

Development	
Precise Language	Organization
Transitions	Conventions of Standard English
Introduction	Conclusion

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen

Common Core Narrative Writing Protocol

Common Core Standards
**Protocol for Analysis
 of
 Narrative Writing**

Grades Kindergarten to Five

Narrative Writing

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator’s and characters’ personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense.

In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information.

In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

Common Core Writing Conventions of Standard English Continuum K-2

Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., <i>childhood</i>). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. 	<ul style="list-style-type: none"> a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). b. Form and use the progressive (e.g., <i>I was walking</i>; <i>I am walking</i>; <i>I will be walking</i>) verb tenses. c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).* 	<ul style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).
<ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. <p>*Skills that require continued attention in higher grades</p>	<ul style="list-style-type: none"> a. Use punctuation to separate items in a series.* b. Use a comma to separate an Introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It’s true, isn’t it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.

Common Core Writing Conventions of Standard English Continuum K-2

Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). f. Produce and expand complete sentences in shared language activities. 	<ul style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>). e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 	<ul style="list-style-type: none"> a. Use collective nouns (e.g., <i>group</i>). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
<ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun <i>I</i>. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	<ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., <i>cage ? badge; boy ? boil</i>). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Creative Writing Beyond Narrative

The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. The Standards leave the inclusion and evaluation of other such forms to teacher discretion.

- *Common Core Standards, Appendix A*

The Protocol

This protocol focuses on the key elements of writing narratives: **introduction** (narrator and/or setting and characters); **organization** (event sequence); **development** (narrative techniques such as dialogue, pacing, description reflection, and multiple plot lines); **transitions** (to sequence events); **conclusion**; and **conventions of standard English**. The analysis uses non-judgmental language and specific examples. The Common Core Standards provide guidance for the kind and range of writing expected in each genre.

Transitions

Grade 1: Write narratives in which they use temporal words to signal event order.

Grade 2: Write narratives in which they *use temporal* words to signal event order.

Grade 3: Use temporal words **and phrases** to signal event order.

Grade 4: Use a **variety of transitional words and phrases to manage the sequence of events.**

Grade 5: Use a variety of transitional words, phrases, and **clauses** to manage the sequence of events.

- *Common Core Standards*

Words and phrases that indicate time/sequence	<i>after, afterward, before, then, once, next, last, at last, at length, first, second, etc., at first, rarely, usually, another, finally, soon, meanwhile, at the same time, for a minute, hour, day, etc., during the morning, day, week, etc., later, ordinarily, to begin with, afterwards, generally, in order to, subsequently, previously, in the meantime, immediately, eventually, simultaneously</i>
Words/phrases to compare	<i>like, same, in the same way, similar, in a similar way, similarly, likewise, also</i>
Words and phrases to contrast	<i>but, however, in contrast, instead, nevertheless, on the contrary, on the other hand, still, yet, different from, in spite of</i>

Development with Narrative Techniques

Grade 1: Write narratives in which they...include some details regarding what happened.

Grade 2: Write narratives in which they...include details **to describe actions, thoughts, and feelings.**

Grade 3: **Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.**

Grade 4: Use dialogue and description to develop experiences and events or show the **responses** of characters to situations.

Grade 5: **Use narrative techniques**, such as dialogue, description, and **pacing**, to develop experiences and events or show the responses of characters to situations.

- *Common Core Standards*

Narrative Techniques

Dialogue: Narrative writers use dialogue and interior monologue that provide insight into the narrator's and characters' personalities and motives. Dialogue is used in narrative to introduce characters and conflict, to describe and develop characters, and to move the plot along. Effective dialogue can show rather than tell.

Pacing: Narrative writers manipulate pace to highlight the significance of events and create tension and suspense. Pacing in narrative differs from genre to genre. For example, adventures tend to be fast-paced. Narrative writers can compress/shrink time, forward time, explode a moment.

Description: Narrative writers employ description for the development of setting, characterization, and plot events and action. Characterization involves describing the appearance, action, and thoughts of the persons discussed within a text.

