

# Narrative Writing Continuum

Anchor Papers	Puddle	Happy Writer	Bunny, Seasons, I love dogs	Playground, Smashing the Table, Emma
Developmental Level	<b>Pictorial 1</b>	<b>Scribbler 2</b>	<b>Letter Copier 3</b>	<b>Sound Maker 4</b>
Characteristics	<ul style="list-style-type: none"> <li>Picture matches scripted thought</li> <li>'Story' may change with retellings</li> <li>May write their name (does not count as written message)</li> </ul>	<ul style="list-style-type: none"> <li>Scribbles or patterns represent written message</li> <li>May have a recognizable letter, not enough to demonstrate that letters/words carry message</li> <li>May or may not have a picture</li> </ul>	<ul style="list-style-type: none"> <li>Uses random letters or copied words for message.</li> <li>Letter formation may be inefficient or 'shaky'</li> <li>Will sometimes incorporate his/her name in message</li> <li>May insert known words or copy letters/words displayed around the room</li> <li>Story/message may change with each "reading".</li> </ul>	<ul style="list-style-type: none"> <li>May label pictures w/ easy to hear sounds or</li> <li>Most words represented by letters with some initial or dominant consonants</li> <li>May use a known sight word or two.</li> <li>Needs teacher scripting to interpret message</li> <li>Incomplete sentence with words missing.</li> </ul>

Anchor Papers	Eggs, The Girl, Throwing at the Lamp,	On Friday, Wapvm, Somewhere Else, I think, The liberl	Broken Egg, Sit on it, Stuf for my Har,	I Wonder, Dinosaur Egg, He Sees Sumthing,
Developmental Level	<b>Word/Sentence Attempter 5</b>	<b>Sentence(s) Writer 6</b>	<b>Focusing 7</b>	<b>Developing 8</b>
Characteristics	<ul style="list-style-type: none"> <li>Writes a simple sentence, each word represented by sound/letter connections.</li> <li>Spells some frequently-used words correctly or approximately</li> <li>Writes L to R</li> <li>Begins to separate word with spaces</li> <li>May be able to reread own writing (may need assistance)</li> </ul>	<ul style="list-style-type: none"> <li>Writes more than one sentence or complex/compound sentence</li> <li>Sentences may not connect to one another</li> <li>Simple wording</li> <li>May use sentence patterns over and over (I like__)</li> <li>Stronger sound/letter connections that include vowels</li> <li>Usually separates words with spaces</li> <li>Can reread own writing.</li> </ul>	<ul style="list-style-type: none"> <li>Describes a single event or tells a simple story in sequence or</li> <li>Writes a description with multiple sentences</li> <li>May provide a reaction to what happened</li> <li>Simple word choice and <i>may vary sentence beginnings</i></li> <li>L to R, return sweep, spacing</li> <li>Beginning to apply standard conventions</li> </ul>	<ul style="list-style-type: none"> <li>Writes multiple sentences to develop a story or topic.</li> <li>Most details tied to the topic, connected &amp; sequenced (may be more story than description)</li> <li>Uses cue words to signal event order (then, and...)</li> <li>May have sense of closure, but not a strong ending.</li> <li>Simple word choice and sentence structure (may use questions or exclamations)</li> <li>Uses standard conventions, as text grows longer this may diminish.</li> </ul>

Level \_\_\_\_\_ Possible Teaching Points:

