

# Text-Dependent Writing Strategies Guide for All Modes of Writing

Standards, Checklists, Keywords, Transition Words  
and Phrases, Strategies, and Graphic Organizers



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The [Text-Dependent Writing Strategies Guide for All Modes of Writing](#) was developed to assist teachers in planning and delivering scaffolded writing lessons aligned to the Mississippi College- and Career-Readiness Writing Standards. This guide includes [Standards, Checklists, Keywords, Transition Words and Phrases, Strategies, and Graphic Organizers](#). Districts may use this guide as a scaffold for emergent writers while meeting the needs of individual students. As students grow, teachers should encourage student choice in the strategy students use to organize their response and increase development. Students should not be “boxed in” to use one strategy. The MDE is not promoting the use of only these strategies and listed activities, as this is not an all-inclusive list.

# Opinion/Argumentative Writing

## **Anchor Standard W.1**

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

## **Kindergarten**

### **Writing Standard W.K.1**

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader about the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

### **Writing Checklist for W.K.1**

Students will use a combination of drawing, dictating, and writing to compose opinion pieces in which they:

- Tell a reader about the topic or the name of the book they are writing about.
- State an opinion or preference about the topic or book (e.g., My favorite book is...).
- Print lowercase and uppercase letters correctly.
- Capitalize the first word in sentences and the word I.
- Spell words phonetically and use correct punctuation.

# Grade 1

## Writing Standard W.1.1

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

## Writing Checklist for W.1.1

Students will write opinion pieces in which they:

- Introduce the topic or name the book they are writing about.
- State an opinion.
- Supply a reason for the opinion.
- Provide some sense of closure.
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops.; We hop.).
- Capitalize dates and names of people.
- Use end punctuation for sentences.

# Grade 2

## Writing Standard W.2.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.

## Writing Checklist for W.2.1

Students will write opinion pieces in which they:

- Introduce the topic or book they are writing about.
- State an opinion.
- Supply reasons that support the opinion.
- Use linking words to connect opinions and reasons.
- Provide a concluding statement or section.
- Use complete sentences and a variety of sentence types.
- Use correct verb tense and subject verb agreement.
- Check work and correct any errors in spelling, capitalization, and punctuation.

# Grade 3

## Writing Standard W.3.1

Write an opinion piece in which they will provide reasons that support the opinion, use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons and provide a concluding statement or section.

## Writing Checklist for W.3.1

In my response, I made sure to:

- Introduce my opinion on a topic.
- Use vocabulary and organization in a way that makes sense for my purpose and audience.
- Provide reasons or examples that support my opinion.
- Support my reasons with relevant facts and details from the source(s) to develop my opinion on the topic.
- Use linking words and phrases (because, therefore, since, for example, first, next, finally) to introduce reasons that support my opinion.
- Provide a clear concluding statement or section that states my viewpoint.
- Use complete sentences and a variety of sentence types.
- Use correct verb tense and subject-verb agreement.
- Use an appropriate style that fits my opinion, audience, and purpose.
- Check my work and correct any errors in spelling, capitalization, and punctuation.

# Grade 4

## Writing Standard W.4.1

Write an opinion piece on topics or texts, supporting a point of view with reasons and information, use linking words and phrases (e.g., for instance, in order to, in addition) to connect opinion and reasons and provide a concluding statement or selection.

## Writing Checklist for W.4.1

In my response, I made sure to:

- Introduce my opinion on a topic.
- Use vocabulary and organization that makes sense for my purpose and audience.
- Provide reasons or examples that support my opinion.
- Support my reasons with relevant facts and details from the source(s) to develop my opinion on the topic.
- Use linking words and phrases (for instance, in order to, in addition) to connect my opinion and reasons.
- Provide a clear concluding statement or section that states my viewpoint.
- Use an appropriate style to present my opinion for the audience and purpose.
- Use complete sentences and a variety of sentence types.
- Use correct verb tense and subject-verb agreement.
- Check my work and correct any errors in spelling, capitalization, and punctuation.

# Grade 5

## Writing Standard W.5.1

Write an opinion piece in which they will provide reasons that are supported by facts and details, use linking words and phrases (e.g., consequentially, specifically) to connect opinion and reasons and provide a concluding statement or selection.

## Writing Checklist for W.5.1

In my response, I made sure to:

- Introduce my opinion on a topic.
- Use vocabulary and organization that makes sense for my purpose and audience.
- Provide reasons or examples that support my opinion.
- Support my reasons with relevant facts and details from the source(s) to develop my opinion on the topic.
- Use linking words and phrases (for instance, in order to, in addition), and clauses to connect my opinion and reasons.
- Provide a clear concluding statement or section that states my viewpoint.
- Use complete sentences and a variety of sentence types.
- Use an appropriate style to present my opinion clearly for the audience and purpose.
- Use correct verb tense and subject-verb agreement.
- Check work and correct any errors in spelling, capitalization, and punctuation.

