<tr>
<td>bother</td>
<td>fly</td>
<td>melt</td>
<td>tempt</td>
<td>bother</td>
<td>fly</td>
<td>melt</td>
<td>tempt</td>
<td>bother</td>
<td>fly</td>
<td>melt</td>
<td>tempt</td>
</tr>
<tr>
<td>bounce</td>
<td>focus</td>
<td>occur</td>
<td>tickle</td>
<td>bounce</td>
<td>focus</td>
<td>occur</td>
<td>tickle</td>
<td>bounce</td>
<td>focus</td>
<td>occur</td>
<td>tickle</td>
</tr>
<tr>
<td>brag</td>
<td>follow</td>
<td>oppose</td>
<td>torture</td>
<td>brag</td>
<td>follow</td>
<td>oppose</td>
<td>torture</td>
<td>brag</td>
<td>follow</td>
<td>oppose</td>
<td>torture</td>
</tr>
<tr>
<td>call</td>
<td>frown</td>
<td>order</td>
<td>touch</td>
<td>call</td>
<td>frown</td>
<td>order</td>
<td>touch</td>
<td>call</td>
<td>frown</td>
<td>order</td>
<td>touch</td>
</tr>
<tr>
<td>cancel</td>
<td>gasp</td>
<td>owe</td>
<td>trespass</td>
<td>cancel</td>
<td>gasp</td>
<td>owe</td>
<td>trespass</td>
<td>cancel</td>
<td>gasp</td>
<td>owe</td>
<td>trespass</td>
</tr>
<tr>
<td>carry</td>
<td>gather</td>
<td>paddle</td>
<td>turn</td>
<td>carry</td>
<td>gather</td>
<td>paddle</td>
<td>turn</td>
<td>carry</td>
<td>gather</td>
<td>paddle</td>
<td>turn</td>
</tr>
<tr>
<td>climb</td>
<td>giggle</td>
<td>persuade</td>
<td>twist</td>
<td>climb</td>
<td>giggle</td>
<td>persuade</td>
<td>twist</td>
<td>climb</td>
<td>giggle</td>
<td>persuade</td>
<td>twist</td>
</tr>
<tr>
<td>connect</td>
<td>groan</td>
<td>pinch</td>
<td>vanish</td>
<td>connect</td>
<td>groan</td>
<td>pinch</td>
<td>vanish</td>
<td>connect</td>
<td>groan</td>
<td>pinch</td>
<td>vanish</td>
</tr>
<tr>
<td>continue</td>
<td>hesitate</td>
<td>plead</td>
<td>wag</td>
<td>continue</td>
<td>hesitate</td>
<td>plead</td>
<td>wag</td>
<td>continue</td>
<td>hesitate</td>
<td>plead</td>
<td>wag</td>
</tr>
<tr>
<td>control</td>
<td>hide</td>
<td>please</td>
<td>whine</td>
<td>control</td>
<td>hide</td>
<td>please</td>
<td>whine</td>
<td>control</td>
<td>hide</td>
<td>please</td>
<td>whine</td>
</tr>
<tr>
<td>combine</td>
<td>hope</td>
<td>pound</td>
<td>win</td>
<td>combine</td>
<td>hope</td>
<td>pound</td>
<td>win</td>
<td>combine</td>
<td>hope</td>
<td>pound</td>
<td>win</td>
</tr>
<tr>
<td>complain</td>
<td>hurry</td>
<td>provoke</td>
<td>wish</td>
<td>complain</td>
<td>hurry</td>
<td>provoke</td>
<td>wish</td>
<td>complain</td>
<td>hurry</td>
<td>provoke</td>
<td>wish</td>
</tr>
<tr>
<td>crash</td>
<td>hypnotize</td>
<td>pucker</td>
<td>wonder</td>
<td>crash</td>
<td>hypnotize</td>
<td>pucker</td>
<td>wonder</td>
<td>crash</td>
<td>hypnotize</td>
<td>pucker</td>
<td>wonder</td>
</tr>
<tr>
<td>crawl</td>
<td>identify</td>
<td>push</td>
<td>reverse</td>
<td>crawl</td>
<td>identify</td>
<td>push</td>
<td>reverse</td>
<td>crawl</td>
<td>identify</td>
<td>push</td>
<td>reverse</td>
</tr>
<tr>
<td>creak</td>
<td>imitate</td>
<td>pursue</td>
<td></td>
<td>creak</td>
<td>imitate</td>
<td>pursue</td>
<td></td>
<td>creak</td>
<td>imitate</td>
<td>pursue</td>
<td></td>
</tr>
<tr>
<td>criticize</td>
<td>involve</td>
<td></td>
<td></td>
<td>criticize</td>
<td>involve</td>
<td></td>
<td></td>
<td>criticize</td>
<td>involve</td>
<td></td>
<td></td>
</tr>
<tr>
<td>crunch</td>
<td></td>
<td></td>
<td></td>
<td>crunch</td>
<td></td>
<td></td>
<td></td>
<td>crunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cure</td>
<td></td>
<td></td>
<td></td>
<td>cure</td>
<td></td>
<td></td>
<td></td>
<td>cure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>decorate</td>
<td></td>
<td></td>
<td></td>
<td>decorate</td>
<td></td>
<td></td>
<td></td>
<td>decorate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>disappear</td>
<td></td>
<td></td>
<td></td>
<td>disappear</td>
<td></td>
<td></td>
<td></td>
<td>disappear</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dive</td>
<td></td>
<td></td>
<td></td>
<td>dive</td>
<td></td>
<td></td>
<td></td>
<td>dive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dodge</td>
<td></td>
<td></td>
<td></td>
<td>dodge</td>
<td></td>
<td></td>
<td></td>
<td>dodge</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Changing to Action Verbs

