



# Maryland College and Career Ready Standards for Writing Clarifications

## Maryland College and Career Ready (MCCR) Standards for Writing Clarifications – Standard 3

The English Language Arts Department at MSDE facilitated teams of educators from across the state to participate in writing Clarifications for the MCCR Standards at grades Pre-K through twelve. These serve as resources to educators across this state and others as we implement these Standards. Educators from the local systems worked together to create clarification statements that make up a coherent document that reflects the instructional shifts necessary to achieve the MCCR Standards. The Clarification statements detail for educators the skills necessary for students to demonstrate proficiency in each grade level standard in Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language. These Clarifications are an integral part of the MCCR Standards toolkit.

---

**W3 ANCHOR STANDARD: WRITE NARRATIVES TO DEVELOP REAL OR IMAGINED EXPERIENCED OR EVENTS USING EFFECTIVE TECHNIQUE, WELL-CHOSEN DETAILS, AND WELL-STRUCTURED EVENT SEQUENCES.**

**Pre-Kindergarten: With modeling and support, use a combination of drawing, dictating, or developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.**

3a: Tell a single event.

To show proficiency of the skills in this standard, a student must be able to retell an event from his/her personal experience. This is achieved through teacher think-alouds and modeling how to tell about a personal experience. Students should be able to tell about an event from their personal experience. This may be demonstrated through journaling with dictated responses, drawings and use of inventive writing to tell about a single event.

3b: Tell about the details of the event in a meaningful sequence

To show proficiency of the skills in this standard, a student must be able to retell details of events in a logical sequence from beginning to end about his/her personal experience. This is achieved through teacher think-alouds and modeling how to tell about a personal experience to include details in a sequential order. The teacher should use a graphic organizer to frame thinking throughout this process. This may be demonstrated through journaling with dictated responses, drawings, and use of inventive writing to tell about a single event with a minimum of two details.

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

To show proficiency of the skills in this standard, a student tells about a single event or several loosely linked events in sequential order. Loosely linked events are two or more details about a broad topic. For example, telling about your weekend could include a large variety of events from each day. The student should share a reaction to the event(s) by writing a sentence that tells how they feel about the event(s). In a teacher-directed setting, the teacher models how and guides students to narrate event(s). The teacher could do this through shared writing using visuals such as an organizer. Students should be able to construct a minimum of three related sentences that name the event and give details through drawing, dictating, and/or writing.

**Grade One - 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.**

To show proficiency of the skills in this standard, a student must write narratives about real or imagined experiences or events. Narratives must include a few related sentences or a paragraph about a school based or personal experience. The student should use details that tell who, what, where, and when. Details should

be sequential using words such as first, next, and last to provide an order of the events. Students should provide a sense of closure by writing a sentence that tells how the experience ends or how they felt.

**Grade Two - 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.**

To show proficiency of the skills in this standard, a student must write narratives about real or imagined experiences. Narratives must include one or more paragraphs. The student should use details that tell who, what, where, and when. Students should include adjectives to describe the actions, thoughts, and feelings. Details should be sequential using words such as first, next, then, afterwards, and finally to provide an order of the events. Students should provide a sense of closure by writing one or more sentences that tell how the experience ends or how they felt.

**Grade Three - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

3a: Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

To show proficiency of the skills in this supporting standard a student can use a graphic organizer such as a story map to choose a topic or event, organize the sequence of events in a logical order, and determine characters needed to create the story. Decide who is telling the story (the author or a character in the story). As students begin to write they should establish the situation by developing a setting, describing when and where the event/s take place.

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

To show proficiency of the skills in this supporting standard a student needs to choose appropriate places to use dialogue to show interactions between characters and to develop the character's personality. Characters can be developed through description of what they say, what they do, and what they think, and what others say or think about them.

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

To show proficiency of the skills in this supporting standard a student needs to effectively use words that imply the passage of time. Examples include but are not limited to when, then, now, still, last night, one day, etc.

3d: Provide a sense of closure.

To show proficiency of the skills in this supporting standard a student needs to write an ending to the narrative making it clear to the reader that the story is complete.

---

**Grade Four - Write narratives to develop real or imagined experiences or events using effect technique, descriptive details, and clear event sequences.**

3a: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

To show proficiency of the skills in this supporting standard a student can use a graphic organizer such as a story map to choose a topic or event, organize the sequence of events in a logical order, and determine characters needed to create the story. Decide who is telling the story (the author or a character in the story). As students begin to write they should use detailed descriptions of the setting and/or characters to help the reader become familiar with the context of the narrative.

3b: Use dialogue and description to develop experiences and events or show the response of characters to situations.

To show proficiency of the skills in this supporting standard a student needs to choose appropriate places to use dialogue to show detailed interactions between characters and to develop the character's personality. Characters can be developed through detailed descriptions of what they say, what they do, and what they think, and what others say or think about them.

3c: Use a variety of transitional words and phrases to manage the sequence of events.

To show proficiency of the skills in this supporting standard a student needs to effectively use words and phrases that allow one event to move fluidly into the next. Examples include but are not limited to but, although, however, after all, at the same time, as well as, not only, etc.

