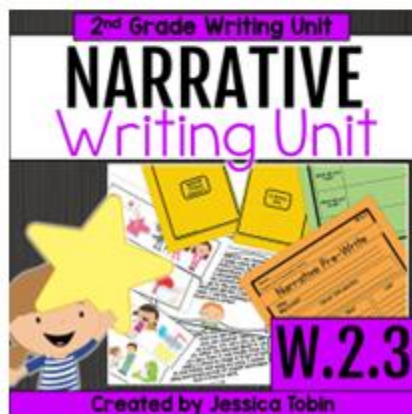


W.2.3

This ELA unit provides resources to use while teaching the standard **W.2.3**, which states that students will be able to **“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.”**



Using This Unit

Let's look at the structure of this unit.

Lessons

- There are 11 lessons in this unit. These lessons will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for writing. I suggest at least 10-15 minutes for your daily lesson, then 15-20+ minutes for practice time.

Prompts

- These can be used throughout the unit as you see fit. They can be incorporated into daily writing, morning work, or used throughout the school year as cyclical practice.

Graphic Organizers

- These can be used throughout the unit as you see fit, too. You can use them with your lessons if you need more or use them within your independent practice time.

Writing Papers

- There are primary lined and regular lined paper. You can choose the paper you like best. Each one has THREE options: one with a large picture, one with a small picture, and one with no picture option.

Assessments

- There is a student self-assessment included as well as a teacher rubric to use. Have the student complete the self-assessment before conferring about their pieces.

Mini Lessons

There are 7 mini lessons within this unit. These may take between 2 to 3 days to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities. **Here is a close-up of Lesson #1 + materials!**

2nd Grade Writing Lesson
W.2.3
I can write personal and pieces

Write narratives in which they recount a well-ordered sequence of events, include details about their characters' thoughts, feelings, and feelings, use temporal words and phrases to provide a sense of time.

W.2.3 lesson 1 Continued

Stand Up- Hand Up- Pair Up Question 1:
Why are conclusions important in a narrative?

Stand Up- Hand Up- Pair Up Question 2:
Why does the author need to describe the events in order?

Personal Narrative:
A story you wrote about a time you lost a tooth.

Fictional Narrative:
A story you wrote about a princess in armor saving a knight.

Suggested Mentor Texts
FOCUS: Narrative Writing

| | |
|---|---|
| What You Know First by Patricia MacLachlan | Roller Coaster by Maria Frazee |
| Every Friday by Dan Yaccarino | Chicken Sunday by Patricia Polacco |
| Fireflies by Julie Brinkloe | When I Was Young the Mountain by Cynthia Rylant |
| Owl Moon by Jane Yolen | Enemy Pie by Derek Munson |
| Big Mama's by Donald Crews | The Relatives by Cynthia Rylant |
| Knuffle Bunny By Mo Willems | Last Stop on Street by Matt de la Peña |

Narrative Writing

Personal Narrative- author writes about a sequenced event or experience in his or her life

Fictional Narrative- author writes about a sequenced event in the form of a story

-Always tell the Who, What, When, Where, and How of the event

3 Parts to a Narrative Piece

| | |
|---|--|
| Introduction to Event How can you hook your reader? How can you get their attention, while introducing your story? | Body- Sequenced Events + Details What events happen first, next, then, and last? Did you include who, what, where, when, why, and how things happened? Did you include actions and feelings? |
| Closure How can you wrap-up your piece or resolve the events? Is there a final resolution? Did you share a final thought? | |

Introduction

Big Events

Details

Conclusion

Introduction
I had been looking forward to my friend's sleepover for weeks. My bags were all packed, but I started to feel pretty lousy. First, Mom came in and took my temperature. Then, she told me I was sick. This was devastating to me. Next, she told me what I was scared of all along. She told me I couldn't go to the party. So then, I had to call my friend and tell him I had the flu. I know that next year, I will be washing my hands much more often.

