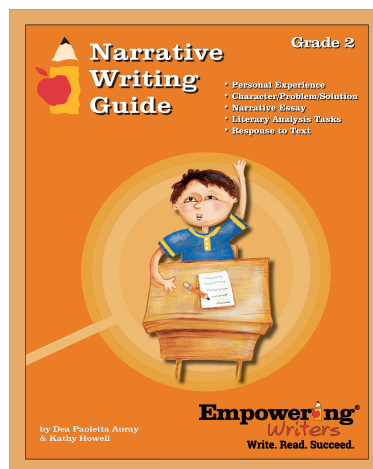




## Grade 2 Narrative Writing Guide

Student Pages for Print or Projection

### SECTION 7: Authentic Writing Tasks



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SCORE POINT 2:

## Aunt Chris

“Ha, ha, ha, ha, ha!” I heard Aunt Chris’ laugh even before I saw I her. She was with my mom and they were laughing. I asked what she was doing here. Aunt Chris was taking me out for a “girls’ day.” We were going to get our nails done and have a nice lunch. I was happy about this. It was my birthday gift.

We went to the nail salon first. I picked out my nail polish and my Aunt got hers. First my old nail polish came off. Then, my fingers were soaked in some oil. My nails were filed and the woman put lotion on them. It felt good. Another person gave me a little neck massage. That felt good too. I asked for a smiley face on one nail and the person agreed. It was yellow with black eyes and a mouth. Cool! I thought! When we were done, we went to the restaurant. It was a Mexican restaurant. I got the tacos and Aunt Chris got a burrito bowl. Aunt Chris loves Mexican food and so do I. It was really yummy and the best part was the homemade chips and salsa on the table. Because it was my birthday, they put a huge sombrero on my head and sang “Happy Birthday” in Spanish. They gave me a fried ice cream ball with a little candle on it. It was so much fun!

When we got home I thanked Aunt Chris and thought about our fun day. It was great!



SCORE POINT 3:

## The Skating Adventure

I sat down on the stump and put on my skates. Dad was sitting on the stump next to me putting on his skates, too. He was a hockey goalie in high school and was a really good skater. I was a bit clumsy on the ice and could not play hockey. This year Dad built a skating rink right in our yard. He put up some wooden sides, laid down thick plastic on the bottom and then we used the hose to fill it up with water. We were going to have several days of cold weather so this was perfect. Dad was going to teach me how to skate so that I could play hockey someday.

I stood up and felt wobbly. My ankles were already sore. Dad told me to sit down again and he tightened up my laces so I wouldn't wobble so much. He took a step onto the ice and around in circles. I stepped onto the ice and SMASH! Fell right down. Laughing so hard I was almost crying, Dad skated over and took my hands. While he skated backwards, I pushed forwards. It was easy when Dad was holding me up. We went around and around like this until finally Dad stopped and smiled. "You can do it now!" he said. My heart was racing and even though it was cold out, I was sweating a little. I pushed off and glided a few inches. Then I did it again. I was slowly moving around the rink without holding on. Dad handed me a hockey stick and showed me how to hold it. It was made of wood and had a blade on the end. I could feel myself balancing on the stick. He grabbed his stick and pushed the puck to me. I stopped the puck with my stick and managed to push it back to him. To my surprise, I was still skating. Then some friends showed up to play and we passed the puck back and forth. Dad was the goalie and we shot the puck at him as he made save after save.

It was a fun day and Dad was a really good player! I hope we do again tomorrow so I can be a better skater and hockey player.



SCORE POINT 4:

## My Grandpa

I had been waiting to go fishing with grandpa for a long time. Each of my brothers and even my sister had gone out with him and caught their first fish. I could not wait until it was my turn.

Grandpa tossed me a bucket hat, just like his! Mine was olive green with a large brim, to keep the sun off my face and it had fishing lures attached all over. The lures were brightly colored and reminded me of feathers. Grandpa said the fish were attracted to them. He made them himself and they were the secret weapon. We headed out the door to the truck.

It was still a little dark but the birds were singing when we got to the lake. We grabbed the gear and headed out. Grandpa hiked up the hill right to his special spot. Just then, he handed me a fishing pole. Grandpa showed me how to put the lure on the hook. We walked into the water, about up to our knees. He took his pole and tossed it over his shoulder and flicked his line out into the water. I hope I can do that, I thought. I took the pole in my left hand, moved it over my shoulder the way I saw Grandpa do, and with a quick movement threw the line out into the water. Ugh! It plopped about a foot away from me. Grandpa smiled and said, “let’s try again!” This time he held my arm and helped me to flick my wrist. The fishing line went sailing out into the water and landed silently quite a distance away. I grinned from ear to ear.

