

# Between The Pages

Piecing Together A Story

With Author Alane Adams

Teacher's Guide



# Welcome to Between The Pages!

## Meet Alane

For the past several years, children's author and literacy advocate Alane Adams has traveled the country visiting over 300 schools, speaking over 600 times to over 100,000 students about how books get written. Alane thinks Reading is a Superpower and after hearing her talk, your students will too!



## What is Between The Pages?

Between The Pages is an exciting new video series created by Alane to replicate her popular author talk. The video segments are designed to get your students excited about reading by taking them between the pages of a book, teaching them all the fundamental steps an author undertakes when writing a story. These videos will help students understand the important elements of story and provide insights into how authors write.

## How Does It Work?

The video segments are broken down into short time blocks followed by classroom discussion time. This allows for the experience to be more interactive rather than static as students are challenged at the end of each video to consider what comes next. The videos can be watched all at once or divided into different days, according to your classroom needs. Following each video is a set of three different grade-level worksheets students can use to facilitate classroom discussion and deepen learning. Look for these symbols in the corner:



Young Readers



Middle Elementary



Advanced

## Who Should Watch It?

The video segments are packed with fun animations, graphics, sound effects, and Alane's signature style of humor. Students in grades 2-6 will thoroughly enjoy it but it can be used in any grade.

## Common Core Aligned

Video tracks support common core standards in a multiple of ways. Find a complete list of relevant standards at the end of this guide.

## Young Writers Track

For teachers looking to go deeper into writing exercises, there is a Young Writers Track set of worksheets that allows students to map out a story over the five video segments, giving them the basic tools to write their own story. This can be done in small groups, independently, or the classroom as a whole.

We hope you enjoy these free resources in your classroom!

*Alane and the Rise Up Foundation Team*



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# Between The Pages

## Description of Episodes

### **Part One: Meet Alane**

This segment introduces your students to the overall theme of the video series, asking them to think about what it is a book actually is. The segment introduces Alane to the students, giving a little bit of her background and how she became an author. The segment ends with the task of students thinking about the first steps an author has to take before starting writing.

### **Worksheet: What Comes First**

Have students brainstorm individually or as a class what some of the first general things an author has to think about and have them fill in the blanks with their answers. Discuss their answers as a class before starting Part Two. Some good topics to include are Title, Setting, Genre, Culture, or Time Period.

### **Young Writers Track: Becoming A Writer**

Have Young Writers brainstorm individually or as a group what some of the first things an author has to think about and have them fill in the blanks with their answers. Discuss their answers as a group before starting the next episode.

### **Part Two: Before Page One**

In this episode, Alane discusses some of the important concepts an author has to think about before they start writing. These concepts include title, genre, setting, and world building. The segment ends with the task of students discussing the next big piece an author has to decide upon. Use classroom discussion time to make a list on the board of what the next big piece might be. Use the worksheets to reinforce the learning in Part Two.

# Between The Pages

## Description of Episodes

### **Worksheet: Understanding Genres**

Younger students can study the pictures and try to think of descriptions for the types of stories the image represents, getting them to understand the large number of different types of stories out there. Older students will expand on that by studying the different types of narratives and how they intersect.

### **Young Writers Track: Laying The Foundation**

Have Young Writers begin to think of the story they're going to write. They can use their imagination to fill in the squares with title, genre, and other details. Remind them they can change their mind later. The exercise is designed to give them a foundation to build on.

### **Part Three: Heroes, Villains, Sidekicks, and Minions**

Prepare for a lively discussion on the different type of characters and the steps authors take to create them. The discussion focuses on the development of the two main characters: protagonist and antagonist and delves into the types of traits that make for great storytelling. The segment ends with the task of challenging students to determine the most important ingredient of a story. Use classroom discussion time to discuss what the next big piece might be. Use the worksheets to reinforce the learning in Part Three.