Details
Have you ever had to stand in front of a group of people? I have and let me tell you, it wasn't easy. One day at school, our teacher was going to put on a play. I was very nervous. I practiced every day. Then, it was time to perform. Finally, I stood on stage in front of my friends and family and sang my song. I was up being extremely proud of myself that I tried so hard.

Mini Lessons

Here's a quick glance at Mini Lessons #2, 3, and 4.

2nd Grade Writing Lesson W.2.3 Lesson 2

Write narratives in which they recount a short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to provide a sense of closure.

Focus: Brainstorming and Planning

Activities to Try

Step 1: Teacher reads aloud "The Day After Tomorrow" and discusses how there are many things to write about. Have a discussion about the importance of including details in their narratives.

Step 2: Teacher will give students time to brainstorm ideas for their narratives. They will write about a big event in their life that is important to them. They will write about a special memory.

What We Can Write About

Big Idea: going to England

Big Idea: my birthday party

Things I Can Write About

Big Event

Big Event

Big Event

Big Event

Big Event

Narrative Writing

Small Moments That Happened Within (Actions/Feelings)

Big Moment

2nd Grade Writing Lesson W.2.3 Lesson 3

Write narratives in which they recount a well-developed sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to provide a sense of closure.

Focus: Strong Introductions

Activities to Try

Step 1: Teacher will create an anchor chart with students about the importance of a strong introduction. They will write about a big event in their life that is important to them. They will write about a special memory.

Step 2: Teacher will give students time to brainstorm ideas for their narratives. They will write about a big event in their life that is important to them. They will write about a special memory.

Introduction

In narrative writing, introductions are very important. They will introduce the story to the reader and hook their interest.

This piece comes at the beginning of the story.

Strong Ways to Begin

-Dialogue

-Asking a question

-Describing something

-Giving a fact

-Using onomatopoeia

-Funny or sad memory

2nd Grade Writing Lesson W.2.3 Lesson 4

Write narratives in which they recount a well-developed sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to provide a sense of closure.

Focus: Body and Sequencing Events

Activities to Try

Step 1: Teacher will create an anchor chart with students about the importance of a strong body. They will write about a big event in their life that is important to them. They will write about a special memory.

Step 2: Teacher will give students time to brainstorm ideas for their narratives. They will write about a big event in their life that is important to them. They will write about a special memory.

The

In narrative writing, the body is the most important part. This is the entire story.

You tell the events in the story.

-give detail

-share

-use temporal words

2nd Grade Writing Lesson W.2.3 Lesson 5

Write narratives in which they recount a well-developed sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to provide a sense of closure.

Focus: Adding Details

Activities to Try

Step 1: Teacher will create an anchor chart with students about the importance of a strong conclusion. They will write about a big event in their life that is important to them. They will write about a special memory.

Step 2: Teacher will give students time to brainstorm ideas for their narratives. They will write about a big event in their life that is important to them. They will write about a special memory.

Adding Details

Small moments

Actions that happened

How I felt

Some things that may have been said

Some things that may have been seen

Mini Lessons

Here's a quick glance at Mini Lessons #5, 6 and 7.

2nd Grade Writing Lesson

W.2.3 Lesson

I can write personal and fictional pieces.

Write narratives in which they recount a sequence of events, include thoughts and feelings, use language to signal events and provide a sense of closure.

Focus: Focusing on Fictional Narratives

Notes for Teacher:

Step 1: Students will work in pairs to write a narrative. They will be given a choice of topics to write about. They will be given a choice of topics to write about. They will be given a choice of topics to write about.

Step 2: Students will work in pairs to write a narrative. They will be given a choice of topics to write about. They will be given a choice of topics to write about. They will be given a choice of topics to write about.

Step 3: Students will work in pairs to write a narrative. They will be given a choice of topics to write about. They will be given a choice of topics to write about. They will be given a choice of topics to write about.