“Now we wait,” my Grandpa said. We settled down onto a nearby rock and ate a snack that Grandpa packed. We sat in silence and then Grandpa started telling stories from when he was a kid. We laughed so hard about some of the things that they did in the old days!



Then, in the middle of a story, ZING! My fishing line whizzed. With Grandpa coaching me, I held tight to the pole and let the fish take the line out just a little. Just then, I gave a slight jerk backwards and felt the fish tug. I held on tighter and began to slowly, very slowly, reel the line in. Each time I turned the crank, the fish tugged harder. Click, click, click! The winder spun and the fish came closer and closer to us. Before I knew it, Grandpa had a net and scooped up the big guy! His eyes got big and wide! “WOW!” he said, “your first catch!” I looked at it and I had a heavy feeling in my chest. “Can I throw it back?” I asked. Grandpa winked at me and shook his head. I carefully released my catch back into the lake.

As we hiked back to the truck, Grandpa put his arm around my shoulder and said, “You know, your brothers and sister did the same thing with their fish! Looks like you have your own fish story to tell!”



# Student Page

Name \_\_\_\_\_

**Write a story about a special party experience you had, either yours or someone else.**

As you prepare to write:

1. Analyze the givens and variables in this prompt.
2. List at least two segments of elaborative detail you would include.

\_\_\_\_\_ .

3. Remember to showcase all of the writing skills you have learned.

4. Use the following framework to plan your story:

This is a story about \_\_\_\_\_ .  
*character - GIVEN*

The adventure, experience, or problem is that

\_\_\_\_\_ .  
*main event - GIVEN and VARIABLE*

The adventure or experience concluded/problem solved when \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_ .



Name \_\_\_\_\_

**We all have people in our lives who are special. Write a story about a special person in your life and a time you spent together.**

As you prepare to write:

1. Analyze the givens and variables in this prompt.
2. List at least two segments of elaborative detail you would include.

\_\_\_\_\_ .

3. Remember to showcase all of the writing skills you have learned.
4. Use the following framework to plan your story:

This is a story about \_\_\_\_\_ .  
*character - GIVEN*

The adventure, experience, or problem is that \_\_\_\_\_ .  
*main event - GIVEN and VARIABLE*

The adventure or experience concluded/problem solved when \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ .



# Student Page

Name \_\_\_\_\_

**It's fun to explore the outdoors. Write a story about a time you had exploring somewhere outdoors.**

As you prepare to write:

1. Analyze the givens and variables in this prompt.
2. List at least two segments of elaborative detail you would include.

\_\_\_\_\_ .

3. Remember to showcase all of the writing skills you have learned.
4. Use the following framework to plan your story:

This is a story about \_\_\_\_\_ .  
*character - GIVEN*

The adventure, experience, or problem is that \_\_\_\_\_ .  
*main event - GIVEN and VARIABLE*

The adventure or experience concluded/problem solved when \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ .





Name \_\_\_\_\_

**It can be hard to learn something new like riding a bike or a new game. Write a story about learning to do something new.**

As you prepare to write:

1. Analyze the givens and variables in this prompt.
2. List at least two segments of elaborative detail you would include.

\_\_\_\_\_ .

3. Remember to showcase all of the writing skills you have learned.
4. Use the following framework to plan your story:

This is a story about \_\_\_\_\_ .  
*character - GIVEN*

The adventure, experience, or problem is that \_\_\_\_\_ .  
*main event - GIVEN and VARIABLE*

The adventure or experience concluded/problem solved when \_\_\_\_\_ .  
\_\_\_\_\_  
\_\_\_\_\_ .



# Student Page

Name \_\_\_\_\_

**Imagine you woke up one day and were the size of an ant. Write a story about your experience being tiny.**

As you prepare to write:

1. Analyze the givens and variables in this prompt.
2. List at least two segments of elaborative detail you would include.

\_\_\_\_\_ .

3. Remember to showcase all of the writing skills you have learned.
4. Use the following framework to plan your story:

This is a story about \_\_\_\_\_ .  
*character - GIVEN*

The adventure, experience, or problem is that \_\_\_\_\_ .  
*main event - GIVEN and VARIABLE*

The adventure or experience concluded/problem solved when \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ .



Name \_\_\_\_\_

**No matter how old you are, you can always help someone out.  
Write a story about a time you helped someone.**

As you prepare to write:

1. Analyze the givens and variables in this prompt.
2. List at least two segments of elaborative detail you would include.