**Directions:** Use the list of action verbs to change the underlined verbs. In some cases you may change the whole sentence.

**A Day at a Water Park**

Once I visited a water park. First my friend and I

went on a huge water slide. Then we **went** on a tube with

my mom. We **went** in a wave pool. There **were** huge

waves in the pool. We **went to go eat** lunch. We **had**

subway. We **went** to an ice cream store and **got** vanilla

ice cream. It **was** very, very good. Then we **went** on a

big water tube. Then we **went** in a river and floated on

tubes while the water pushed us. We **went to have** dinner

and **went** home. I was exhausted from spending so much

time in the water.
Changing to Action Verbs

Teacher note: Below are possible action verbs to replace the dull verbs in the original story. Delete the original words in brackets. The new actions verbs are underlined.

A Day at a Water Park

Once I visited a water park. First, my friend and I **slid down** a huge water slide. Then we **rode** on a tube with my mom. We **played on huge waves** in a wave pool. {We **went to go eat** lunch. We **had** subway. We **went** to an ice cream store and **got** vanilla ice cream. It **was** very, very good.} **For lunch we ate subway sandwiches and delicious vanilla ice cream.**

**Yum. Next we **floated** on a big water tube in a river while the water pushed us. [We **went to have** dinner and **went** home.] **After dinner we returned home.** I was exhausted from spending so much time in the water.
A Very Incomplete List

Previously
Earlier
First
Next
Last
Final
Before that/ After that
Immediately
Finally
At last
Eventually
One (second/ hour/ minute/ day/ year) later
Soon after that
The next day
Later on
In the beginning/ In the end
At (give time)
A long time ago
Long/ Soon/ Shortly after that
Not long after that
Meanwhile
At the same time
That morning/ afternoon/ evening
Today/ Yesterday/ Tomorrow
Etc.
ADVERBS

WORDS THAT TELL HOW

agreeably  generously  successfully
angrily    gently    sweetly
annoyingly gratefully stubbornly
unexpectedly
bashfully happily willingly
happily hopefully wisely
bravely jokingly joyfully

Add your own

calmly kindly
carefully
cheerfully
clearly
cleverly
curiously

patiently

deliciously playfully

desperately proudly

eagerly sincerely

easily smoothly

excitedly softly
Adding Time Connectors and Adverbs

**Directions:** Replace “then” and “so” with time connectors or adverbs from the word lists. You may also wish to make a few other revisions, such as adding body language to show feelings*. 

**When I Got Lost In Wal Mart**

I got lost in Wal Mart. Then my mom told me to go to the front desk and tell them I was lost. I was scared.* I wondered down the hallway. I called for my mom. But she couldn’t hear me. So I went to the front desk and told them I was lost. Then they called my mother on the intercom. Then Mom came to the front desk.* I thought she had left me at Wal Mart. Now I feel better because I’m older and I know my way around Wal Mart. Plus, I know I can always ask for help if I need it.
Adding Time Connectors and Adverbs