# Grade 6

## Writing Standard W.6.1

Write an opinion piece introducing claim(s) and organizing reasons, use words, phrases, clauses to clarify relationships, establish and maintain a formal style, to connect opinion and reasons and provide a concluding statement or selection.

## Writing Checklist for W.6.1

In my response, I made sure to:

- Introduce and clearly establish my claim(s) and/or position on a topic using logical reasons, commentary, and well-chosen evidence from the source material(s).
- Organize information in a way that makes sense for the specific purpose and audience.
- Use a formal style that is consistent and appropriate for my purpose and audience.
- Elaborate on my reasons and ideas using multiple techniques to support my claim(s).
- Use words, phrases, and clauses to clarify the relationship between my claim(s) and reasons.
- Provide an effective concluding statement that clearly states my perspective.
- Use complete sentences and a variety of sentence structures.
- Use pronouns correctly.
- Use correct verb tense and subject-verb agreement.
- Use correct spelling, capitalization, punctuation, and grammar.

# Grade 7

## Writing Standard W.7.1

Write an opinion piece introducing claim(s), use words, phrases, clauses to clarify relationships, establish and maintain a formal style, to connect opinion and reasons and provide a concluding statement or selection.

## Writing Checklist for W.7.1

In my response, I made sure to:

- Introduce and clearly establish my claim(s) and/or position on a topic using logical reasons, commentary, and well-chosen evidence from the source material(s).
- Organize and group information in a way that makes sense for the specific purpose and audience.
- Use a formal style that is consistent and appropriate for my purpose and audience.
- Include a counterclaim.
- Credit sources when quoting or paraphrasing information.
- Elaborate on my reasons and ideas using multiple techniques to support my claim(s).
- Use words, phrases, and clauses to create cohesion and clarify the relationship between my claim(s) and reasons.
- Provide an effective concluding statement that clearly states my perspective.
- Use complete sentences and a variety of sentence structures.
- Use commas correctly.
- Use correct verb tense and subject-verb agreement.
- Use correct spelling, capitalization, punctuation, and grammar.

# Grade 8

## Writing Standard W.8.1

Write an opinion piece introducing claim(s), use words, phrases, and clauses, to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence to provide a concluding statement or section that follows from and supports the argument presented.

## Writing Checklist for W.8.1

In my response, I made sure to:

- Introduce and clearly establish my claim(s) and/or position on a topic using logical reasons, commentary, and well-chosen evidence from the source material(s).
- Organize information in a way that makes sense for the specific purpose and audience.
- Use a formal style that is consistent and appropriate for my purpose and audience.
- Include a counterclaim and a rebuttal.
- Credit sources when quoting or paraphrasing information.
- Elaborate on my reasons and ideas using multiple techniques to support my claim(s).
- Use words, phrases, and clauses to create cohesion and clarify the relationship between my claim(s) and reasons.
- Provide an effective concluding statement that clearly states my perspective.
- Use complete sentences and a variety of sentence structures.
- Use an active and passive voice correctly.
- Use correct verb tense and subject-verb agreement.
- Use correct spelling, capitalization, punctuation, and grammar.

# Grades 9-12

## Writing Standards

W.9.1	Write an opinion piece introducing precise controlling ideas, thesis or claim(s) in response to a specific topic, use words, phrases, and clauses to link the major sections of the text, establish and maintain a formal style and objective tone, provide a concluding statement or section that follows from and supports the argument presented.
W.10.1	Write an opinion piece introducing precise controlling ideas, thesis or claim(s) in response to a specific topic, use words, phrases, and clauses to link the major sections of the text, establish and maintain a formal style and objective tone, provide a concluding statement or section that follows from and supports the argument presented.
W.11.1	Write an opinion piece introducing precise controlling ideas, thesis or claim(s) in response to a specific topic, use words, phrases, and clauses to link the major sections of the text, establish and maintain a formal style and objective tone, provide a concluding statement or section that follows from and supports the argument presented.
W.12.1	Write an opinion piece introducing precise controlling ideas, thesis or claim(s) in response to a specific topic, use words, phrases, and clauses to link the major sections of the text, establish and maintain a formal style and objective tone, provide a concluding statement or section that follows from and supports the argument presented.

