



Delaware English Language Arts Standards Learning Progressions

GRADE K: Writing Standard 3

<p>College and Career Readiness (CCR) Anchor Writing Standard (3): Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>		
<p>Grade K: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>Grade 1: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Identify an event(s) • Draw a picture that tells a story about the event(s) • Discuss what has been drawn • Identify the who, what and when of the event • Describe feelings during the event/series of events • Tell a story about several events • Draw, write or dictate events in the order they happened • Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened 	<ul style="list-style-type: none"> • Draw • Who, What and When • Retell • Events • Order/Sequence • Feelings • Reaction 	<ul style="list-style-type: none"> • How can you draw, dictate, or write about an event(s)? • Do you want to tell about a real event(s) that really happened? Or do you want to make up a story? • What happened? What happened first? Next? And then? • How does it end? • What do you think about what happened? Or, what do the characters feel?
<p>KW10: Range of Writing (Begins in 3rd Grade) - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		



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GRADE 1: Writing Standard 3

<p>College and Career Readiness (CCR) Anchor Writing Standard (3): Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>		
<p>Grade K: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>Grade 1: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>Grade 2: 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.</p>
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Choose an experience to write about • Identify the character(s) and setting • Choose two or more events to include in the piece • Include relevant details that describe what happened • Tell the events in order • Choose temporal words that move the story forward • Use temporal words in order to signal a change of events (<i>long time ago, today, later, first, next, then, and last</i>) • Provide an ending or some sense of closure • Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure 	<ul style="list-style-type: none"> • Character(s) • Setting • Order/Sequence • Details • Event(s) • Temporal words • Ending/Closure 	<ul style="list-style-type: none"> • Is the story real or made up from your imagination? • What happens? And in what order do things happen? • Have you added enough details so readers can understand? • Have you made it clear how one event leads to another? • Have you used temporal words to show the order of the events? • How does the story end?
<p>1W10: Range of Writing (Begins in 3rd Grade) - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		



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GRADE 2: Writing Standard 3

<p>College and Career Readiness (CCR) Anchor Writing Standard (3): Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>		
<p>Grade 1: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>Grade 2: 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.</p>	<p>Grade 3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p>
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Choose an experience to write about • Identify the character(s) and setting • Choose relevant details that describe what happened during the event(s) • Include and elaborate on details to describe actions, thoughts and feelings related to the events • Identify sequence of events • Choose temporal words that move the story forward • Use temporal words in order to signal a change of events (<i>long time ago, today, later, first, next, then, and last</i>) • Provide a sense of closure • 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 	<ul style="list-style-type: none"> • Narrative • Setting • Character(s) • Details • Descriptive words • Event(s)/experience(s) • Actions, thoughts and feelings • Sequence/time • Temporal words • Closure 	<ul style="list-style-type: none"> • Is the story real or is it one you made up from your imagination? • What happens? What is the main event? And what order do things happen? • How can you include details to express an event in order? • Have you added enough details that describe people’s actions, thoughts, and feelings? • Have you made it clear how one event leads to another? • Have you used temporal words to show the order of the events? • How does the story end?
<p>2W10: Range of Writing (Begins in 3rd Grade) - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		



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GRADE 3: Writing Standard 3

<p>College and Career Readiness (CCR) Anchor Writing Standard (3): Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>		
<p>Grade 2: 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.</p>	<p>Grade 3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>Grade 4: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
<p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>		
<p>Progression to Mastery</p>	<p>Key Concepts</p>	<p>Guiding Prompts</p>
<ul style="list-style-type: none"> • Establish a situation (event/experience/topic) • Introduce a narrator and/or characters • Organize details that connect one event to another (event sequence) • Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally 	<ul style="list-style-type: none"> • Narrative • Topic • Characters • Setting • Narrator • Event • Event sequence and organizational patterns • Relevant Details 	<ul style="list-style-type: none"> • How did you establish the situation? • What is the setting? Why is it important? • Who is telling the story? • Who are the characters in the piece? How did you introduce them? • How did you organize details to create an event sequence?
<p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>		
<p>Progression to Mastery</p>	<p>Key Concepts</p>	<p>Guiding Prompts</p>
<ul style="list-style-type: none"> • Use details to describe people, places, or things • Select an important event and elaborate on it one step at a time • Use dialogue of the characters to move story along • Use dialogue to show how characters respond to or feel about situations • Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations 	<ul style="list-style-type: none"> • Develop • Dialogue • Elaboration • Relevant details • Responses (Actions, thoughts, feelings) 	<ul style="list-style-type: none"> • Have you described the people, places, and things in your story? • What details did you use? • How did your character respond or feel about the situation? • Did you use dialogue to develop the events? • How did you use dialogue to show characters' thoughts or feelings?