3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.

To show proficiency of the skills in this supporting standard a student needs to enhance the text of the narrative through the use of explicit description to give the reader a clear picture of what an object, experience or event looks like, sounds like, smells like, tastes like and/or feels like.

3e: Provide a conclusion that follows from the narrated experiences or events.

To show proficiency of the skills in this supporting standard a student needs to write an ending to the narrative making it clear to the reader that the story is complete. The conclusion may be implied based on something that the reader learned about a character or from a character in the story.

**Grade Five - Write narratives to develop real or imagined experiences using effective technique, descriptive details, and clear event sequences.**

3a: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

To show proficiency of these skills in this supporting standard, a student will clearly define an exposition by establishing a situation or problem, including characters and a narrator, and will choose a consistent point-

of-view. Sequence of events needs to be maintained through the use of a graphic organizer that unfolds naturally. Signal words to show sequential order will be used throughout the narrative. Students will address parts of narrative plot: conflict, rising action, climax, falling action, and resolution.

3b: Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or to show the responses of characters to situations.

To show proficiency of these skills, a student will use dialogue that is appropriate to the narrative, helps move the plot forward, and makes it sound real. Proper punctuation and use of tags to track character dialogue is essential. Dialogue relevant to the main idea of the narrative is evident. Vivid details, adjectives, and specific verbs are used to describe characters, actions, dialogue, setting, and plot are clearly described. The pacing should be continuously clear and fluent to develop the plot, experiences, and events making them easy to understand. Students need to be able to manipulate time and passage of time within the narrative.

3c: Use a variety of transitional words, phrases and clauses to manage sequence of events

To show proficiency of these skills, a student will use a variety of transitional words, phrases and clauses to manage sequence of events. Appropriate transition words help guide the reader through the text. Transition words help the reader keep track of events, and the order in which they occur in the narrative.

3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.

To show proficiency of these skills, a student will use concrete words, phrases, and sensory details to convey precise experiences and events. Word choice needs to be precise to help the reader clearly visualize the characters, setting, and events in a story. Correct word choice will allow the reader to understand the mood created by the setting.

3e: Provide a conclusion that follows from the narrated experiences or events.

To show proficiency in these skills, a student needs to provide a conclusion that follows sequential events or experiences that are proceeding. The conclusion finishes the story by resolving the conflict and telling the final event. A clear distinction of the final idea is stated, and it includes the writer's/characters feelings about the experience/events.

**Grade Six - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

3a: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

To show proficiency of these skills in this standard, students need to have a clearly defined exposition. Students should engage and orient the reader by establishing a context and introducing a narrator and/or characters by choosing one point- of- view which remains consistent throughout. The setting, and background information about the narrator and/or characters should help establish meaning. A sequence of events in a narrative is imperative. Students should use a graphic organizer to organize a sequence of events that unfolds naturally and logically. Signal words should be utilized to show sequential order to maintain and

organizational sequence that is naturally unfolding throughout the narrative and can be followed by the reader. Students need to address all parts of a narrative plot: conflict, rising action, climax, falling action, and resolution.

3b: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

To show proficiency of these skills, students need to use dialogue that is appropriate to the narrative, helps move the plot forward, and makes it sound real. Proper punctuation and use of ‘tags’ will be used to track the characters doing the speaking to be sure it’s clearly relevant to the main idea of the narrative. Description of characters, actions, dialogue, setting, and plot are clear through the use of vivid details, adjectives, and specific verbs. The pacing of the narrative throughout situations and plot should be continuously clear and fluent. The plot should be made clear through the use of character experiences and events making them easy to comprehend and understand. Students can manipulate time and the passage of time within the narrative.

3c: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

To show proficiency of these skills students will use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another (flashback, present tense/time, foreshadowing) Transitions words guide the reader through the text to help the reader keep track of events in the story and the order in which they occur. See [www.mdk12.org](http://www.mdk12.org) for a list of commonly used transition words.

3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events

To show proficiency in these skills students will use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Word choice is vital to help the reader clearly visualize the characters, setting, and events in a story. Specific word choice will help the reader understand the mood created by the setting. Clear word choice will communicate intent to the reader. Three methods should be used to ‘show’ instead of “tell: sensory details, specific details, and dialogue.

3e: Provide a conclusion that follows from the narrated experiences or events.

To show proficiency in these skills students will provide a conclusion to the narrative that is continued through sequential events or experiences that are proceeding. It finishes the narrative by resolving the conflict and telling the final event. A clear distinction of the final idea should be stated and include and include the writer’s/character’s feelings about the experiences/events.

---

**Grade Seven - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

3a: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or character; organize an event sequence that unfolds naturally and logically.

To show proficiency of the skills in this sub standard, a student plans the narrative by first organizing a plot line. Continuing the practices established in grade 6, a student will introduce a narrator but will now be able to plan and identify the point of view (first person, third person omniscient, third person limited omniscient, third person objective).

3b: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

To show proficiency of the skills in this sub standard, a student establishes a balance between story events and dialogue to create an appealing pace for the audience. The student executes the planned plot including development of the central conflict and other obstacles or experiences of the characters. The student is able to concretely develop characters through dialogue and description.

