

Grade 2

Unit 1

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# Writing Studio

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## Teacher Guide

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# Introducing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students write narratives about a hero. [W.2.3]

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## FORMATIVE ASSESSMENT

Activity Page 1.1

**A Hero's Tale** Students write narratives about a hero. [W.2.3]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing Narrative Writing (30 min.)</b>			
Connections: Writing Narratives	Whole Group	3 min.	
Introduce the Prompt	Whole Group	5 min.	<input type="checkbox"/> Writing Prompt for Activity Page 1.1
Narrative Pre-Assessment	Independent	17 min.	<input type="checkbox"/> Activity Page 1.1
Wrap-Up	Whole Group	5 min.	

## ADVANCE PREPARATION

- Prepare the writing prompt for display, either copying it onto chart paper or preparing to project it. See Writing Prompt for Activity Page 1.1 in Teacher Resources.
- Prepare copies of Activity Page 1.1 to distribute to each student for the Narrative Pre-Assessment activity.
- Prepare the rubric for grading the pre-assessments. See the *Second Grade Writing Rubric: Narrative Writing* in Teacher Resources. You will retain the pre-assessment to compare with the final narrative writing activity in Unit 2, *Developing Narrative Writing*.

### Universal Access

- Prepare sentence starters as follows:
  - An example of a hero is someone who . . .
  - Heroes do things like . . .
  - I would describe heroes with words like . . .

## Lesson 1

# Introducing Narrative Writing



**Primary Focus:** Students write narratives about a hero. [W.2.3]

## CONNECTIONS: WRITING NARRATIVES (3 MIN.)

- Ask a few student volunteers to review what a narrative is.
  - » Narratives are stories.
- Clarify that although students have written narratives about imagined characters, they can also be written about real people.

## INTRODUCE THE PROMPT (5 MIN.)

- Tell students that in this Writing Studio lesson they will write their own narratives about a hero.
- Display the Writing Prompt for Activity Page 1.1 and read it aloud to students, repeating as necessary.

### ▶ Writing Prompt for Activity Page 1.1

Write a narrative about someone who is a hero. This narrative may be true or fictional. You may write about a hero you know or one you imagine.



### Check for Understanding

Ask a volunteer to explain the prompt in his or her own words.

## NARRATIVE PRE-ASSESSMENT (17 MIN.)

- Distribute Activity Page 1.1.
- Tell students to write a narrative in response to the prompt.

### Support

Review the definitions of *fiction* and *nonfiction*.

### Challenge

Have students name an example of a fictional narrative and a narrative that is nonfiction.



### Access

#### Entering/Emerging

Review the prompt and use sentence starters to guide students in speaking about heroes.

#### Transitioning/Expanding

Review the prompt and provide sentence starters for student pairs to use in speaking about heroes.

#### Bridging

Review the prompt and provide sentence starters for student groups to use in speaking about heroes.

### Activity Page 1.1



- Remind students that they should write as complete a narrative as possible in the time they have.

**Note:** If students finish before time elapses, you may allow them to work silently on something else. Since this is a pre-assessment, students may stop writing when they decide they are finished with the task or when seventeen minutes have elapsed. Subsequent lessons in this unit and in the entire Writing Studio program will help build students' ability to write for longer periods of time.

- As students complete their work, collect their narratives. You will use the *Second Grade Writing Rubric: Narrative Writing* to assess their work. You should save their pre-assessment to compare it to their final narrative writing activity, which they will complete in Writing Studio Unit 2, Lesson 8.

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### WRAP-UP (5 MIN.)

- Ask students to raise their hands silently if their narrative
  - includes a narrator or characters.
  - describes an event or series of events.
  - uses temporal words to show the order of events.
  - uses details to describe actions, thoughts, feelings, or other parts of the narrative.
  - includes a conclusion that relates to or wraps up the events.
- If time permits, ask students to describe their narrative to a partner.
- Tell students that in the next Writing Studio session, they will spend more time thinking about and learning how to write narratives.

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End Lesson

# Introducing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students use a story map to identify and describe the purpose and features of a narrative. [W.2.3]

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## FORMATIVE ASSESSMENT

Activity Page 2.1

**Blank Story Map** Students use a story map to identify and describe the purpose and features of a narrative. [W.2.3]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing Narrative Writing (30 min.)</b>			
Connections: Telling Stories	Whole Group	5 min.	
Read-Aloud: "Seasons"	Whole Group	7 min.	<input type="checkbox"/> "Seasons"
Modeling: Completing a Story Map	Whole Group	5 min.	<input type="checkbox"/> Activity Page 2.1
Completing a Story Map	Independent	10 min.	<input type="checkbox"/> Activity Page 2.1
Wrap-Up	Partner	3 min.	

## ADVANCE PREPARATION

- Prepare to display "Seasons." Alternatively, you may wish to distribute a copy to each student.
- Prepare to display Activity Page 2.1 (Blank Story Map, available as a Blackline Master in Teacher Resources) and to distribute a copy to each student.

### Universal Access

- Prepare a list of the following terms from "Seasons" for preteaching:
  - agriculture
  - snuck
  - snatched
- Prepare to preteach "Seasons."



## Lesson 2

# Introducing Narrative Writing



**Primary Focus:** Students use a story map to identify and describe the purpose and features of a narrative. [W.2.3]

## CONNECTIONS: TELLING STORIES (5 MIN.)

- Ask students to think about what they know about narratives. They may draw on their knowledge from primary instruction if they wish.
  - » Answers may vary, but students should understand that a narrative is a story. It may be a true story, as in an autobiography, or it may be an imagined, or fictional, story.
- Ask students to turn and talk with a peer briefly about their favorite stories. Students should name their favorite story and a reason that they like it.
- Ask students to listen as you read the following items aloud. Students should raise a silent hand when they hear the reason the story they named is their favorite.
  - I like the characters in the story.
  - I like the things that happen in the story, or the plot.
  - I like the setting of the story, or where it takes place.
  - I like the language of the story, or the words it uses to describe things.
- Explain that good narrative writers think about all of the above elements when they write, because they know that these elements can help readers love stories.

## READ-ALoud: “SEASONS” (7 MIN.)

- Tell students that they will learn about narratives by reading some narratives and by writing their own narratives. The narratives they will read in this unit are retellings of the Greek myths with which they are familiar.
- Tell students that as they listen to this first narrative, they should pay close attention and identify the characters, the events that happen in the story, the setting of the story, and good descriptive words in the story.

## Support

Offer specific examples for each item named above. For example, explain that Casey Jones is a character, one part of his story’s setting is the train station in Memphis, and one part of the plot is that he drives a train faster than anyone thinks is possible.

- Tell students that the title of this retelling is “Seasons.” Ask students to think about which myth this story might retell.
  - » Answers may vary. Students should listen carefully to the story to decide if their predictions were correct.
- Display “Seasons.” Alternatively, you may wish to distribute a copy to each student.