W.2.3 Lesson

Action and

cry

win

eat

Describing

Describing Feet

Adding Detail

They walked up the hill fast.

The teacher looked him back a paper and he saw a big red X.

Jimmy showed some in the library for four hours.

They walked through the entrance of the huge zoo.

Writing Conclusions

CONCLUSION

CONCLUSION

Those are all events

Do you think chili pepper heard

That is the best the world's

I learned that up until 1:00 night

SUGGEST

VIVID

STRONG

QUESTION

LESSON

2nd Grade Writing Lesson

W.2.3 Lesson

I can write personal and fictional pieces.

Write narratives in which they recount a sequence of events, include thoughts and feelings, use language to signal events and provide a sense of closure.

Focus: Focusing on Fictional Narratives

Notes for Teacher:

Step 1: Students will work in pairs to write a narrative. They will be given a choice of topics to write about. They will be given a choice of topics to write about. They will be given a choice of topics to write about.

Step 2: Students will work in pairs to write a narrative. They will be given a choice of topics to write about. They will be given a choice of topics to write about. They will be given a choice of topics to write about.

Step 3: Students will work in pairs to write a narrative. They will be given a choice of topics to write about. They will be given a choice of topics to write about. They will be given a choice of topics to write about.

W.2.3 Lesson

Conclusion

In narrative writing, conclusions are also very important and end of your writing.

They can:

- give a sense of closure
- wrap up your plot

Strong Ways to End

- Strong Feeling
- Give a Suggestion
- Ask a Question
- Vivid Strong Image
- Lesson Learned
- Hope or Wish

Weak Ways to End

- Say

Strong Conclusion

CONCLUSION

CONCLUSION

CONCLUSION

CONCLUSION

CONCLUSION

2nd Grade Writing Lesson

W.2.3 Lesson

I can write personal and fictional pieces.

Write narratives in which they recount a sequence of events, include thoughts and feelings, use language to signal events and provide a sense of closure.

Focus: Focusing on Fictional Narratives

Notes for Teacher:

Step 1: Students will work in pairs to write a narrative. They will be given a choice of topics to write about. They will be given a choice of topics to write about. They will be given a choice of topics to write about.

Step 2: Students will work in pairs to write a narrative. They will be given a choice of topics to write about. They will be given a choice of topics to write about. They will be given a choice of topics to write about.

Step 3: Students will work in pairs to write a narrative. They will be given a choice of topics to write about. They will be given a choice of topics to write about. They will be given a choice of topics to write about.

W.2.3 Lesson

Fictional Narrative

Author writes about a sequenced event in the form of a story -not a personal narrative

-Always tell the Who, What, When, Where, and How of event

They can be:

- realistic fiction
- historical fiction
- fantasy or make-believe

Fictional Narrative

Character: Musician

Problem: Got lost

Character: Farmer

Problem: Got hurt

Character: Scientist

Problem: Battled an enemy

Narrative

What happened first?

What happened next?

What happened after that?

What happened last?

Narrative Pre-Write

Big Event

Clever Introduction

First

Next

Last

Conclusion

Narrative Pre-Write

Narrative Pre-Write

Practice Writing

After the scaffolded lesson plans, there are extra mini lessons that gives students a guided practice through their writing. The teacher will guide them through a mini lesson including a review, prewrite, and drafting.

The image displays a collection of educational materials for narrative writing practice, organized into three rows. Each row contains a lesson plan, a prompt, and pre-writing templates.

