

Learning Progression for Narrative Writing, PreK–Grade 6								
	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
STRUCTURE								
Overall	The writer told a story with pictures and some “writing.”	The writer told, drew, and wrote a whole story.	The writer wrote about when she did something.	The writer wrote about <i>one time</i> when he did something.	The writer told the story bit by bit.	The writer wrote the important part of an event bit by bit and took out unimportant parts.	The writer wrote a story of an important moment. It reads like a story, even though it might be a true account.	The writer wrote a story that has tension, resolution, and realistic characters, and also conveys an idea, lesson, or theme.
Lead	The writer started by drawing or saying something.	The writer had a page that showed what happened first.	The writer tried to make a beginning for his story.	The writer thought about how to write a good beginning and chose a way to start her story. She chose the action, talk, or setting that would make a good beginning.	The writer wrote a beginning in which he helped readers know who the characters were and what the setting was in his story.	The writer wrote a beginning in which she showed what was happening and where, getting readers into the world of the story.	The writer wrote a beginning in which she not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character.	The writer wrote a beginning that not only set the plot/story in motion, but also hinted at the larger meaning the story would convey. It introduced the problem, set the stage for the lesson that would be learned, or showed how the character relates to the setting in a way that matters in the story.
Transitions	The writer kept on working.	The writer put his pages in order.	The writer put her pages in order. She used words such as <i>and</i> and <i>then, so</i> .	The writer told the story in order by using words such as <i>when, then</i> , and <i>after</i> .	The writer told her story in order by using phrases such as <i>a little later</i> and <i>after that</i> .	The writer showed how much time went by with words and phrases that mark time such as <i>just then</i> and <i>suddenly</i> (to show when things happened quickly) or <i>after a while</i> and <i>a little later</i> (to show when a little time passed).	The writer used transitional phrases to show the passage of time in complicated ways, perhaps by showing things happening at the same time ( <i>meanwhile, at the same time</i> ) or flashback and flash-forward ( <i>early that morning, three hours later</i> ).	The writer not only used transitional phrases and clauses to signal complicated changes in time, she also used them to alert her readers to changes in the setting, tone, mood, point of view, or time in the story (such as <i>suddenly, unlike before, if only she had known</i> ).
Ending	The writer’s story ended.	The writer had a page that showed what happened last in her story.	The writer found a way to end his story.	The writer chose the action, talk, or feeling that would make a good ending.	The writer chose the action, talk, or feeling that would make a good ending and worked to write it well.	The writer wrote an ending that connected to the beginning or the middle of the story. The writer used action, dialogue, or feeling to bring her story to a close.	The writer wrote an ending that connected to the main part of the story. The character said, did, or realized something at the end that came from what happened previously in the story. The writer gave readers a sense of closure.	The writer wrote an ending that connected to what the story is really about. She gave the reader a sense of closure by showing a new realization or insight or a change in the character/ narrator. The writer showed this through dialogue, action, inner thinking, or small actions the character takes.