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c. Use temporal words and phrases to signal event order.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Use temporal words (<i>after</i>, <i>before</i>) to create a sequence to the story • Use phrases such as <i>a little later</i> and <i>after that</i> to create a sequence to the story • Use temporal words and phrases to signal event order 	<ul style="list-style-type: none"> • Temporal words and phrases • Event order 	<ul style="list-style-type: none"> • What words or phrases did you use to show event order? • Are the events in the story organized in order?
d. Provide a sense of closure.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Provide a sense of closure through a character’s actions or words that indicates their growth • Provide a sense of closure 	<ul style="list-style-type: none"> • Closure 	<ul style="list-style-type: none"> • How did you close the piece? • Does it make sense to the reader? • Why did you include <u>(teacher names a specific action, dialogue, or feeling)</u> in your conclusion?
<p>3W10: Range of Writing - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		



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GRADE 4: Writing Standard 3

<p>College and Career Readiness (CCR) Anchor Writing Standard (3): Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>		
<p>Grade 3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>Grade 4: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>Grade 5: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
<p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Establish a situation (event/experience/topic) • Orient the reader by establishing a narrator and/or characters • Organize an event sequence that establishes a plot • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally 	<ul style="list-style-type: none"> • Narrative • Topic • Event(s) • Characters • Narrator • Awareness of audience • Relevant details • Sequence • Plot 	<ul style="list-style-type: none"> • Is what you are telling a real or imagined event? • How did you orient your reader to your topic? • How did you sequence the events to create the plot? • How did you sequence the events? • Who is telling the story? • Who are the characters in the piece? How did you introduce them?
<p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Use details to describe people, places, or things • Use dialogue to move story along • Use dialogue to show how characters respond to or feel about situations • Use dialogue and description to develop experiences and events or show the responses of characters to situations 	<ul style="list-style-type: none"> • Develop • Dialogue • Description • Responses (actions, thoughts and feelings) 	<ul style="list-style-type: none"> • How did you use description to develop events? • Have you described the people, places, and things in your story? • How did your character respond or feel about the situation? • How did you use dialogue to develop events? • How did you use dialogue to show characters' thoughts or feelings?



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c. Use a variety of transitional words and phrases to manage the sequence of events.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Show passage of time with words and phrases that mark time (<i>just then, suddenly, after a little while a little later</i>) Use transitional words and phrases to organize events in a sequence Use a variety of transitional words and phrases to manage the sequence of events 	<ul style="list-style-type: none"> Transitional words and phrases 	<ul style="list-style-type: none"> What words or phrases did you use to show event order? How does the sequence of events affect the plot? Have you used words and/or phrases to help the reader understand the order of events?
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Use concrete words and phrases (things you can see, hear, touch, taste and smell) to precisely convey events and experiences Use sensory details (descriptive details that use the five senses) to precisely convey events and experiences Use concrete words and phrases and sensory details to convey experiences and events precisely 	<ul style="list-style-type: none"> Concrete words Sensory language 	<ul style="list-style-type: none"> What words did you use to create a picture in the reader’s mind? Is that the best word or phrase to help your reader visualize what is happening?
e. Provide a conclusion that follows from the narrated experiences or events.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Provide a sense of closure through a character’s actions or words that indicates their growth Provide a conclusion that follows from the narrated experiences or events 	<ul style="list-style-type: none"> Conclusion Characterization 	<ul style="list-style-type: none"> How did you close the piece? What did the character (do, say, realize) at the end? Why did you talk about (<u>teacher names a specific action, dialogue, or feeling</u>) in your conclusion? How did you connect the ending back to another part of the story? Why did you do this?
<p>4W10: Range of Writing - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		