# Between The Pages

## Description of Episodes

### **Worksheet: Building Characters**

Younger students are invited to begin creating a character by drawing a picture using suggestions from the description box to help guide their imagination. Older students have a chance to learn about the internal and external aspects of a character, learning about how authors have to think about the characters thoughts and feelings (internal) as well as their appearance and actions (external). Advanced students are asked to break down the hero and villain from a story they've read comparing how they're alike and different.

### **Young Writers Track: Building Your Characters**

Young Writers begin the process of designing the starring roles for their story. Students are provided a handout that walks through character building and then given a separate worksheet to be used for each main character they want to brainstorm. When they're finished they will have a good idea of who the characters in their story are and what their goals are.

### **Part Four: The Super-Secret Ingredient**

In this segment, students are taught the importance of conflict in storytelling through the sharing of a story that has no conflict, then a short retelling of the same story with a problem added to the story. Students are left with a deeper understanding of why a character must have a problem to resolve for a story to be interesting. The segment ends with a challenge for students to piece together why most stories have happy endings. Use classroom discussion time to discuss why they think happy endings are important. Discuss any stories they might have read that didn't end happily (like Romeo and Juliet). Worksheets reinforce learning in Part Four.

# Between The Pages

## Description of Episodes

### **Worksheet: What's the Problem?**

Younger students are tasked with understanding the role conflict plays in a story. Younger students are given Goldilocks and the Three Bears to tackle how conflict builds in the story. Older students are asked to write a short story about a character who is given a problem in the prompt, then asked to expand on the problem in the next paragraph, illustrating how stories get bigger and better as the conflict grows. Advanced students analyze the conflict in a recent story they've read, delving into the Antagonist's goals and why the Protagonist is forced to act.

### **Young Writers Track: Tackling The Problem**

Young Writers tackle the biggest part of writing a story: creating the central conflict in the story. Here writer's can consider the question If... Then... and brainstorm ideas around how to make the problem interesting and not too easy for the character's to solve.

### **Part Five: Completing The Puzzle**

In this final segment, all the pieces of a book are brought together as students learn why most stories have happy endings, delving into the bond that forms between the reader and the character as the author invites the reader into the character's point of view. The segment finishes with a wrap-up of why authors write stories and pulls together all the pieces discussed in the video segments.

### **Worksheet: Happy Endings**

Student worksheets involve taking a story they know well and changing the ending so that the problem isn't solved. Students can use their imagination to write alternate endings and discuss how it makes them feel.

# Between The Pages

## Description of Episodes

### **Young Writers Track: Let The Writing Begin!**

Young Writer's Track worksheet leaves students with advice on persevering and taking feedback as they get ready to write their stories. Students should be encouraged to share their stories with the group and be offered opportunity for feedback and revision to strengthen their writing mettle.

### **Epilogue: Behind The Scenes With Alane**

Delve behind the scenes and learn more about Alane in these four short interviews that reveal what she really thinks about the writing process, how students can grow up to be good writers, the difficult editing and revision process, and why she created Between The Pages.

Episode One: **Alane's Passion For Story**

Episode Two: **To Be A Good Writer, Be A Good Reader**

Episode Three: **Write First. Edit Later.**

Episode Four: **The Making of Between The Pages**



# Standards

## English Language Arts Standards » Speaking & Listening

3rd

[CCSS.ELA-LITERACY.SL.3.1.B](#)

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

[CCSS.ELA-LITERACY.SL.3.1.C](#)

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

[CCSS.ELA-LITERACY.SL.3.1.D](#)

Explain their own ideas and understanding in light of the discussion.

4th

[CCSS.ELA-LITERACY.SL.4.1.B](#)

Follow agreed-upon rules for discussions and carry out assigned roles.

[CCSS.ELA-LITERACY.SL.4.1.C](#)

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

[CCSS.ELA-LITERACY.SL.4.1.D](#)

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

5th

[CCSS.ELA-LITERACY.SL.5.1.B](#)

Follow agreed-upon rules for discussions and carry out assigned roles.