**Teacher note:** Below are possible replacements for “then” and “so” plus added body language to show feelings.

**When I Got Lost In Wal Mart**

I got lost in Wal Mart. *Then* *(In the past, Before, A long time ago, previously)* my mom told me to go to the front desk and tell them I was lost. I was scared. *(Body language: I bit my nails nervously to keep from crying.)* I wondered down the hallway. I called for my mom. But she couldn’t hear me. *So* *(After awhile, boldly, bashfully, bravely)* I went to the front desk and told them I was lost. *Then* *(Immediately, Cheerfully, willingly, Agreeably, Kindly)* they called my mother on the intercom. *Then* *(Soon after that, Calmly, Happily, Right away, One second later)* Mom came *(Body language: rushed)* to the front desk *(Body language: and gave me a big hug).* I thought she had left me at Wal Mart. Now I feel better because I’m older and I know my way around Wal Mart. Plus, I know I can always ask for help if I need it.
Replacing “Said”

added        insisted        screamed
agreed       interrupted     shouted
answered     joked           sighed
asked        shouted        sobbed
begged       laughed         suggested
blurted      lied
bragged      moaned          teased
called       moaned          warned
chuckled     moaned          whined
comforted    mumbled         whispered
cried        pleaded          Add your own
encouraged    pouted          
explained    promised

giggled       questioned
grinned       remembered
groaned       repeated

hinted
Adding Time Connectors, Adverbs, and Said Replacements

Directions: Replace “said” with stronger verbs. Replace “So” and “Then” with time connectors or adverbs.

The Deep End

I went to my cousin’s house during the summer. While I was in the car driving there, my sister Erin kept on teasing me about how I couldn’t swim in the deep end.

So I said, "I’m going to go into the deep end.”

“Yeah, right,” said my sister.

My cousins have a water slide. I really like going down the water slide. Then I jumped in the pool. So I swam and swam and swam and then I dived into the deep end.

So I said, “I told you I could do it.” Then I got out of the pool and had a barbecue. For once I showed my sister just what I could do.
Adding Time Connectors, Adverbs, and Said Replacements

Teacher note: Below are possible replacements for “said,” “so” and “then.”

The Deep End

I went to my cousin’s house during the summer. While I was in the car driving there, my sister Erin kept on teasing me about how I couldn’t swim in the deep end.

So (bravely, reluctantly, unwillingly, finally) I said, (declared, insisted, announced) "I’m going to go into the deep end."

“Yeah, right,” said (sneered, laughed, teased) my sister.

My cousins have a water slide. I really like going down the water slide. Then (Coolly, Quickly, Calmly, Casually, Fearlessly) I jumped in the pool. So (For a long time, Enthusiastically, quietly) I swam and swam and swam and then (unexpectedly, suddenly, cleverly, all at once, finally, quickly) I dived into the deep end.

So (After that, clearly, excitedly, happily) I said, (declared, blurted, bragged, chuckled, grinned) “I told you I could do it.”

Then (Briskly, proudly) I got out of the pool and enjoyed the barbecue. For once I showed my sister just what I could do.
Adding Dialogue

**Directions:** Compare the two drafts. What is the difference? Which is more interesting?

---

**Getting My First Snake**

Mom took me to the pet shop to get my frogs some crickets. I was looking around at the pets. Then I asked my mom for a cat, she said no. Then I asked my mom if I could have a dog, but my mom said no. Then I asked my mom for a red tail boa. She said yes because she likes snakes. We bought everything a snake needs but we forgot the crickets.

---

**Getting My First Snake**

Mom took me to the pet shop to get my frogs some crickets. I was looking around **curiously** at the pets.

**Cleverly** I asked, “Mom, may I have an adorable, purring cat?”

“No,” she laughed.

**Eagerly** I suggested, “Mom, can I have a loyal, friendly dog who will protect us?”

“No,” she chuckled again. I guess she doesn’t like cats or dogs very much.

**Hopefully** I begged, “Mom, let’s get a red-tailed boa constrictor!”

“Yes,” she agreed cheerfully because she likes snakes. We bought everything a snake needs, but unfortunately we forgot the crickets for my frogs.
I had an adventure. A. Where I live, it rains a lot. One year, it rained so much that it flooded. The rivers rose higher than the road. We live on a hill and we got trapped. B. The first day he rowed the canoe to the store to get food. C. I think that store is pretty good. D. Then a helicopter came to rescue us. E. We stayed at my cousins’ house for a week. F.

A. Write a strong lead.

B. Use body language to show how you felt.

C. Who is “he”? Why?

D. Is this important to the story?

E. Use body language to show how you felt?

F. Write a good ending.

G. Add a short title.
I had an adventure. A. Where I live, it rains a lot. One year, it rained so much that it flooded. The rivers rose higher than the road. We live on a hill and we got trapped. B. The first day he rowed the canoe to the store to get food. C. I think that store is pretty good. D. Then a helicopter came to rescue us. E. We stayed at my cousins’ house for a week. F.