Learning Progression for Narrative Writing, PreK–Grade 6 ( <i>cont.</i> )								
	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
STRUCTURE ( <i>cont.</i> )								
Organization	On the writer’s paper, there was a place for drawing and a place where she tried to write words.	The writer’s story had a page for the beginning, a page for the middle, and a page for the end.	The writer wrote her story across three or more pages.	The writer wrote a lot of lines on a page and wrote across a lot of pages.	The writer used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in her story.	The writer used paragraphs to separate the different parts or times of the story or to show when a new character was speaking.	The writer used paragraphs to separate different parts or times in the story and to show when a new character was speaking. Some parts of the story are longer and more developed than others.	The writer used paragraphs purposefully, perhaps to show time and setting changes, new parts of the story, or to create suspense for readers. She created a logical, clear sequence of events.
DEVELOPMENT								
Elaboration	The writer put more and then more on the page.	The writer’s story indicated who was there, what they did, and how the characters felt.	The writer put the picture from his mind onto the page. He had details in pictures and words.	The writer tried to bring her characters to life with details, talk, and actions.	The writer worked to show what was happening to (and in) his characters.	The writer added more to the heart of her story, including not only actions and dialogue but also thoughts and feelings.	The writer developed characters, setting, and plot throughout this story, especially the heart of the story. To do this, she used a blend of description, action, dialogue, and thinking.	The writer developed realistic characters, and developed the details, action, dialogue, and internal thinking that contribute to the deeper meaning of the story.
Craft	In the writer’s story, she told and showed what happened.	The writer drew and wrote some details about what happened.	The writer used labels and words to give details.	The writer chose strong words that would help readers picture his story.	The writer not only told her story, but also wrote it in ways that got readers to picture what was happening and that brought her story to life.	<p>The writer showed <i>why</i> characters did what they did by including their thinking. The writer made some parts of the story go quickly, some slowly.</p> <p>The writer included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring his story to life.</p> <p>The writer used a storytelling voice and conveyed the emotion or tone of his story through description, phrases, dialogue, and thoughts.</p>	<p>The writer showed why characters act and speak as they do by including their thinking and their responses to what happened.</p> <p>The writer slowed down the heart of the story. She made less important parts shorter and less detailed and blended storytelling and summary as needed.</p> <p>The writer included precise details and used figurative language so that readers could picture the setting, characters, and events. She used some objects or actions as symbols to bring forth her meaning.</p> <p>The writer varied her sentences to create the pace and tone of her narrative.</p>	<p>The writer developed some relationship between characters to show <i>why</i> they act and speak as they do. He told the internal, as well as the external story.</p> <p>The writer wove together precise descriptions, figurative language, and some symbolism to help readers picture the setting, actions, and events and to bring forth meaning.</p> <p>The writer used language that fit his story’s meaning and context (e.g., different characters use different kinds of language).</p>

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	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
LANGUAGE CONVENTIONS								
Spelling	<p>The writer could read his pictures and some of his words.</p> <p>The writer tried to make words.</p>	<p>The writer could read her writing.</p> <p>The writer wrote a letter for the sounds she heard.</p> <p>The writer used the word wall to help her spell.</p>	<p>The writer used all he knew about words and chunks of words (<i>at, op, it</i>, etc.) to help him spell.</p> <p>The writer spelled all the word wall words right and used the word wall to help him spell other words.</p>	<p>To spell a word, the writer used what she knew about spelling patterns (<i>tion, er, ly</i>, etc.).</p> <p>The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.</p>	<p>The writer used what he knew about spelling patterns to help him spell and edit before he wrote his final draft.</p> <p>The writer got help from others to check his spelling and punctuation before he wrote his final draft.</p>	<p>The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries when needed.</p>	<p>The writer used what he knows about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries when needed.</p>	<p>The writer used resources to be sure the words in her writing are spelled correctly.</p>
Punctuation	<p>The writer could label pictures.</p> <p>The writer could write her name.</p>	<p>The writer put spaces between words.</p> <p>The writer used lowercase letters unless capitals were needed.</p> <p>The writer wrote capital letters to start every sentence.</p>	<p>The writer ended sentences with punctuation.</p> <p>The writer used a capital letter for names.</p> <p>The writer used commas in dates and lists.</p>	<p>The writer used quotation marks to show what characters said.</p> <p>When the writer used words such as <i>can’t</i> and <i>don’t</i>, he used the apostrophe.</p>	<p>The writer punctuated dialogue correctly with commas and quotation marks.</p> <p>While writing, the writer put punctuation at the end of every sentence.</p> <p>The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.</p>	<p>When writing long, complex sentences, the writer used commas to make them clear and correct.</p>	<p>The writer used commas to set off introductory parts of a sentence (<i>one day at the park</i>,). She also used commas to show when a character is talking directly to someone, such as “Are you mad, Mom?”</p>	<p>The writer used punctuation such as dashes, parentheses, colons, and semicolons to help him include extra detail and explanation in some of his sentences.</p> <p>The writer used commas and quotation marks or italics or some other way to make clear when characters are speaking.</p>