- Top Row:**
 - Lesson Plan:** A 2nd Grade Writing Lesson plan for W.2.3, focusing on personal and fictional narrative. It includes a 'LESSONS' section with steps for reviewing the genre, writing a paragraph, and using a graphic organizer.
 - Prompt #1:** A yellow prompt card titled 'Write a personal narrative about a time you got hurt.' It includes a small illustration of a boy and a girl.
 - Templates:** Two templates for 'Narrative Writing' and 'Narrative Pre-Write'. The 'Narrative Writing' template has a 'Big Moment' box. The 'Narrative Pre-Write' template has a 'Big Event' box and a 'Clear Introduction' section.
- Middle Row:**
 - Lesson Plan:** A 2nd Grade Writing Lesson plan for W.2.3, focusing on personal and fictional narrative. It includes a 'LESSONS' section with steps for reviewing the genre, writing a paragraph, and using a graphic organizer.
 - Prompt #2:** A yellow prompt card titled 'Write a personal narrative about your favorite vacation.' It includes a small illustration of a beach scene.
 - Templates:** Two templates for 'Narrative Writing' and 'Narrative Pre-Write'. The 'Narrative Writing' template has a 'Big Moment' box. The 'Narrative Pre-Write' template has a 'Big Event' box and a 'Clear Introduction' section.
- Bottom Row:**
 - Lesson Plan:** A 2nd Grade Writing Lesson plan for W.2.3, focusing on personal and fictional narrative. It includes a 'LESSONS' section with steps for reviewing the genre, writing a paragraph, and using a graphic organizer.
 - Prompt #3:** A yellow prompt card titled 'Write a fiction narrative about a giant living in the cloud.' It includes a small illustration of a giant and a castle.
 - Templates:** Two templates for 'Narrative Writing' and 'Narrative Pre-Write'. The 'Narrative Writing' template has a 'Big Moment' box. The 'Narrative Pre-Write' template has a 'Big Event' box and a 'Clear Introduction' section.