## ➤ **Seasons**

- Read aloud “Seasons.” Alternatively, you may wish to have student volunteers take turns reading sections of the story aloud to the class.

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### **Seasons**

One day Persephone was in the meadow enjoying the beautiful flowers. Her mother, Demeter, the goddess of agriculture, had made sure it was very pretty. Persephone loved to pick flowers, especially the purple ones. When she was picking some of them, Hades snuck up and snatched Persephone. He took her to the underworld, because he wanted her to live there with him.

When Demeter could not find Persephone, she grew frightened. She looked and looked for her daughter. She shouted her name loudly, but Persephone did not answer. Finally, Helios told Demeter that Hades had taken Persephone to the underworld.

Demeter was so sad that she quit taking care of the plants. All the flowers and trees died, and the people had no food. Zeus went to the underworld and made a deal with Hades. They decided Persephone could come back for part of every year. She had to spend part of the year in the underworld, though, because she had eaten some pomegranate seeds there.

When Persephone is back with her mother, Demeter is happy and cares for the flowers and other plants. But when Persephone leaves, Demeter lets the plants die. The different seasons depend on where Persephone is.

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## Check for Understanding

Ask a student to summarize the story in his or her own words.

- Ask students to turn to a partner and each name the thing they liked best about the narrative: the characters, the setting, the things that happen, or the language. Tell students to give a reason for their choice.
  - » Answers may vary, but students should supply a reason for their selection.

## MODELING: COMPLETING A STORY MAP (5 MIN.)

- Distribute Activity Page 2.1, Blank Story Map, and display or project it.
- Explain that although students have used story maps to describe what happens in a story, the story map is also a tool writers can use to plan their work. In this lesson, they will learn how to use a story map by filling in the elements used in “The Story of Seasons.”
- Introduce the elements of the story map. Students should be familiar from primary instruction with the basic elements (title, setting, character, and plot) listed on the map, but you may review their definitions if needed.
- Ask a student to identify the story’s title. Write it on the map in the appropriate place and have students do the same.
  - » “Seasons”
- Tell students that you will read the story aloud again and complete the next two sections of the map (*Characters* and *Setting*). Students should complete their own copies of map along with you.
- Reread the story and model completing the story map. Make sure to talk through your reasoning as you work.

## COMPLETING A STORY MAP (10 MIN.)

- Ask students to complete the remaining sections of the story map independently or with a partner. For the elements regarding dialogue and concrete words and details, students should respond based on the contents of the story. They will respond to those questions for planning in later activities.

## Activity Page 2.1



- Review student responses.

## Challenge

Ask students to identify another place where they might add detail to their story.



## Access

### Entering/Emerging

Preteach “Seasons” and review vocabulary terms with heavy support.

### Transitioning/Expanding

Preteach “Seasons” and review vocabulary terms with moderate support.

### Bridging

Preteach “Seasons” and review vocabulary terms with light support.

<b>Title</b> <i>Seasons</i>	
<b>Character(s)</b> <i>Persephone Demeter Hades Helios Zeus</i>	<b>Setting(s)</b> <i>the Underworld a meadow</i>
<b>Plot</b>	<b>Beginning</b> <i>Persephone picks flowers. Hades takes Persephone to the underworld.</i>
	<b>Middle</b> <i>Demeter looks for Persephone, and things quit growing.</i>
	<b>End</b> <i>Zeus goes to the underworld. He makes a deal that Persephone can come back for part of the year.</i>
<b>Final Thought</b> <i>When Persephone is not in the underworld, plants grow. The seasons are linked to where Persephone is.</i>	
<b>Fill in the blank to indicate where your narrative should include concrete words and details to describe character actions, thoughts, or feelings:</b> <i>how Demeter feels</i>	

## WRAP-UP (3 MIN.)

- Ask students to turn and talk with a partner about which element of a narrative they think is most important. Students should give a reason for their choice.
- If time permits, ask a few students to share their ideas with the whole class.
- Tell students that in the next Writing Studio session, they will start planning their own narratives and learning how writers develop each of the elements in a narrative.

End Lesson

# Introducing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students use a story map and collaborate to plan a narrative retelling of the Prometheus myth. **[W.2.5]**

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## FORMATIVE ASSESSMENT

### Activity Page 3.1

**Blank Story Map** Students use a story map and collaborate to plan a narrative retelling of the Prometheus myth. **[W.2.5]**

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing Narrative Writing (30 min.)</b>			
Connections: Elements of a Narrative	Partner	3 min.	<input type="checkbox"/> blank story map
Modeling: Planning with Story Maps	Whole Group	10 min.	<input type="checkbox"/> blank story map
Planning with Story Maps	Whole Group	14 min.	<input type="checkbox"/> Writing Prompt for Activity Page 3.1 <input type="checkbox"/> Activity Page 3.1
Wrap-Up	Partner	3 min.	

## ADVANCE PREPARATION

- Prepare to project or display the blank story map. You will fill out this map during this lesson and display it again in Lesson 4.
- Prepare to display Activity Page 3.1, Blank Story Map, and to distribute a copy for each student to complete.
- Prepare to display or distribute the writing prompt for Activity Page 3.1, available in Teacher Resources.

### Universal Access

- Prepare to project or display a blank story map, available as a Blackline Master in Teacher Resources.
- Prepare vocabulary related to fire, such as *burn*, *scald*, *flame*, and *heat*.

## Lesson 3

# Introducing Narrative Writing



**Primary Focus:** Students use a story map and collaborate to plan a narrative retelling of the Prometheus myth. [W.2.5]

## CONNECTIONS: ELEMENTS OF A NARRATIVE (3 MIN.)

- Ask students to work with a partner to review the elements of a narrative. Students should name the element and describe how it works in a narrative.
- Tell students that in this lesson they will learn how to plan a narrative that includes all of these elements.

## MODELING: PLANNING WITH STORY MAPS (10 MIN.)

- Explain that you want to write a narrative that retells the Theseus myth.
- Ask students to review some details from that myth.
  - » Answers may vary but could include that Theseus defeats the Minotaur, that he uses a string to find his way out of the labyrinth, and that he returns to Athens.
- Ask students to name the most important part of the myth.
  - » Answers may vary.
- Explain that you want to write a retelling of the myth that focuses on what Theseus did in the labyrinth. Because you want to plan your work, you are going to start by filling out a story map.
- Project a blank story map.

### ➤ Blank Story Map






- Use the think-aloud strategy to model using a story map to help you plan a narrative. A sample follows; however, you may feel free to customize it. You may also wish to solicit class input, such as on how Theseus may have felt during these events.

## Support

Project a blank story map, which lists narrative elements, and ask student pairs to review the definition of each element and how it functions in a narrative.

I know I want to write a narrative that retells part of the Theseus myth, specifically the part where he is in the labyrinth. The first element on the map is the title. I think I might call my narrative “In the Labyrinth,” because I want to use the title to show where the story takes place. When readers see this title, they will know the story’s setting. [Write *In the Labyrinth* under *Title*.] I know I can change my mind later, but for now I’ll write that on the map.