Organization

Kindergarten: Use a combination of drawing, dictating, and writing to...tell about the events in the order in which they occurred.

Grade 1: Write narratives in which they...use temporal words to **signal event order**.

Grade 2: Write narratives in which they...use temporal words to signal event order.

Grade 3, 4, and 5: **Organize an event sequence that unfolds naturally.**

- *Common Core Standards*

Introduction Narrator, setting, characters, and/or conflict/problem
Body Development of sequential plot
Conclusion Dénouement and ending returning full circle to the introduction

The **elements of story** include:

Characters: Who is in the story?

Setting: When and where does the story take place?

Problem/Conflict: What problem does the main character want to resolve, or what is the conflict?

Events/Plot: What does the main character do to resolve the conflict?

Resolution: How is the problem solved? Or how does the main character deal with the conflict?

Theme: What is the universal theme or lesson learned?

Precise Language

Grades 4 and 5: Use concrete words and phrases and sensory details to convey experiences and events precisely.

- *Common Core Standards*

Sensory language refers to the author's use of words and details that appeal to a reader's senses (sight, touch, taste, hearing, smell, emotion).

Descriptive details allow sensory recreations of experiences, objects, or imaginings. In other words, description encourages a more concrete or sensory experience of a subject, one which allows the reader to transport himself or herself into a scene.

Showing vs. telling is an important aspect of creating effective description. The distinction between these two types of writing can be defined in very basic terms. "Telling" refers to the process of creating text that does not speak to the imagination of the reader. Writing that "tells" is plain and straightforward, yet often has difficulty involving the reader. An example of a "telling" sentence would be "Kathy was sad." This sentence tells the reader what judgment needs to be made about Kathy, yet does not provide evidence to support that judgment. For example, how do we know that Kathy is sad? How is she behaving? What does she look like? Writing that "shows" generally incorporates vivid descriptive detail in order to help the reader evaluate evidence in order to make the appropriate judgments. *Kathy's tear-streaked face and downcast expression revealed her mood.*

From http://www.orangeusd.k12.ca.us/yorba/figurative_language.htm

Introduction

Kindergarten: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events.

Grade 1: Write narratives in which they **recount two or more appropriately sequenced events.**

Grade 2: Write narratives in which they recount a **well-elaborated event or short sequence of events.**

Grade 3: **Establish a situation and introduce a narrator and/or characters.**

Grades 4 and 5: **Orient the reader** by establishing a situation and introducing a narrator and/or characters.

- *Common Core Standards*

An introduction is the best chance for a writer to engage and orient the reader. The introductory paragraph:

1. Grabs the reader's attention with one of the following leads to involve the reader in the story:

- Begin with the main character doing something, saying something, thinking or feeling, or hearing a sound.
- Begin with a vivid description.
- Begin with dialogue that introduces characters, setting, and/or problem/conflict.

2. Introduces narrator, setting, characters, and/or problem or conflict.

Conclusion

Grade 1: Write narratives in which they...provide some sense of closure.

Grade 2: Write narratives in which they...provide a sense of closure.

Grade 3: Provide a sense of closure.

Grades 4 and 5: Provide **a conclusion that follows from the narrated experiences or events.**

- *Common Core Standards*

Successful story endings:

- A memory of the main event
- A decision resulting from the main event
- An action reflecting an important decision
- Thoughts and feelings about the events that have taken place
- A hope or wish

Questions to prompt effective story endings:

- What would the main character remember most? (a memory)
- What decisions might be based on events that have taken place? (a decision)
- What action could the main character do as a result of the events of the story? (an action)
- Is there any appropriate call to action that could follow the events of the story? (an action)
- How would the main character feel about the events which have taken place? (a feeling)
- What could the main character or readers wish for as a result of the events which have taken place? (a wish)

The conclusion should wrap up the conflicts introduced at the story's beginning. If the story starts with a question, the end answers it. If it is a mystery, the end solves it. The end of the story should be like the solution to the equation that the story has set up. It has been said that all effective endings work symbolically (meaningfully): a symbolic line of dialogue, a symbolic ending, or a symbolic gesture.