## Writing Checklist – Grades 9-12

<p>In my response, I made sure to:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Introduce and clearly establish my claim(s) and/or position on a topic using logical reasons, commentary, and well-chosen evidence from the source material(s).</li><li><input type="checkbox"/> Develop a cohesive and effective organizational structure that is appropriate for the task and audience.</li><li><input type="checkbox"/> Use a formal style, appropriate vocabulary, and consistent objective tone.</li><li><input type="checkbox"/> Distinguish my claim(s) from alternate or opposing claims.</li></ul>
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- Develop alternate or counterclaims with relevant and specific details from source material(s).
- Credit sources when quoting or paraphrasing information.
- Provide a concluding statement that clearly states my perspective.
- Use a variety of sentence structures.
- Use parallel structure appropriately.
- Use correct verb tense and subject-verb agreement.
- Use correct spelling, capitalization, punctuation, and grammar.

## Types of Opinion/Argumentative Text

- Speeches
- Advertisements
- Political Notes
- Journal Articles
- Memoirs
- Reviews
- Debates

## Key Words (to determine mode)

reason, stance, support, persuade, feel, explain why, position, think, believe, which is more/less, argument, thoughts, agree/disagree, why

## Transition Words and Phrases

Introductory Words and Phrases	Transitions	Opinion Clues
I think	First, Second, Third	Always / Never
I believe	First of all	Awful / Wonderful
I feel	Next	Beautiful / Ugly
In my opinion	After that	Better / Best / Worst

My favorite	Additionally	Delicious / Disgusting
The best	Equally important	Definitely
I strongly believe	Consequently	Enjoyable / Horrible
From my point of view	Besides	Favorite
It's my belief	Further / furthermore	For / Against
Based on what I know	Clearly	Good / Bad
I am convinced	Obviously	Inferior / Superior
Speaking for myself	In addition	Oppose / Support
I know you will have to agree that	For all these reasons	Terrible
I am confident that	Finally	Unfair
	In conclusion	Worthwhile

# Strategies for Opinion/Argumentative Writing

## OREO Opinion Organizational Strategy

<b>Opinion</b>	Tell your readers how you feel about the topic.
<b>Reason</b>	Tell your readers why you feel this way.
<b>Examples</b>	Give your readers some examples of why you feel this way.
<b>Opinion</b>	Tell your readers one more time about your opinion and feelings.

## PEEL Opinion Organizational Strategy

<b>Point</b>	Make a clear and relevant point or opinion statement.
<b>Evidence</b>	Back it up! Support your point with examples from the text.
<b>Explanation</b>	Explain your point and how the examples support your point.
<b>Link</b>	Link your point to the writing prompt.

## SIC Developmental Strategy

<b>Determine the mode. Circle the keywords to find the mode.</b>		
<b>Then... (Deconstruct the prompt: [Underline the verbs and make task bullets.] )</b>		
Develop your introduction: I agree/I disagree _____		
<b>State</b> what the text says about your introduction	<b>Include</b> information in the text and write in your own words using inferencing	<b>Collect</b> crucial evidence from the text that supports your information
Transfer boxes into an essay and write a closing statement:		

## Say, Mean, Matter Strategy

<b>Say</b> What does the text say? (text-evidence)	<b>Mean</b> What does this mean? Read between the lines	<b>Matter</b> Why is it important? Why does it matter?

## Graphic Organizers for Opinion/Argumentative Writing

### Sample 1

<u>Topic:</u>		
<u>Purpose:</u>		
<u>State your opinion clearly:</u>		
<b>Use linking words and phrases like because, therefore, since, for example, and for instance to connect your opinion and reason.</b>		
<u>Reason One</u>	<u>Reason Two</u>	<u>Reason Three</u>
<u>Concluding Statement</u>		

Sample 2

Develop your introduction: I agree/ I disagree _____		
State what the text says about your introduction	Include information in the text and write in your own words using inferencing	Collect crucial evidence from the text that supports your information
Transfer boxes into an essay and write a closing statement:		

Sample 3

Introduction: Hook: State your opinion:
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Transitional Word: Reason 1: Example 1:		Transitional Word: Reason 2: Example 2:	Transitional Word: Reason 2: Example 2:
	Introduction: Hook:		

		State your opinion:	
Transitional Word: Reason 3:  Example 3:		Opinion (restate):	Opinion (restate):

# Informative Writing

**Anchor Standard W.2**  
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

## Kindergarten

### Writing Standards W.K.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

## Writing Checklist for W.K.2

Students will use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they:

- Name what they are writing about.
- Supply some information about the topic.
- Print lowercase and uppercase letters correctly.
- Capitalize the first word in sentences and the word I.
- Spell words phonetically and use correct punctuation.