[CCSS.ELA-LITERACY.SL.5.1.C](#)

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

[CCSS.ELA-LITERACY.SL.5.1.D](#)

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

6th

[CCSS.ELA-LITERACY.SL.6.1.B](#)

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

[CCSS.ELA-LITERACY.SL.6.1.C](#)

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

[CCSS.ELA-LITERACY.SL.6.1.D](#)

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

7th

[CCSS.ELA-LITERACY.SL.7.1.B](#)

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

[CCSS.ELA-LITERACY.SL.7.1.C](#)

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

[CCSS.ELA-LITERACY.SL.7.1.D](#)

Acknowledge new information expressed by others and, when warranted, modify their own views.

8th

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

[CCSS.ELA-LITERACY.SL.8.1.C](#)

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

[CCSS.ELA-LITERACY.SL.8.1.D](#)

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Part 1:

Young Readers Worksheet K-2

ELA CC » Writing

K

[CCSS.ELA-LITERACY.W.K.5](#)

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

[CCSS.ELA-LITERACY.W.K.8](#)

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

1st

[CCSS.ELA-LITERACY.W.1.5](#)

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

[CCSS.ELA-LITERACY.W.1.8](#)

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

2nd

[CCSS.ELA-LITERACY.W.2.5](#)

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

[CCSS.ELA-LITERACY.W.2.8](#)

Recall information from experiences or gather information from provided sources to answer a question.

ELA CC » Language

K

[CCSS.ELA-LITERACY.L.K.2](#)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[CCSS.ELA-LITERACY.L.K.6](#)

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

1st

[CCSS.ELA-LITERACY.L.1.2](#)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[CCSS.ELA-LITERACY.L.K.6](#)

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

2nd

[CCSS.ELA-LITERACY.L.2.2](#)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[CCSS.ELA-LITERACY.L.2.6](#)

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe

**Part 1**

**Middle Elementary 3-5**

**ELA CC » Writing**

3rd

CCSS.ELA-LITERACY.W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

CCSS.ELA-LITERACY.W.3.1.B

Provide reasons that support the opinion.

CCSS.ELA-LITERACY.W.3.1.C

Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.

4th

CCSS.ELA-LITERACY.W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.4.1.B

Provide reasons that are supported by facts and details.

5th

CCSS.ELA-LITERACY.W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.5.1.B

Provide logically ordered reasons that are supported by facts and details.

CCSS.ELA-LITERACY.W.5.1.C

Link opinion and reasons using words, phrases, and clauses

## ELA CC » Language

### 3rd

CCSS.ELA-LITERACY.L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.3.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.3.2.F

Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.

CCSS.ELA-LITERACY.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### 4th

CCSS.ELA-LITERACY.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.4.2.A

Use correct capitalization.

CCSS.ELA-LITERACY.L.4.2.C

Use a comma before a coordinating conjunction in a compound sentence.

CCSS.ELA-LITERACY.L.4.2.D

Spell grade-appropriate words correctly, consulting references as needed.

CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

5th

CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.5.2.E

Spell grade-appropriate words correctly, consulting references as needed.

Part 1

Advanced Worksheet

ELA CC » Writing

6th

CCSS.ELA-LITERACY.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.6.1.A

Introduce claim(s) and organize the reasons and evidence clearly.

CCSS.ELA-LITERACY.W.6.1.C

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

CCSS.ELA-LITERACY.W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

7th

CCSS.ELA-LITERACY.W.7.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.7.1.A

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-LITERACY.W.7.1.C

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

CCSS.ELA-LITERACY.W.7.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

8th

CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence

CCSS.ELA-LITERACY.W.8.1.A

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-LITERACY.W.8.1.C

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**ELA CC » Language**

6th

CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.6.1.A

Ensure that pronouns are in the proper case (subjective, objective, possessive).