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GRADE 5: Writing Standard 3

<p>College and Career Readiness (CCR) Anchor Writing Standard (3): Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>		
<p>Grade 4: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>Grade 5: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>Grade 6: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
<p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>		
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Prompts</p>
<ul style="list-style-type: none"> • Establish a situation (event/experience/topic) • Orient the reader by establishing a narrator and/or characters • Organize an event sequence that establishes a plot • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 	<ul style="list-style-type: none"> • Narrative • Topic • Event(s) • Characters • Narrator • Awareness of audience • Relevant details • Sequence • Plot 	<ul style="list-style-type: none"> • Is what you are telling a real or imagined event? • How did you orient your reader to your topic? • How did you sequence the events to create the plot? • How did you sequence the events? • Who is telling the story? • Who are the characters in the piece? How did you introduce them?
<p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>		
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Prompts</p>
<ul style="list-style-type: none"> • Use details to describe people, places, or things • Use dialogue to move story along • Use dialogue to show how characters respond to or feel about situations • Adjust pacing to speed up or slow down the story • Use narrative techniques, 	<ul style="list-style-type: none"> • Develop • Dialogue • Pacing • Description • Responses (actions, thoughts and feelings) 	<ul style="list-style-type: none"> • Have you described the people, places, and things in your story? • How did you use dialogue to develop events? • How did you use dialogue to show characters' thoughts or feelings? • Show me an example in your writing of how you slowed



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<p>such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations</p>		<p>the pacing.</p> <ul style="list-style-type: none"> • Show me an example in your writing of how you made the pacing quicken. • Find a few short sentences or fragments. What effects do these create? • Find a few long sentences. What effect do these create?
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Use transitional words, phrases and clauses to organize events in a sequence • Show the transition of time in a variety of ways <ul style="list-style-type: none"> ○ (things happening at same time – <i>meanwhile, at the same time, early that morning, three hours later</i>) • Use a variety of transitional words, phrases, and clauses to manage the sequence of events 	<ul style="list-style-type: none"> • Transitional words, phrases and clauses 	<ul style="list-style-type: none"> • What words, phrases, or clauses did you use to show event order? • How does the sequence of events affect the plot? • Have you used words, phrases and/or clauses to help the reader understand the order of events?
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Use concrete words and phrases (things you can see, hear, touch, taste and smell) to precisely convey events and experiences • Use sensory details (descriptive details that use the five senses) to precisely convey events and experiences • Use concrete words and phrases and sensory details to convey experiences and events precisely 	<ul style="list-style-type: none"> • Concrete words • Sensory language 	<ul style="list-style-type: none"> • What words did you use to create a picture in the reader’s mind? • Is that the best word or phrase to help your reader visualize what is happening?
e. Provide a conclusion that follows from the narrated experiences or events.		



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Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none">• Provide a sense of closure through a character’s actions or words that indicates their growth• Provide a conclusion that follows from the narrated experiences or events	<ul style="list-style-type: none">• Conclusion• Characterization	<ul style="list-style-type: none">• How did you close the piece?• What did the character (do, say, realize) at the end?• Why did you talk about <u>(teacher names a specific action, dialogue, or feeling)</u> in your conclusion?• How did you connect the ending back to another part of the story? Why did you do this?
<p>5W10: Range of Writing - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		



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GRADE 6: Writing Standard 3

<p>College and Career Readiness (CCR) Anchor Writing Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>		
<p>Grade 5: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>Grade 6: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Grades 7: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>
<p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>		
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Prompts</p>
<ul style="list-style-type: none"> • Create/select a situation (event/experience/conflict) as the basis for the narrative • Create or establish a narrator and/or key characters • Create or establish a purpose and context for the narrative (e.g. hint at the larger meaning of the story, set the stage for the lesson that might be learned, or show how the character relates to the setting in a way that matters) • Organize a story structure which draws the reader in and clarifies what is happening and who is involved • Arrange events into a plot sequence(s) that is logical, based on the context created for the narrative • Engage and orient the reader by establishing a context and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally and logically. 	<ul style="list-style-type: none"> • Narrator/Characters • Awareness of audience • Event sequence • Narrative details • Story structure/Plot (e.g., inciting event or exposition, rising action, climax, falling action, and denouement or resolution) • Purpose • Context 	<ul style="list-style-type: none"> • What happened and why are you telling a story about it? • Are you telling a real or imagined event? • How will you introduce your characters and/or narrator? • Have you chosen details strategically, based on the purpose and context you’ve created for the narrative? • How are you organizing the events in a way that would make sense to a reader?