- Continue using the think-aloud strategy to complete the story map. If you would like to use the model text, a completed story map follows.

 <b>Title</b> <i>In the Labyrinth</i>	
 <b>Character(s)</b> <i>Theseus Minotaur Athenian men</i>	 <b>Setting(s)</b> <i>Minos’s labyrinth</i>
 <b>Plot</b>	<b>Beginning</b> <i>Theseus has a plan to defeat the Minotaur.</i>
	<b>Middle</b> <i>Theseus enters the labyrinth. He uses a string to track his path. He finds and defeats the Minotaur.</i>
	<b>End</b> <i>Theseus returns to his men, and they go to their boats.</i>
 <b>Final Thought</b> <i>The Athenians are a little bit closer to home.</i>	
<b>Fill in the blank to indicate where your narrative should include concrete words and details to describe character actions, thoughts, or feelings:</b> <i>how Theseus feels after defeating the Minotaur</i>	





## Check for Understanding

Ask students how planning narratives differs from planning other text types.

- » Answers may vary but could include that only narratives include dialogue and plot, while all text types need good evidence or detail.

- Explain that you can use this plan to help you write your narrative. You will do that in the next Writing Studio lesson. Save your completed model map; you will use it again in the next lesson.

## PLANNING WITH STORY MAPS (14 MIN.)

- Tell students that now they will have their own chance to use a story map to work together to plan a narrative that retells the Prometheus myth. Students may focus on Prometheus; they do not need to retell the part concerning Pandora. They should use Activity Page 3.1, Blank Story Map, to help their planning.
- Display or distribute the Writing Prompt for Activity Page 3.1 and review it with students.

### ➤ Writing Prompt for Activity Page 3.1

Retell the Prometheus myth in your own words. You should include the most important information, but you might have some different details from the version in the Read-Aloud.

Make sure that your narrative includes all the elements of good narrative writing.

- Ask students to turn and talk with a partner about what Prometheus does for humans and what happens to him because of his choice.
- Read the following items aloud, pausing between items to let students discuss briefly in pairs. For each question, students should exchange answers with a partner and give a reason or detail about their answer.
  - What is the most exciting thing about fire?
  - What is the scariest thing about fire?
  - How would fire change humans' lives in different seasons?
  - How would fire change the way humans ate?

## Activity Page 3.1



### Challenge

Ask students to think about how they have felt when encountering something new and whether the narrative's humans might feel similarly about fire.



### Access

#### Entering/Emerging

Review vocabulary terms and provide heavy support as students work on the story map.

#### Transitioning/Expanding

Review vocabulary terms and provide moderate support as students work on the story map.






#### Bridging

Review vocabulary terms and provide light support as students work on the story map.

- Display Activity Page 3.1 and distribute a copy of it to each student.

### ➤ Activity Page 3.1

- Direct students' attention to the blank story map on Activity Page 3.1. Explain that you all will work together to plan a narrative about someone who watches a sporting event. You will fill out the story map projection as students fill out their individual maps.
- Use the think-aloud strategy to guide students' suggestions about how to complete the map. One sample example appears below, but you should customize your map to reflect your students' suggestions.

 <b>Title</b> <i>Fire for All</i>	
 <b>Character(s)</b> <i>Prometheus humans</i>	 <b>Setting(s)</b> <i>Mount Olympus human village</i>
 <b>Plot</b>	<b>Beginning</b> <i>Prometheus made humans and wants to give them fire. Even though Zeus says no, he steals some for them anyway.</i>
	<b>Middle</b> <i>Prometheus gives fire to humans, and they learn how to use it. They also learn what not to do with it, such as touch it.</i>
	<b>End</b> <i>Prometheus is punished for giving people fire. Zeus has a bird peck at him forever.</i>
 <b>Final Thought</b> <i>Prometheus risked a lot to help humans.</i>	
<b>Fill in the blank to indicate where your narrative should include concrete words and details to describe character actions, thoughts, or feelings:</b>  <i>what humans think of fire when they first get it</i>	

