

Grade 2

A Short Narrative
("My Adventure")



A Short Narrative (“My Adventure”)

The Task

Students were asked to write a story entitled “My Adventure”, making sure that their story had a beginning, middle, and ending and that it made sense. Students were asked to check their work for errors in spelling, grammar, and punctuation and to correct their errors in their final copies. (In some individual cases, when teachers felt that students’ published copies would be no better than their drafts, they were not asked to complete published copies.)

The following are the “overall expectations” that relate to this task:

By the end of Grade 2, students will:

- communicate ideas (thoughts, feelings, experiences) for specific purposes;
- organize ideas in a logical sequence;
- begin to write more elaborate sentences by using adjectives and adverbs;
- produce short pieces of writing using simple forms;
- revise and edit their written work, focusing on specific features;
- proofread and correct their final drafts;
- use and spell correctly the vocabulary appropriate for this grade;
- use correctly the conventions specified for this grade.

During this task, students worked on the following selected “expectations in specific areas” from the Grade 2 curriculum:

By the end of Grade 2, students will:

- use connecting words to link simple sentences;
- use a variety of sentence types;
- begin to use resources (e.g., dictionaries, word lists, computers) to check the spelling of unfamiliar words;
- use a comma correctly to separate items in a list, in dates, and in addresses;
- use adjectives appropriately for description;
- use capital letters for proper nouns;
- print legibly;
- use margins and spacing appropriately.

Previous Learning Experiences

It was suggested that before attempting the task, students should have had experience with the following:

- process writing
- using visual organizers (planners)
- from literature sources such as stories shared in class, developing class or personal lists of descriptive words and words that denote, for example, sequence in time (e.g., first, then, next, later, finally)
- comparing their work to criteria outlined on task-specific charts like the rubrics included in this booklet

The Process Used

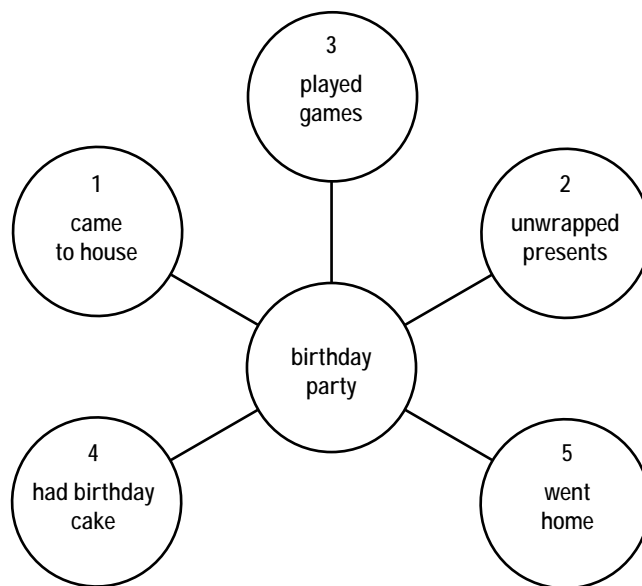
Teachers used the following process:

Prewriting, Part 1. With the class, each teacher recalled a class adventure (e.g., a field trip, a class walk, a special-event day), showed a video, or read a story that illustrated the passage of time. The teacher then demonstrated how to use a planner such as one of the following to recount the sequence of events.

- *Planner #1.* Students use separate cards, each containing a picture and a few words, for each stage of an event. They share their ideas and then sequence the cards. For example, for a birthday party:



- *Planner #2.* Students place each stage of an event on a web, using one bubble for each stage. They then number the bubbles in the appropriate sequence. For example:



The sample planners were posted for reference.

Prewriting, Part 2. Students used the think-pair-share strategy to recall adventures they had had (e.g., trips, play days at school, sports events, birthday parties, going to a new school, sleepovers, hikes, visits to relatives). They shared these experiences, and teachers recorded them on webs, which were later posted for reference.

Drafting. Each student drafted a short piece of writing based on his or her adventure, using the planner as a guide.

Revising. In small groups or in the class as a whole, students read their drafts first for sense, then to ensure that they had used the correct sequence (e.g., Will the reader know what happened first? Were words included to help the reader know the sequence?), and finally to determine whether they should add, delete, or change any descriptive words (e.g., Do the words help the reader form a mental picture?).