\_\_\_\_\_ .

3. Remember to showcase all of the writing skills you have learned.
4. Use the following framework to plan your story:

This is a story about \_\_\_\_\_ .  
*character - GIVEN*

The adventure, experience, or problem is that \_\_\_\_\_ .  
*main event - GIVEN and VARIABLE*

The adventure or experience concluded/problem solved when \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ .



# Student Page

Name \_\_\_\_\_

**Have you ever visited someplace special? Write a story about a time you visited a special place.**

As you prepare to write:

1. Analyze the givens and variables in this prompt.
2. List at least two segments of elaborative detail you would include.

\_\_\_\_\_ .

3. Remember to showcase all of the writing skills you have learned.
4. Use the following framework to plan your story:

This is a story about \_\_\_\_\_ .  
*character - GIVEN*

The adventure, experience, or problem is that \_\_\_\_\_ .  
*main event - GIVEN and VARIABLE*

The adventure or experience concluded/problem solved when \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ .



Name \_\_\_\_\_

**A giant box appears on your doorstep addressed to you. Write a story about what's inside and what happens when you open it.**

As you prepare to write:

1. Analyze the givens and variables in this prompt.
2. List at least two segments of elaborative detail you would include.

\_\_\_\_\_ .

3. Remember to showcase all of the writing skills you have learned.
4. Use the following framework to plan your story:

This is a story about \_\_\_\_\_ .  
*character - GIVEN*

The adventure, experience, or problem is that \_\_\_\_\_ .  
*main event - GIVEN and VARIABLE*

The adventure or experience concluded/problem solved when \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ .



Name \_\_\_\_\_

## TEMPLATE FOR ENTERTAINING BEGINNINGS

Write your entertaining beginning.

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### Menu for Beginnings

- **AN ACTION** - Put the main character in the setting doing something interesting and relevant.
- **DIALOGUE** - Have the main character say something that expresses a feeling, creates worry, or raises the reader's interest or curiosity. It could be an **EXCLAMATION**.
- **A THOUGHT/QUESTION** - Show what the main character is thinking or worrying about.
- **A SOUND** - A story-relevant sound effect or a description of a sound is a great attention getting technique.



Name \_\_\_\_\_

## TEMPLATE FOR ELABORATIVE DETAIL

Think about the story critical character, setting, or object in your story. Remember the detail-generating questions and write your elaborative segment on the lines below.

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### QUESTIONS ABOUT A STORY CRITICAL CHARACTER -

• How tall/big was this character? • What color hair/eyes? • How old was the character? • What kind of eyes/nose/mouth/ears did he/she have? • What kind/color of hair did he/she have? (long, short, curly, straight, etc.)

### QUESTIONS ABOUT A STORY CRITICAL SETTING -

• What was the temperature/weather like? • How did the air feel? • What did you see as you looked around? • What kinds of sounds did you hear? • What did you smell?

### QUESTIONS TO ASK ABOUT A STORY CRITICAL OBJECT -

• What color was it? • What did it feel like? • What was its shape? • What size was it? • How old was it? • What was it made of? • What did it smell like?



Name \_\_\_\_\_

## TEMPLATE FOR SUSPENSE

Write your suspenseful segment.

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### Menu for Suspense

#### Story Questions:

- What might your main character be wondering or worrying?

#### Word Referents:

- Brainstorm a number of alternative ways to refer to the character or object you plan to reveal. Then ask the usual questions that apply to elaboration - but, substitute the word referents for the named character or object.

#### Magic of Three:

- Name a red flag word or phrase to grab the reader's attention.
- What might you hear/see/feel/sense that hints at the revelation?
- What is your reaction to this hint?
- What do you discover? (Nothing, the first two times.)





Name \_\_\_\_\_

## TEMPLATE FOR MAIN EVENT

Write your main event.

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FULLY ELABORATED MAIN EVENTS are made up of a balance of:

- **ACTION**
- **DESCRIPTION**
- **THOUGHTS/FEELINGS**
- **DIALOGUE/EXCLAMATION**

And just for fun...

- **SOUND EFFECT**

### Productive Questions

**ACTION:** What did you do?

(Tell it in slow motion, S-T-R-E-T-C-H I-T O-U-T!)

**DESCRIPTION:** What did you see, hear, feel?

**THOUGHTS/FEELINGS:** What were you wondering, worrying, feeling?

**DIALOGUE/EXCLAMATION:** What did you say or exclaim?

**SOUND EFFECT:** What did you hear?



Name \_\_\_\_\_

## TEMPLATE FOR EXTENDED ENDINGS

Write your extended ending.