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**WRAP-UP (3 MIN.)**

- Tell students that in the next Writing Studio lesson they will use the story map to help them write a class narrative retelling the Prometheus story.
- Explain that the map offers an outline of important parts of a story, but it does not include all the details. Tell students that in the next class they will work together to write their class narrative.
- Tell students that as a way to think about how humans might respond to fire, they should discuss with a partner the most important detail they would like to include in their narratives.
- If time permits, allow students to share their ideas with the class. You may also wish to keep a note of these details to incorporate into the narrative you will draft in the next lesson.

~~~~~End Lesson~~~~~

# 4

# Introducing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students collaborate to write a narrative retelling of the Prometheus myth. [W.2.3]

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## FORMATIVE ASSESSMENT

**Activity Page 4.1**

**Drafting Paper** Students collaborate to write a narrative retelling of the Prometheus myth. [W.2.3]

## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials                                                                                                   |
|------------------------------------------------|-------------|---------|-------------------------------------------------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                                                                                             |
| Connections: In Review                         | Whole Group | 2 min.  |                                                                                                             |
| Modeling: Writing a Narrative                  | Whole Group | 10 min. | <input type="checkbox"/> Completed Story Map for “In The Labyrinth”<br><input type="checkbox"/> chart paper |
| Writing a Narrative                            | Whole Group | 13 min. | <input type="checkbox"/> Activity Page 3.1<br><input type="checkbox"/> Activity Page 4.1                    |
| Wrap-Up                                        | Small Group | 5 min.  |                                                                                                             |

## ADVANCE PREPARATION

- Prepare to project the two story maps you completed in the previous class: one from the Modeling activity and another, Activity Page 3.1, from the Planning with Story Maps activity.
- Prepare to compose the Modeling activity draft on a projection for the class or on chart paper.
- Prepare Activity Page 4.1 (blank drafting paper, available as a Blackline Master) or word processors (optional) for students to use in the Writing a Narrative activity.

### Universal Access

- Prepare a list of the five senses (smell, sight, touch, taste, hearing) to support students in adding detail to their descriptions of how fire affects humans.

## Lesson 4

# Introducing Narrative Writing



**Primary Focus:** Students collaborate to write a narrative retelling of the Prometheus myth. [W.2.3]

## CONNECTIONS: IN REVIEW (2 MIN.)

- Ask a student to describe the work completed in the previous class.
  - » Students saw a model for a planned narrative retelling the Theseus myth. Students also planned a class narrative retelling the Prometheus myth.

## MODELING: WRITING A NARRATIVE (10 MIN.)

- Display the story map you prepared in the previous class.
- Use the think-aloud strategy to demonstrate writing a story based on the map. (A sample story appears below, but you may customize this as needed for your class.)
- As you talk, compose your narrative draft on the displayed chart paper or on a projection as students observe.

Now that I've planned my narrative, it's time to start writing. First, a narrative needs a title. I know from my map that I want to call my story "In the Labyrinth." [Add *In the Labyrinth* to the top of your document.]

Next, a narrative needs a beginning, something that sets up the situation in the plot, or what will happen in the story. Because I am not telling all the background of the myth, such as why King Minos sends a ship to take Athenian men, I want to explain a little bit about what Theseus plans to do. [Write *He was going to go into King Minos's labyrinth, defeat the Minotaur—a fierce creature that was part human and part bull—and escape with his men back to Athens.* on your paper.] That's the main beginning,

but maybe I should add more detail at the start to help readers become interested in the narrative. I'll explain why Theseus's plan is such a big deal. That will help explain the plot, or what will happen next. [Write *Theseus felt a little scared when the guards came to get him. He knew that no other Athenian had survived what he was about to do.* at the top of the page, before the existing sentence.] Of course, Theseus isn't sure he will succeed. [Write *Or at least he hoped that's what he was going to do.* to complete the paragraph.] By adding that last sentence, I have given my narrative something called suspense. That means readers will be anxious to see what will happen next.

- 
- Use the think-aloud strategy to complete the remaining parts of the narrative draft: the remaining body paragraphs and the conclusion.
  - Tell students that now that you have written your story, you want to read it all the way through to hear how it sounds.
  - Read your narrative aloud. (A sample appears below.)
- 

### **In the Labyrinth**

Theseus felt a little scared when the guards came to get him. He knew that no other Athenian had survived what he was about to do. He was going to go into King Minos's labyrinth, defeat the Minotaur—a fierce creature that was part human and part bull—and escape with his men back to Athens. Or at least he hoped that's what he was going to do.

The guards left him in the labyrinth. Theseus slowly unwound the thread Princess Ariadne had given him. He walked slowly and carefully, trying to stay quiet so the Minotaur would not know he was there. He turned a corner and saw the beast! Theseus surprised him and was able to avoid his attacks by jumping over his horns. The Minotaur ran into the wall, hurting himself. Theseus was then able to defeat him.

After he knew the Minotaur was defeated, Theseus followed the string back to his men. His heart raced, and he started to sweat.

He knew that the worst was over, but he still had to lead his men home. Theseus took a deep breath and kept walking back toward his men. When he found them, they quietly slipped through the labyrinth's gates and ran to their boats. Although their journey was not over, now they were a little bit closer to home.

- Ask students to name their favorite details from the narrative.
  - » Answers may vary, but they should be based on the content of the story.

### WRITING A NARRATIVE (13 MIN.)

- Tell students that now they will use Activity Page 3.1, the story map completed in the previous class, to work together to write a narrative that retells the Prometheus myth.
- Display the map completed in the previous class and ask each student to get out his or her copy of the map.
- Review the map aloud with students.



#### Check for Understanding

Ask students to explain each element of a narrative as you review the story map.

- Go through the story map element by element, asking students to speak with a partner about each element. Then have volunteers suggest possible sentences to represent each part. Use these suggestions to draft a class story. A sample introductory text follows.

Okay, I know that you all decided to write about Prometheus giving humans fire, and we started planning that in the last class. Now turn and tell one of your classmates one thing about fire that humans might notice first, and make sure to give some details about how they react to fire. **[Allow a short time for students to speak in pairs.]** Raise your hand silently if you'd like



to suggest a sentence that describes this situation. [Call on a few students to gather suggestions, then incorporate some of them into the writing as you draft.]

- As you write, you may choose to have students also draft the narrative on their own Activity Page 4.1 or a word processor.
- Make sure to read the narrative aloud at the end of the drafting process.
- Ask students to review the narrative's elements against the map to make sure it covers each part of the map.

### WRAP-UP (5 MIN.)

- Have students work in small groups to add more description and detail to part of the text.
- Have each group share its ideas aloud. If time permits, you may edit the narrative to incorporate these suggestions.

End Lesson

## Activity Page 4.1



### Challenge

Ask students to personalize their work by adding a new scene to the narrative. For example, students might continue the narrative by writing about Pandora.

### Support

Ask students to paraphrase the notes from the story map into sentences when speaking to a peer.



### Access

#### Entering/Emerging

Have students discuss with a teacher or peer how to use the five senses (smell, touch, sight, taste, hearing) to add more detail to the narrative's description of fire.

#### Transitioning/Expanding

Have students discuss in small groups how to use the five senses to add more detail to the narrative's description of fire.

#### Bridging

Have students consider how to use the five senses to add more detail to the narrative's description of fire.

# 5

# Introducing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students gather information about the Arachne myth. [W.2.8]

## FORMATIVE ASSESSMENT

Activity Page 5.1

**A New Scene** Students gather information about the Arachne myth. [W.2.8]

## LESSON AT A GLANCE

|                                                 | Grouping    | Time    | Materials                                                                                                                       |
|-------------------------------------------------|-------------|---------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b>  |             |         |                                                                                                                                 |
| Connections: A Different Scene                  | Whole Group | 5 min.  | <input type="checkbox"/> Narrative Writing Prompt for Activity Page 5.1                                                         |
| Modeling: Gathering Information for a Narrative | Whole Group | 5 min.  | <input type="checkbox"/> Activity Page 5.1                                                                                      |
| Gathering Information for a Narrative           | Small Group | 17 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Instructional Materials for Domain 4, <i>Greek Myths</i> |
| Wrap-Up                                         | Small Group | 3 min.  |                                                                                                                                 |

## ADVANCE PREPARATION

- This lesson draws on content from Domain 4, *Greek Myths*. Please consult the pacing guide to ensure that students have completed the appropriate lessons in that unit before starting this lesson. If students need a review, you may direct them to the relevant passage from their instructional materials.
