

**Writing Standard 2: Writing Purposes and Resulting Genres  
Narrative Writing: Sharing Events, Telling Stories**

**Second Grade**

<b>Element of the Standard</b>	<b>What the Element Means</b>	<b>What to Teach</b>	<b>Resources</b>
<p><b><u>FOCUS AND ORGANIZATION:</u></b></p> <ul style="list-style-type: none"> <li>• Create a believable world and <u>introduce characters</u>, rather than simply recount a chronology of events, using <u>specific details</u> about characters and settings and <u>developing motives and moods</u>:</li> </ul>	<p>The 2<sup>nd</sup> grade writer is able to write a piece which the reader believes could be real (although not necessarily true). The piece holds together with dialogue, setting and characters that seem to belong together.</p> <p>Characters are introduced into the text that have a purpose in the story. The writer gives dimension to the character by revealing the character through description and dialogue.</p> <p>The writer uses specific details such as nearly ripe apples, grass-stained shirt or tear-stained face to enhance the believability of the text.</p> <p>The writer creates a mood in the piece through the choice of details, settings and actions that are included.</p>	<p>Chronology of events Create a mood through details, setting and action Details (Brainstorming) Detailing subjects' routines and habits Develop setting and characters Introduce characters Setting/time/ place Using various characters to narrate the story</p>	<ul style="list-style-type: none"> <li>• Cause and Effect pg.37               <ul style="list-style-type: none"> <li>- Lilly's Purple Plastic Purse- Kevin Henkes</li> <li>- Old Henry – Joan Blos</li> </ul> </li> <li>• Focus: Staying on topic pg.36</li> <li>• Using details general vs. specific pg.23               <ul style="list-style-type: none"> <li>- Arthur Writes A Story – Marc Brown</li> </ul> </li> <li>• Using details to create mind pictures pg. 24</li> <li>• Writing a strong lead pg: 29               <ul style="list-style-type: none"> <li>- Shrek! - William Steig</li> <li>- Sitti's Secrets- Naomi Shihab Nye</li> <li>- Willy the Wimp- Anthony Browne</li> </ul> </li> <li>• How to pace a story pg. 28</li> <li>• Using details to describe the setting pg. 35               <ul style="list-style-type: none"> <li>- My Little Island – Frane Lessac</li> </ul> </li> <li>• Describing the setting pg. 34               <ul style="list-style-type: none"> <li>- Tar Beach – Faith Ringgold</li> <li>- On Call Back Mountain – Eve Bunting</li> <li>- Up North at the Cabin- Marsha Wilson Chall</li> <li>- I'll Fix Anthony – Judith Voirst</li> </ul> </li> </ul>

**Second Grade Continued**

Element of the Standard	What the Element Means	What to Teach	Resources
<ul style="list-style-type: none"> <li>Write in first and third person</li> </ul>	<p>Second grade writers begin to understand that a story can be told as if the action is happening to them, (in which case they will use I and we to tell the story) or they can tell the story as if it is happening to someone else, (in which case they will use he, she and they to tell the story.)</p>	<p>Create dialogues, interior monologues                      Role playing                      Uses various character voices                      Uses I and we                      Uses he, she and they</p>	<ul style="list-style-type: none"> <li>Use your voice when you write pg. 27</li> </ul>
<p>CRAFT:</p> <ul style="list-style-type: none"> <li>Uses a variety of writing strategies such as dialogue transitional phrases, time cue words</li> </ul>	<p>The 2<sup>nd</sup> grade writer includes dialogue that enhances the text. It moves the action of the story forward or reveals the characters in the story. For example, a statement such as, “But mom, I have to be there. Jenny won’t have a partner if I’m not there, “ tells about the character and moves the story forward.</p>	<p>Create dialogue/ Model Dialogue (Role playing various characters)                      Use dialogue to move the action                      Use dialogue to reveal characters                      Using similes, metaphors and alliteration                      (Conventions – Use of quotation marks)</p>	<ul style="list-style-type: none"> <li>Time transitions pg. 31                             <ul style="list-style-type: none"> <li>– Little Polar Bear- Hans De Beer</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Incorporate some literary or “writing” language that does not sound like speech (for example, “Slowly, slowly he turned,” “For days and weeks and months, I’ve worked for this moment”)</li> </ul>	<p>Second grade writers are in the process of transitioning from writing in a style that sounds like oral language to more formal written patterns. For example the writer might use he did not want to go” instead of “he didn’t want to go.” The writing will also include vocabulary and phrases that the writer takes from reading literature such as, tend, dusk or threaten or “we played all day long and into the night” which is paraphrased from a piece by Cynthia Rylant</p>	<p>Alliteration                      Describing sounds and smells of things                      Describe visual details                      Imagery/Use of adjectives                      Narrating specific actions                      Model reading                      Repeating lines                      Similes/metaphors</p>	<ul style="list-style-type: none"> <li>Similes &amp; Metaphors                             <ul style="list-style-type: none"> <li>– Owl Moon</li> <li>– Polar Express</li> </ul> </li> <li>Physical Description of a character, p. 38                             <ul style="list-style-type: none"> <li>- Ghost Eye- Marion Dave Bauer</li> </ul> </li> <li>Specific Actions                             <ul style="list-style-type: none"> <li>– The Snowy Day – E.J. Keats</li> </ul> </li> <li>Repeating a word, p. 41                             <ul style="list-style-type: none"> <li>– Honey, I Love – Eloise Greenfield</li> </ul> </li> <li>The Repeating Line pg. 42                             <ul style="list-style-type: none"> <li>– When I was Little – Jamie Lee Curtis</li> <li>– When I was Young in the Mountains – C. Rylant</li> <li>– The Doorbell Rang – Pat Hutchins</li> </ul> </li> </ul>

**Second Grade Continued**

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<ul style="list-style-type: none"> <li>Develop internal events as well as external ones (for example, the child may tell not only what happened to a character but also what the character wondered, remembered and hoped)</li> </ul>	<p>The 2<sup>nd</sup> grade writer begins to allow the characters in the text to think about what is happening. A character that Looks at the time can think about what is happening. A character that looks at the time can think as he's running home about the fact that he's going to be in trouble rather than saying this aloud to another character. Before this age children are very concrete thinkers and their stories unfold in action or dialogue.</p>	<p>Characters wonder Forecasting (Story Starters) Flashbacks Creating suspense and/ or tension Foreshadowing</p>	<ul style="list-style-type: none"> <li>Aunt Flossies Hats- Elizabeth Fitzgerald Howard</li> <li>Chita's Christmas Tree</li> <li>A Chair for My Mother – Vera B. Williams</li> </ul>