# Grade 1

## Writing Standard W.1.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

## Writing Checklist for W.1.2

Students will write informative/ explanatory texts in which they:

- Name a topic.
- Supply some facts about the topic.
- Provide some sense of closure.
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- Capitalize dates and names of people.
- Use end punctuation for sentences.

# Grade 2

## Writing Standard W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

## Writing Checklist for W.2.2

Students will write informative/ explanatory texts in which they:

- Introduce a topic.
- Use facts and definitions to develop points.
- Provide a concluding statement or section.
- Use complete sentences and a variety of sentence types.
- Use correct verb tense and subject-verb agreement.
- Check work and correct any errors in spelling, capitalization, and punctuation.

# Grade 3

## Writing Standard W.3.2

Write informative/explanatory texts in which they introduce a topic, use facts and details about the topic, use linking words and phrases (e.g., also, another, and, more, but) and provide a concluding statement.

## Writing Checklist for W.3.2

In my response, I made sure to:

- Introduce and explain a topic or idea.
- Use vocabulary and organization that makes sense for my audience and purpose.
- Include relevant and specific details and facts from the source(s) to develop my topic.
- Use linking words and phrases (also, another, and, more, but) to connect ideas.
- Provide an effective concluding statement or section related to my topic.
- Use precise language to inform my audience and clearly explain the topic.
- Use complete sentences and a variety of sentence types.
- Use correct verb tense and subject-verb agreement.
- Use an appropriate style that fits my audience and purpose.
- Check my work and correct any errors in spelling, capitalization, and punctuation

# Grade 4

## Writing Standard W.4.2

Write informative/explanatory texts in which they introduce a topic, use facts and details about the topic, use words and phrases (e.g., another, for example, also, because) and provide a concluding statement.

## Writing Checklist for W.4.2

In my response, I made sure to:

- Introduce and explain a topic or idea.
- Use vocabulary and organization that makes sense for my audience and purpose.
- Include relevant and specific details and facts from the source(s) to develop my topic.
- Use linking words and phrases (also, another, and, more, but) to connect ideas.
- Provide an effective concluding statement or section related to my topic.
- Use precise language to inform my audience and clearly explain the topic.
- Use an appropriate style that fits my audience and purpose.
- Use complete sentences and a variety of sentence types.
- Use correct verb tense and subject-verb agreement.
- Check my work and correct any errors in spelling, capitalization, and punctuation.

# Grade 5

## Writing Standard W.5.2

Write informative/explanatory texts in which they introduce a topic, use facts and details about the topic, use words, phrases, and clauses (e.g., consequently, specifically) and provide a concluding statement.

## Writing Checklist for W.5.2

In my response, I made sure to:

- Introduce and explain a topic or idea.
- Use vocabulary and organization that makes sense for my audience and purpose.
- Develop my topic with relevant and specific details and facts from the provided source(s) to develop my topic.
- Use linking words and phrases (in contrast, especially) to connect related ideas.
- Provide an effective concluding statement or section related to my topic.
- Use precise language to inform my audience and clearly explain the topic.
- Use an appropriate style that fits my audience and purpose.
- Use complete sentences and a variety of sentence types.
- Use correct verb tense and subject-verb agreement.
- Check my work and correct any errors in spelling, capitalization, and punctuation.

# Grade 6

## Writing Standard W.6.2

Write informative/explanatory texts in which they introduce a topic, include relevant definitions and details, use appropriate transitions, use precise language, and provide a concluding statement.

## Writing Checklist for W.6.2

In my response, I made sure to:

- Introduce and clearly explain a topic.
- Establish and maintain a central focus throughout my response.
- Organize information using strategies such as definition, classification, comparison/contrast, or cause/effect to organize my ideas.
- Develop my topic with relevant evidence and commentary from the provided source(s).
- Use appropriate transitions to clarify relationships among ideas and concepts.
- Provide an effective concluding statement related to my topic.
- Establish and maintain a formal style appropriate for my purpose and audience.
- Use complete sentences and a variety of sentence structures.
- Use pronouns correctly.
- Use correct verb tense and subject-verb agreement.
- Use correct spelling, capitalization, punctuation, and grammar

# Grade 7

## Writing Standard W.7.2

Write informative/explanatory texts in which they introduce a topic, include relevant definitions and details, use appropriate transitions, use precise language, and provide a concluding statement.