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<p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>		
<p>Progression to Mastery</p> <ul style="list-style-type: none"> • Use specific details to describe people, places, experiences, and/or events • Use dialogue to show how characters respond, react, or change as the plot progresses • Use dialogue and description to bring the characters alive • Use a character’s actions or words to indicate his/her development within the narrative • Adjust pacing to speed up or slow down the story to help the reader focus on key events and/or details • Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/ or characters. 	<p>Key Concepts</p> <ul style="list-style-type: none"> • Dialogue • Pacing • Description • Characterization 	<p>Guiding Prompts</p> <ul style="list-style-type: none"> • What details can you add to help the reader better understand the characters, places, experiences, and/or events in your narrative? • How can you use dialogue to develop the plot? • How can you use dialogue to show characters’ thoughts, feelings, and reactions? • Which character(s) change throughout the story and how do you make that apparent to the reader? • When or where do you slow the pace of the story and why? • When or where do you quicken the pace of the story and why?
<p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>		
<p>Progression to Mastery</p> <ul style="list-style-type: none"> • Use transitional words, phrases, and clauses to organize events in a sequence • Show the transition of time in a variety of ways (e.g., meanwhile, at the same time, early that morning, three hours later) • Use transitional phrases and clauses to alert readers to changes in setting (e.g., further away, on the other side of town, suddenly, unlike before, if she had only known) • Use a variety of transition words, phrases, and clauses 	<p>Key Concepts</p> <ul style="list-style-type: none"> • Cohesive and transitional devices (e.g., words, phrases, clauses) • Organizational pattern(s)/sequence of events (e.g., chronological/linear, reflective, flashback, circular) 	<p>Guiding Prompts</p> <ul style="list-style-type: none"> • How does your narrative transition/flow from one idea or event into the next? • When or where does your narrative shift from one time or place to another and why? • How do you signal to the reader the shifts in time or place?



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to convey sequence and signal shifts from one time frame or setting to another		
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Use carefully chosen words and phrases to precisely convey experiences and prevent wordiness • Use sensory details (things you can see, hear, touch, taste and smell) to create vivid pictures/images in the reader’s mind • Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 	<ul style="list-style-type: none"> • Imagery • Sensory details • Relevant details • Figurative language • Descriptive language 	<ul style="list-style-type: none"> • How can you use descriptive language to help convey the experiences and events? • How do the sensory details you have included help create vivid images in the reader’s mind? • How do the descriptive details you have chosen enhance the story?
e. Provide a conclusion that follows from the narrated experiences or events.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Prepare the reader for the end of the narrative or the resolution of the conflict by sequencing the final events/experiences/details in a logical way • Provide a conclusion that follows from the narrated experiences or events 	<ul style="list-style-type: none"> • Logical sequence • Conclusion 	<ul style="list-style-type: none"> • How will you provide an effective conclusion to the narrative? • How do the specific details in the final segment of your narrative help the reader understand the conclusion? • How did you connect the ending back to other parts of the narrative? Why did you do this?
<p>6W10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		



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GRADE 7: Writing Standard 3

<p>College and Career Readiness (CCR) Anchor Writing Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>		
<p>Grade 6: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Grade 7: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>Grades 8: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences e.</p>
<p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>		
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Prompts</p>
<ul style="list-style-type: none"> • Create/select a situation (event/experience/conflict) as the basis for the narrative • Create or establish a narrator and/or key characters • Create or establish a purpose and context for the narrative (e.g. hint at the larger meaning of the story, set the stage for the lesson that might be learned, or show how the character relates to the setting in a way that matters) • Create/establish a point of view from which the narrative is told • Organize a story structure which draws the reader in and clarifies what is happening and who is involved • Arrange events into a plot sequence(s) that is logical, based on the context created for the narrative • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event 	<ul style="list-style-type: none"> • Point of View • Narrator/Characters • Awareness of audience • Event sequence • Narrative details • Story structure/Plot (e.g., inciting event or exposition, rising action, climax, falling action, and denouement or resolution) • Purpose • Context 	<ul style="list-style-type: none"> • From whose point of view are you telling the story? Why? • What happened and why are you telling a story about it? • Are you telling a real or imagined event? • How will you introduce your characters and/or narrator? • Have you chosen details strategically, based on the purpose and context you've created for the narrative? • How are you organizing the events in a way that would make sense to a reader?



