

Grade 2

Unit 2

Writing Studio

Teacher Guide

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Developing Narrative Writing

PRIMARY FOCUS OF LESSON

Students will gather information to describe Dolley Madison. **[W.2.8]**

FORMATIVE ASSESSMENT

Activity Page 1.1

Dear Diary Students gather information to describe Dolley Madison. **[W.2.8]**

LESSON AT A GLANCE

	Grouping	Time	Materials
Developing Narrative Writing (30 min.)			
Connections: Reviewing Narratives	Whole Group	5 min.	<input type="checkbox"/> Narrative Writing Prompt
Modeling: Gathering Information for a Narrative	Whole Group	5 min.	<input type="checkbox"/> Dear Diary, Love Adele
Gathering Information for a Narrative	Small Group	17 min.	<input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> Instructional Materials for Domain 5, <i>The War of 1812</i> (optional)
Wrap-Up	Small Group	3 min.	

ADVANCE PREPARATION

- This lesson draws on content from Domain 5, *The War of 1812*. Please consult the pacing guide to ensure that students have completed the appropriate lessons in that unit before starting this lesson. If students need review, you may assist them in reviewing the relevant materials.
- Prepare to distribute the Narrative Writing Prompt to each student and to display or project a copy of it.
- Prepare to review material from Domain 5, *The War of 1812*. (optional)
- Prepare to display Activity Page 1.1 and to distribute a copy of it to each student.
- Prepare to arrange students in small groups.

Lesson 1

Developing Narrative Writing



Primary Focus: Students will gather information to describe Dolley Madison. **[W.2.8]**

CONNECTIONS: REVIEWING NARRATIVES (5 MIN.)

- Ask students to review the definition and components of narratives.
 - » Narratives are stories. They include at least one character and setting, a plot with different events, and a conclusion. Good narratives also include details and descriptions that help readers imagine the scene described.
- Tell students that they will imagine what Dolley Madison must have felt like and use that to write a narrative diary entry in which she describes things she has done or seen.
- Display the Narrative Writing Prompt and distribute a copy to each student.

➤ Narrative Writing Prompt

Dolley Madison lived in such an eventful time, and it is interesting to imagine how she felt about everything she experienced. Imagine what it would have felt like to be Dolley Madison, then write a diary entry from her perspective. To do this, think about how she might have felt when she met James Madison or when he became president. You might also think about the things she tried to do as First Lady. What sort of thoughts, feelings, or descriptions would she want to record in her journal?

Make sure to incorporate dialogue and good descriptive details and to include all the elements of a narrative in your entry.

- 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 to use in their narratives.
- Before students start working in their groups, explain that you are also going to work on a diary entry. Yours will be from the perspective of Adele as she hears her grandfather's stories.
- Display the completed version of Dear Diary, Love Adele and review elements of it to show how it helped the writer think about what might happen in the diary entry. Remind students that they will need to imagine some things a character is likely to feel, say, do, or experience at a particular event. A completed graphic organizer follows for reference.

Dear Diary, Love Adele

Answer the following questions to help you think about how Adele might describe her life in her diary:

1. What are the most important things that Adele has experienced or seen?
 - » a. Montpelier, the home of James and Dolley Madison
 - b. spending time with her brother—she wants to be a lot like him
 - c. learning Spanish at school
2. What will be the main thing her diary entry will describe?
 - » hearing her grandfather tell stories about history and her visit to Montpelier
3. How do you think Adele would feel about what she has experienced or seen?
 - » She really liked Montpelier. She got to see some chairs that were in the President's House when George Washington was president!
4. Who else is involved in the things Adele describes?
 - » classmates on the field trip to Montpelier, J.P, grandfather
5. What might Adele write in her diary that she would not say aloud?
 - » She might wish her brother were more interested in history than in his sandwich.
6. List any other interesting ideas about the diary's author, plot, or other elements in the space that follows.
 - » Adele might list questions she has about Dolley Madison to ask her grandfather later.

GATHERING INFORMATION FOR A NARRATIVE (17 MIN.)

- Prepare to display Activity Page 1.1 and to distribute a copy of it to each student.
- You may wish to allow students to review material from Domain 5, *The War of 1812*, to gather information on the narrative and its characters.
- Guide students through the process of answering the questions. 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 of answers follow.

Dear Diary

Answer the following questions to help you think about how Dolley Madison might describe her life in her diary:

1. What are the most important things that Dolley Madison has experienced or seen?
 - » a. Her first husband and her son died.
 - b. She married James Madison.
 - c. She became the First Lady, so she held parties, helped decorate the President's House, and wore fancy dresses.
2. What will be the main thing her diary entry will describe?
 - » being First Lady
3. How do you think Dolley Madison would feel about what she has experienced or seen?
 - » She was sad about her husband and son dying. But she was also usually cheerful, no matter what. She probably liked being First Lady, because she liked parties and dresses.
4. Who else is involved in the things Dolley Madison describes?
 - » James Madison
5. What might Dolley Madison write in her diary that she would not say aloud?
 - » She might say that sometimes she didn't always feel cheerful, but she tried to act happy and remember that things would get better.

Activity Page 1.1



Challenge

Ask students to consider how different characters might respond to the events in the narrative differently. For example, James and Dolley Madison may not have felt the same way about the events they witnessed.

Support

Refer students to materials from Domain 5, *The War of 1812*, for additional review on Dolley Madison and the events of her life.



Access

Entering/Emerging

Reteach the Read-Aloud from Domain 5, *The War of 1812*, Lesson 3, offering heavy support as students summarize the text's key information.

