

Common Core State Standards English Language Arts Standards in Writing for Text Types Standards Related to Narrative Writing

Kindergarten: Use drawing, dictating, and writing to narrate a **single event** or several **loosely linked events** in the **order** in which they occurred and to provide a **reaction** to the event. (Detail Sentence(s) and a Concluding/Reaction Statement)

Grade 1: Write a narrative about **two or more sequenced events**. Include **details** with **temporal transition** words, and provide **closure**. (Topic Sentence, Detail Sentences, Clincher Sentence, transition words) (Note: Two events are required here as well as transition words.)

Grade 2: Write a narrative about a **well-elaborated event** or **short sequence** of events. Include **details about actions, thoughts, and feelings** and **temporal transition words**, and provide **closure**. (Detail Sentences, Clincher Sentence, transition words) (Note: The emphasis here is on a well-elaborated event(s) as well as details about actions, thoughts, and feelings.)

Grade 3: Write a narrative about **real or imagined experiences** or events. Begin with an **introduction** of a **narrator and/or characters**. Include **dialog** and **details about actions, thoughts, and feelings** as well as **temporal transition words**, and provide **closure**. (Topic Sentence, Detail Sentences, Clincher Sentence, transition words) (Note: The additions for this grade are “real or imagined events,” the “narrator/characters,” and dialog.)

Grade 4: Write a narrative about **real or imagined experiences** or events that unfold naturally. Begin by establishing a **situation** and introducing a **narrator and/or characters**. Include **dialog**, **sensory details**, and **details about actions, thoughts, and feelings** as well as a variety of **temporal transition words and phrases**, and provide a **conclusion that follows from the events**. (Three-paragraph Stories) (Note: This is essentially the same as Grade 3, but there is the addition of sensory details and a variety of transition **phrases**. There is also an emphasis on a conclusion that follows from the events.)

Grade 5: Write a narrative about **real or imagined experiences** or events that unfold naturally. Begin by establishing a **situation** and introducing a **narrator and/or characters**. Use **narrative techniques** including **dialog**, **description**, **sensory details**, and **pacing** as well as a variety of **temporal transition words, phrases, and clauses**, and provide a **conclusion that follows from the events**. (Four-paragraph Stories) (Note: This is essentially the same as Grade 4, but there is the addition of **narrative techniques** and transition **clauses**.)

Grade 6: Write a narrative about **real or imagined experiences** or events that unfold naturally. Begin by **creating a context** and introducing a **narrator and/or characters**. Use **narrative techniques** including **dialog, description, sensory language, and pacing** as well as a variety of **temporal transition words, phrases, and clauses**, and provide a **conclusion that follows from the events**. (Five-paragraph Stories.) (Note: This is essentially the same as Grade 5, but there is the new emphasis on “creating a context.”)

Grade 7: Write a narrative about **real or imagined experiences** or events that unfold naturally. Begin by **creating a context and a point of view** and by introducing a **narrator and/or characters**. Use **narrative techniques** including **dialog, description, sensory language, and pacing** as well as a variety of **temporal transition words, phrases, and clauses**, and provide a **conclusion that follows from and reflects on the events**. (Five-paragraph Stories.) (Note: This is essentially the same as Grade 6, but there is the new emphasis on “creating a point of view” and “reflecting” on the events in the conclusion.)

Grade 8: Write a narrative about **real or imagined experiences** or events that unfold naturally. Begin by **creating a context and a point of view** and by introducing a **narrator and/or characters**. Use **narrative techniques**, including **dialog, description, sensory language, pacing, and reflection** as well as a variety of **temporal transition words, phrases, and clauses**, and provide a **conclusion that follows from and reflects on the events**. (Five-paragraph Stories.) (Note: This is essentially the same as Grade 7, but there is the new emphasis on “reflection” as a narrative technique.)

Grades 9 and 10: Write a narrative about **real or imagined experiences** or events that unfold naturally. Begin by **setting out a problem, establishing one or more points of view**, and introducing a **narrator and/or characters**. Use **narrative techniques**, including **dialog, description, sensory language, pacing, reflection, and multiple plot lines** as well as a variety of **temporal transition words, phrases, and clauses**, and provide a **conclusion that follows from, reflects on, and is resolved from the events**. (Longer Stories.) (Note: This is different from Grade 8 because of the addition of “a problem” and “multiple plot lines.”)

Grades 11 and 12: Write a narrative about **real or imagined experiences** or events that unfold naturally. Begin by **setting out a problem and its significance, establishing one or more points of view**, and introducing a **narrator and/or characters**. Use a variety of techniques to create a **sense of mystery, suspense, growth, or resolution** and build toward a “whole” and a particular tone and outcome. as well as a variety of **temporal transition words, phrases, and clauses**, and provide a **conclusion that follows from, reflects on, and is resolved from the events**. (Longer Stories.) (Note: This is different from Grades 9 & 10 because of the emphasis on the significance of the problem and the addition of techniques to create mystery, suspense, growth, and resolution.)