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sequence that unfolds naturally and logically		
b. Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Use specific details to describe people, places, experiences, and/or events • Use dialogue to show how characters respond, react, or change as the plot progresses • Use dialogue and description to bring the characters alive • Use a character’s actions or words to indicate his/her development within the narrative • Adjust pacing to speed up or slow down the story to help the reader focus on key events and/or details • Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/ or characters. 	<ul style="list-style-type: none"> • Dialogue • Pacing • Description • Characterization 	<ul style="list-style-type: none"> • What details can you add to help the reader better understand the characters, places, experiences, and/or events in your narrative? • How can you use dialogue to develop the plot? • How can you use dialogue to show characters’ thoughts, feelings, and reactions? • Which character(s) change throughout the story and how do you make that apparent to the reader? • When or where do you slow the pace of the story and why? • When or where do you quicken the pace of the story and why?
c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Use transitional words, phrases, and clauses to organize events in a sequence • Show the transition of time in a variety of ways (e.g., meanwhile, at the same time, early that morning, three hours later) • Use transitional phrases and clauses to alert readers to changes in setting (e.g., further away, on the other side of town, suddenly, unlike before, if she had only known) • Use a variety of transition 	<ul style="list-style-type: none"> • Cohesive and transitional devices (e.g., words, phrases, clauses) • Organizational pattern(s)/sequence of events (e.g., chronological/linear, reflective, flashback, circular) 	<ul style="list-style-type: none"> • How does your narrative transition/flow from one idea or event into the next? • When or where does your narrative shift from one time or place to another and why? • How do you signal to the reader the shifts in time or place?



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words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another		
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Use carefully chosen words and phrases to precisely convey experiences and prevent wordiness • Use sensory details (things you can see, hear, touch, taste and smell) to create vivid pictures/images in the reader’s mind • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events 	<ul style="list-style-type: none"> • Imagery • Sensory details • Relevant details • Figurative language • Descriptive language 	<ul style="list-style-type: none"> • How can you use descriptive language to help convey the experiences and events? • How do the sensory details you have included help create vivid images in the reader’s mind? • How do the descriptive details you have chosen enhance the story?
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Prepare the reader for the end of the narrative or the resolution of the conflict by sequencing the final events/experiences/details in a logical way • Provide a conclusion that reflects on the central situation or conflict presented in the story • Provide a conclusion that follows from and reflects on the narrated experiences or events 	<ul style="list-style-type: none"> • Conclusion • Logical sequence • Reflection 	<ul style="list-style-type: none"> • How will you provide an effective conclusion to the narrative? • How do the specific details in the final segment of your narrative help the reader understand the conclusion? • How did you connect the ending back to another part of the story? Why did you do this? • How does your conclusion offer a reflection of the narrative’s experiences or events?
7W10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		



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GRADE 8: Writing Standard 3

<p>College and Career Readiness (CCR) Anchor Writing Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>		
<p>Grade 7: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>Grade 8: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>Grade 9-10: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
<p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>		
<p>Progression to Mastery</p>	<p>Key Concepts</p>	<p>Guiding Prompts</p>
<ul style="list-style-type: none"> • Create/select a situation (event/experience/conflict) as the basis for the narrative • Create or establish a narrator and/or key characters • Create or establish a purpose and context for the narrative (e.g. hint at the larger meaning of the story, set the stage for the lesson that might be learned, or show how the character relates to the setting in a way that matters) • Create/establish a point of view from which the narrative is told • Organize a story structure which draws the reader in and clarifies what is happening and who is involved • Arrange events into a plot sequence(s) that is logical, based on the context created for the narrative • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; 	<ul style="list-style-type: none"> • Point of View • Narrator/Characters • Awareness of audience • Event sequence • Narrative details • Story structure/Plot (e.g., inciting event or exposition, rising action, climax, falling action, and denouement or resolution) • Purpose • Context 	<ul style="list-style-type: none"> • From whose point of view are you telling the story? Why? • What happened and why are you telling a story about it? • Are you telling a real or imagined event? • How will you introduce your characters and/or narrator? • Have you chosen details strategically, based on the purpose and context you've created for the narrative? How are you organizing the events in a way that would make sense to a reader?