Transitioning/Expanding

Reteach the Read-Aloud from Domain 5, *The War of 1812*, Lesson 3, offering moderate support as students summarize the text's key information.

Bridging

Reteach the Read-Aloud from Domain 5, *The War of 1812*, Lesson 3, offering light support as students summarize the text's key information.

6. List any other interesting ideas about the diary's author, plot, or other elements in the space that follows.

» She was outgoing.

WRAP-UP (3 MIN.)

- Ask students to discuss in pairs what might stand out the most to Dolley Madison about the events of her life.
- Tell students that in the next lesson they will use this information to plan their narratives.

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



# Developing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students plan a diary entry by Dolley Madison. [W.2.5]

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## FORMATIVE ASSESSMENT

Activity Page 2.1

**Blank Story Map** Students plan a diary entry by Dolley Madison. [W.2.5]

## LESSON AT A GLANCE

|                                               | Grouping    | Time    | Materials                                                                                                                                     |
|-----------------------------------------------|-------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |                                                                                                                                               |
| Connections                                   | Partner     | 4 min.  | <input type="checkbox"/> Activity Page 1.1                                                                                                    |
| Modeling: Planning a Narrative                | Whole Group | 5 min.  | <input type="checkbox"/> Sample for<br>“Dear Diary, Love Adele”                                                                               |
| Planning a Narrative                          | Independent | 18 min. | <input type="checkbox"/> Activity Page 1.1<br><input type="checkbox"/> Narrative Writing Prompt<br><input type="checkbox"/> Activity Page 2.1 |
| Wrap-Up                                       | Partner     | 3 min.  | <input type="checkbox"/> Activity Page 2.1                                                                                                    |

## ADVANCE PREPARATION

- Prepare to display a completed copy of “Dear Diary, Love Adele,” completed during the Modeling activity in Lesson 1 and a sample completed Activity Page 2.1 that plans “Dear Diary, Love Adele.”
- Prepare to distribute copies of Activity Page 2.1 to each student.
- Make sure each student has Activity Page 1.1, 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.
  - Dolley Madison would probably feel \_\_\_\_\_ about being First Lady.
  - One way Dolley Madison might change after becoming First Lady is \_\_\_\_\_.
  - As First Lady, Dolley Madison would spend her time \_\_\_\_\_.

Lesson 2

# Developing Narrative Writing



**Primary Focus:** Students plan a diary entry by Dolley Madison. [W.2.5]

## CONNECTIONS (4 MIN.)

- Make sure students have Activity Page 1.1, which they completed in the previous lesson.
- Ask students to describe to a partner the information they gathered on Activity Page 1.1.

## 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 2.1 based on Adele's diary and ask several students to explain its components.

## Activity Page 2.1






|                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <b>Title</b><br><p style="text-align: center;"><i>Dear Diary, Love Adele</i></p>                                                                                              |                                                                                                                                                                                                       |
|  <b>Character(s)</b><br><p style="text-align: center;"><i>Adele<br/>J.P.<br/>Grandfather Lafitte</i></p>                                                                       |  <b>Setting(s)</b><br><p style="text-align: center;"><i>Grandfather Lafitte's house</i></p>                        |
|  <b>Plot</b>                                                                                                                                                                   | <b>Beginning</b><br><p><i>Grandfather Lafitte told us another one of his stories. This one was about James and Dolley Madison. It reminded me of being at Montpelier.</i></p>                         |
|                                                                                                                                                                                                                                                                 | <b>Middle</b><br><p><i>J.P. was not paying as much attention as I was. He was mostly just eating his sandwich. I wished he were paying attention so I could tell him things about Montpelier.</i></p> |
|                                                                                                                                                                                                                                                                 | <p style="text-align: right;"><b>End</b></p> <p><i>I would most want to tell J.P. about the Madisons' chairs that came from the President's House when Washington lived there.</i></p>                |
|  <b>Final Thought</b><br><p style="text-align: center;"><i>I wonder if Dolley Madison sat in Washington's chair.<br/>I'll have to tell Grandfather Lafitte about that.</i></p> |                                                                                                                                                                                                       |
| <p><b>Fill in the blank to indicate where your narrative should include concrete words and details to describe character actions, thoughts, or feelings:</b></p> <p style="text-align: center;"><i>J.P. eating his sandwich</i></p>                             |                                                                                                                                                                                                       |

- Continue illustrating as needed with different components of the sample Activity Page 2.1.

### 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)
  - Final Thought: 2 min.
  - Fill in blanks: 2 min.
- As students work, circulate and check in on their progress. For reference, a sample completed story map follows.

|                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <b>Title</b><br><p style="text-align: center;"><i>Dear Diary, Love Dolley</i></p>                                                                                                                      |                                                                                                                                                                                                                                                               |
|  <b>Character(s)</b><br><p><i>Dolley Madison<br/>James Madison</i></p>                                                                                                                                  |  <b>Setting(s)</b><br><p><i>the President's House</i></p>                                                                                                                    |
| <br><b>Plot</b>                                                                                                                                                                                         | <b>Beginning</b><br><p><i>James Madison is elected president, and Dolley Madison becomes First Lady.</i></p>                                                                                                                                                  |
|                                                                                                                                                                                                                                                                                          | <p style="text-align: center;"><b>Middle</b></p> <p><i>She plans her first party as a First Lady. She is nervous and excited.</i></p>                                                                                                                         |
|                                                                                                                                                                                                                                                                                          | <p style="text-align: right;"><b>End</b></p> <p><i>The party goes well, and over three hundred people come! They are so crowded that Dolley Madison's parties start being called "squeezes," because everyone has to crowd together to fit into them.</i></p> |
|  <b>Final Thought</b><br><p><i>After my first husband and son died, I was so sad. But this just proves that if you stay cheerful and look for the best, you can still have great things happen.</i></p> |                                                                                                                                                                                                                                                               |
| <p><b>Fill in the blank to indicate where your narrative should include concrete words and details to describe character actions, thoughts, or feelings:</b></p> <p style="text-align: center;"><i>How she felt when she planned her first party as First Lady.</i></p>                  |                                                                                                                                                                                                                                                               |

### WRAP-UP (3 MIN.)

- Have students describe their story maps to a partner.
- Tell students that in the next lesson, they will start drafting their stories.