- Prepare to distribute the Narrative Writing Prompt for Activity Page 5.1 to each student and to display or project a copy of it.
- Prepare to distribute instructional materials for Domain 4, *Greek Myths*. (optional)
- Prepare to display Activity Page 5.1 and to distribute a copy of it to each student.
- Prepare to arrange students in small groups.

### Universal Access

- Prepare to reteach the Arachne myth from Domain 4, *Greek Myths*.

## Lesson 5

# Introducing Narrative Writing



**Primary Focus:** Students gather information about the Arachne myth. [W.2.8]

## CONNECTIONS: A DIFFERENT SCENE (5 MIN.)

- Ask students to review the topic of their earlier narrative, which they completed drafting in the previous lesson.
  - » Students composed narratives retelling the Arachne myth.
- Tell students that their next narrative will add a new scene to the class narrative. This scene will show Arachne’s reaction to becoming a spider.
- Display the Narrative Writing Prompt for Activity Page 5.1 and distribute a copy to each student.

### ➤ Narrative Writing Prompt for Activity Page 5.1

Write a new scene for the Arachne myth, one that shows what Arachne felt, thought, or did after Athena turned her into a spider. Make sure to incorporate dialogue and good descriptive details in your story.

Remember to include all the elements of a narrative in your story.

- Review the writing prompt and explain that students will work on researching, planning, drafting, and revising this narrative over the next several lessons.



### Check for Understanding

Ask students to take turns explaining the prompt to a partner. Ask one or two students to paraphrase the prompt for the class.

## MODELING: GATHERING INFORMATION FOR A NARRATIVE (5 MIN.)

- Explain that students will work together to gather information on the Arachne myth to use in their narratives.
    - Before students start working in their groups, explain that the author of “In the Labyrinth” took notes for a new scene in that narrative.
    - Display “A New Scene” and review elements of it to show how it helped you think about the Theseus myth. You may wish to point out that students may need to imagine some things a character is likely to feel or experience at a particular event.
- 

### A New Scene

Answer the following questions to help you think about what might happen if the narrative had a new scene.

1. What will be the main idea of the new scene?
    - » Ariadne meets Theseus at the ships.
  2. Who is the main character of the new scene?
    - » Theseus
  3. Who else is involved in the new scene?
    - » Ariadne
  4. How will these characters act in the new scene? What do they do that is different from the original?
    - » Ariadne is not at the ships when Theseus arrives. He is worried about leaving her.
  5. How does this new scene end?
    - » They set sail.
  6. What will you title the new scene?
    - » “A New Beginning”
  7. List any other interesting ideas about the alternate ending’s main character, plot, or other elements in the space that follows.
    - » Ariadne is very nervous while waiting to learn if Theseus has gotten out of the labyrinth. Theseus is nervous while waiting for Ariadne to join him at the ships.
-

## GATHERING INFORMATION FOR A NARRATIVE (17 MIN.)

### Activity Page 5.1



### Challenge

Ask students to consider how different people (Arachne, Athena, humans) would view spiders differently.

- » Answers may vary, but Athena might be happy to see spiders weaving webs, Arachne might be happy to see her fellow spiders, and humans might be excited about how to use their webs to catch unwanted insects.

- Display Activity Page 5.1 and distribute a copy to each student.

### ► Activity Page 5.1

- Allow students to consult the instructional materials from Domain 4, *Greek Myths*, to gather information on the Arachne myth.
- Guide students through the process of completing the graphic organizer. You may ask each question, pause for students to write their answers, then move to the next question. If desired, you may allow students to answer these questions in groups.
- Circulate among groups and offer input as needed.
- Review answers with the class as time permits. A sample follows.

### A New Scene

Answer the following questions to help you think about what might happen if the narrative had a new scene.

1. What will be the main idea of the new scene?
  - » Arachne is suddenly a spider!
2. Who is the main character of the new scene?
  - » Arachne
3. Who else is involved in the new scene?
  - » humans
4. How will these characters act in the new scene? What do they do that is different from the original?
  - » Arachne can no longer talk, so she does not get in trouble with the gods anymore. She enjoys weaving.

5. How does this new scene end?
    - » Although she likes her webs, Arachne always remembers how beautiful Athena's weaving was.
  6. What will you title the new scene?
    - » "Weaving a New Web"
  7. List any other interesting ideas about the alternate ending's main character, plot, or other elements in the space that follows.
    - » Arachne has changed since she met Athena.
- 

### WRAP-UP (3 MIN.)

- Ask students to work in pairs to describe what might stand out the most to someone who suddenly became a spider.
- Tell students that in the next lesson they will use this information to plan their narratives.

End Lesson

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### Access

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#### Entering/Emerging

Reteach information from Domain 4, *Greek Myths*, offering heavy support as students complete the graphic organizer.

#### Transitioning/Expanding

Reteach information from Domain 4, *Greek Myths*, offering moderate support as students complete the graphic organizer.

#### Bridging

Reteach information from Domain 4, *Greek Myths*, offering light support as students complete the graphic organizer.

### Support

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Refer students to the instructional materials for Domain 4, *Greek Myths*, for additional review on the Arachne myth.

# 6

# Introducing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students work collaboratively to plan a new scene for the Arachne myth. [W.2.5]

---

## FORMATIVE ASSESSMENT

Activity Page 6.1

**Blank Story Map** Students work collaboratively to plan a new scene for the Arachne myth. [W.2.5]



## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials                                                                                                                                     |
|------------------------------------------------|-------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                                                                                                                               |
| Connections                                    | Partner     | 4 min.  | <input type="checkbox"/> Activity Page 5.1                                                                                                    |
| Modeling: Planning a Narrative                 | Whole Group | 5 min.  | <input type="checkbox"/> Activity Page 3.1                                                                                                    |
| Planning an Narrative                          | Small Group | 18 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Narrative Writing Prompt<br><input type="checkbox"/> Activity Page 6.1 |
| Wrap-Up                                        | Partner     | 3 min.  | <input type="checkbox"/> Activity Page 6.1                                                                                                    |

## ADVANCE PREPARATION

- Prepare to display a completed copy of Activity Page 3.1 during the Modeling activity.
- Prepare to distribute copies of Activity Page 6.1 to each student.
- Prepare to arrange students in small groups.
- Make sure each student has Activity Page 5.1, completed in the previous lesson, and the Narrative Writing Prompt, distributed in the previous lesson.

### Universal Access

- Prepare sentence frames/starters to guide students' thinking about the perspective of different characters.
  - Arachne would probably feel \_\_\_\_\_ about being a spider.
  - One way Arachne might change after turning into a spider is \_\_\_\_\_.
  - As a spider, Arachne would spend her time \_\_\_\_\_.
  - My scene is different from the original because \_\_\_\_\_.

## Lesson 6

# Introducing Narrative Writing



**Primary Focus:** Students work collaboratively to plan a new scene for the Arachne myth. [W.2.5]

## CONNECTIONS (4 MIN.)

- Make sure students have Activity Page 5.1, which they completed in the previous lesson.
- Ask students to describe to a partner the information they gathered on Activity Page 5.1.

## MODELING: PLANNING A NARRATIVE (5 MIN.)

- Remind students that they have already practiced using story maps to plan their work.



### Check for Understanding

Display a completed copy of Activity Page 3.1 and ask several students to explain its components.

- Continue illustrating as needed with different components of Activity Page 3.1.






## PLANNING A NARRATIVE (18 MIN.)

- Have students work to plan their narratives following the model illustrated. Suggested times for students to spend on each section follow; however, you may allocate the time as best suits your students' needs.
  - Title, characters, setting: 2 min.
  - Plot: 12 min. (4 min. each on beginning, middle, and end)

### Activity Page 6.1



- Final Thought: 2 min.
- Fill in blanks: 2 min.
- As students work, circulate and check in with each group's progress. For reference, a sample completed story map follows.

|                                                                                                                                                                                          |                                                              |                                                                                                     |            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------|
|  <b>Title</b>                                                                                           |                                                              | <i>Weaving a New Web</i>                                                                            |            |
|  <b>Character(s)</b>                                                                                    |                                                              |  <b>Setting(s)</b> |            |
| <i>Arachne<br/>humans</i>                                                                                                                                                                |                                                              | <i>Arachne's studio</i>                                                                             |            |
|  <b>Plot</b>                                                                                            | <b>Beginning</b>                                             |                                                                                                     |            |