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organize an event sequence that unfolds naturally and logically.		
b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Use specific details to describe people, places, things, and/or events • Use dialogue to show how characters respond, react, or change as the plot progresses • Use dialogue and description to bring the characters alive • Use a character’s actions or words to indicate his/her development within the narrative • Adjust pacing to speed up or slow down the story to help the reader focus on key events and/or details • Incorporate characters’ reflection about their situation or reactions to help develop the narrative • Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/ or characters. 	<ul style="list-style-type: none"> • Dialogue • Pacing • Description • Reflection • Characterization 	<ul style="list-style-type: none"> • What details can you add to help the reader better understand the characters, places, things, and/or events in your narrative? • How can you use dialogue to develop the plot? • How can you use dialogue and reflection to show characters’ thoughts, feelings, and reactions? • Which character(s) change throughout the narrative and how do you make that apparent to the reader? • When or where do you slow the pace of the narrative and why? • When or where do you quicken the pace of the narrative and why?
c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Use transitional words, phrases, and clauses to organize events in a sequence • Show the transition of time in a variety of ways (e.g., meanwhile, at the same time, early that morning, three hours later) • Use transitional phrases and 	<ul style="list-style-type: none"> • Cohesive and transitional devices (e.g., words, phrases, clauses) • Organizational pattern(s)/sequence of events (e.g., chronological/linear, reflective, flashback, circular) 	<ul style="list-style-type: none"> • How does your narrative transition/flow from one idea or event into the next? • When or where does your narrative shift from one time or place to another and why? • What transitional expressions can you use to show the relationships



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<p>clauses to alert readers to changes in setting or connections among experiences or events (e.g., further away, on the other side of town, suddenly, unlike before, if she had only known)</p> <ul style="list-style-type: none"> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, and show the relationships among experiences and events 		<p>among experiences and events?</p> <ul style="list-style-type: none"> How do you signal to the reader the shifts in time or place?
<p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Use carefully chosen words and phrases to precisely convey experiences and prevent wordiness Use sensory details (things you can see, hear, touch, taste and smell) to create vivid pictures/images in the reader’s mind Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 	<ul style="list-style-type: none"> Imagery Sensory details Relevant details Figurative language Descriptive language 	<ul style="list-style-type: none"> How can you use descriptive language to help convey the experiences and events? How do the sensory details you have included help create vivid images in the reader’s mind? How do the descriptive details you have chosen enhance the narrative?
<p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Prepare the reader for the end of the narrative or the resolution of the conflict by sequencing the final events/experiences/details in a logical way Provide a conclusion that reflects on the central 	<ul style="list-style-type: none"> Conclusion Logical sequence Reflection 	<ul style="list-style-type: none"> How will you provide an effective conclusion to the narrative? How do the specific details in the final segment of your narrative help the reader understand the conclusion? How did you connect the ending back to another part



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<p>situation or conflict presented in the narrative</p> <ul style="list-style-type: none">• Provide a conclusion that follows from and reflects on the narrated experiences or events		<p>of the narrative? Why did you do this?</p> <ul style="list-style-type: none">• How does your conclusion offer a reflection of the narrative's experiences or events?
<p>8W10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		



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GRADE 9-10: Writing Standard 3

<p>College and Career Readiness (CCR) Anchor Writing Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>		
<p>Grade 8: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Grade 9-10: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Grades 11-12: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
<p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>		
<p>Progression to Mastery</p>	<p>Key Concepts</p>	<p>Guiding Prompts</p>
<ul style="list-style-type: none"> • Create/select experiences or events to establish an observation, problem, conflict, or situation • Establish one or multiple points of view from which the narrative is told • Create or establish a narrator and/or key characters • Create or establish a purpose and context for the narrative (e.g. hint at the larger meaning of the story, set the stage for the lesson that might be learned, or show how the character relates to the setting in a way that matters) • Organize a story structure which draws the reader in and clarifies what is happening and who is involved • Create a smooth progression of experiences or events • Engage and orient the reader by setting out a 	<ul style="list-style-type: none"> • Observation/Problem/Conflict/Situation • Point of view • Story structure/Plot (e.g., inciting event or exposition, rising action, climax, falling action, and denouement or resolution) • Purpose • Context 	<ul style="list-style-type: none"> • What experience (observation/problem/conflict/situation) will you write about? Why did you select this one? • What do you want your audience to take away after reading this story? • How will you introduce your characters and narrator? • From what point(s) of view is your narrative written? Why did you select this/these point(s) of view? • Have you chosen details strategically, based on the purpose and context you've created for the narrative? • How will you organize the events in a way that they would make sense to a reader? Are they logical? Is the relationship among the events evident?