## Writing Checklist for W.7.2

In my response, I made sure to:

- Introduce and explain a topic clearly.
- Establish and maintain a central focus throughout my response.
- Organize information using strategies such as definition, classification, comparison/contrast, or cause/effect to organize my ideas.
- Develop my topic with relevant evidence and commentary from the provided source(s).
- Use appropriate transitions to clarify relationships among ideas and concepts.
- Provide an effective concluding statement related to my topic.
- Establish and maintain a formal style appropriate for my purpose and audience.
- Use complete sentences and a variety of sentence structures.
- Use commas correctly.
- Use correct verb tense and subject-verb agreement.
- Use correct spelling, capitalization, punctuation, and grammar

# Grade 8

## Writing Standard W.8.2

Write informative/explanatory texts in which they introduce a topic, include relevant definitions and details, use appropriate transitions, use precise language, and provide a concluding statement

## Writing Checklist for W.8.2

In my response, I made sure to:

- Introduce and explain a topic clearly.
- Organize information using strategies such as definition, classification, comparison/contrast, or cause/effect to organize my ideas.
- Develop my topic with evidence and commentary from the provided source(s).
- Use appropriate and varied transitions to clarify relationships among ideas and concepts.
- Provide an effective concluding statement related to my topic.
- Establish and maintain a formal style and objective tone.
- Use complete sentences and a variety of sentence structures.
- Use active and passive voice correctly.
- Use correct verb tense and subject-verb agreement.
- Use correct spelling, capitalization, punctuation, and grammar.

# Grades 9-12

## Writing Standards

W.9.2	Write informative/explanatory texts in which they introduce a topic, include relevant definitions and details, use appropriate transitions, use precise language, and provide a concluding statement that supports the information.
W.10.2	Write informative/explanatory texts in which they introduce a topic, include relevant definitions and details, use appropriate transitions, use precise language, and provide a concluding statement that supports the information.
W.11.2	Write informative/explanatory texts in which they introduce a topic, include relevant definitions and details, use appropriate transitions, use precise language, and provide a concluding statement that supports the information.
W.12.2	Write informative/explanatory texts in which they introduce a topic, include relevant definitions and details, use appropriate transitions, use precise language, and provide a concluding statement that supports the information.

## Informative Writing Checklist (9-12)

In my response, I made sure to:

- Introduce and clearly explain a complex topic.
- Organize complex concepts to make important connections and effectively communicate my ideas.
- Develop my topic with relevant evidence and/or quotations from the provided source(s).
- Use appropriate and varied transitions to clarify relationships among ideas and concepts and create cohesion and clarity.
- Provide an effective conclusion related to my topic.
- Establish and maintain a formal style and objective tone.
- Use a variety of sentence structures.
- Use parallel structure appropriately.
- Use correct verb tense and subject-verb agreement.
- Use correct spelling, capitalization, punctuation, and grammar.

## Types of Informative Text

Types of Expository Text	Types of Instructional Text
Legal Documents	Training Manuals
Agendas	Contracts
Essays	Recipes
Interviews	Textbooks
News Articles	Pamphlets
Government Documents	Maps
Textbooks	How-to

## Key Words (to determine mode)

describe, identify, purpose, report, compare/contrast, similarity/difference, how, problem/solution, define, evaluate, cause and effect, explain how or what, analyze

# Transition Words and Phrases

To Clarify	To Show Relationship	To Link
After all	As for	Also
As can be expected	By the same token	And
Clearly	Comparatively	As an example
Generally	With regard to	As an illustration
Namely	Coupled with	As far as
Naturally	Equally	Furthermore
Obviously	Identically	For example
Of course	In comparison	For instance
Specifically	In the same way	In addition
Surely	Moreover	In contrast
Usually	Likewise	In the same way
	Similarly	Moreover
	Still	Next
	Together with	Not only...but also
	With reference to	Now
		Similarly
		So
		To
		Thus
		Turning to

# Informative Writing Strategies

## RACES Writing Strategy

<b>R</b>	<b>RESTATE</b> or <b>REWORD</b> the question/prompt into a complete sentence.
<b>A</b>	<b>ANSWER ALL PARTS</b> of the question/prompt.
<b>C</b>	<b>CITE</b> the <b>EVIDENCE</b> from the text that proves your answer is correct.
<b>E</b>	<b>EXPLAIN</b> the <b>IMPORTANCE</b> of the answer or the evidence.
<b>S</b>	<b>SUM UP</b> or <b>RESTATE</b> the answer to the question/prompt.

## INFORMative Writing Strategy

<b>I</b>	Include an opening paragraph to introduce the topic.
<b>N</b>	Name facts in the body paragraphs of your essay.
<b>F</b>	Follow the facts with supporting sentences.
<b>O</b>	Organize your writing with transition words.
<b>R</b>	Refer to the topic and include key vocabulary.
<b>M</b>	Make a closing paragraph that relates to the topic.