3c: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

To show proficiency of the skills in this sub standard, a student uses effective writing techniques to aid the flow and pacing of the writing, especially during transition points in the story.

3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

To show proficiency of the skills in this sub standard, a student uses imagery to vividly portray story events bring to life the characters' experiences as in previous years instruction. Additional in seventh grade the student will focus on narrating the action so as to evoke a clear mental image.

3e: Provide a conclusion that follows from and reflects on the narrated experiences or events

To show proficiency of the skills in this sub standard, a student should be able to provide insight to the reader of a direct or implied theme, when appropriate during the conclusion of a narrative.

**Grade Eight - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

3a: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

To show proficiency of the skills in this sub standard, a student plans the narrative by first organizing a plot line. Continuing the practices established in grade 6, a student will introduce a narrator but will now be able to plan and identify the point of view (first person, third person omniscient, third person limited omniscient, third person objective).

3b: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

To show proficiency of the skills in this sub standard, a student establishes a balance between story events and dialogue to create an appealing pace for the audience. The student executes the planned plot including development of the central conflict and other obstacles or experiences of the characters. The student is able to concretely develop characters through dialogue and description and to provide more character depth through various techniques of reflection such as internal dialogue and other characters' opinions, feelings and motivations.

3c: Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.

To show proficiency of the skills in this sub standard, a student continues to use effective writing techniques to aid the flow and pacing of the writing, especially during transition points in the story. Students may already be showing the relationships among experiences and event; however, they should continue to refine these skills in 8th grade.

3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

To show proficiency of the skills in this sub standard, a student uses imagery to vividly portray story events bring to life the characters' experiences as in previous years instruction. The student will focus on narrating the action so as to evoke a clear mental image.

3e: Provide a conclusion that follows from and reflects on the narrated experiences or events

To show proficiency of the skills in this sub standard, a student should be able to provide insight to the reader of a direct or implied theme, when appropriate during the conclusion of a narrative.

**Grades Nine and Ten - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

3a: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introduce a narrator and/or characters; create a smooth progression of experiences or events.

3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

3c: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

3d: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or character.

3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

To show proficiency of the skills in this standard, students will write source-based narratives to develop real or imagined experiences or events using effective technique such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters., well-chosen details, and well-structured event sequences. Narratives are used to inform, instruct, persuade, and entertain. Special attention is paid to time to create the structure. Details are developed to depict settings, objects, character, actions, through the use of use dialogue and interior monologue.

- Building on student’s proficiency of developing single points of view, students establish multiple points of view. The student purposefully develops events to create a natural and cohesive story
- Students continue to include narrative techniques include dialogue (dialogue is used to provide insight into the narrator’s and character’s personality and motives), pacing (pacing is used to create tension and suspense), description, reflection, and are introduced to multiple plot lines which develop experience as a whole.
- Building on skills used in grade 6 (transition words, phrases and clauses), events are sequenced to create a whole.
- Students intentionally make decisions about word choice in order to create vivid pictures.
- In addition to reflecting on what is experienced, students now reflect on what is observed or resolved over the course of the narrative.

**Grades Eleven and Twelve - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

3a: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introduce a narrator and/or characters; create a smooth progression of experiences or events.

3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

3c: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

3d: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or character.

3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

---

To show proficiency of the skills in this standard, students will be able to: Practice written storytelling; write a story about a real-life experience or event, or a made up experience or event; use effective technique, supporting details; organize their writing in logical sequential order.

- Write for a particular audience. Address the idea of author’s purpose and appeal to the audience’s interest. Present a conflict or problem, situation, or observation and analyze or explain the meaning or importance behind this idea/conflict. Write from a particular point of view (example: first person narrator) and/or present the point of view from different characters or perspectives. Create dialogue within the text by establishing a narrator and/or varying characters. There should be a smooth transition of events, plot, and details. Students should use transitions between words and sentences. Sentences should be coherent and organized. The plot structure should be cohesive and well organized. Ideas and details should flow naturally.
- Use story-telling practices like dialogue, descriptive details of conflict, setting, and character to develop the plot of the story. Students should practice pacing, and reflection. Students should tell the story using appropriate details and present them in an organized format. The story should include more than one problem, conflict, situation, or observation, and should develop key characters, events, or experiences.
- Use various methods to tell the events of the story in sequential order according to time shifts and order of events so that the events build on one another to create a connection between these events and the entire work and build toward a specific tone/speaker’s attitude and outcome. (e.g., a sense of mystery, suspense, growth, or resolution.) Students should use literary devices to establish a consistent and intentional tone.
- Students should use precise words & phrases, descriptive details, sensory language, imagery, and figurative language devices to convey a vivid picture of experiences, events, settings and/or characters.
- The student should provide a meaningful conclusion that follows from and reflects on the experiences, observations, and resolutions over the course of the narrative. The conclusion should not simply restate details of the text, but it should provide meaningful insight and reflection as it pertains to the story. This would be a good time to examine a character’s development.