

Lesson 7: Narrative Writing: Drafting the Middle of My Narrative as Holly



CCS Standards

- **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.
- **W.2.5:** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **SL.2.1:** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.2.1a:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **L.2.1d:** Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- **L.2.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).



Daily Learning Targets

- I can draft the middle of my narrative based on Holly's experiences in *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*. (W.2.3, W.2.5, L.2.6, SL.2.1, SL.2.1a)
- I can revise my narrative to include temporal words.
- I can edit my narrative to include irregular past-tense verbs correctly. (W.2.5, L.2.1d) (review)

Ongoing Assessment

- During Work Time B, use the Narrative Writing Checklist to document students' progress toward W.2.3 and L.2.2 (see Assessment Overview and Resources).

Agenda

1. Opening

- A. Developing Language: Volley for Vocabulary (5 minutes)

2. Work Time

- A. Independent Writing: Planning the Middle of My Narrative as Holly (15 minutes)
- B. Independent Writing: Drafting the Middle of My Narrative as Holly (20 minutes)
- C. Revising and Editing: Improving the Middle of My Narrative (15 minutes)

3. Closing and Assessment

- A. Pinky Partners: Sharing Our Work (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- During the Opening, students engage in the Volley for Vocabulary protocol, designed to help them practice accurately using words acquired through their learning. It encourages them to think critically about the meaning of words, how to use them accurately in a sentence, and the importance of word choice in meaning. (L.2.6)
- This is the second of four writing lessons in which students go through scaffolded writing instruction to produce a narrative about discovering a fossil. In this lesson, students plan and draft the middle of their narratives. Students learn that the middle of the story includes important actions as well as details to describe thoughts and feelings. Since this narrative is about discovering a fossil, students also include details about what the fossil looks like. (W.2.3)
- During Work Time C, students revise the middle of their stories with a particular focus: revising for temporal words. They also edit their writing to ensure they have used irregular past-tense verbs correctly. (W.2.3)

How this lesson builds on previous work:

- During Lessons 6–8, students recall Holly’s experiences from *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* and use this as inspiration to produce a narrative about discovering a fossil. Students may refer to certain resources used in Lessons 2–5, such as the Narrative Planner: *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* anchor chart.
- During Work Time A, students revisit the Narrative Booklet: Teacher Model they analyzed in Lesson 5 to remind them of the criteria that a strong middle of a narrative about fossils has.
- During Work Time C, students edit their writing specifically to ensure they have used irregular past-tense verbs correctly, as they did in Lesson 6.
- During Work Time C, the teacher uses the middle of the Narrative Booklet: Teacher Model to model how to revise narratives to include temporal words. Keep in mind that is the same Narrative Booklet: Teacher Model used in Lesson 6, which will be used again in Lesson 9.
- Continue to use Goal 1–3 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- During Work Time B, consider providing sentence starters to students who are having trouble drafting the middle of their narratives using the notes from their planners.
- During Work Time B, consider pulling a small group of students who may need extra support during drafting. Consider having students act out their ideas. Or consider supporting students in drawing their ideas and using these drawings as scaffolding to help them write sentences.

Down the road:

- In Lessons 7–9, students continue to produce a narrative as if they were Holly from *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*. Keep in mind that students write a new narrative for the Unit 3 Assessment and take on the role of being paleontologists in Lessons 10–12.
- In Lesson 9, students revise their narratives based on specific suggestions from the teacher using a Revising and Editing Checklist. Make sure to allow time to collect students’ drafts after Lesson 8 and review before Lesson 9. Make a class set of copies of the Revising and Editing Checklist. Analyze student writing using the checklist: Check off criteria that

students have included in their writing, and circle two criteria they should revise and/or edit to improve their narratives. Students should be given two specific suggestions, ideally one suggestion to revise their writing and one suggestion to edit their writing. See the Sample and Revising Checklist in Lesson 9 as a reference.

- During Lessons 11–12, students complete the Unit 3 Assessment by drafting and revising a new narrative about discovering a fossil using a picture of a fossil as inspiration for their writing. Then students combine their writing with detailed drawings, and this becomes the performance task for this module.

In advance:

- Prepare:
 - Materials for Volley for Vocabulary by writing six to seven temporal words on separate index cards, and taping these cards to a beach ball. See the Narrative Planner for examples of temporal words to use.
 - Revision Work Sample for Work Time C. See Supporting Materials.
- Preview the think-aloud in Work Time C around revising narratives to include temporal words.
- Review the Volley for Vocabulary protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Post: Learning targets and applicable anchor charts (see materials list).