Editing. In small groups or in the class as a whole, students checked to ensure that they had used capitals appropriately at the beginning of sentences, for names, and for their titles; that they had periods or question or exclamation marks at the ends of their sentences; that they had used commas to separate series of words; and that their words were spelled correctly.

Publishing. Teachers decided whether students should rewrite their drafts into good copies or whether the draft copies already represented students' best efforts.

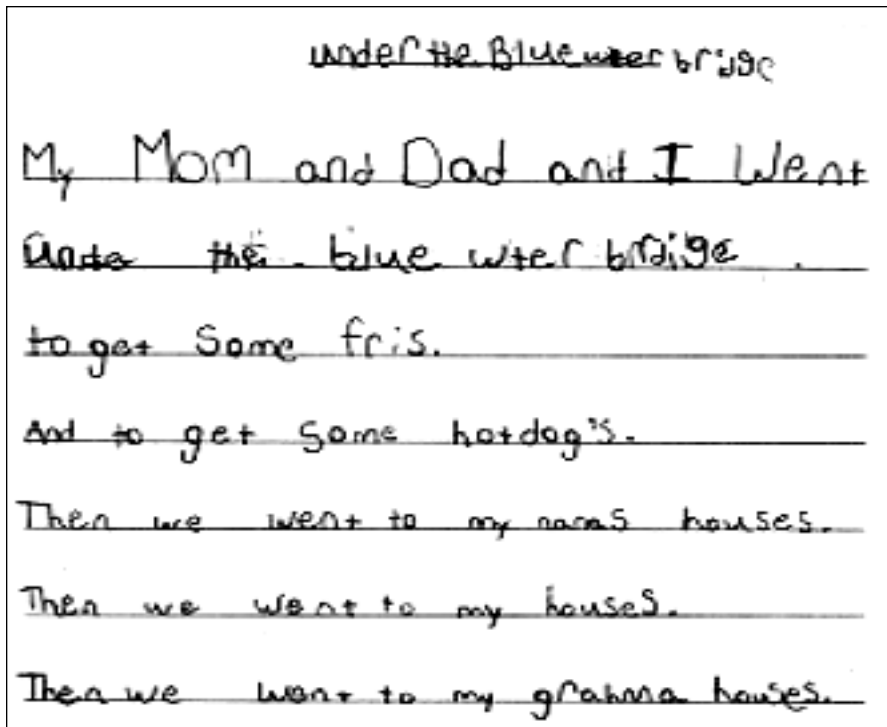
Reflecting. Students reflected on the process they had used by completing a reflection sheet provided in the student package or by participating in an activity such as a sharing circle in which each student has to complete a sentence stem orally (e.g., "The thing I liked best about my writing was ..." or "My favourite sentence in my story was ..." or "It was important to me because ...").

Teachers then evaluated students' work using the rubric reproduced on the next page.