|                                                                                                                                                                                          | <i>Arachne realizes Athena has turned her into a spider!</i> |                                                                                                     |            |
|                                                                                                                                                                                          | <b>Middle</b>                                                |                                                                                                     |            |
| <i>Arachne feels angry and scared. She is confused about what spiders do and how they do it. She cannot talk any longer.</i>                                                             |                                                              |                                                                                                     | <b>End</b> |
| <i>Arachne learns how to weave webs and catch insects. She makes beautiful webs, and humans like them. They also like her for eating insects. She does not get into trouble anymore.</i> |                                                              |                                                                                                     |            |
|  <b>Final Thought</b>                                                                                 |                                                              | <i>Arachne is happy as a spider.</i>                                                                |            |
| <b>Fill in the blank to indicate where your narrative should include concrete words and details to describe character actions, thoughts, or feelings:</b>                                |                                                              |                                                                                                     |            |
| <i>when Arachne first learns she is a spider</i>                                                                                                                                         |                                                              |                                                                                                     |            |

### WRAP-UP (3 MIN.)

- Have students partner with a student from a different group and summarize his or her group's story map.
- Tell students that in the next lesson, they will start drafting their stories.

End Lesson

### Challenge

Challenge students to add another character or plot development to their scene.

### Support

Ask how the gods might react to Arachne after she is turned into a spider. Guide students in thinking about how this could lead to plot points.



### Access

#### Entering/Emerging

Provide sentence frames or starters to help students participate in 1:1 conversations about the alternate scene.

#### Transitioning/Expanding

Provide sentence frames or starters to help students participate in small group conversations about the alternate scene.

#### Bridging

Provide sentence frames or starters to help students think about the alternate scene.

## 7

# Introducing Narrative Writing

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**PRIMARY FOCUS OF LESSON**

Students work collaboratively to compose a new scene in the Arachne myth. [W.2.3]

---

**FORMATIVE ASSESSMENT**

**Activity Page 7.1**

**Drafting Paper** Students work collaboratively to compose a new scene in the Arachne myth. [W.2.3]

## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials                                                                                                                              |
|------------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                                                                                                                        |
| Connections: Narrative Elements                | Whole Group | 2 min.  |                                                                                                                                        |
| Modeling: Drafting Narratives                  | Whole Group | 7 min.  | <input type="checkbox"/> Completed Story Map for “In The Labyrinth”<br><input type="checkbox"/> “In The Labyrinth”                     |
| Drafting Narratives                            | Independent | 18 min. | <input type="checkbox"/> Activity Page 7.1<br><input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Activity Page 5.1 |
| Wrap-Up                                        | Partners    | 3 min.  |                                                                                                                                        |

## ADVANCE PREPARATION

- Prepare to display completed story map for “In the Labyrinth,” which was completed in Lesson 3, and the text of “In the Labyrinth,” which was completed in Lesson 4.
- Prepare to distribute Activity Page 7.1 (drafting paper, available as a Blackline Master) or word processors (optional).
- Make sure students have their completed Activity Pages 6.1 and Activity Page 5.1 from previous lessons.
- Prepare to arrange students in pairs from the small groups they worked with in planning their narratives.

## Lesson 7

# Introducing Narrative Writing



**Primary Focus:** Students work collaboratively to compose a new scene in the Arachne myth. [W.2.3]

## CONNECTIONS: NARRATIVE ELEMENTS (2 MIN.)

- Tell students that in this lesson they will start drafting their new scenes for the Arachne narrative.



### Check for Understanding

Ask students to explain the elements necessary in a narrative.

- » Narratives should include characters who experience and react to a series of events (the plot). Narratives should include good description, and they may also include some dialogue and careful pacing.

## MODELING: DRAFTING NARRATIVES (7 MIN.)

- Tell students that in this lesson, they will focus on drafting their narratives.
- Explain that one way to do this is to start by writing out the whole story from start to finish, then use another time period to improve the draft. This is the approach students will use with their narratives.
- Remind students that their narrative drafts should introduce the characters and explain the story's events in a logical order or sequence. They should make sure to have a sense of closure in their scene.
- Ask students what tools they already have to help them draft.
  - » Students will use the completed story map, Activity Page 6.1, and the notes they took on the new scene, Activity Page 5.1, to help them draft their narratives.

- Display the completed story map for “In the Labyrinth,” which was completed in Lesson 3, and the text of “In the Labyrinth,” which was completed in Lesson 4.
- Pick a section of the story map, and review how to draft sentences from notes. If time permits, you may allow students to volunteer to review additional sections.

### DRAFTING NARRATIVES (18 MIN.)

- Distribute Activity Page 7.1, which each student will use to record his or her draft.
- Ensure that students have Activity Pages 5.1 and 6.1, on which they took notes and planned their narratives in previous lessons.
- Direct students through drafting the following components of their narratives. Suggested times follow, but you may customize these according to your class’s needs.
  - Title: 1 min.
  - Beginning of narrative, including connecting to the parts of the story that have already happened: 5 min.
  - Middle of narrative: 4 min.
  - End of narrative, including final thought: 5 min.

A sample narrative is included in Lesson 8.

### WRAP-UP (3 MIN.)

- Have students exchange papers with a student who was in their planning group. Students should read each other’s narratives and discuss similarities and differences between them.
- Tell students that in the next lesson they will add more words to their narratives to create good descriptions and show the order in which things happened.
- Collect student drafts. You will review these drafts, noting approximately two places where students might add descriptive or temporal words. Students will revise their narratives based on this feedback in the next lesson.

End Lesson

### Activity Page 7.1



### Challenge

Ask students to describe why they have sequenced their narrative’s events in the order selected. Challenge them to try a different order.

### Support

Guide students in drafting complete sentences and paragraphs from the notes on their story map.



### Access

#### Entering/Emerging

In a preteaching session, have students narrate the events on their story maps to a peer or teacher.

#### Transitioning/Expanding

In a preteaching session, have students narrate the events on their story maps to small group.

#### Bridging

In a preteaching session, have students narrate the events on their story maps to others.

## 8

# Introducing Narrative Writing

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**PRIMARY FOCUS OF LESSON**

Students respond to feedback by adding one more detail or temporal word to their narratives. **[W.2.5]**

---

**FORMATIVE ASSESSMENT**

**Activity Page 7.1**

**Drafting Paper** Students respond to feedback by adding one more detail or temporal word to their narratives. **[W.2.5]**



## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials           |
|------------------------------------------------|-------------|---------|---------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                     |
| Connections: The Best Words                    | Whole Group | 5 min.  |                     |
| Modeling: Revision                             | Whole Group | 10 min. |                     |
| Revision                                       | Independent | 13 min. | ☐ Activity Page 7.1 |
| Wrap-Up                                        | Partners    | 2 min.  |                     |

## ADVANCE PREPARATION

- Prepare to display the following sentences:
  - Icarus thought he could get closer to the sun.
  - Daedalus wept.
  - Icarus's wings melted.

### Universal Access

- Prepare a temporal word list with the following terms:
  - first
  - then
  - finally

## Lesson 8

# Introducing Narrative Writing



**Primary Focus:** Students respond to feedback by adding one more detail or temporal word to their narratives. [W.2.5]

## CONNECTIONS: THE BEST WORDS (5 MIN.)

- Display the following sentences:
  - Icarus thought he could get closer to the sun.
  - Daedalus wept.
  - Icarus’s wings melted.
- Ask student volunteers to read each of the sentences aloud.
- Ask students to suggest words they might use to revise each sentence to show the order of these events or how they are connected.
  - » Answers may vary, but a sample follows.  
Icarus thought he could get closer to the sun. Then Icarus’s wings melted.  
Finally, Daedalus wept.
- Explain that it can be helpful to use words or phrases to show readers the order of events in a narrative.