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

### Challenge

Challenge students to add temporal words to the diary entry.

### Support

Guide students in thinking about how to turn the information on the "Dear Diary" activity into a plan for a narrative.



### Access

#### Entering/Emerging

Provide sentence frames or starters to help students participate in 1:1 conversations about planning their diary entries.

#### Transitioning/Expanding

Provide sentence frames or starters to help students participate in small group conversations about planning their diary entries.

#### Bridging

Provide sentence frames or starters to help students think about planning their diary entries.

# 3

# Developing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students compose a diary entry by Dolley Madison. [W.2.3]

## FORMATIVE ASSESSMENT

Activity Page 3.1

**Drafting Paper** Students compose a diary entry by Dolley Madison. [W.2.3]

## LESSON AT A GLANCE

|                                               | Grouping    | Time    | Materials                                                                                                                              |
|-----------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |                                                                                                                                        |
| Connections: Reviewing Story Maps             | Whole Group | 2 min.  |                                                                                                                                        |
| Modeling: Drafting Narratives                 | Whole Group | 7 min.  | <input type="checkbox"/> Completed Story Map for “Dear Diary, Love Adele”                                                              |
| Drafting Narratives                           | Independent | 16 min. | <input type="checkbox"/> Activity Page 3.1<br><input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> Activity Page 1.1 |
| Wrap-Up                                       | Partner     | 5 min.  |                                                                                                                                        |

## ADVANCE PREPARATION

- Prepare to display completed story map for “Dear Diary, Love Adele,” which was completed in Lesson 2.
- Prepare to distribute Activity Page 3.1 (drafting paper, available as a Blackline Master) or word processors (optional).
- Make sure students have their completed Activity Page 2.1 and Activity Page 1.1 from previous lessons.
- Prepare to draft the sample narrative “Dear Diary, Love Adele,” on chart paper or a projectable word processing file.

## Lesson 3

# Developing Narrative Writing



**Primary Focus:** Students compose a diary entry by Dolley Madison. [W.2.3]

## CONNECTIONS: REVIEWING STORY MAPS (2 MIN.)

- Tell students that in this lesson they will start drafting their Dolley Madison diary entries.
- Ask students to review briefly the story maps they used to plan their narratives.

## MODELING: DRAFTING NARRATIVES (7 MIN.)

- Tell students that in this lesson, they will focus on drafting their narratives.
- Remind students that their narrative drafts should explain the story's events in a logical order or sequence. They should make sure to have a sense of closure in their scene. They should use good details and temporal words.



### Check for Understanding

Ask students to name some temporal words.

- » Answers may vary but could include *first*, *next*, *last*, *finally*, *beforehand*, and *ultimately*.

- Ask students what tools they already have to help them draft.
  - » Students will use the completed story map, Activity Page 2.1, and the notes they took on the new scene, Activity Page 1.1, to help them draft their narratives.
- Display the completed story map for “Dear Diary, Love Adele,” which was completed in Lesson 2. 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. A sample narrative appears in Lesson 4.



## DRAFTING NARRATIVES (16 MIN.)

- Distribute Activity Page 3.1, which each student will use to record his or her draft.
- Ensure that students have Activity Pages 1.1 and 2.1, 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: 4 min.
  - Middle of narrative: 4 min.
  - End of narrative, including final thought: 4 min.

A sample narrative is included in Lesson 8.