Grade 2: Rubric for a Short Narrative

Categories	Level 1	Level 2	Level 3	Level 4
Reasoning	The student:			
<ul style="list-style-type: none"> – complexity of ideas and connection to the story line – number and relevance of supporting facts and details 	<ul style="list-style-type: none"> – uses very few simple ideas that are not connected to the story line – uses very few supporting details 	<ul style="list-style-type: none"> – uses simple ideas that are connected to the story line – uses some supporting details, but not enough to clarify the point of the story 	<ul style="list-style-type: none"> – uses developed ideas that are usually connected to the story line – uses sufficient supporting details to clarify the point of the story 	<ul style="list-style-type: none"> – uses well-developed, interesting ideas that advance the story line – uses supporting details that clarify and enhance the story
Communication	In the student's work:			
<ul style="list-style-type: none"> – purpose: to relate a true adventure (narrative) – voice (feelings, opinions, and attitudes) – word use and vocabulary – sentence structure 	<ul style="list-style-type: none"> – the adventure is not clear – the writer's voice is not evident – uses few descriptive words effectively – connecting words are not used 	<ul style="list-style-type: none"> – the adventure can be discerned – there is some evidence of the writer's voice – uses some descriptive words effectively – few connecting words (with little variation) are used to link simple sentences 	<ul style="list-style-type: none"> – the adventure unfolds clearly – there is clear evidence of the writer's voice – uses many descriptive words effectively – some connecting words are used to link simple sentences 	<ul style="list-style-type: none"> – the adventure develops in an engaging way – the writer's voice is clear and sustains the reader's interest – all or almost all the descriptive words are used effectively – a variety of connecting words are used to link sentences effectively
Organization	The student's writing:			
<ul style="list-style-type: none"> – overall structure (beginning, middle, end, links) 	<ul style="list-style-type: none"> – shows little evidence of a beginning, a middle, and an end – includes few events or ideas that are organized sequentially 	<ul style="list-style-type: none"> – shows some evidence of a beginning, a middle, and an end – includes some events or ideas that are organized sequentially 	<ul style="list-style-type: none"> – has a beginning, a middle, and an end – includes events or ideas organized in a logical sequence 	<ul style="list-style-type: none"> – has a clear beginning, middle, and end – includes events or ideas organized logically and effectively
Conventions	The student:			
<ul style="list-style-type: none"> – grammar – spelling – punctuation – visual presentation 	<ul style="list-style-type: none"> – correctly uses very few of the conventions studied – shows some evidence of spelling strategies – makes many errors – produces a visual presentation that is unclear (e.g., spacing, legibility) 	<ul style="list-style-type: none"> – correctly uses some of the conventions studied – uses phonetic and conventional spelling for familiar words – makes some errors – produces a visual presentation that is basically clear 	<ul style="list-style-type: none"> – correctly uses most of the conventions studied – uses phonetic spelling only for more difficult words – makes few errors – produces a clear visual presentation 	<ul style="list-style-type: none"> – correctly uses all or almost all of the conventions studied – spells most words accurately, but may make occasional errors with more difficult words – makes almost no errors – produces a clear visual presentation that enhances the narrative

"MY ADVENTURE"

**under the Bluewater bridge**

My Mom and Dad and I Went

unde the blue wter brdige

to get Some fris.

And to get Some hot dog'S.

Then we went to my nanaS houses.

Then we went to my houseS.

Then we went to my gramma houSeS.

Teachers' Notes**Reasoning**

- includes only a few simple, unrelated ideas
- provides no supporting details

Communication

- uses no descriptive words
- a sense of adventure is not apparent
- there is no evidence of the writer's feelings

Organization

- there is little evidence of a middle or end
- includes only a few events

Conventions

- makes inappropriate use of visual presentation (sentence spacing)
- uses the plural form of words incorrectly
- includes an incomplete sentence
- misuses capital letters (e.g., proper nouns, verbs)

Comments

There is an attempt to use spelling strategies.

"MY ADVENTURE"

Florida

when I went to Florida I heped My
 Mom geT the pool was cold. I was
 Blue. and then Nigl Jumped off the
 diving brd. aftr Nigel got out of the
 water we went on the arrplane. people
 were siinging airplane was fun.

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Teachers' Notes**Reasoning**

- provides few supporting details related to the story

Communication

- uses few descriptions or connecting words
- the writer's feelings are not evident

Organization

- there is little evidence of a beginning, a middle, and an end
- the sequence of the trip is not apparent (only one event)