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### Menu for Extended Endings

- 🍏 **A MEMORY:**  
What did you remember most?
- 🍏 **FEELINGS:**  
How did you feel about what happened?
- 🍏 **WISH or HOPE:**  
What would you wish or hope?
- 🍏 **DECISION:**  
What did you decide?
- 🍏 **DEFINING ACTION:**  
What did you do?



Name \_\_\_\_\_

## A NARRATIVE STORY BOOK REPORT

Remember how you can turn questions into responses by repeating part of the question in your answer? The questions below will help you think about the book you read. Answer each question. Be sure to repeat the important part of the question in your answer. Several have been started for you!

1. What is the title of the book you read?

*The title of the book I read was* \_\_\_\_\_.

2. Who was it written by?

\_\_\_\_\_.

3. Who was the main character in your book?

\_\_\_\_\_.

4. What was the main character's problem or adventure?

\_\_\_\_\_ *'s problem/adventure was* \_\_\_\_\_  
(main character's name)

\_\_\_\_\_.

5. What did the main character learn?

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

6. What was the most entertaining part of the story?

\_\_\_\_\_.

\_\_\_\_\_.

7. Would you recommend this book? Why?

*I'd recommend this book because* \_\_\_\_\_.

\_\_\_\_\_.

*I wouldn't recommend this book because* \_\_\_\_\_.

\_\_\_\_\_.

To write your report, copy your answers on another paper, in paragraph form.



Name \_\_\_\_\_

# LETTER TEMPLATE

Dear \_\_\_\_\_,

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Your friend,

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P.S. \_\_\_\_\_

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Name \_\_\_\_\_

## A Stormy Night

Boom! An ear-splitting crack of thunder rang out. A blinding flash of lightning lit up the night sky and a gust of wind howled. I was lying awake in my warm bed and listening to the pitter-patter of falling rain. Now, just as I'd feared, the storm was getting worse.

I wished it wasn't true, but I was afraid of thunderstorms. I pulled my covers over my head and wished my mom was near. The last time we had a blast of bad weather, I rushed right down to her bedroom and snuggled with her all night long. But I was determined to brave this thunderstorm on my own. After all, I wasn't a baby anymore.

From beneath the covers, I heard a scratching sound at my door. What could that be? I shivered with fear, imagining that the storm had blown a ghost into our house or that a fierce beast had taken shelter on the other side of my bedroom door.

Suddenly, I heard a soft whimper, followed by a long, low cry. Happily, I realized it was only Willis, our friendly family dog. Just then another sharp crack of thunder rumbled, I hopped out of my bed and opened the door.

Panting, Willis rushed in. When I reached out to pet him, I felt him trembling and realized that, the shaggy, golden-haired dog was just as afraid of the thunderstorm as me! Willis hopped



up onto my bed and snuggled up close to me. I could feel his heart pounding and I wondered if my four-legged friend could hear mine doing the same.

A clap of thunder exploded in the sky, but as I stroked Willis' silky fur, I felt my fear start to fade away. Willis' heartbeat slowed into a regular rhythm and he stopped panting. Before another flash of lightning streaked across the sky, my gentle pet was snoring peacefully.

I guess I must have fallen asleep too, because the next thing I knew, a bright ray of sunshine was beaming from my bedroom window. Willis and I bounded out of bed happily.

Looking back, I am so thankful that I had Willis to help me through that long, gloomy night — and I think my loyal dog feels exactly the same way. I guess that's what true friendship is all about.

**Summarizing Framework:**

This is a story about \_\_\_\_\_ .

The problem, adventure, or experience was \_\_\_\_\_

\_\_\_\_\_ .

The problem was solved, adventure/experience concluded when \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ .



Name \_\_\_\_\_

**LITERARY ANALYSIS TASK: THEME**

Read the story A Stormy Night and write a summary using the summarizing framework. What is the theme of the story? How do you know? Go back to the text and underline the words, phrases, or sentences that help the reader to figure out the theme. Write in complete sentences to provide the evidence that proves your answer.

**Summarizing Framework:**

This is a story about \_\_\_\_\_.

The problem/adventure was \_\_\_\_\_.

The problem was solved/adventure concluded when \_\_\_\_\_.

What is the theme of the story?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Sentence Starters:**

The theme of the story is \_\_\_\_\_.

The author showed this when \_\_\_\_\_.

The reader knows this because \_\_\_\_\_.

In the story \_\_\_\_\_ the theme was \_\_\_\_\_.

The reader understands \_\_\_\_\_.

The main character \_\_\_\_\_.

The reader can infer \_\_\_\_\_.