Technology & Multimedia

Consider using an interactive white board or document camera to display lesson materials.

- Opening: Record students as they participate in the Volley for Vocabulary protocol to listen to later to discuss strengths and what they could improve on, or to use as models for the group. Most devices (cellphones, tablets, laptop computers) come equipped with free video and audio recording apps or software.
- Work Time A: Record several pairs of writing partners as they brainstorm ideas for a middle of their narrative to listen to later to discuss strengths and what they could improve on, or to use as models for the group. Most devices (cellphones, tablets, laptop computers) come equipped with free video and audio recording apps or software.
- Work Time B: Students write pages 2 and 3 of their Narrative Booklets using word-processing software—for example, a Google Doc.
- Work Time C: Record several pairs of writing partners as they discuss revisions to listen to later to discuss strengths and what they could improve on, or to use as models for the group. Most devices (cellphones, tablets, laptop computers) come equipped with free video and audio recording apps or software.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 2.I.A.1, 2.I.A.2, 2.I.A.3, 2.I.A.4, 2.I.B.5, 2.I.C.10, 2.I.C.12, 2.II.A.1, 2.II.A.2, and 2.II.A.3

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to verbally process with a partner the way they want to communicate the middle of their narrative before they begin writing. This peer negotiation is essential to language development, as it encourages both ELLs and native speakers to adjust their language to make it more comprehensible for their peer and to align it more closely with the language requirements of the middle of the narrative.
- ELLs may find it challenging to transform their notes from the planner into complete sentences that flow for the middle of the narrative. See “Levels of support” below and the Meeting Students’ Needs column for specific supports.

Levels of support

For lighter support:

- Invite students to expand their linguistic knowledge and ability by brainstorming synonyms or additional temporal words that might be helpful in their narrative middle. Encourage them to experiment with writing these temporal words, too. In addition, suggest that they discuss the present-tense versus the past-tense verbs in their narrative middle, and to plot on a timeline how the use of those verbs changes the timeframe of each action.

For heavier support:

- Create note strips about Holly that could be included in the middle of the narrative planner, and invite students to place the strips in the middle section of their planner in Work Time A.
- For Work Time C, consider marking two or three places in student writing where they might consider adding a temporal word and where there are past-tense issues. Alternatively, or in addition, consider providing the necessary temporal word or past-tense form and invite students to place them appropriately.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** To set themselves up for success for the writing task in Work Time B, students need to generalize the skills they learned from the previous lessons in this unit. Before the writing task, activate background knowledge by recalling the writing process from previous lessons. Offer directions for drafting the middle of the narrative both visually and verbally.
- **Multiple Means of Action & Expression (MMAE):** Before students begin writing, vary methods for fine motor responses by offering options for drawing utensils (e.g., thick markers or colored pencils) and writing tools (e.g., fine-tipped markers, pencil grips, slanted boards). Some students may forget their sentence ideas once they begin directing their efforts toward writing. Support strategy development by modeling how to draw lines for words you intend to write. This helps students recall their original ideas throughout the writing process.
- **Multiple Means of Engagement (MME):** In this lesson, some students may need support with limiting distractions as they write. (Example: Offer sound-canceling headphones or dividers between workspaces.) Similarly, some students may require variations in time for writing. Consider breaking the task into more manageable parts and offering breaks at

certain times. As students write, provide scaffolds that support executive function skills, self-regulation, and students' abilities to monitor progress before and after drafting the middle of their narrative. (Example: Offer a visual prompt or checklist for completion of the writing tasks.)

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

Review:

- temporal words, draft (L)

Materials

- ✓ Narrative Planners (from Lesson 6; one per student)
- ✓ Compelling Narrative about Discovering a Fossil anchor chart (begun in Lesson 5)
- ✓ Word ball (one; used by students during the Volley for Vocabulary protocol in the Opening)
- ✓ Narrative Booklet: Teacher Model (from Lesson 5; pages 2 and 3; one to display)
- ✓ Narrative Planner: Teacher Model (from Lesson 5; one to display)
- ✓ Paleontologist's Actions, Thoughts, and Feelings anchor chart (begun in Lesson 2)
- ✓ Narrative Booklets (from Lesson 6; pages 2 and 3; one per student and one to display)
- ✓ Narrative Writing Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Revision Work Sample (one to display)
- ✓ Revision Work Sample (example, for teacher reference)
- ✓ Irregular Past-tense Verbs anchor chart (begun in Lesson 2)
- ✓ Pinky Partners Protocol anchor chart (from Module 1)