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<p>problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or event sequences</p>		
<p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Use specific details to describe people, places, experiences, and/or events • Use dialogue to show how characters respond or change as the plot moves toward a resolution • Use dialogue, reflection, description, and multiple plot lines to bring the characters alive • Use a character’s actions or words to indicate his/her development within the narrative • Adjust pacing to speed up or slow down the story to help the reader focus on key events and/or details • Incorporate characters’ reflection about their situation or reactions to help develop the narrative • Provide or withhold key details for effect • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 	<ul style="list-style-type: none"> • Dialogue • Pacing • Description • Reflection • Multiple plot lines • Characterization 	<ul style="list-style-type: none"> • How do the various plot lines help develop your narrative? • How can you use dialogue to develop the plot? • Which character(s) changed throughout the narrative and how did you make that apparent to the reader? • How have you used a narrative technique to show a change in a character? • How can you use dialogue to show characters’ thoughts or feelings? • When or where did you slow the pace of the narrative and why? • When or where did you quicken the pace of the narrative and why?



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<p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Organize an event sequence that unfolds naturally and logically • Use transitional words, phrases, and clauses to organize events in a sequence • Show the transition of time in a variety of ways • Use transitional phrases and clauses to alert readers to changes in setting or connections among experiences or events • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole 	<ul style="list-style-type: none"> • Cohesive and transitional devices (e.g., words, phrases, clauses) • Organizational pattern(s)/sequence of events (e.g., chronological/linear, reflective, flashback, circular) 	<ul style="list-style-type: none"> • How does your narrative transition/flow from one idea or event into the next? • When or where does your narrative shift from one time or place to another and why? • What transitional expressions can you use to show the relationships among experiences and events? • How do you signal to the reader the shifts in time or place?
<p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Select words and phrases that evoke the experience or the sense of place and people involved • Use descriptive language to evoke an emotion or mood in the reader • Use carefully chosen words and phrases to precisely convey experiences and prevent wordiness • Use sensory details (things you can see, hear, touch, taste and smell) to create vivid pictures/images in the reader's mind • Use precise words and phrases, telling details, 	<ul style="list-style-type: none"> • Description • Sensory language • Figurative language • Imagery • Telling details 	<ul style="list-style-type: none"> • What mood are you trying to create? • What descriptive details or other aspects of this experience are important to include in the narrative? • How do the sensory details you have included help create vivid images in the reader's mind? • How do the descriptive details you have chosen enhance the narrative? • How and where can you use sensory language to convey the experience, events, setting, and/or characters?



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and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.		
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Prepare the reader for the end of the narrative or the resolution of the conflict by sequencing the final events/experiences/details in a logical way • Provide a conclusion that reflects on the central situation or conflict presented in the narrative • Provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative 	<ul style="list-style-type: none"> • Conclusion • Logical sequence • Reflection • Resolution 	<ul style="list-style-type: none"> • How will you provide an effective conclusion to the narrative? • How do the specific details in the final segment of your narrative help the reader understand the conclusion? • How did you connect the ending back to another part of the narrative? Why did you do this? • How does your conclusion offer a reflection of the narrative’s experiences or events?
9-10W10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		



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GRADE 11-12: Writing Standard 3

