

Second Grade—Narrative

“Light Rail Smash!”

Light Rail Smash!

A few days ago, I was having another boring day. I was just cleaning my room with my roommate. Suddenly, he told me to stand still, and he looked out the window. What did he see, what did he see? He saw the light rail. It smashed into Wolf Camera! It smashed into an ambulance. It took down a lamppost, moved concrete flower pots, and went right through two glass doors. It was like Godzilla destroying the city. Guess what happened to the driver? He was hurt badly.

<p>Ways to Use this Sample during Writing Instruction</p> <ul style="list-style-type: none"> ▪ To teach students how repetition of a question can create suspense. ▪ To craft a new ending with students. ▪ To examine readable and unreadable writing (Skills and Strategies Unit). 	
<p>Questions to Consider in Study Groups</p> <p>Where did this writer learn how to use repetition? What kind of a reader do you think this writer is? Why do you think so?</p>	
<p>Narrative Elements</p>	<p>Notice the way the writer starts out the piece, then builds to the action. The piece includes sequence and details and closes with asking and answering a question.</p>
<p>Narrative Strategies</p>	<p>Wow! Check out the voice in this piece! The writer really draws us into his story by talking to his audience. He also uses figurative language effectively. Notice the use of repetition. Repeating a question in this way creates suspense for the reader.</p>
<p>Conventions</p>	<p><i>Syntax and Vocabulary</i> The vocabulary is specialized and intentional (concrete, ambulance, smashed).</p> <p><i>Spelling</i> The spelling in this piece is an issue. While most high-frequency words are spelled correctly, the writer demonstrates difficulty spelling longer and irregularly spelled words.</p> <p><i>Punctuation</i> The writer uses ending punctuation and question marks and shows some inconsistency with the use of the question mark at the end of the piece, which suggests his understanding of its use is not consistent.</p>