## WRAP-UP (5 MIN.)

- Have students exchange papers with a peer. Students should read each other's narratives and note one place where the author could add a detail or temporal word to improve the narrative.
- Tell students that in the next lesson they will revise their drafts by adding more words to create good descriptions and show the order in which things happened.
- You may also wish to collect the drafts and offer additional feedback.

~~~~~  
End Lesson
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### Activity Pages 3.1, 2.1 and 1.1



### 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.

## 4

# Developing Narrative Writing

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**PRIMARY FOCUS OF LESSON**

Students add detail or temporal words to their diary entries by Dolley Madison. [W.2.5]

**FORMATIVE ASSESSMENT**

**Activity Page 3.1**

**Drafting Paper** Students add detail or temporal words to their diary entries by Dolley Madison. [W.2.5]

## LESSON AT A GLANCE

|                                               | Grouping    | Time    | Materials                                                                                                                                |
|-----------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |                                                                                                                                          |
| Connections: The Best Words                   | Whole Group | 5 min.  | <input type="checkbox"/> image of Gilbert Stuart's painting of George Washington (optional)<br><input type="checkbox"/> sample sentences |
| Modeling: Revision                            | Whole Group | 10 min. | <input type="checkbox"/> Sample Paragraph from "Dear Diary, Love Adele"                                                                  |
| Revision                                      | Independent | 13 min. | <input type="checkbox"/> Activity Page 3.1                                                                                               |
| Wrap-Up                                       | Partner     | 2 min.  |                                                                                                                                          |

## ADVANCE PREPARATION

- Prepare to display the following sentences:
  - This painting shows George Washington.
  - This full-length portrait by Gilbert Stuart shows George Washington standing at the ready, a sword in his hand and books at his side.
- Prepare to display the following sample paragraph from "Dear Diary, Love Adele":

### Sample Paragraph

When Grandfather mentioned where the Madisons lived, I got excited. I visited Montpelier last month with my class. I wanted to tell J.P. about some of the cool things I saw there. But J.P. was not paying as much attention as I was. He was mostly just eating his sandwich. I wished he were paying attention so I could tell him things about Montpelier.

### Universal Access

- Prepare a temporal word list with the following terms:
  - next
  - later
  - afterwards

## Lesson 4

# Developing Narrative Writing



**Primary Focus:** Students add detail or temporal words to their diary entries by Dolley Madison. [W.2.5]

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

- Tell students that you have some sample descriptions of the painting of George Washington that Dolley Madison saved from the President's House. Display the following sentences:
  - This painting shows George Washington.
  - This full-length portrait by Gilbert Stuart shows George Washington standing at the ready, a sword in his hand and books at his side.
- Ask student volunteers to read each of the sentences aloud.
- Ask students to turn and talk to a partner about which of these sentences has better descriptions.
  - » Guide students to an understanding that the second sentence contains better description, because it explains details about the painting (that it is a full-length portrait by Gilbert Stuart) and the objects surrounding Washington (the sword and books).
- Explain that it can be helpful to use precise words or phrases to help readers imagine how the thing being described looks.

## 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 the sample paragraph from "Dear Diary, Love Adele" and read it aloud.

## ➤ Sample Paragraph

When Grandfather mentioned where the Madisons lived, I got excited. I visited Montpelier last month with my class. I wanted to tell J.P. about some of the cool things I saw there. But J.P. was not paying as much attention as I was. He was mostly just eating his sandwich. I wished he were paying attention so I could tell him things about Montpelier.

- Explain that you want to add better descriptions of J.P. eating his sandwich to the narrative. Your story map planned this, but you did not focus on it while drafting.
- Add *I waved to get his attention. before I wished.*
- Ask students to suggest another word or phrase they might add. Students might imagine what kind of sandwich J.P. was eating.

» Answers may vary. A sample follows:

*He ate another bite. I could see some lettuce and tomato sticking out of the bread, and I could smell the bacon. I know J.P. loves his bacon, lettuce, and tomato sandwiches. I knew he would not look up until he finished it.*



## Check for Understanding

Ask students to explain why it is important to add descriptive details.

- » Answers may vary but could include that it helps readers form a picture of the story and better understand what happens in it.

## REVISION (13 MIN.)

- Make sure students have Activity Page 3.1, on which they drafted their narratives in the previous lesson, and their peer’s feedback from the previous lesson noting one or two places students might add descriptive or temporal words.
- Guide students through the process of revising their narratives to add in 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.

## Activity Page 3.1



A sample narrative follows.

### Challenge

Challenge students to list as many details as possible, then write a sentence explaining which ones they will use and giving reasons for their choice.

### Support

Have students tell relevant parts of their narratives aloud to help them decide on appropriate revisions.



### 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.

### Dear Diary, Love Dolley

Dear Diary,

Even though it happened a little while ago, I still can hardly believe my James is the President of the United States. It's such an honor. I want to help him every way I can and make him proud of my work for the country, too.

I guess that's why I was so nervous in planning my first party as the president's wife. I could hardly concentrate, and I had trouble sleeping because I was so anxious. I worried that no one would come, or that everyone would have a terrible time. I worried that the food would be spoiled, or that it would rain, and everyone would track mud into the mansion. I worried that it would be too hot, too cold, too dark, or too bright. I worried about everything. At the same time, I was excited, too.

But today was the party, and it was a huge success! Over three hundred people were here! They were so crowded that I heard someone call it a "squeeze," since everyone had to squeeze together. Still, they seemed to have fun. I'm happy everyone liked it. Even James said it was smashing.

