

Grade 2 Narrative Writing Standard W.2.3

Grade 2 Narrative

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 order, and provide a sense of closure.

The Reading/Thinking/Writing Task

Students were immersed in a multi-week unit learning how to use information from texts to write narratives. An *instructional* narrative was completed with the class as a whole before students were asked to write independently. For the instructional narrative, students listened to texts read aloud and read texts during reading groups to build knowledge. Students discussed the topic and collected relevant information for their class notes. Students wrote short pieces, and then used information from the class texts (biographies) to write a complete narrative. This instructional (not independent) narrative focused on the problem this person faced and how the problem was solved.

Students then completed a narrative assessment using the combined story and informational text, *Turtle, Turtle, Watch Out* by April Pulley Sayre. First, the text was read aloud and discussed. Next, students watched a power point that contained supplemental information about problems sea turtles face. Students completed their notes and then began their independent writing. Students were given two to three class periods to complete their notes and their first draft pieces. Students worked with the Focusing Task “*Write a narrative about a problem sea turtles faced and how the problem was solved.*”

Note: Some of the pieces in this set did not originally have titles. Each was given a basic title for ease of reference.

Focus of the Writing Task

Write a narrative about a problem sea turtles faced and how the problem was solved.

The Writing Task in the Curriculum

How is it embedded in curriculum/content?

- ★ *Class: 2nd grade ELA curriculum*
 - using information from nonfiction texts to write a story
- ★ *Curriculum unit*
 - studied a famous person as a class, wrote an instructional narrative using information from that text, and then completed an independent writing assessment
 - learned to use relevant information from the text to craft a narrative
- ★ *Standards*
 - Reading: RI.2.1, RI.2.3 RI.2.7, RI.2.10
 - Writing: W.2.1, W.2.8, W.2.10

How did students build the knowledge they needed?

- ★ *Texts*
 - one biography read aloud and other supplemental texts read instructionally as part of reading groups
 - assessment used the text *Turtle, Turtle, Watch Out* by April Pulley Sayre
- ★ *Reading and re-reading*
 - teacher read texts aloud
 - students read and re-read texts independently and instructionally
 - students took notes using common graphic organizers: problem and solution charts, story maps, and other resources

What instructional approaches were used to teach writing?

- ★ *Craft lessons*
 - students were just beginning to be introduced to using information from texts to craft narratives so they worked with story maps, problem/solution charts, and models of stories written using informational texts
- ★ *Writing approaches (independent)*
 - reminded students of the elements that make up a narrative: character, problem, solution
 - after having listened to the text read aloud, discussed the power point, and taken notes, students then independently wrote and proofread a story based on the facts learned

What was the timeframe?

Long (2-3 weeks)

Standard W.2.3
Grade 2
Proficient

Turtle And Nathille

Sea turtle was on the beach. She came out of her egg and eprochd the big world. In a cople of days she went into the oshen. She saw a jelly fish. She swame tord it. She bit it. Oh No! It was not a jelly fish it was a plastic bag! Hands scooped the bag up and saved seaturtles life. Her name was Nathilie. Sea turtle was saved.

Athors Note: Sea turtles are a part of Nature and food chains. Help take care of sea turtles.

Standard W.2.3
Grade 2
Approaching

The sea turtle

One day on the beach a sea turtle lase her eggs a few muns later one by one popt opin They digd up and up. One finly got out. A car is going to run over the sea turtle. The car amost ran over the sea turtle oh no the car stops and gits out of the car and pikt up the sea turtle the sea turtle drifts out to sea it live in the corlreaf it's home is a sea cave. One day she gos to the beach she digs a hole she lase her eggs. Sea turtles when they lay ther eggs people drive over the eggs that's why you shud put up sins.

Standard W.2.3
Grade 2
Beginning

One Day in 2005

One day in 2005 there were two brothers one was 11 and one was 10 they loved sea turtles and one night the sea turtles. Hatched and there is a cat shaesein the new sea turtle and then. Evan come out with a flashlight to check on the nest and then the cats run away then New sea turtles get to the water safe and then the New se turtle swim out to sea. but the new turtles see a plactic bag and they wanted to eat the plactic bag and then... Evan get's the plactic bag but not all of the turtle are hached and there is a driver on the beach and it is going to run over the nest and todd is at the beach and. Stops the driver and the nest is safe and todd and evan put a sine and saids no driver the beach the end.

Standard W.2.3
Grade 2
Exceeds

No piece available at this level.