STUDENT \_\_\_\_\_

# Narrative Writing Continuum

Anchor Papers	Looking in all the windows, Stay out of the living room, Rex, Time machsh	Pablo, , Al, Mr. Franklin,	The Escape, Crack!, Monroe Children, Marcie! Same Couch as Me	Mittens, is That You?, Ground Hog!!! The Case of the Baby Boy
Developmental Level	<b>Expanding 9</b>	<b>Planning 10</b>	<b>Elaborating 11</b>	<b>Controlled 12</b>
Characteristics	<ul style="list-style-type: none"> <li>Expands topic with well-elaborated event or series of events/actions</li> <li>Uses temporal words and phrases to signal event order.</li> <li>Includes details to tell what the characters thought or felt.</li> <li>Beginning, middle and end (ending may be abrupt)</li> <li>Often generic characters</li> <li>More complex/varied sentences</li> <li>Conventions usually include correct end punctuation, close spellings, presentation for reader -varies in use in relation to length</li> </ul>	<ul style="list-style-type: none"> <li>Leads introduce characters, setting or situations.</li> <li>The event sequence unfolds naturally, but may have gaps, sometimes long and rambling</li> <li>May use dialogue and/or detailed description of characters' actions, thoughts and feelings.</li> <li>Use transition or temporal words and phrases to signal event sequences or changes</li> <li>Beginning, middle and end (endings may not be satisfying)</li> <li>Evidence of voice, humor or connection to reader</li> <li>Varies word choice (adjectives, proper nouns, precise words)</li> <li>Varies sentence beginnings, structures or types</li> </ul>	<ul style="list-style-type: none"> <li>Strong lead, introduces characters, setting or plot to orient the reader</li> <li>Events unfold thoughtfully (though may lack mature logic) with a variety of temporal words and phrases.</li> <li>Effectively uses dialogue or 'thoughtshots' to develop characters or show reaction to events</li> <li>Sense of paragraphing emerging</li> <li>Use specific, concrete, or sensory words and phrases to describe and convey events/experiences precisely.</li> <li>Characters/settings often have names</li> <li>Use of conventions does not detract from the writing</li> </ul>	<ul style="list-style-type: none"> <li>Strong lead hooks and engages the reader.</li> <li>Well-developed characters, plot (problem/resolution) and setting.</li> <li>Narrative techniques: strong dialogue, pacing, description show characters' external behavior and internal responses</li> <li>Creates a satisfying ending that follows the plot (resolves the problem).</li> <li>Writes with paragraph structure</li> <li>Well-chosen, precise or varied words and phrases, (including transition or temporal words, phrases, clauses)</li> <li>Writes with a distinctive voice or style appropriate to purpose/audience.</li> <li>Consistent control of standard conventions</li> </ul>

Anchor Papers	Welcome to Nevada, Falling Cuddlekins, The Power of Three, Social Media Storm	The New Landscape, Old Man Dwight, The Frenchman, PUSH	Next time..., Unfinished Business, Captain Fuller
Level	<b>Experimenting 13</b>	<b>Consistent 14</b>	<b>Engaging 15</b>
Characteristics	<ul style="list-style-type: none"> <li>Lead hooks the reader in unique way or experiments with entry point into story.</li> <li>Writes with a distinct point of view, plot is driven by narrator's perspective</li> <li>Setting may be integral to the story</li> <li>Satisfying conclusion: writes with end in mind (clearly follows from events, ideas)</li> <li>Consistent voice that establishes a distinct tone may evoke emotional response from the reader.</li> <li>Uses paragraphs effectively</li> <li>Choice of words, phrases, literary devices develop events precisely: <i>show</i> rather than <i>tell</i></li> <li>Plots may be more episodic or complex, may include multiple (or major and minor) characters</li> <li>Dialogue moves the story along, develops/reveals characters and is effectively punctuated</li> </ul>	<ul style="list-style-type: none"> <li>Lead hooks and may orient or purposefully disorient the reader with conversation, images or a unique entry point into the story.</li> <li>Use a variety of techniques: backstory, flashback, flash-forward, foreshadowing, plot twists, cliffhanger, breaking the 4<sup>th</sup> wall...)</li> <li>Choose words and phrases to develop mood, establish a tone, reflect character traits or feelings, create tension, or visualize a scene</li> <li>Provide satisfying conclusion that wraps up events, provides a moral/message or is memorable for the reader.</li> <li>Story may be influenced by characters, novels or series they read</li> <li>Consistent control of standard conventions, even in dialogue</li> </ul>	<ul style="list-style-type: none"> <li>Lead establishes entry point into the story that establishes mood, provides insight, or creates relationship with the reader-will often connect somehow with the ending</li> <li>Effectively use a variety of narrative techniques: backstory, flashback, flash-forward, foreshadowing, plot twists, cliffhanger, poetic justice, epiphany...)</li> <li>May write multiple storylines that switch back and forth, but intersect during conflict or resolution.</li> <li>Develops tension with rising action and climax that brings the reader along.</li> <li>Creates believable, sympathetic characters</li> <li>Strong conclusion that follows from events (ties up all storylines) and contains falling action and satisfying resolution</li> <li>Conventions are purposeful, rules may be 'broken' for effect</li> </ul>

Level \_\_\_\_\_ Possible Teaching Points:

STUDENT \_\_\_\_\_

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Aligned with Common Core State Standards

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