You know, diary, after my first husband and son died, I was so sad. But this just proves that if you stay cheerful and look for the best, great things can happen.

Love,

Dolley

### WRAP-UP (2 MIN.)

- Ask students to turn and talk with their peer reviewer from Lesson 3 about one improvement they made in their work.
- Tell students they will learn more about narratives in the next lesson.

End Lesson

# Developing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students plan a diary entry Dolley Madison might write after the War of 1812 starts. [W.2.5]

## FORMATIVE ASSESSMENT

### Activity Page 5.1

**Blank Story Map** Students plan a diary entry Dolley Madison might write after the War of 1812 starts. [W.2.5]

## LESSON AT A GLANCE

|                                               | Grouping    | Time    | Materials                                                                                       |
|-----------------------------------------------|-------------|---------|-------------------------------------------------------------------------------------------------|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |                                                                                                 |
| Connections: Dolly's Diary                    | Independent | 4 min.  | <input type="checkbox"/> Activity Page 3.1                                                      |
| Introduce the Prompt                          | Whole Group | 8 min.  | <input type="checkbox"/> Narrative Writing Prompt for "Dear Diary, Love Dolley, Part Two"       |
| Planning a Narrative                          | Independent | 15 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Narrative Writing Prompt |
| Wrap-Up                                       | Partner     | 3 min.  | <input type="checkbox"/> Activity Page 5.1                                                      |

## ADVANCE PREPARATION

- Prepare to distribute copies of Activity Page 5.1 to each student (Blank Story Map, available as a Blackline Master in Teacher Resources).
- Prepare to display or distribute the "Dear Diary, Love Dolley, Part Two" Narrative Writing Prompt.

### Universal Access

- Prepare sentence frames/starters to guide students' thinking about the perspective of different characters.
  - Dolley Madison would probably feel \_\_\_\_\_ about the war.
  - One way Dolley Madison might change after the war started is \_\_\_\_\_.
  - During the war, Dolley Madison would spend her time \_\_\_\_\_.
  - When she realized the British were coming, Dolley Madison probably \_\_\_\_\_.



## Lesson 5

# Developing Narrative Writing



**Primary Focus:** Students plan a diary entry Dolley Madison might write after the War of 1812 starts. [W.2.5]

## CONNECTIONS: DOLLY'S DIARY (4 MIN.)

- Make sure students have Activity Page 3.1, which they completed in the previous lesson, and which contains their Dolley Madison diary entries.
- Ask students to reread their work silently.

## INTRODUCE THE PROMPT (8 MIN.)

- Ask students to review the information they have learned about Dolley Madison since the last diary entry they wrote in her voice.
  - » Answers may vary, but students should incorporate information regarding the British invasion of Washington during the War of 1812.
- Tell students that in the next few lessons, they will write another diary entry from Dolley Madison's perspective.
- Display the Narrative Writing Prompt for "Dear Diary, Love Dolley, Part Two" and review it with the class.

### ▶ Narrative Writing Prompt for "Dear Diary, Love Dolley, Part Two"

Imagine how Dolley Madison's life changed with the start of the War of 1812. Think about the day she had to leave the President's House. Imagine how she must have felt that day, then write a diary entry describing that day from her perspective. What sort of thoughts, events or actions, feelings, or descriptions would she want to record in her journal?

Make sure to incorporate dialogue and good descriptive details and to include all the elements of a narrative in your entry.



### Check for Understanding

Ask students to paraphrase the writing prompt.



**Challenge**

Challenge students to add information about how Dolley Madison is different in the time described by this entry than she was in the events described in the first entry.

**Support**

Have students review Activity Pages 1.1 and 2.1 to guide them as they use the information from Domain 5, *The War of 1812*, Lesson 5 to plan their new narratives.



**Access**

**Entering/Emerging**

Provide sentence frames or starters to help students participate in 1:1 conversations about planning their diary entries.

**Transitioning/Expanding**

Provide sentence frames or starters to help students participate in small group conversations about planning their diary entries.

**Bridging**

Provide sentence frames or starters to help students think about planning their diary entries.

- Remind students that they have already practiced using story maps to plan their work. They will practice that again in the next activity.

**PLANNING A NARRATIVE (15 MIN)**

- Have students 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)
  - Final Thought: 2 min.
  - Fill in blanks: 2 min.
- As students work, circulate and check in on their progress. For reference, a sample completed story map follows.

|                                                                                                                                                                                                                |                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title</b><br><i>Dear Diary, Love Dolley, Part Two</i>                                                                                                                                                       |                                                                                                                                                                                                             |
| <b>Character(s)</b><br><i>Dolley Madison<br/>British soldiers</i>                                                                                                                                              | <b>Setting(s)</b><br><i>the President's House in Washington, D.C.</i>                                                                                                                                       |
| <b>Plot</b>                                                                                                                                                                                                    | <b>Beginning</b><br><i>Mrs. Madison is preparing to host a dinner party when she learns that the British are marching into Washington. She feels scared, but she knows she must be a strong First Lady.</i> |
|                                                                                                                                                                                                                | <b>Middle</b><br><i>Mrs. Madison looks around to see what she can save from British attack. She picks some letters and an important George Washington painting.</i>                                         |