CCSS.ELA-LITERACY.L.6.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.6.2.B

Spell correctly.

7th

CCSS.ELA-LITERACY.L.7.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.7.2.A

Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

CCSS.ELA-LITERACY.L.7.2.B

Spell correctly.

CCSS.ELA-LITERACY.L.7.3.A

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*

8th

CCSS.ELA-LITERACY.L.8.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.8.2.C

Spell correctly.

Part 1

Young Writers Track

ELA CC » Writing

5th

CCSS.ELA-LITERACY.W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.5.1.A

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

CCSS.ELA-LITERACY.W.5.1.B

Provide logically ordered reasons that are supported by facts and details.

CCSS.ELA-LITERACY.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

6th

CCSS.ELA-LITERACY.W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.6.2.B

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-LITERACY.W.6.2.C

Use appropriate transitions to clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.W.6.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

7th

CCSS.ELA-LITERACY.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.7.2.B



Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-LITERACY.W.7.2.C

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.W.7.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

## 8th

CCSS.ELA-LITERACY.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.8.2.B

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-LITERACY.W.8.2.C

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.W.8.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

## ELA CC » Language

### 5th

CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.5.1.B

Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.

CCSS.ELA-LITERACY.L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.5.2.E

Spell grade-appropriate words correctly, consulting references as needed.

6th

CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.6.1.A

Ensure that pronouns are in the proper case (subjective, objective, possessive).

CCSS.ELA-LITERACY.L.6.1.B

Use intensive pronouns (e.g., *myself*, *ourselves*).

CCSS.ELA-LITERACY.L.6.1.C

Recognize and correct inappropriate shifts in pronoun number and person.\*

CCSS.ELA-LITERACY.L.6.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.6.2.A

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*

CCSS.ELA-LITERACY.L.6.2.B

Spell correctly.

7th

CCSS.ELA-LITERACY.L.7.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.7.2.A

Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

CCSS.ELA-LITERACY.L.7.2.B

Spell correctly.

8th

CCSS.ELA-LITERACY.L.8.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.8.2.A

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

CCSS.ELA-LITERACY.L.8.2.C

Spell correctly.

Part 2

Young Readers

ELA CC » Reading Literature

K

CCSS.ELA-LITERACY.RL.K.5

Recognize common types of texts (e.g., storybooks, poems).

1st

CCSS.ELA-LITERACY.RL.1.5

Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

2nd

CCSS.ELA-LITERACY.RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Part 2

Middle Grades

ELA CC » Reading Literature

3rd

CCSS.ELA-LITERACY.RL.3.9

*Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)*

4th

CCSS.ELA-LITERACY.RL.4.9

*Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.*

5th

CCSS.ELA-LITERACY.RL.5.9

*Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.*

## Part 2

### Advanced Worksheet

#### ELA CC » Reading Literature

6th

CCSS.ELA-LITERACY.RL.6.9

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

7th

CCSS.ELA-LITERACY.RL.7.9

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

8th

CCSS.ELA-LITERACY.RL.8.9

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

## Part 2

### Writers Track

#### ELA CC: Writing

5th

CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.5.1.B

Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.

CCSS.ELA-LITERACY.L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.5.2.E

Spell grade-appropriate words correctly, consulting references as needed.

6th

CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.6.1.A

Ensure that pronouns are in the proper case (subjective, objective, possessive).

CCSS.ELA-LITERACY.L.6.1.B

Use intensive pronouns (e.g., *myself*, *ourselves*).

CCSS.ELA-LITERACY.L.6.1.C

Recognize and correct inappropriate shifts in pronoun number and person.\*

CCSS.ELA-LITERACY.L.6.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.6.2.A

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*

CCSS.ELA-LITERACY.L.6.2.B

Spell correctly.

7th

CCSS.ELA-LITERACY.L.7.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.7.2.A

Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

CCSS.ELA-LITERACY.L.7.2.B

Spell correctly.