Opening

A. Developing Language: Volley for Vocabulary (10 minutes)

- Invite students to bring their **Narrative Planners** and sit next to their writing partner in the whole group meeting area.
- Direct students' attention to the **Compelling Narrative about Discovering a Fossil anchor chart**.
- Read aloud the fifth row: "Include words that show the order of events (temporal words)." Remind students that one way that narrative writers make their writing compelling is by including words that show the order of events in a story: *temporal words*.
- Tell students that they are going to play a game called Volley for Vocabulary to practice using temporal words.

- Show students the **word ball** that has various temporal words written on it (first, suddenly, etc.). Point to each word, and invite students to say them with you.
- Explain and model the expectations for Volley for Vocab with students:
 - Choose one student to start by handing the ball to that student (student A).
 - Invite student A to say a classmate’s name (student B). Have student A wait until student B makes eye contact with him or her. Then have him or her roll or toss the ball gently to student B.
 - Have student B catch or stop the ball and see which word is covered by his or her thumb, and read it aloud.
 - Invite student B to use that word in a sentence, maybe in a narrative about discovering a fossil.
 - Invite student B to say a classmate’s name (student C) and continue the process as time allows.
- Model this with one word for students.

“Let’s imagine my thumb landed on the word suddenly. Now I need to think of a sentence with the word suddenly. Hmmm, I think I could say, ‘I was scraping away at the rock when suddenly my chisel hit something hard!’”
- Invite students to give you a thumbs-up, thumbs to the side, or thumbs-down to show you how well they understand the directions.
- Depending on students’ level of understanding, do a more guided practice with all students.
- Begin the game by tossing the ball to a student. After the student has shared a sentence with a temporal word, invite him or her to toss the ball to another student. Repeat the game as time permits.
- Tell students that they will work on using temporal words in their writing today.

Meeting Students’ Needs

- For students who may need additional support with oral language and processing: Allow ample wait time as students prepare their thinking for sharing orally. (MME, MMAE)
- For ELLs: To provide heavier support, consider displaying some possible cloze sentences, with the temporal word omitted, that students can use during the game.

Work Time

A. Independent Writing: Planning the Middle of My Narrative as Holly (15 minutes)

- Direct students’ attention to the posted learning targets and read the first one aloud:

“I can draft the middle of my narrative based on Holly’s experiences from The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard.”
- Using a total participation technique, invite responses from the group:

“What part of your narratives will you be working on today?” (the middle)
- Confirm with students that today they will be drafting the middle of their narratives.
- Remind students that for this narrative, they are imagining that they are Holly, the paleontologist, from *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*.

- Tell students that before they can *draft*, or write the middle of their narratives, they will work with their writing partners to plan what they are going to write.
- Use the routine established in Lesson 6 to guide students through planning the middle of their narrative:
 - Read aloud pages 2 and 3 of the **Narrative Booklet: Teacher Model** while two student volunteers act them out.
 - Invite students to Think-Pair-Share with their writing partner:

“What does the middle of this narrative include?” (You described what you did to find the fossil and what the fossil looked like. You described how you were feeling and what you were thinking when you found the fossil.)
 - Confirm the importance of including details to describe the actions, feelings, and thoughts of the people as well as information about what the fossil looked like in their narratives.
 - Remind students how you planned your middle using the Narrative Planner: Teacher Model.
 - Refer students to the **Paleontologist’s Actions, Thoughts, and Feelings anchor chart** and invite them to Think-Pair-Share with their writing partner:

“What will you include in the middle of your narrative?” (Responses will vary.)
 - Release students back to their workspaces to begin planning using their Narrative Planners.
- After 6–7 minutes, invite students back to the whole group area with their Narrative Planners.

Meeting Students' Needs

- For students who may need additional support with expressive skills: Provide a partially filled-in Narrative Planner to help students know what to record in each column. (MMAE)
- For ELLs: Invite students to mark the pages that encompass the middle of *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* and to take turns retelling the middle in small groups.
- For ELLs: Consider inviting students to continue the color-coding strategy by highlighting the criteria and their entries in the narrative planner to correspond with the text in *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*.

