

**Narrative Writing Checklist Grade 2**  
**North Smithfield School Department**

Student \_\_\_\_\_ Date \_\_\_\_\_

**Writing Process**

- With guidance and support I strengthened my writing as needed by:
  - planning/brainstorming
  - drafting
  - revising
  - editing
  - publishing

**Purpose: Narrative**

- I retold a well detailed event or retold a short sequence of events.
- I used details to describe actions, thoughts, and feelings..
- I used sequencing words to signal event order, e.g.
  - time order words (before, during, later)
  - next, then, last (finally)
- I provided a sense of closure.

**Language**

- I showed an understanding of:
  - spelling
  - noun and verb usage
  - capitalization
  - punctuation
- This is my very best writing.

## Student Sample: Grade 2, Narrative

This narrative was produced in class, and the writer likely received support from the teacher.

### My first tooth is gone

I recall one winter night. I was four. My sister and I were running down the hall and something happend. It was my sister and I had run right into each other. Boy! did we cry. But not only did I cry, my tooth was bleeding. Then it felt funny. Then plop! There it was lying in my hand. So that night I put it under my pillow and in the morning I found something. It was not my tooth it was two dollars. So I ran down the hall, like I wasn't supposed to, and showed my mom and dad. They were suprised because when they lost teeth the only thing they got is 50¢.

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### Annotation

The writer of this piece

- **establishes a situation in time and place appropriate for what is to come.**
  - *I recall one winter night. I was four. My sister and I were running down the hall and something happend.*
- **recounts a well-elaborated sequence of events using temporal words to signal event order.**
  - *My sister and I were running down the hall **and** something happend. . . . **But** not only did I cry . . . **Then** it felt funny. **Then** plop! There it was lying in my hand.*
- **includes details to describe actions, thoughts, and feelings.**
  - *Boy! did we cry.*
  - *Then it felt funny.*
  - *So I ran down the hall, like I wasn't supposed to, and showed my mom and dad*
- **provides a sense of closure.**
  - *They were suprised because when they lost teeth the only thing they got is 50¢.*
- **demonstrates growing command of the conventions of standard written English.**
  - This piece illustrates the writer's largely consistent use of beginning-of-sentence capitalization and end-of-sentence punctuation (both periods and exclamation points). The pronoun *I* is also capitalized consistently, and almost all the words are spelled correctly. The writer sets off a parenthetical element with commas and uses an apostrophe correctly.