## SMORE Informative Writing Strategy

Why? To inform the reader How? Think of <b>SMORE</b>	
<b>S</b>	State the <u>topic</u> .
<b>M</b>	Make sure to <u>define</u> words.
<b>O</b>	Only use important <u>facts</u> .
<b>R</b>	Remember <u>transition</u> words.
<b>E</b>	End with a <u>conclusion</u> .

### Say, Mean, Matter Strategy

<b>Say</b> What does the text say? (text-evidence)	<b>Mean</b> What does this mean? Read between the lines	<b>Matter</b> Why is it important? Why does it matter?

### K-1: Can, Have, Are Strategy

(Title/Topic)		
<u>CAN</u>	<u>HAVE</u>	<u>ARE</u>

(Example) FROGS		
<u>CAN</u>	<u>HAVE</u>	<u>ARE</u>
jump swim hop eat bugs croak	long legs long tongues smooth skin sticky feet	green yellow brown bumpy

# Informative Writing Graphic Organizers

## Sample 1

Title/Topic:		
Can	Have	Are

## Sample 2

<b>R</b>	Restate/reword:
<b>A</b>	Answer all parts:
<b>C</b>	Cite the evidence:
<b>E</b>	Explain the importance:
<b>S</b>	Sum it up/restate:

**Sample 3**

<p>Transitional Word: Fact 1:  Supporting Detail 1:</p>	<p>Transitional Word: Fact 2:  Supporting Detail 2:</p>
<p>Introduction: Hook: Topic/Rephrase Prompt: Thesis:</p>	
<p>Transitional Word: Fact 3:  Supporting Detail 3:</p>	<p>Closing:</p>

# Narrative Writing

## Kindergarten

### Writing Standard W.K.3

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely connected events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

### Writing Checklist for W.K.3

Students will use a combination of drawing, dictating, and writing to narrate a single event or several loosely connected events in which they:

- Tell about the events in the order in which they occurred.
- Provide a reaction to what happened.
- Print upper and lowercase letters correctly.
- Capitalize the first word in sentences and the word I.
- Spell words phonetically and use correct punctuation.

# Grade 1

## Writing Standard W.1.3

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.

## Writing Checklist for W.1.3

Students will 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.
- Provide some sense of closure.
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops.; We hop.).
- Capitalize dates and names of people.
- Use end punctuation for sentences.

# Grade 2

## Writing Standard W.2.3

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.

## Writing Checklist for W.2.3

Students will 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.
- Provide a sense of closure.
- Use complete sentences and a variety of sentence types.
- Use correct verb tense and subject-verb agreement.
- Use correct verb tense and subject-verb agreement.
- Check work and correct any errors in spelling, capitalization, and punctuation.

# Grade 3

## Writing Standard W.3.3

Write narratives in which they introduce a narrator or character, use dialogue and descriptions, use temporal words and phrases to signal event order, and provide a sense of closure.

## Writing Checklist for W.3.3

In my response, I made sure to:

- Introduce a narrator and/or characters.
- Develop a clear plot, characters, and setting.
- Include specific and relevant details from the source(s).
- Use dialogue, descriptions, thoughts, and/or feelings to show how characters respond to situations.
- Use words and phrases (first, next, then, after that, finally) to show a logical order in which events occur.
- Provide a sense of closure.
- Provide a conclusion or ending.
- Use complete sentences and a variety of sentence types.
- Use an appropriate style for my audience and purpose.
- Use correct verb tense and subject-verb agreement.
- Check my work and correct any errors in spelling, capitalization, and punctuation.

# Grade 4

## Writing Standard W.4.3

Write narratives in which they introduce a real or imaginative narrator and/or character(s), use dialogue and descriptions, use transitional words and phrases to manage the sequence of events, provide a conclusion that follows from the narrated experiences or events.

## Writing Checklist for W.4.3

In my response, I made sure to:

- Introduce a narrator and/or characters.
- Develop a clear plot, characters, and setting.
- Include specific and relevant details from the source(s).
- Use dialogue, descriptions, thoughts, and/or feelings to show how characters respond to situations.
- Use concrete words, phrases, and sensory details to precisely describe events.
- Use a variety of transitional words and phrases (first, next, then, after that, finally) to show a logical sequence of events.
- Provide an effective conclusion or ending.
- Use an appropriate style for my audience and purpose.
- Use complete sentences and a variety of sentence types.
- Use correct verb tense and subject-verb agreement.
- Check my work and correct any errors in spelling, capitalization, and punctuation.

# Grade 5

## Writing Standard W.5.3

Write narratives in which they introduce a narrator or character, use dialogue and descriptions, use a variety of transitional words, phrases, and clauses, use concrete words and phrases and sensory details, provide a conclusion that follows from the narrated experiences or events.