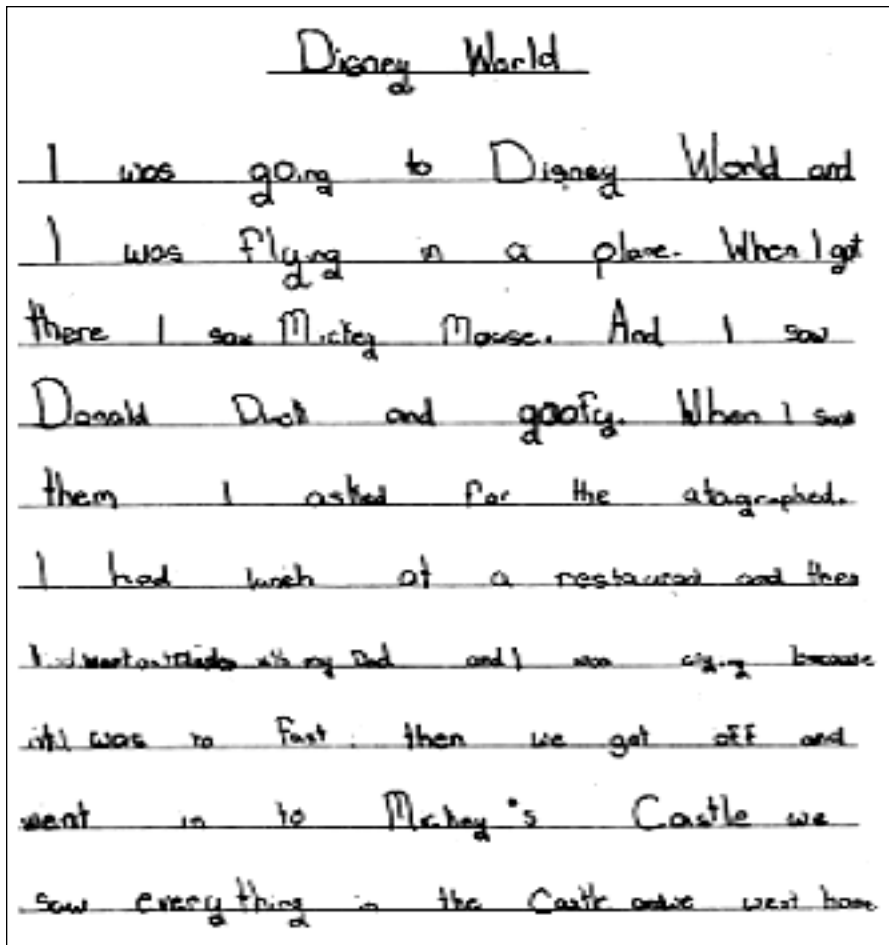
Conventions

- misuses capital letters
- omits words and punctuation

Comments

The student used word endings correctly and has some of the visual presentation elements. The overall organization and lack of detail make it a level 1 story.

"MY ADVENTURE"

**Disney World**

I was going to Disney World and I was flying in a plane. When I got there I saw Mickey Mouse. And I saw Donald Duck and goofy. When I saw them I asked for the atagraphed. I had lunch at a restaurant and then I went on rides with my Dad and I was crying because it was to Fast then we got off and went in to Mickey's Castle we saw everything in the Castle and we went home.

Teachers' Notes**Reasoning**

- includes simple ideas that are connected to the story line
- provides some details

Communication

- the purpose is somewhat evident
- there is some evidence of voice (e.g., the writer was scared and started crying)
- uses some connecting words ("and", "then") to join sentences

Organization

- the story is sequential (shows evidence of a beginning, a middle, and an end)

Conventions

- uses capitals for proper nouns (except for "Goofy")
- there is good visual presentation
- has few spelling errors; uses phonetic spelling for an unfamiliar and more difficult word

Comments

The writer seems to lose sight of structure as the story progresses. A very weak ending!

"MY ADVENTURE"

I went in the forest. I got lots of masceto bights. I have lots of fun. I saw a dead bird. I walked throw mud. I took 4 pictures. I liked the forest. I took my bicke or I walked. Some times it is dark, But sometimes it is Sunny. The end

My Adventure

I went in the forest. I got lots of masceto bights. I have lots of fun. I saw a dead bird. I walked throw mud. I took 4 pictures. I like the forest. I took my bicke or I walked. Some times it is dark, but sometimes it is Sunny. The end

Teachers' Notes**Reasoning**

- includes simple ideas that are connected to the story line
- provides some supporting details, but not enough to clarify the point of the story

Communication

- there is some evidence of the writer's voice
- has little variation in wording
- uses some descriptive words
- uses one connecting word ("but")

Organization

- there is some evidence of a beginning, a middle, and an end, but some sentences are placed inappropriately

Conventions

- attempts to use phonetic spelling ("masceto bights" for "mosquito bites" and "bicke" for "bike")
- uses capitals and periods appropriately with few errors

Comments

Uses some simple ideas that could be developed further. Use of more than a single stem ("I went", "I took") needs to be encouraged.

"MY ADVENTURE"

The Pinery

We were driving for forty minutes to the Pinery. We were finally there. It smelt like pine-needles. The told us the number and it was 121 and that's my library number. We got our tents up but we had to put up another tent because we borrowed it from our friends. Next we went walking around the park but it was long. On the way I found a fresh-bee on the way. Then we got back and we biked to the washroom we brushed my teeth. The next morning got up we went to a play it was tonight we watched it was awesome. It was the last day I was sad we packed up our stuff and. That was the end of that trip.