<p>College and Career Readiness (CCR) Anchor Writing Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>		
<p>Grade 9-10: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Grades 11-12: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	
<p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Create/select experiences or events to establish an observation, problem, conflict, or situation • Establish one or multiple points of view from which the narrative is told • Create or establish a narrator and/or key characters • Create or establish a purpose and context for the narrative (e.g. hint at the larger meaning of the story, set the stage for the lesson that might be learned, or show how the character relates to the setting in a way that matters) • Use details that guide the reader to understand the significance of any observations • Organize a story structure which draws the reader in and clarifies what is happening and who is involved • Create a smooth progression of experiences or events • Engage and orient the 	<ul style="list-style-type: none"> • Observation/Problem/Conflict/Situation • Point of view • Story structure/Plot • Purpose • Context 	<ul style="list-style-type: none"> • What experience (observation/problem/conflict/situation) will you write about? Why did you select this one? • What do you want your audience to take away after reading this story? • How will you introduce your characters and narrator? • From what point(s) of view is your narrative written? Why did you select this/these point(s) of view? • Have you chosen details strategically, based on the purpose and context you've created for the narrative? • Have you chosen details that guide the reader to understand the significance of any observations? • How will you organize the events in a way that they would make sense to a reader? Are they logical? Is the relationship among the events evident?



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<p>reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>		
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Use specific details to describe people, places, experiences, and/or events • Use dialogue to show how characters respond or change as the plot moves toward a resolution • Use dialogue, reflection, description, and multiple plot lines to bring the characters alive • Use a character’s actions or words to indicate his/her development within the narrative • Adjust pacing to speed up or slow down the story to help the reader focus on key events and/or details • Incorporate characters’ reflection about their situation or reactions to help develop the narrative • Provide or withhold key details for effect Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 	<ul style="list-style-type: none"> • Dialogue • Pacing • Description • Reflection • Multiple plot lines • Characterization 	<ul style="list-style-type: none"> • How do the various plot lines help develop your narrative? • How can you use dialogue to develop the plot? • Which character(s) changed throughout the narrative and how did you make that apparent to the reader? • How have you used a narrative technique to show a change in a character? • How can you use dialogue to show characters’ thoughts or feelings? • When or where did you slow the pace of the narrative and why? • When or where did you quicken the pace of the narrative and why?



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<p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p>		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Organize an event sequence that unfolds naturally and logically • Use transitional words, phrases, and clauses to organize events in a sequence • Show the transition of time in a variety of ways • Use transitional phrases and clauses to alert readers to changes in setting or connections among experiences or events • Organize details and events to contribute to a growing awareness of tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome 	<ul style="list-style-type: none"> • Cohesive and transitional devices (e.g., words, phrases, clauses) • Organizational pattern(s)/sequence of events (e.g., chronological/linear, reflective, flashback, circular) • Tone/Outcome (mystery, suspense, humor, growth, resolution) 	<ul style="list-style-type: none"> • How does your narrative transition/flow from one idea or event into the next? • When or where does your narrative shift from one time or place to another and why? • What transitional expressions can you use to show the relationships among experiences and events? • How do you signal to the reader the shifts in time or place? • How do the elements of this story combine to create a tone or outcome such as surprise, growth, or resolution?
<p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Select words and phrases that evoke the experience or the sense of place and people involved • Use descriptive language to evoke an emotion or mood in the reader • Use carefully chosen words and phrases to precisely convey experiences and prevent wordiness • Use sensory details (things you can see, hear, touch, 	<ul style="list-style-type: none"> • Description • Sensory language • Figurative language • Imagery • Telling details 	<ul style="list-style-type: none"> • What mood are you trying to create? • What descriptive details or other aspects of this experience are important to include in the narrative? • How do the sensory details you have included help create vivid images in the reader’s mind? • How do the descriptive details you have chosen enhance the narrative?



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<p>taste and smell) to create vivid pictures/images in the reader’s mind</p> <ul style="list-style-type: none"> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 		<ul style="list-style-type: none"> How and where can you use sensory language to convey the experience, events, setting, and/or characters?
<p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Prepare the reader for the end of the narrative or the resolution of the conflict by sequencing the final events/experiences/details in a logical way Provide a conclusion that reflects on the central situation or conflict presented in the narrative Provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative 	<ul style="list-style-type: none"> Conclusion Logical sequence Reflection Resolution 	<ul style="list-style-type: none"> How will you provide an effective conclusion to the narrative? How do the specific details in the final segment of your narrative help the reader understand the conclusion? How did you connect the ending back to another part of the narrative? Why did you do this? How does your conclusion offer a reflection of the narrative’s experiences or events?
<p>11-12W10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		