## Writing Checklist for W.5.3

In my response, I made sure to:

- Introduce a narrator and/or characters.
- Develop a clear plot, characters, and setting.
- Include specific and relevant details from the source(s).
- Use dialogue, descriptions, thoughts, and/or feelings to show how characters respond to situations.
- Use concrete words, phrases, and sensory details to describe events precisely.
- Use a variety of transitional words and phrases (first, next, then, after that, finally) to show a logical sequence of events.
- Provide an effective conclusion or ending.
- Use complete sentences and a variety of sentence types.
- Use an appropriate style for my audience and purpose.
- Use correct verb tense and subject-verb agreement.
- Check my work and correct any errors in spelling, capitalization, and punctuation.

# Grade 6

## Writing Standard W.6.3

Write narratives in which they introduce a narrator or character, use dialogue and descriptions, use transition words, phrases, and clauses, use precise words and phrases, relevant descriptive details, provide a conclusion that follows from the narrated experiences or events.

### Writing Checklist for W.6.3

In my response, I made sure to:

- Engage the reader by establishing a context and introducing a narrator and/or characters.
- Organize the sequence of events logically.
- Provide an effective and logical introduction and conclusion.
- Develop a plot, characters, and/or a setting.
- Include specific and relevant details from the source(s).
- Use narrative techniques such as dialogue, description, flashback, and pacing to show how characters respond to situations.
- Establish clear, logical, and consistent relationships among events and characters.
- Use precise words, phrases, and sensory details to vividly describe events.
- Use a variety of transitional words, phrases, and clauses (first, next, then, after that, finally) to show a sequence of events or signal a shift from one time frame or setting to another.
- Use an appropriate style for my purpose and audience.
- Use a variety of sentence structures.
- Use appropriate pronouns correctly.
- Use correct verb tense and subject-verb agreement.
- Use correct spelling, capitalization, punctuation, and grammar.

# Grade 7

## Writing Standard W.7.3

Write narratives in which they establish a context and point of view and introduce a narrator and/or characters, use dialogue and descriptions, use transition words, phrases, and clauses, use precise words and phrases, relevant descriptive details, provide a conclusion that follows from the narrated experiences or events.

## Writing Checklist for W.7.3

In my response, I made sure to:

- Engage the reader by establishing a context and introducing a narrator and/or characters.
- Organize the sequence of events logically.
- Develop a plot, characters, and/or setting.
- Include specific and relevant details from the source(s).
- Use narrative techniques such as dialogue, description, flashback, and pacing to show how characters respond to situations.
- Establish clear, logical, and consistent relationships among events and characters.
- Use precise words, phrases, and sensory details to vividly describe events.
- Use a variety of transitional words, phrases, and clauses to show a sequence of events or signal a shift from one time frame or setting to another.
- Provide an effective and logical conclusion or concluding statement.
- Use an appropriate style for my purpose and audience.
- Use a variety of sentence structures.
- Use commas correctly.
- Use correct verb tense and subject-verb agreement.
- Use correct spelling, capitalization, punctuation, and grammar.



# Grade 8

## Writing Standard W.8.3

Write narratives in which they establish a context and point of view and introduce a narrator and/or characters, use dialogue and descriptions, use transition words, phrases, and clauses, use precise words and phrases, relevant descriptive details, provide a conclusion that follows from the narrated experiences or events.

## Writing Checklist for W.8.3

In my response, I made sure to:

- Engage the reader by establishing a context and point of view and introducing a narrator and/or characters.
- Organize the sequence of events logically.
- Develop a plot, characters, and/or a setting.
- Include specific and relevant details from the source(s).
- Use narrative techniques such as dialogue, description, flashback, and pacing to show how characters respond to situations.
- Establish clear, logical, and consistent relationships among events and characters.
- Use precise words, phrases, and sensory details to vividly describe events.
- Use a variety of transitional words, phrases, and clauses to show a sequence of events or signal a shift from one time frame or setting to another.
- Use a variety of sentence structures.
- Use correct verb tense and subject-verb agreement.
- Use correct spelling, capitalization, punctuation, and grammar.

# Grades 9-12

## Writing Standards

W.9.3	Write narratives in which they establish one or multiple points of view, and introduce a narrator and/or characters, use dialogue and descriptions, use a variety of techniques to sequence events, use precise words and phrases, telling details, and sensory language, provide a conclusion.
W.10.3	Write narratives in which they establish one or multiple points of view, and introduce a narrator and/or characters, use dialogue and descriptions, use a variety of techniques to sequence events, use precise words and phrases, telling details, and sensory language, provide a conclusion.
W.11.3	Write narratives in which they establish one or multiple points of view, and introduce a narrator and/or characters, use dialogue and descriptions, use a variety of techniques to sequence events, use precise words and phrases, telling details, and sensory language, provide a conclusion.
W.12.3	Write narratives in which they establish one or multiple points of view, and introduce a narrator and/or characters, use dialogue and descriptions, use a variety of techniques to sequence events, use precise words and phrases, telling details, and sensory language, provide a conclusion.