|                                                                                                                                                                                                                | <b>End</b><br><i>As Mrs. Madison watches the President's House burn, she feels very sad. But then she looks at the Washington painting.</i>                                                                 |
| <b>Final Thought</b><br><i>Dolley Madison knows that the most important parts of America aren't things. They are the American people and the American dream.</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><br><br><i>description of the Washington painting</i> |                                                                                                                                                                                                             |

---

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

- Have students describe their story maps to a partner.
- Tell students that in the next lesson, they will start drafting their stories.

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

6

Developing Narrative Writing

PRIMARY FOCUS OF LESSON

Students compose a new diary entry from Dolley Madison's perspective. [W.2.3]

FORMATIVE ASSESSMENT

Activity Page 6.1

Drafting Paper Students compose a new diary entry from Dolley Madison's perspective. [W.2.3]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---|
| Developing Narrative Writing (30 min.) | | | |
| Connections: Reviewing Story Maps | Whole Group | 2 min. | |
| Drafting Narratives | Independent | 16 min. | <input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> Activity Page 6.1
<input type="checkbox"/> Narrative Writing Prompt for “Dear Diary, Love Dolley, Part Two” |
| Reviewing Narratives | Independent | 10 min. | <input type="checkbox"/> Activity Page 6.1 |
| Wrap-Up | Whole Group | 2 min. | |

ADVANCE PREPARATION

- Prepare to distribute Activity Page 3.1 (drafting paper, available as a Blackline Master) or word processors (optional).
- Make sure students have their completed Activity Page 5.1 and the Narrative Writing Prompt for “Dear Diary, Love Dolley, Part Two,” from previous lessons.

Lesson 6

Developing Narrative Writing



Primary Focus: Students compose a new diary entry from Dolley Madison's perspective. [W.2.3]

CONNECTIONS: REVIEWING STORY MAPS (2 MIN.)

- Tell students that in this lesson they will start drafting their Dolley Madison diary entries.
- Ask students to review briefly the story maps they used to plan their narratives.

MODELING: DRAFTING NARRATIVES (16 MIN.)

- Tell students that in this lesson, they will focus on drafting their narratives.
- Distribute Activity Page 6.1, which each student will use to record his or her draft.
- Ensure that students have Activity Page 5.1, on which they planned their narratives in previous lessons, and the Narrative Writing Prompt for “Dear Diary, Love Dolley, Part Two.”
- 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: 4 min.
 - Middle of narrative: 4 min.
 - End of narrative, including final thought: 4 min.

A sample narrative is included in Lesson 8.

Activity Page 6.1



REVIEWING NARRATIVES (10 MIN.)

- Remind students that their narrative drafts should explain the story's events in a logical order or sequence. They should make sure to have a sense of closure in their scene. They should use good details and temporal words. They should have all the elements of a narrative.



Check for Understanding

Ask students to name the elements of a narrative.

- » The elements of a narrative are character(s), setting(s), a final thought, and a plot with a beginning, middle, and end. Good narratives also include strong details or descriptions and temporal words to show the order of events.

- Ask students to review their narratives and identify any piece that is missing. Students should add that piece to their work.

WRAP-UP (2 MIN.)

- Tell students that in the next lesson they will revise their drafts by adding more words to create good descriptions and show the order in which things happened.
- You may also wish to collect the drafts and offer additional feedback.

End Lesson

Challenge

Ask students to list three changes they could make to improve their narratives.

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.

7

Developing Narrative Writing

PRIMARY FOCUS OF LESSON

Students provide feedback on a peer's narrative. [W.2.3]

FORMATIVE ASSESSMENT

Activity Page 7.1

Narrative Checklist Students provide feedback on a peer's narrative. [W.2.3]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Narrative Writing (30 min.) | | | |
| Connections: Parts of a Narrative | Whole Group | 5 min. | |
| Introduce the Checklist | Whole Group | 4 min. | <input type="checkbox"/> Activity Page 7.1 |
| Reviewing Narratives | Independent | 18 min. | <input type="checkbox"/> Activity Page 7.1
<input type="checkbox"/> Activity Page 6.1
<input type="checkbox"/> Activity Page 5.1 |
| Wrap-Up | Partner | 3 min. | |

ADVANCE PREPARATION

- Prepare to distribute Activity Page 7.1 (Narrative Checklist, available as a Blackline Master).
- Remind students that their narrative drafts should explain the story's events in a logical order or sequence. They should make sure to have a sense of closure in their scene. They should use good details and temporal words. They should have all the elements of a narrative.



Check for Understanding

Ask students to name the elements of a narrative.

- Make sure students have their completed Activity Page 6.1 and Activity Page 5.1 from previous lessons.
- Prepare to arrange students in pairs.
- Prepare to preteach the Narrative Checklist and guide students in using it to identify parts of a sample narrative. You may use a Read-Aloud from Writing Studio Unit 1, *Introducing Narratives*, as a sample narrative if you wish.

Lesson 7

Developing Narrative Writing



Primary Focus: Students provide feedback on a peer's narrative. [W.2.3]

CONNECTIONS: PARTS OF A NARRATIVE (2 MIN.)

- Tell students that in this lesson they will review each other's narratives to make sure they include all the necessary elements.



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). The plot should have a beginning, middle, and end. The narrative should have a final thought, a setting, and good description. It should also have temporal words to show pacing.

INTRODUCE THE CHECKLIST (4 MIN.)

- Tell students that in this lesson, they will get feedback on their narratives.
- Explain that they will do this by exchanging papers with a classmate. Each student will use the Narrative Checklist to review the classmate's narrative. Students will record a note about each item as they locate it in the classmate's draft.
- Display Activity Page 7.1 and review it with the class.

➤ Activity Page 7.1 - Narrative Checklist

REVIEWING NARRATIVES (18 MIN.)

- Distribute Activity Page 7.1, which each student will use to record feedback on a peer's narrative.
- Ask students to exchange narratives with a partner. Each student should read his or her peer's narrative and check each item from the checklist as it is located in the narrative.
- If time permits, you may wish to have students make a suggestion on how to incorporate any missing item into the narrative.