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Teachers' Notes**Reasoning**

- provides several details to describe the adventure

Communication

- uses different connecting words to link simple sentences
- the adventure unfolds clearly with several descriptive words

Organization

- the organization of events is done appropriately with a beginning, a middle, and an end

Conventions

- uses many of the conventions accurately
- phonetic spelling is used for more difficult words

Comments

There is a good "flow" to the story. There are frequent spelling errors, although there were good attempts made to use phonetic spelling for unfamiliar words (e.g., "pine-needles" for "pine needles", "borrowed" for "borrowed").

"MY ADVENTURE"

Chocolate Pudding

Once when I was little My mom my sister and I were making chocolate pudding my mom and my sister left the kitchen I was going to but I did not. There was a spoon in the bowl and a chair in front of the counter I climbed up the chair and I pulled the spoon. The bowl fell to the floor. I climbed down and ate most of it right off the floor and when I was little I never got to make pudding again!

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Teachers' Notes**Reasoning**

- the ideas presented support and clarify the development of the story

Communication

- the story clearly describes an adventure
- there is evidence of the writer's perspective

Organization

- the story has a beginning, a middle, and an end

Conventions

- uses many conventions accurately and shows evidence of the use of phonetic spelling only for a more difficult word ("cownter" for "counter")

Comments

This is a simple, logically developed story.

"MY ADVENTURE"

My Adventure of Moving! (its freaky!)
 One day my dad took me + Reid
 to our grandmas + grandpas house.
 (While my mom + dad moved the
 stuff from one house to another.) Our
 uncles helped my mom + dad. (I bet
 the boxes were heavy.) My mom
 came + picked us up the next day.
 When we got home our dog Rosie was
 waiting on our porch. I said "hi Rosie
 do you like our new house?" Rosie
 barked. (that means yes.) When I
 went to bed I felt scared I told my
 mom she said "that feeling will go
 away soon." In the morning I felt
 much better. I said "I think I'm
 getting used to this."
 The End

My Adventure of Moving! (its freaky!)

One day my dad took me & Reid to our grandma's & grandpa's house. (While my mom & dad moved the stuff from one house to another.)

Our uncles helped my mom & dad. (I bet the boxes were heavy.) My mom came & picked us up the next day. When we got home our dog Rosie was waiting on our porch.

I said "hi Rosie do you like our new house"? Rosie barked, (that means yes.) When I went to bed I felt scared I told my mom she said "that feeling will go away soon." In the morning I felt much better. I said "I think I'm getting used to this."

The End

Teachers' Notes

Reasoning

- includes many well-developed ideas
- provides many supporting details

Communication

- the writer's voice is evident (through the use of asides and parentheses)
- not an adventure in terms of excitement level, but the writer's experience is expressed clearly

Organization

- has a beginning, a middle, and a strong end

Conventions

- uses question marks correctly
- attempts quotations
- has a developed sense of when to use capitals appropriately ("my mom & dad")
- does not always use periods at the end of sentences

Comments

The well-developed story and the strong voice make this a good example of level 4 writing for Grade 2. The writer uses conventions well!

"MY ADVENTURE"

The Trip

Today my class went on a bus ride to Black Creek Pioneer Village. When we got to school we could go right inside. We had to have a washroom break. Then we got on the bus. We got onto the 401. Then we got stuck in traffic so insted of geting there at 10:00 like we planed it took longer. Finally we got to Black Creek. We went on a tour. After that my group went to the school. We saw the kids singing. Then we went to the Blacksmiths. We saw horseshoes and I learned the Blacksmith made the money for the Pioneer. Then we took the bus back to school. I liked Black Creek Pioneer Village. I would like to go back.

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Then we took the bus back to school.

I liked Black Creek Pioneer Village. I would like to go back

Teachers' Notes**Reasoning**

- includes supporting details that enhance the story (traffic jam, role of blacksmith)

Communication

- writer has a clear voice in which feelings are expressed (wants to go back)
- uses varied sentence structure
- uses a variety of connecting words effectively

Organization

- the writing has a beginning, a middle, and a strong ending

Conventions

- most words are spelled correctly; there is a phonetic approach to some words ("geting" for "getting", "insted" for "instead")
- attempts hyphenation
- uses punctuation appropriately for the most part
- the visual presentation helps the reader

Comments

The story is well developed through the use of supporting details, a good choice of linking vocabulary, and the presence of the author's voice, which is apparent in the ending.