Work Time

B. Independent Writing: Drafting the Middle of My Narrative as Holly (20 minutes)

- Tell students that now they have planned the middle of their narratives, they are going to draft them. Remind students that this means they should draft sentences for the middle part of their narrative based on their notes from their planner.
- Remind students that yesterday they realized that narrative writers don’t just copy exactly what is on their planners. They think about how to make their ideas flow. Tell students that you are going to think aloud how you did that using your planner, and you want them to notice what you’re doing.

- Display page 2 of the **Narrative Booklet**. Remind students that this is where they include actions about how they found the fossil. Think aloud in front of students:

“I want to think about how I can slow this moment down so that a reader could really see what was happening in their minds. I think there may be other details or actions I could include about what was happening in the story.”

“Well, the dog could run away from me, and I could climb the rock after him. Then I see something interesting! What is this? So I scrape at the rock and see a big creature with an enormous skull.”

“So I will write, ‘Suddenly, my dog ran away from me. He started barking. I was climbing up a big rock to get him. Then I saw something. ‘What is this?’ I said. I used my hammer to scrape at the rock. It looked like a sea creature. It had a very big skull.”
- If productive, cue students with a challenge:

“Can you figure out how I started to draft the middle part of my narrative?” I’ll give you time to think and discuss with a partner.” (You thought about other details you might include to slow the moment down. You thought about other actions that you might include or things you might be thinking. You said your sentences out loud).
- Tell students that you did the same thing to draft the rest of the middle. Read page 3 from the Narrative Booklet: Teacher Model.
- Tell students that now it’s their turn to be narrative writers! They are going to use the notes from their planners to think about how to make their ideas flow and sound like a story.
- Use the routine established in Lesson 6 to guide students through writing the middle of their narrative:
 - Invite students to Think-Pair-Share with their writing partner:

“What will you write for the middle of your narrative?” (Responses will vary.)
 - Display pages 2 and 3 of the Narrative Booklet, and remind students of the separate spaces for writing (which they should do first) and sketching.
 - Remind students to skip lines.
 - Transition students to their workspaces and invite them to begin writing.
 - Consider using the **Narrative Writing Checklist** to gather data on students’ progress toward W.2.3, L.2.2.a, and L.2.2.d.
- After 12–13 minutes, invite students to bring their Narrative Booklets back to the whole group area.

Meeting Students’ Needs

- For students who may need additional support with fine motor skills: Provide supporting tools for independent writing (e.g., pencil grips, slanted boards, or alternate writing utensils). (MMAE)
- For ELLs: Emphasize that “making the ideas flow” and “slowing the moment down” in the middle of the narrative means creating a middle that includes a lot of detail that is interesting and easily makes sense to the reader, where each sentence explains (or connects in some other logical way) to the next one. To this end:
 - Consider inviting students to consult their narrative planner, and then first write (or discuss what they will write) in home language groups before they begin writing in English.

- Remind students that practicing the middle verbally before writing it can help them write in a way that makes the ideas flow.
- As students write, invite them to identify “what else they can say” or “what else they said” in their narrative to help make the ideas flow.
- For ELLs: Follow up on the color-coding process by inviting students to use different colors to highlight or underline the sentences in their narrative booklet to correspond to the language in the criteria, their narrative planner, and *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*.

Work Time

C. Revising and Editing: Improving the Middle of My Narrative (15 minutes)

- Give students specific, positive feedback on drafting the middle of their narratives. (Example: “You included actions about finding the fossil. You included details about how you felt and what you were thinking.”)
- Direct students’ attention to the Compelling Narrative about Discovering a Fossil anchor chart, and read the first and second rows aloud.
- Tell students that just like they did yesterday, they will now revise and edit their writing. Tell students that today, when they revise their writing, they are going to something a bit different.
- Direct students’ attention to the posted learning targets and read the second one aloud:
“I can revise my narrative to include temporal words.”
- Remind students that writers include temporal words in their writing as needed.
- Tell students that even though we learned that compelling narratives include temporal words, sometimes it can be hard to remember to include this detail when we are focused on writing other things. This will be an opportunity to reread their narratives and see where it would make sense to include temporal words.
- Tell students that first you are going to model this for them.
- Display the **Revision Work Sample**. Tell students that this is the middle of a narrative about finding a fossil that doesn’t include temporal words. You are going to read it through once and then think about where you could include temporal words.
- If productive, cue students with a challenge:
“Can you figure out what I did to revise my writing to include temporal words? I’ll give you time to think and discuss with a partner.”
- Read through the Revision Work Sample once.
- Say:
“Let me see if I can find a place where including a temporal word would help the reader know what was coming next in the story.”
“This first sentence seems important for the reader to know what is coming next in the story—it is the moment when this person is about to discover the fossil. I think a temporal word would help the reader know that.”