A sample narrative and checklist for it are included in Lesson 8.

- Circulate as needed to assist students in their review.

WRAP-UP (3 MIN.)

- Have students return the papers to their author, along with the completed Narrative Checklist.
- Tell students that in the next lesson they will revise their narratives in response to the feedback they have received.

End Lesson

Activity Page 7.1



Challenge

Ask students to name the best thing about the narrative and suggest two changes the author could make to most improve his or her paper.

Support

Allow students to consult the author's story map to help them identify items from the checklist.



Access

Entering/Emerging

Preteach the narrative checklist and offer heavy support as students practice using it to review a sample narrative.

Transitioning/Expanding

Preteach the narrative checklist and offer moderate support as students practice using it to review a sample narrative.

Bridging

Preteach the narrative checklist and offer light support as students practice using it to review a sample narrative.

8

Developing Narrative Writing

PRIMARY FOCUS OF LESSON

Students revise their narratives in response to feedback. [W.2.5]

FORMATIVE ASSESSMENT

Activity Page 6.1

Drafting Paper Students revise their narratives in response to feedback. [W.2.5]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---------------------|
| Developing Narrative Writing (30 min.) | | | |
| Connections: Feedback Debrief | Whole Group | 7 min. | ☐ Activity Page 7.1 |
| Revision | Independent | 21 min. | ☐ Activity Page 6.1 |
| Wrap-Up | Partner | 2 min. | |

ADVANCE PREPARATION

- Ensure that students have Activity Page 7.1, on which they recorded peer feedback in the previous lesson, and Activity Page 6.1, on which they drafted their narratives.

Universal Access

- Prepare to review student feedback in a preteaching session.

Lesson 8

Developing Narrative Writing



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

CONNECTIONS: FEEDBACK DEBRIEF (7 MIN.)

- Ask students to return to the pairs in which they worked during the previous lesson.
- Have students read through the feedback they received and ask any necessary questions to ensure they understand their peer's recommendations.



Check for Understanding

Ask students to put one of their peer's suggestions into their own words and repeat it back to the peer to ensure they understand it.

REVISION (21 MIN.)

- Make sure students have Activity Page 7.1.
- Guide students through the process of revising their narratives according to the checklist feedback.
- Circulate to ensure that students are progressing on pace to complete the revisions during the lesson and to offer support and guidance as needed.

Activity Page 7.1



A sample narrative and Narrative Checklist follow.

Dear Diary, Love Dolley, Part Two

Dear Diary,

Today has been the most chaotic day of my entire life! I was awake near dawn preparing to host a dinner with the president. We expected forty people, and I wanted it to be perfect. Right after the staff and I finished setting the table, however, we learned that those pesky British soldiers were marching into Washington. They were heading straight toward us! I was terrified, but I knew I must be strong for James and the country.

As I stood in the dining room looking at the beautiful table, I thought of all the nice things in the President's House. I wanted desperately to save something, but I wasn't sure what to select. I picked up a teacup, but I realized it would break too easily. I ran into the president's office and collected some of his important papers. As I was walking through the house, I saw the portrait of President Washington, and I suddenly knew I must save it. It is lovely, tall, and grand. It shows him surrounded by books to remind us how intelligent he was. And he's holding a shiny silver sword to remind us of how successfully he led us against the British during the American Revolution. I knew I had to save it.

Luckily, some of the servants were there and helped me get the painting safely off the wall. We got it—and ourselves—out just in time! As the carriages carried us away, I looked back and saw flames coming from the house. It made me feel so sad to know my home was burning, along with all the special things it held. Then I looked at the Washington painting and I remembered something very important. The most important parts of America are her people and their dreams. And the British have not burned them! They are still strong, and that gives me hope.

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 discuss possible revision solutions.



Access

Entering/Emerging

Review peer feedback in a preteaching session, offering heavy support and ensuring students understand what revisions are needed.

Transitioning/Expanding

Review peer feedback in a preteaching session, offering moderate support and ensuring students understand what revisions are needed.

Bridging

Review peer feedback in a preteaching session, offering light support and ensuring students understand what revisions are needed.

Narrative Checklist

Review your peer's narrative and look for each element listed below. As you locate each element, make a note describing it on your checklist.

| | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Character(s) <i>Dolley Madison</i> |
| <input checked="" type="checkbox"/> | Setting(s) <i>President's House</i> |
| <input checked="" type="checkbox"/> | Plot
<input checked="" type="checkbox"/> Beginning: <i>planning a dinner then learns the British are coming</i>
<input checked="" type="checkbox"/> Middle: <i>decides to save the Washington painting</i>
<input checked="" type="checkbox"/> End: <i>leaves the President's House and sees it burn</i> |
| <input checked="" type="checkbox"/> | Final Thought <i>The most important parts of America did not burn.</i> |

Good narratives also include strong details or descriptions and temporal words to show the order of events.

| | |
|---|---|
| Name places in your classmate's narrative that use good details: | <i>the Washington painting</i> |
| Name some temporal words used in your classmate's narrative: | <i>Suddenly, after</i> |
| Name the best thing about your classmate's narrative: | <i>It makes me see how Dolley Madison felt that night.</i> |
| Name one thing your classmate could improve about this narrative: | <i>Describe what the fire looked like or what the teacup looked like.</i> |

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 other kinds of writing in the next unit.
- You may wish to have students make a clean copy of their narratives.
- 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 2 |
|---------|------------------|

Teacher Resources

- Narrative Writing Prompt
- “Dear Diary, Love Adele”
- Sample Answers for Activity Page 1.1
- Story Map – “Dear Diary, Love Dolley”
- Sample Paragraph from “Dear Diary, Love Adele”
- Writing Prompt for “Dear Diary, Love Dolley, Part Two”
- Story Map – “Dear Diary, Love Dolley, Part Two”
- Second Grade Writing Rubric: Narrative Writing

Activity Pages

- Activity Page 1.1
- Blank Story Map
- Drafting Paper
- Activity Page 7.1

Narrative Writing Prompt