## MODELING: REVISION (10 MIN.)

- Tell students that in this lesson, they will revise their narratives to make sure they include words that do two important things: show the order or sequence of events and add details to describe events specifically.
- Display sample paragraph from “In the Labyrinth” and read it aloud.

### ➤ Sample Paragraph from “In the Labyrinth”

The guards left him in the labyrinth. Theseus slowly unwound the thread Princess Ariadne had given him. He walked slowly and carefully, trying to stay quiet so the Minotaur would not know he was there. He turned a corner and saw the beast! Theseus surprised him and was able to avoid his attacks by jumping over his horns. The Minotaur ran into the wall, hurting himself. Theseus was then able to defeat him.

- Explain that you want to add a word to show the order of events in the paragraph.
- Add *After* before *The guards left him*, making sure to change *The* to *the*. Explain to students that this helps signal to readers that this was the order in which things happened in the narrative.
- Ask students to suggest a word or phrase they might add to the paragraph's final sentence to show the order of events.
  - » Answers may vary, but they could include adding *Finally* before *Theseus was then . . .*
- Explain that it is also useful to add good descriptive words to writing. For example, you could add more about what the princess saw.
- Add the sentence *He had legs like a man, but the bull's horns on his head were enormous.* before *Theseus surprised him . . .* You may wish to add additional descriptions if time permits.



### Check for Understanding

Ask students to name additional areas in the sample paragraph where they could add specific words.

- » Answers may vary but could include naming some additional characteristics of the Minotaur.

## REVISION (13 MIN.)

- Make sure students have Activity Page 7.1, on which they drafted their narratives in the previous lesson, and to which you have added feedback regarding one or two places students might add descriptive or temporal words.
- Guide students through the process of revising their narratives to add temporal words or phrases and to add words for more specific, precise descriptions. Suggested times follow, but you may customize these according to your class's needs.
  - Temporal words and phrases: 6 min.
  - Descriptive words: 6 min.

A sample narrative follows.

### **Challenge**

Have students identify several possible revision options (for example, more than one descriptive word for a particular sentence), then write a sentence explaining why they selected one over another.

### **Support**

Allow student pairs to collaborate on revision suggestions.



### **Access**

#### **Entering/Emerging**

Preteach temporal words. Offer heavy support to guide students in adding descriptive words to their narratives.

#### **Transitioning/Expanding**

Preteach temporal words. Offer moderate support as students add description to their narratives.

#### **Bridging**

Preteach temporal words. Offer light support as students add description to their narratives.

### **Weaving a New Web**

When Athena told Arachne she would definitely weave again, something strange happened. Arachne suddenly felt very small. She reached her hands up near her face, then looked down and saw a long black limb. Her arms were gone! It took a while, but eventually Arachne made her way to the studio mirror. She could hardly believe what she saw in the reflection. Athena had turned her into a spider!

Arachne felt very angry at first. She opened her mouth to let out the biggest, loudest, angriest scream she had ever screamed. Nothing came out. She tried again, and still nothing came out. Then she remembered that spiders cannot talk or scream. Later, she felt sad. She knew she was not going to have the kind of life she once led. She wondered how she would eat, how she would weave, and even where she would live.

Eventually, Arachne figured out how to do things as a spider. She learned that she could live in her studio, weaving webs to catch insects for her supper. These webs had careful designs with lots of images in them. Humans began to like Arachne, because she ate insects, and she no longer got in trouble.

Arachne always remembered that Athena was the best weaver. But she was very happy to be a spider and keep weaving like she loved.

### **WRAP-UP (2 MIN.)**

- Ask students to turn and talk with a peer about one improvement they made in their work.
- Tell students they will learn more about narratives in the next lesson.
- You may wish to collect student work and evaluate using the *Second Grade Writing Rubric: Narrative Writing*, available in Teacher Resources.

End Lesson

# Teacher Resources

|         |                  |
|---------|------------------|
| Grade 2 | Writing Studio 1 |
|---------|------------------|



# Teacher Resources

- Writing Prompt for Activity Page 1.1
- Second Grade Writing Rubric: Narrative Writing
- “Seasons”
- Writing Prompt for Activity Page 3.1
- Narrative Writing Prompt for Activity Page 5.1
- Sample Answers for Activity Page 5.1
- Story Map – “Weaving a New Web”
- Sample Paragraph from “In the Labyrinth”

## **Activity Pages**

- Activity Page 1.1
- Blank Story Map
- Drafting Paper
- Activity Page 5.1

## Writing Prompt

Write a narrative about someone who is a hero. This narrative may be true or fictional. You may write about a hero you know or one you imagine.



## Second Grade Writing Rubric: Narrative Writing

### STD 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 event order, and provide a sense of closure.

| Category                     | 4                                                                                                                                                                                                                                                              | 3                                                                                                                                                                                                                                                                             | 2                                                                                                                                                                                                                                                                             | 1                                                                                                                                                                                                                                                                                       |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content and Accuracy</b>  | <p>The composition includes all key components:</p> <ul style="list-style-type: none"> <li>• recount events in order</li> <li>• include details to describe actions thoughts, and feelings</li> <li>• use temporal words</li> <li>• provide closure</li> </ul> | <p>The composition includes all but one of the key components:</p> <ul style="list-style-type: none"> <li>• recount events in order</li> <li>• include details to describe actions thoughts, and feelings</li> <li>• use temporal words</li> <li>• provide closure</li> </ul> | <p>The composition does not include two of the key components:</p> <ul style="list-style-type: none"> <li>• recount events in order</li> <li>• include details to describe actions thoughts, and feelings</li> <li>• use temporal words</li> <li>• provide closure</li> </ul> | <p>The composition does not include three or more of the key components:</p> <ul style="list-style-type: none"> <li>• recount events in order</li> <li>• include details to describe actions thoughts, and feelings</li> <li>• use temporal words</li> <li>• provide closure</li> </ul> |
| <b>Organization</b>          | The composition stays on topic.                                                                                                                                                                                                                                | The composition stays on topic.                                                                                                                                                                                                                                               | The composition periodically veers off topic.                                                                                                                                                                                                                                 | The composition consistently veers off topic.                                                                                                                                                                                                                                           |
| <b>Writing Conventions</b>   | The composition includes advanced phonetic principles and grammatical conventions beyond grade-level expectations.                                                                                                                                             | The composition consistently includes grade-level appropriate phonetic principles and grammatical conventions.                                                                                                                                                                | The composition inconsistently includes grade-level appropriate phonetic principles and grammatical conventions.                                                                                                                                                              | The composition does not include grade-level appropriate phonetic principles and grammatical conventions.                                                                                                                                                                               |
| <b>Exceptional Qualities</b> | The composition uses strong imagery and/or contains more than one well-developed paragraph.                                                                                                                                                                    | N/A                                                                                                                                                                                                                                                                           | N/A                                                                                                                                                                                                                                                                           | N/A                                                                                                                                                                                                                                                                                     |