Look at the temporal words on your planner.

“Let me try the word ‘afterwards.’ ‘Afterwards, the wind blew, and I saw something in the ground.’ No, that doesn’t sound quite right. Let me try ‘suddenly.’ ‘Suddenly, the wind blew, and I saw something in the ground.’”

“Yes, that’s it! This word makes sense here and makes the writing flow.”

- In front of students, insert a caret and write the word “Suddenly” on the Revision Work Sample. Refer to the **Revision Work Sample (example, for teacher reference)** as necessary.
- Invite students to turn and talk to their writing partner:

“What did I do to revise my writing to include temporal words?” (You read your writing out loud. You thought of a place where a temporal word would help the reader know what was coming next in the story. You looked at the temporal words in the planner. You tried out a couple different words until you found one that made sense and made the writing flow. You added that word in your writing.)
- If time permits, have students insert one more temporal word into the Revision Work Sample following the steps in the think-aloud above. Refer to the Revision Work Sample (example, for teacher reference) as necessary.
- Invite students to complete the following with their writing partner:
 1. Reread your writing aloud to your writing partner.
 2. See if there is a place where a temporal word would help the reader know what was coming next in the story.
 3. Look at the temporal words in your Narrative Planner.
 4. Try out a couple different words.
 5. Choose the best one, and add it to your writing.
- Invite students to begin working through these steps with their writing partner. Encourage them to use the temporal words box in their Narrative Planners as a resource.
- After 6–7 minutes, refocus whole group. Give students specific, positive feedback on working hard on this new skill: to include temporal words in their narratives.
- Tell students that they will now edit the middle of their narratives.
- Direct students’ attention to the posted learning targets and read the third one aloud:

“I can edit my narrative to include irregular past-tense verbs correctly.”
- Remind students that this is the same learning target they worked toward in the past lesson to edit their writing.
- Direct students’ attention to the **Irregular Past-tense Verbs anchor chart** and encourage them to use it as a resource as they work with their partner.
- Invite students to edit the middle of their narratives for irregular past-tense verbs on pages 2 and 3 of their Narrative Booklets with their writing partners.
- After 5–6 minutes, refocus whole group.

Meeting Students’ Needs

- To activate background knowledge and support expressive skills before the revision process, consider offering index cards preprinted with temporal words for students to use as they edit their work. (MMR, MMAE)

- For ELLs: Explain that temporal words are powerful and should be carefully selected. It may be tempting to try to use all of the temporal words, but students should use only what helps the reader know what's coming next or keep track of what is happening. Also let them know that these temporal words can be used at the beginning of a sentence, but that at some point they will learn (and might want to experiment with) how these and other temporal words can be used in the middle of a sentence. If students are ready, ask with time to think and discuss, for example:

“What if I write “I looked closely, and soon I knew I had discovered something. Does this make sense? Why?” (Yes. Soon is “a word that tells more about an action/adverb” that can be used before any independent clause—“main character/subject” + “what the main character does/verb,” or before any verb.)

- For ELLs: Before students begin editing the irregular past-tense verbs in the middle of their narrative, invite them first to identify all of the verbs in their middle by underlining them.

Closing and Assessment

A. Pinky Partners: Sharing Our Work (5 minutes)

- Invite students to give you an air high-five for their hard work today as writers!
- Tell students that they are going to use the Pinky Partners protocol to share their work with a partner different than their writing partner. Remind them that they used this protocol in Lessons 6 and 7, and review as necessary using the **Pinky Partners Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Direct students' attention to the Compelling Narratives about Discovering a Fossil anchor chart and tell them they should use the criteria in the second and third rows to give kind and specific feedback.
- Guide students through the protocol, encouraging them to use the following sentence starter:
“You did a good job of ____.”
- Ask students to return to their seats in the whole group area.
- Tell students that they will finish these narratives tomorrow!

Meeting Students' Needs

- For students who may need additional support with anticipating and managing frustration: Model what to do if they don't understand their partner's feedback. (Example: “If I don't understand what my partner shared, I can ask for clarification of their feedback.”) (MME)
- For ELLs: Provide a model and 1 minute of think time before partners begin sharing their feedback.