8th

CCSS.ELA-LITERACY.L.8.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.8.2.A

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

CCSS.ELA-LITERACY.L.8.2.C

Spell correctly.

Part 3:

Young Readers Worksheet K-2

ELA CC » Literacy

K

CCSS.ELA-LITERACY.RL.K.3

*With prompting and support, identify characters, settings, and major events in a story.*

1st

CCSS.ELA-LITERACY.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

2nd

CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

**Part 3:**

**Middle Elementary**

**ELA CC » Reading Literature**

3rd

CCSS.ELA-LITERACY.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

4th

CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

5th

CCSS.ELA-LITERACY.RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**Part 3:**

**Advanced Worksheet**

**ELA CC » Reading Literature**

6th

CCSS.ELA-LITERACY.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

7th

CCSS.ELA-LITERACY.RL.7.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

8th

CCSS.ELA-LITERACY.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Part 3:

Writers Track (Characters)

ELA CC »

Part 3

Writers Track

ELA CC: WRiting

5th

CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.5.1.B

Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.

CCSS.ELA-LITERACY.L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.5.2.E

Spell grade-appropriate words correctly, consulting references as needed.

6th

CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.6.1.A

Ensure that pronouns are in the proper case (subjective, objective, possessive).

CCSS.ELA-LITERACY.L.6.1.B

Use intensive pronouns (e.g., *myself*, *ourselves*).

CCSS.ELA-LITERACY.L.6.1.C

Recognize and correct inappropriate shifts in pronoun number and person.\*

CCSS.ELA-LITERACY.L.6.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.6.2.A



Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*

CCSS.ELA-LITERACY.L.6.2.B

Spell correctly.

7th

CCSS.ELA-LITERACY.L.7.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.7.2.A

Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

CCSS.ELA-LITERACY.L.7.2.B

Spell correctly.

8th

CCSS.ELA-LITERACY.L.8.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.8.2.A

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

CCSS.ELA-LITERACY.L.8.2.C

Spell correctly.

Part 4:

Young Readers

ELA CC » Reading Literature

K

CCSS.ELA-LITERACY.RL.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.K.2

With prompting and support, retell familiar stories, including key details.

CCSS.ELA-LITERACY.RL.K.3

With prompting and support, identify characters, settings, and major events in a story.

1st

CCSS.ELA-LITERACY.RL.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-LITERACY.RL.1.3

Describe characters, settings, and major events in a story, using key details.

2nd

CCSS.ELA-LITERACY.RL.2.1

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RL.2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

Part 4:

Middle Elem

ELA CC » Writing

3rd

CCSS.ELA-LITERACY.W.3.3

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

CCSS.ELA-LITERACY.W.3.3.A

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

CCSS.ELA-LITERACY.W.3.3.C

Use temporal words and phrases to signal event order.

4th

CCSS.ELA-LITERACY.W.4.3

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

CCSS.ELA-LITERACY.W.4.3.A

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

CCSS.ELA-LITERACY.W.4.3.C

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

CCSS.ELA-LITERACY.W.4.3.D

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

5th

CCSS.ELA-LITERACY.W.5.3

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

CCSS.ELA-LITERACY.W.5.3.C

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

**Part 4:**

**Advanced Worksheet**

**ELA CC » RL**

6th

CCSS.ELA-LITERACY.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

7th

CCSS.ELA-LITERACY.RL.7.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

8th

CCSS.ELA-LITERACY.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Part 4.:

Writers Track (Characters)

ELA CC »

5th

CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.5.1.B

Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.

CCSS.ELA-LITERACY.L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.5.2.E

Spell grade-appropriate words correctly, consulting references as needed.

6th

CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.6.1.A

Ensure that pronouns are in the proper case (subjective, objective, possessive).

CCSS.ELA-LITERACY.L.6.1.B

Use intensive pronouns (e.g., *myself*, *ourselves*).