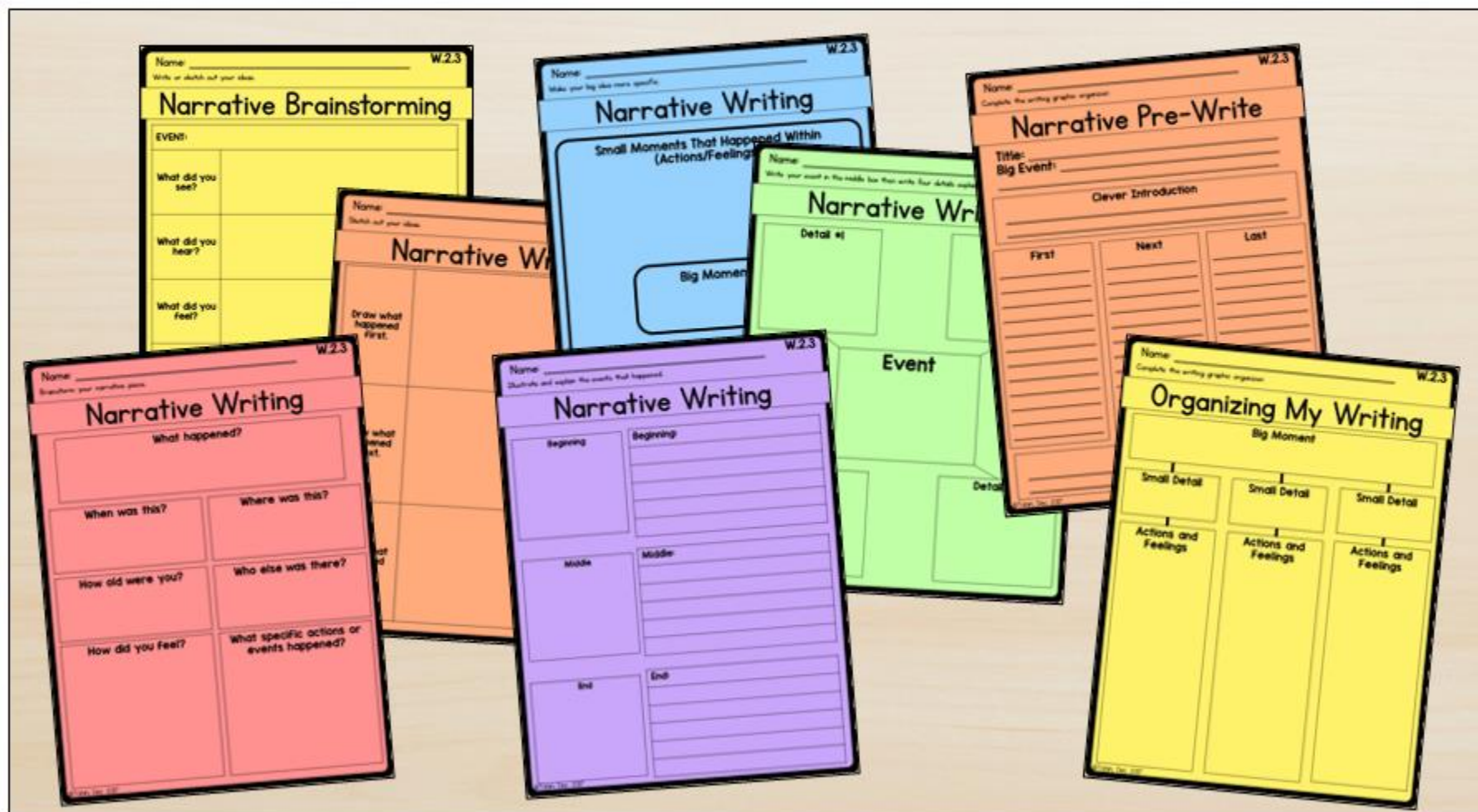
Extra Prompts

You're also provided with **prompts** that will help give students practice.