## Seasons

One day Persephone was in the meadow enjoying the beautiful flowers. Her mother, Demeter, the goddess of agriculture, had made sure it was very pretty. Persephone loved to pick flowers, especially the purple ones. When she was picking some of them, Hades snuck up and snatched Persephone. He took her to the underworld, because he wanted her to live there with him.

When Demeter could not find Persephone, she grew frightened. She looked and looked for her daughter. She shouted her name loudly, but Persephone did not answer. Finally, Helios told Demeter that Hades had taken Persephone to the underworld.

Demeter was so sad that she quit taking care of the plants. All the flowers and trees died, and the people had no food. Zeus went to the underworld and made a deal with Hades. They decided Persephone could come back for part of every year. She had to spend part of the year in the underworld, though, because she had eaten some pomegranate seeds there.

When Persephone is back with her mother, Demeter is happy and cares for the flowers and other plants. But when Persephone leaves, Demeter lets the plants die. The different seasons depend on where Persephone is.

## Writing Prompt

Retell the Prometheus myth in your own words. You should include the most important information, but you might have some different details from the version in the Read-Aloud.

Make sure that your narrative includes all the elements of good narrative writing.

## Writing Prompt

Write a new scene for the Arachne myth, one that shows what Arachne felt, thought, or did after Athena turned her into a spider. Make sure to incorporate dialogue and good descriptive details in your story.

Remember to include all the elements of a narrative in your story.

## A New Scene

Answer the following questions to help you think about what might happen if the narrative had a new scene.

1. What will be the main idea of the new scene?

*Arachne is suddenly a spider!*

2. Who is the main character of the new scene?

*Arachne*

3. Who else is involved in the new scene?

*humans*

4. How will these characters act in the new scene? What do they do that is different from the original?

*Arachne can no longer talk, so she does not get in trouble with the gods anymore. She enjoys weaving.*

5. How does this new scene end?






*Although she likes her webs, Arachne always remembers how beautiful Athena's weaving was.*

6. What will you title the new scene?

*"Weaving a New Web"*

7. List any other interesting ideas about the alternate ending's main character, plot, or other elements in the space that follows.

*Arachne has changed since she met Athena.*

|                                                                                                                  |                                                                                                                                                                                          |                                                                                    |                         |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------|
|                                 | <b>Title</b> <i>Weaving a New Web</i>                                                                                                                                                    |                                                                                    |                         |
|                                 | <b>Character(s)</b>                                                                                                                                                                      |  | <b>Setting(s)</b>       |
|                                                                                                                  | <i>Arachne<br/>humans</i>                                                                                                                                                                |                                                                                    | <i>Arachne’s studio</i> |
| <br><b>Plot</b>               | <b>Beginning</b>                                                                                                                                                                         |                                                                                    |                         |
|                                                                                                                  | <i>Arachne realizes Athena has turned her into a spider!</i>                                                                                                                             |                                                                                    |                         |
|                                                                                                                  | <b>Middle</b>                                                                                                                                                                            |                                                                                    |                         |
|                                                                                                                  | <i>Arachne feels angry and scared. She is confused about what spiders do and how they do it. She cannot talk any longer.</i>                                                             |                                                                                    |                         |
|                                                                                                                  | <b>End</b>                                                                                                                                                                               |                                                                                    |                         |
|                                                                                                                  | <i>Arachne learns how to weave webs and catch insects. She makes beautiful webs, and humans like them. They also like her for eating insects. She does not get into trouble anymore.</i> |                                                                                    |                         |
|                               | <b>Final Thought</b>                                                                                                                                                                     |                                                                                    |                         |
|                                                                                                                  | <i>Arachne is happy as a spider.</i>                                                                                                                                                     |                                                                                    |                         |
| Fill in the blank to indicate where your narrative should include concrete words and details to describe things: |                                                                                                                                                                                          |                                                                                    |                         |
| <i>when Arachne first learns she is a spider</i>                                                                 |                                                                                                                                                                                          |                                                                                    |                         |

## **Sample Paragraph from "In the Labyrinth"**

The guards left him in the labyrinth. Theseus slowly unwound the thread Princess Ariadne had given him. He walked slowly and carefully, trying to stay quiet so the Minotaur would not know he was there. He turned a corner and saw the beast! Theseus surprised him and was able to avoid his attacks by jumping over his horns. The Minotaur ran into the wall, hurting himself. Theseus was then able to defeat him.



# Activity Pages

|         |                  |
|---------|------------------|
| Grade 2 | Writing Studio 1 |
|---------|------------------|

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## A Hero's Tale

Follow your teacher's instructions and use the space below to write an essay responding to the following prompt.

### Writing Prompt

Write a narrative about a hero. This narrative may be true or fictional. You may write about a hero you know or one you imagine.

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|                                                                                                                  |                                                                                                      |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
|  <b>Title</b>                   |                                                                                                      |
|  <b>Character(s)</b>            |  <b>Setting(s)</b> |
|  <b>Plot</b>                  | <b>Beginning</b>                                                                                     |
|                                                                                                                  | <b>Middle</b>                                                                                        |
|                                                                                                                  | <b>End</b>                                                                                           |
|  <b>Final Thought</b>         |                                                                                                      |
| Fill in the blank to indicate where your narrative should include concrete words and details to describe things: |                                                                                                      |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## A New Scene

Answer the following questions to help you think about what might happen if the narrative had a new scene.

1. What will be the main idea of the new scene?

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2. Who is the main character of the new scene?

---

3. Who else is involved in the new scene?

---

4. How will these characters act in the new scene? What do they do that is different from the original?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5. How does this new scene end?

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6. What will you title the new scene?

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7. List any other interesting ideas about the alternate ending's main character, plot, or other elements in the space that follows.

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# Core Knowledge Language Arts

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