## Narrative Writing Checklist (9-12)

<p>In my response, I made sure to:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Engage the reader by establishing a context and point of view and introducing a narrator and/or characters.</li><li><input type="checkbox"/> Organize the sequence of events logically.</li><li><input type="checkbox"/> Develop a plot with a beginning, middle, and end.</li><li><input type="checkbox"/> Develop characters and/or a setting.</li><li><input type="checkbox"/> Include specific and relevant details from the source(s).</li><li><input type="checkbox"/> Use narrative techniques such as dialogue, description, flashback, and pacing to show how characters respond to situations.</li><li><input type="checkbox"/> Use precise words, phrases, and sensory details to vividly describe events.</li><li><input type="checkbox"/> Use a variety of techniques to sequence events so they build on one another to create a coherent whole.</li><li><input type="checkbox"/> Use a variety of sentence structures.</li><li><input type="checkbox"/> Use parallel structure appropriately.</li><li><input type="checkbox"/> Use correct verb tense and subject-verb agreement.</li><li><input type="checkbox"/> Use correct spelling, capitalization, punctuation, and grammar.</li></ul>
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# Types of Narrative Writing Text

Letter
Poster
Journal/diary entry
Story
Alternate ending
Finish the story
Retell from a different point of view

## Key Words (to determine mode)

recount, retell, create, perspective, write another ending, write from another point of view, write the next sequence of events, use a different setting, conflict, solution; alternate version, discuss events, before, during, and after; illustrate, perspective, characters, actions, imagine, beginning, middle, end

## Transitional Words and Phrases

To Show Relationship	To Convey a Sequence and Shift in Time/Setting	To Build Suspense
As	Afterward	All of a sudden
For	At first	Abruptly
By the same token	At the same time	At once
Comparatively	Earlier	Before I knew it
Coupled with	Finally	Just then
Equally	First of all	In a flash
Identically	For the time being	Instantly
In comparison	In the first place	Little by little
In the same way	In time	Out of the blue

Moreover	In turn	Shockingly
Likewise	In conclusion	Suddenly
Similarly	Later	Unexpectedly
Still	Later on	Quickly
Together with	Meanwhile	Slowly
With regard to	Next	Without warning
With reference to	Simultaneously	
	Soon	
	Then	
	To begin	
	To conclude	
	While	
	With this in mind	
	Above	
	Beyond	
	By the way	
	Here	
	In the distance	
	Nearly	
	Over there	
	Opposite	
	There	
	To the left	
	To the right	
	Under	

# Narrative Writing Strategies

## Narrative Strategy

Part of the Story	Key Events (List important events that are relevant to the task)	Character Thoughts, Feelings, Actions (Can list one character or multiple characters depending on the task)
Beginning		
Middle		
End		

## Beginning, Middle, End Strategy

<b>B</b>	<p><b>Introduction/Beginning</b></p> <ul style="list-style-type: none"> <li>-Describe the setting (where/when)</li> <li>-Introduce the character(s) (who)</li> <li>-Explain the situation (what set off the chain of events)</li> </ul>
<b>M</b>	<p><b>Events/Middle</b></p> <ul style="list-style-type: none"> <li>-Describe what happened</li> <li>-Use vivid language to describe characters, setting, events</li> <li>-Use figurative language to enhance writing</li> <li>-Use of transition words to show time and order (suddenly, before, next...)</li> </ul>
<b>E</b>	<p><b>Solution/Ending</b></p> <ul style="list-style-type: none"> <li>-Explain how the story ends</li> <li>-Describe what happens to the character(s) and how problems get solved</li> <li>-Add a reflection sentence or closing sentence</li> </ul>

## SCRAPS Strategy

<b>S</b>	<b>Setting</b> -Where does your story take place?
<b>C</b>	<b>Characters</b> -Who are the main characters?
<b>RA</b>	<b>Rising Action</b> -What happens that leads up to the problem?
<b>P</b>	<b>Problem</b> -What is the main problem?
<b>S</b>	<b>Solution</b> -How is the problem solved? What did the characters learn?

## Narrative Writing Graphic Organizer

### Sample 1 (Rough Draft)

Title: _____	
B	
M	
E	

# MAAP Writing Rubrics

[Grade 3-5 ELA Rubrics](#)

[Grade 6-EOC ELA Rubrics](#)