A. Write a strong lead.

Question: Have you ever been trapped in your own house?

Spoken words: “Dad, what are we going to do? I asked, my voice tight with fear.

Feelings: A wave of panic passed through my shivering body as I looked at the ocean surrounding me.

B. Use body language to show how you felt.

My stomach ached and my nerves were shaky. I jumped at every unfamiliar sound as the waters rose. My imagination added to my fears of sinking under the flood waters. It took all my effort to keep from screaming.

C. Who is “he”? Why?

The first day my dad rowed the canoe to the store to get food since our supplies were now soaked and useless.

D. Is this important to the story?

Cut this sentence.

E. Use body language to show how you felt?

For the first time in days, I breathed normally and my muscles relaxed. I even managed a weak smile for the pilot as he pulled me up.

F. Write a good ending.

By that time I was over my fear. Now that I was safe, the flood was more of an adventure to remember.

G. Add a short title.

Trapped in a Flood
Content Revision Checklist

Name ________________________________

**Directions:** Check the steps you have already completed.

Title of my story: ________________________________

1. ___ My story is true.

2. My writing makes sense when I read it.
   ___ I told where I was.
   ___ I told who was there.
   ___ I told what happened.
   ___ I told the details in order.

3. My story has _____ a beginning, _____ a middle, and _____ an end.

4. ___ My story has enough interesting details.

5. I used the following writing techniques:
   ___ a strong lead
   ___ dialogue
   ___ body language to show how I felt
   ___ a good ending

6. I used _____ strong action verbs, _____ time connectors, _____ adverbs and
   _____ replacements for “said.”

7. ___ My sentences do not all begin in the same way.

**Revision:** Now use this checklist to make your writing better. You can:
   • Add details.
   • Cut out details.
   • Change the words.

**Check again:** After you revise, see if you can check any more steps you have completed.
Editing Checklist

Name ____________________________________________

Title ____________________________________________

Directions: Read one line at a time and edit your paper. Make corrections. Check each line when it is true.

1. _____ All my sentences begin with capital letters.

2. _____ All my sentences end with the correct punctuation. (,.?!) 

3. _____ I used capital letters for the names of people, places and pets.

4. _____ I checked my spelling to the best of my ability.

5. _____ I wrote a short title at the top of my paper.

6. _____ I am ready to publish my writing.
Second Grade NARRATIVE/ STORY Benchmark: Analytical Rubric and Scoring Page

Date ___________________________  Name ________________________________

School ___________________________  Teacher ______________________________

DIRECTIONS: Circle the number in each trait that best describes the paper.

IDEA and CONTENT
4 one clear story focused on a single incident and fully developed
3 one clear story generally focused on a single incident and adequately developed
2 vague or unfocused story; several stories (a list); minimal development
1 no recognizable story

ORGANIZATION
4 an engaging beginning; events presented in chronological order; an ending that shows the importance of the incident or an insight gained
3 an interesting beginning; events mostly in chronological order; an ending that shows some importance of the incident
2 a weak beginning; events may be out of sequence or confusing; a weak or missing ending
1 no apparent organization

VOICE
4 “shows rather than tells” by using a variety of narrative strategies (i.e. action, dialogue, body language to show feelings, suspense, humor, surprise, etc.)
3 “shows rather than tells” by using some narrative strategies
2 minimal use of narrative strategies
1 no use of narrative strategies

WORD CHOICE
4 uses clear, concrete language (i.e. strong action verbs, specific nouns, precise adverbs and adjectives, figurative language such as simile)
3 uses some concrete language
2 uses minimal concrete language
1 no use of concrete language

SENTENCE FLUENCY
4 complete sentences; some variety of beginnings, lengths and kinds; smooth flow
3 mostly complete sentences; some variety of beginnings, lengths or kinds; mostly smooth flow
2 short, simple sentences with some fragments or run-ons; choppy or repetitious
1 many run-ons, fragments or disconnected sentences

CONVENTIONS
4 mostly correct capitalization, end punctuation, and spelling of common word
3 some errors in capitalization, end punctuation, and spelling of common words
2 many errors in capitalization, end punctuations and spelling of common words; some phonetic spelling
1 serious and numerous errors in capitalization, end punctuation, and spelling

*0-Limited Attempt