Dolley Madison lived in such an eventful time, and it is interesting to imagine how she felt about everything she experienced. Imagine what it would have felt like to be Dolley Madison, then write a diary entry from her perspective. To do this, think about how she might have felt when she met James Madison or when he became president. You might also think about the things she tried to do as First Lady. What sort of thoughts, feelings, or descriptions would she want to record in her journal?

Make sure to incorporate dialogue and good descriptive details and to include all the elements of a narrative in your entry.

Dear Diary

Answer the following questions to help you think about how Dolley Madison might describe her life in her diary.

1. What are the most important things that Dolley Madison has experienced or seen?

- a. *Montpelier, the home of James and Dolley Madison*
- b. *spending time with her brother—she wants to be a lot like him*
- c. *learning Spanish at school*

2. What will be the main thing her diary entry will describe?

hearing her grandfather tell stories about history and her visit to Montpelier

3. How do you think Dolley Madison would feel about what she has experienced or seen?

She really liked Montpelier. She got to see some chairs that were in the President’s House when George Washington was president!

4. Who else is involved in the things Dolley Madison describes?

classmates on the field trip to Montpelier, J.P, grandfather

5. What might Dolley Madison write in her diary that she would not say aloud?

She might wish her brother were more interested in history than in his sandwich.

6. List any other interesting ideas about the diary’s author, plot, or other elements in the space that follows.

Adele might list questions she has about Dolley Madison to ask her grandfather later.

Dear Diary

Answer the following questions to help you think about how Dolley Madison might describe her life in her diary.

1. What are the most important things that Dolley Madison has experienced or seen?

- a. *Her first husband and her son died.*
- b. *She married James Madison.*
- c. *She became the First Lady, so she held parties, helped decorate the President's House, and wore fancy dresses.*

2. What will be the main thing her diary entry will describe?

being First Lady

3. How do you think Dolley Madison would feel about what she has experienced or seen?

She was sad about her husband and son dying. But she is also usually cheerful, no matter what. She probably liked being First Lady, because she liked parties and dresses.

4. Who else is involved in the things Dolley Madison describes?






James Madison

5. What might Dolley Madison write in her diary that she would not say aloud?

She might say that sometimes she didn't always feel cheerful, but she tried to act happy and remember that things would get better.

6. List any other interesting ideas about the diary's author, plot, or other elements in the space that follows.

She was outgoing.

| | | |
|---|---|--|
|  | Title <i>Dear Diary, Love Dolley</i> | |
| |  Character(s)
<i>Dolley Madison</i>
<i>James Madison</i> |  Setting(s)
<i>the President’s House</i> |
|  Plot | Beginning
<i>James Madison is elected president, and Dolley Madison becomes First Lady.</i> | |
| | Middle
<i>She plans her first party as a First Lady. She is nervous and excited.</i> | |
| | End
<i>The party goes well, and over three hundred people come! They are so crowded that Dolley Madison’s parties start being called “squeezes,” because everyone has to crowd together to fit into them.</i> | |
|  Final Thought
<i>After my first husband and son died, I was so sad. But this just proves that if you stay cheerful and look for the best, you can still have great things happen.</i> | | |
| <p>Fill in the blank to indicate where your narrative should include concrete words and details to describe things:</p> <p><i>How she felt when she planned her first party as First Lady.</i></p> | | |






Sample Paragraph

When Grandfather mentioned where the Madisons lived, I got excited. I visited Montpelier last month with my class. I wanted to tell J.P. about some of the cool things I saw there. But J.P. was not paying as much attention as I was. He was mostly just eating his sandwich. I wished he were paying attention so I could tell him things about Montpelier.

Writing Prompt

Imagine how Dolley Madison’s life changed with the start of the War of 1812. Think about the day she had to leave the President’s House. Imagine how she must have felt that day, then write a diary entry describing that day from her perspective. What sort of thoughts, events or actions, feelings, or descriptions would she want to record in her journal?

Make sure to incorporate dialogue and good descriptive details and to include all the elements of a narrative in your entry.

| | | |
|--|--|--|
|  Title | <p><i>Dear Diary, Love Dolley, Part Two</i></p> | |
|  Character(s) |  Setting(s) | |
|  Plot | <p>Beginning</p> <p><i>Mrs. Madison is preparing to host a dinner party when she learns that the British are marching into Washington. She feels scared, but she knows she must be a strong First Lady.</i></p> | |
| | <p>Middle</p> <p><i>Mrs. Madison looks around to see what she can save from British attack. She picks some letters and an important George Washington painting.</i></p> | |
| | <p>End</p> <p><i>As Mrs. Madison watches the President’s House burn, she feels very sad. But then she looks at the Washington painting.</i></p> | |
|  Final Thought <p><i>Dolley Madison knows that the most important parts of America aren’t things. They are the American people and the American dream.</i></p> | | |
| <p>Fill in the blank to indicate where your narrative should include concrete words and details to describe things:</p> <p style="text-align: center;"><i>description of the Washington painting</i></p> | | |

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

Activity Pages

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

NAME: _____

DATE: _____

Dear Diary

Answer the following questions to help you think about how Dolley Madison might describe her life in her diary.

1. What are the most important things that Dolley Madison has experienced or seen?

a. _____

b. _____

c. _____






2. What will be the main thing her diary entry will describe?

3. How do you think Dolley Madison would feel about what she has experienced or seen?

4. Who else is involved in the things Dolley Madison describes?

5. What might Dolley Madison write in her diary that she would not say aloud?

6. List any other interesting ideas about the diary's author, plot, or other elements in the space that follows.

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

NAME: _____

DATE: _____

Narrative Checklist

Review your peer's narrative and look for each element listed below. As you locate each element, make a note describing it on your checklist.

Character(s):

Setting(s):

Plot

Beginning:

Middle:

End:

Final Thought:

NAME: _____

DATE: _____

Good narratives also include strong details or descriptions and temporal words to show the order of events.

Name places in your classmate's narrative that use good details:

Name some temporal words used in your classmate's narrative:

Name the best thing about your classmate's narrative:

Name one thing your classmate could improve about this narrative:

Core Knowledge Language Arts

Editorial

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