Standard W.2.3
Grade 2
Proficient

Turtle And Nathilie

Sea turtle was on the beach. She came out of her egg and eprochd the big world. In a couple of days she went into the oshen. She saw a jelly fish. She swame tord it. She bit it. Oh No! It was not a jelly fish it was a plastic bag! Hands scooped the bag up and saved seaturtles life. Her name was Nathilie. Sea turtle was saved.

Recounts a well-elaborated event focused around a central problem

Includes details to describe thoughts, feelings and actions

Uses some temporal words to signal event order

Athors Note: Sea turtles are a part of Nature and food chains. Help take care of sea turtles.

Provides a satisfying conclusion to the story and an author's note with a "call to action".

Final Thoughts
(Gr 2 Narrative: Proficient)

Overall, this second grade narrative meets the standard for proficient. It meets all the criteria for proficient and shows a solid understanding of the life of a sea turtle. The writer consistently sticks to the central problem, the focus of the story. The ending details how the problem got solved by introducing a character named Nathille whose hands save the turtle from eating a plastic bag. The ending includes an author's note, similar to the ending of the text read aloud to the students, which provides an appropriate sense of closure to the story.

A Word About Language and Conventions
(Gr 2 Narrative: Proficient)

Control of Conventions: Although there are some errors, the writer shows *overall control* over grade-level language and conventions.

Standard W.2.3
Grade 2
Approaching

The Sea Turtle

One day on the beach a sea turtle lase her eggs a few muns later one by one popt opin They digd up and up. One finly got out. A car is going to run over the sea turtle. The car amost ran over the sea turtle oh no the car stops and gits out of the car and pikt up the sea turtle the sea turtle drifs out to sea it live in the corlreaf it's home is a sea cave. One day she gos to the beach she digs a hole she lase her eggs. Sea turtles when they lay ther eggs people drive over the eggs that's why you shud put up sins.

Recounts a short sequence of events, at times a bit unclearly

Includes details to describe actions, thoughts, and feelings

Uses temporal words to signal event order

Provides a sense of closure and then starts another story at the end

Final Thoughts
(Gr 2 Narrative: Approaching)

Overall, this second grade narrative shows solid understanding of the topic. The writer connects their story to the text using accurate information about sea turtles and a problem they might face. The writer recounts a series of events beginning with the laying of eggs by the mother turtle and the hatching, and then the problem is introduced. The piece concludes with the turtle going off into the ocean and living in a cave in a coral reef, but the writer then starts a new story to show the life cycle of sea turtles. This extra addition creates a confusing ending.

This student would benefit from a conference with the teacher to revise the ending of this first draft. This writer will benefit from continued support and instruction in spelling, punctuation, and sentence structure.

A Word About Language and Conventions
(Gr 2 Narrative: Approaching)

Minimal Control of Conventions: The writer shows little control over language and conventions. The lack of control of conventions and language interferes with the reader's understanding of the piece.

Standard W.2.3
Grade 2
Beginning

One Day in 2005

One day in 2005 there were two brothers one was 11 and one was 10 they loved sea turtles and one night the sea turtles hatched and there is a cat named Evan in the new sea turtle nest and then Evan came out with a flashlight to check on the nest and then the cats run away then new sea turtles get to the water safe and then the new sea turtles swim out to sea. but the new turtles see a plastic bag and they wanted to eat the plastic bag and then... Evan gets the plastic bag but not all of the turtles are hatched and there is a driver on the beach and it is going to run over the nest and Todd is at the beach and stops the driver and the nest is safe and Todd and Evan put a sign and said no driver on the beach the end.

The writer attempts to **recount a series of events** but the sequence of events is confusing and lacks focus

Includes details to describe actions

Uses some temporal words to signal event order

Ends abruptly without a **sense of closure**

Final Thoughts
(Gr 2 Narrative: Beginning)

Overall, this essay shows understanding of the text by using accurate information about the problems sea turtles face. The writer attempts to recount a series of events about the lives of sea turtles but leaves the reader confused by the lack of focus in the piece. This story ends abruptly and provides no sense of closure to the story.

This student would benefit from more time writing instructional narratives. The teacher could help the student use their notes to retell their story before writing and check in with the writer as the writer writes, stopping after small chunks of writing to confirm and help develop focus and clarity.

A Word About Language and Conventions
(Gr 2 Narrative: Beginning)

Minimal Control of Conventions: The writer shows little control over language and conventions. The lack of control of conventions and language interferes with the reader's understanding of the piece.

Standard W.2.3
Grade 2
Exceeds

No piece available at this level.