CCSS.ELA-LITERACY.L.6.1.C

Recognize and correct inappropriate shifts in pronoun number and person.\*

CCSS.ELA-LITERACY.L.6.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.6.2.A

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*

CCSS.ELA-LITERACY.L.6.2.B

Spell correctly.

7th

CCSS.ELA-LITERACY.L.7.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.7.2.A

Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

CCSS.ELA-LITERACY.L.7.2.B

Spell correctly.

8th

CCSS.ELA-LITERACY.L.8.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.8.2.A

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

CCSS.ELA-LITERACY.L.8.2.C

Spell correctly.

**Part 5:**

**Young Readers Worksheet K-2**

**ELA CC » Writing**

**K**

CCSS.ELA-LITERACY.W.K.3

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.

**1st**

CCSS.ELA-LITERACY.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.

**2nd**

CCSS.ELA-LITERACY.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.

**Part 5:**

**Middle Elementary**

**ELA CC » Writing**

**3rd**

CCSS.ELA-LITERACY.W.3.3

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

CCSS.ELA-LITERACY.W.3.3.A

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

CCSS.ELA-LITERACY.W.3.3.B

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

4th

CCSS.ELA-LITERACY.W.4.3

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

CCSS.ELA-LITERACY.W.4.3.A

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

CCSS.ELA-LITERACY.W.4.3.B

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

CCSS.ELA-LITERACY.W.4.3.C

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

5th

CCSS.ELA-LITERACY.W.5.3

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

CCSS.ELA-LITERACY.W.5.3.A

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

CCSS.ELA-LITERACY.W.5.3.B

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

CCSS.ELA-LITERACY.W.5.3.C

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

CCSS.ELA-LITERACY.W.5.3.D

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

**Part 5:**  
**Advanced**  
**ELA CC » Writing**

6th

CCSS.ELA-LITERACY.W.6.3

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

CCSS.ELA-LITERACY.W.6.3.C

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

7th

CCSS.ELA-LITERACY.W.7.3

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

CCSS.ELA-LITERACY.W.7.3.D

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

8th

CCSS.ELA-LITERACY.W.8.3

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

CCSS.ELA-LITERACY.W.8.3.C

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.

CCSS.ELA-LITERACY.W.8.3.D

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

**Part 5:**  
**Writers Track (Characters)**  
**ELA CC » Writing**

5th

CCSS.ELA-LITERACY.W.5.3



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

CCSS.ELA-LITERACY.W.5.3.A

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

CCSS.ELA-LITERACY.W.5.3.B

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

CCSS.ELA-LITERACY.W.5.3.C

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

CCSS.ELA-LITERACY.W.5.3.D

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

CCSS.ELA-LITERACY.W.5.3.E

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

6th

CCSS.ELA-LITERACY.W.6.3

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

CCSS.ELA-LITERACY.W.6.3.A

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

CCSS.ELA-LITERACY.W.6.3.B

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

CCSS.ELA-LITERACY.W.6.3.C

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

CCSS.ELA-LITERACY.W.6.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CCSS.ELA-LITERACY.W.6.3.E

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

7th

CCSS.ELA-LITERACY.W.7.3

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

CCSS.ELA-LITERACY.W.7.3.A

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.

CCSS.ELA-LITERACY.W.7.3.B

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

CCSS.ELA-LITERACY.W.7.3.C

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

CCSS.ELA-LITERACY.W.7.3.D

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

CCSS.ELA-LITERACY.W.7.3.E

Provide a conclusion that follows from and reflects on the narrated experiences or events.

8th

CCSS.ELA-LITERACY.W.8.3

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

CCSS.ELA-LITERACY.W.8.3.A

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.

CCSS.ELA-LITERACY.W.8.3.B

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

CCSS.ELA-LITERACY.W.8.3.C

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.

CCSS.ELA-LITERACY.W.8.3.D

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

CCSS.ELA-LITERACY.W.8.3.E

Provide a conclusion that follows from and reflects on the narrated experiences or events.