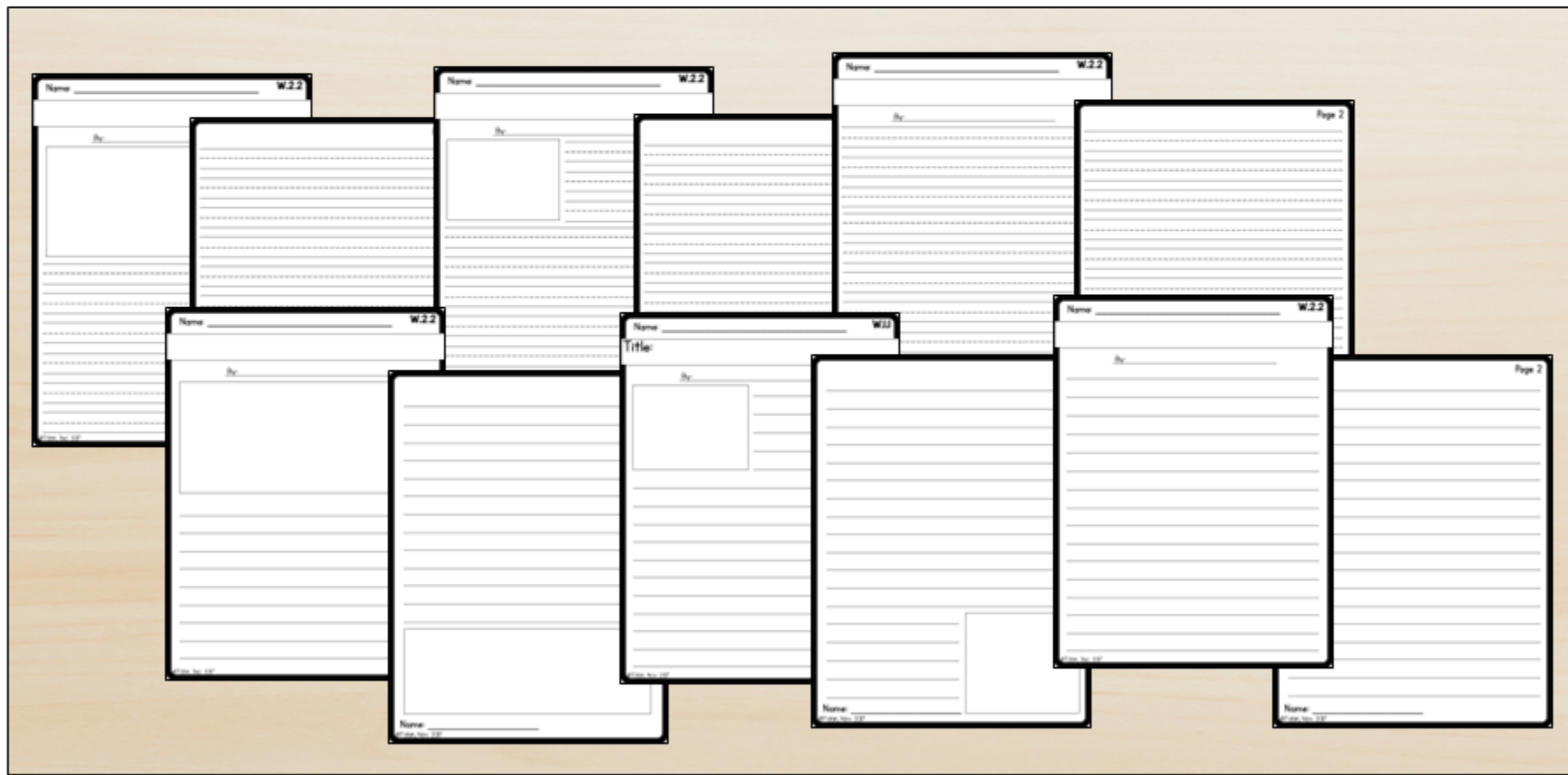
Graphic Organizers

You're also provided with **graphic organizers** that you can pull from and use for any narrative writing activity.



Extra Writing Papers

You're also provided with **writing papers** that you can pull from and use for any narrative writing activity. It includes primary and intermediate lines, plus three options of illustration box sizes.



Rubrics & Self-Assessment

You're also provided with **rubrics, teacher tracking pages,** and **a self-assessment** that you can use to help your students assess themselves and you assess your students' work.

The image displays three educational forms designed for student self-assessment and teacher tracking of informational writing.

My Self-Assessment (W.2.3): This form is divided into two columns, each with a star icon and a pencil icon. The left column lists six criteria for self-assessment, and the right column lists six criteria for teacher assessment. Each criterion is followed by a star icon and a pencil icon. The form includes a 'Name' field, a 'Title' field, and a 'My Score' field at the bottom of each column.

Informational Writing Rubric (W.2.3): This rubric is used to assess student work. It includes a 'Student Name' field, a 'Project Name' field, and a 'Date of Piece' field. The rubric is organized into a table with columns for '0', '1', '2', '3', and '4'. The rows represent different criteria: Topic Intro, Recount Events, Details, Temporal Words, Closure, Spelling, and Structure. Each cell in the table contains a description of the criteria and a star icon.

Informational Writing Pieces: This form is used to track student work. It includes a 'Student Name' field, a 'Project Name' field, and a 'Date of Piece' field. The form is organized into a table with columns for 'Student Name', 'Submitted Date', 'Submitted Grade', 'Submitted Score', 'Submitted Date', 'Submitted Score', 'Submitted Date', 'Submitted Score', and 'Submitted Date'.

Digital Additions

4 pieces of this writing unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.

- Graphic organizers
- Self-assessment
- Prompts
- Writing papers



Bundle Opportunities

If this layout looks ideal for your classroom, and you know you'll be needing resources like this for **all** standards included in Common Core, check out the bundles that save you money!

Writing Domain

2nd Grade

Common Core WRITING BUNDLE

Created by Jessica Tobin

-or-

All 6 ELA Domains

ALL-YEAR ELA 2nd Grade

Created by Jessica Tobin