

Writing Standards Progression Grades 3-5



This resource shows how each Writing standard progresses through grades 2-5.

When teaching each standard and assessing students for proficiency it is important to understand specifically what is expected of students at each grade level.

When students begin a new school year, a teacher can use the progression of standards to assess students' knowledge from their previous grade.

If a student is not performing at grade level, a teacher can provide intervention using the progression of standards to see the expectation for the grade below.

If a student is proficient and is in need of rigor, a teacher can provide extension by using the progression of standards to see the expectation for the grade above.

Each set of pages for a standard include the following:

The Anchor Standard: The overarching standard for all grade levels.

The Common Core Standard for each grade level 2-6: The standard for each grade level with key words underlined and in bold.

Grade Level Responses: Examples of a student response.

****Please note that student examples are for the END OF YEAR expectation.**

All examples are from real students from real prompts. The student work that appears was scored using a rubric and was determined to be AT GRADE LEVEL based on the standards.

Writing Standards – W.I

Anchor Standard

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

Grade 2



Grade 3



Grade 4



Grade 5

Write <u>opinion pieces</u> in which they...	W.1	Write <u>opinion pieces</u> on topics or texts, <u>supporting a point of view</u> with <u>reasons</u> .	Write <u>opinion pieces</u> on topics or texts, <u>supporting a point of view</u> with <u>reasons</u> and <u>information</u> .	Write <u>opinion pieces</u> on topics or texts, supporting a <u>point of view</u> with <u>reasons</u> and <u>information</u> .
...introduce the <u>topic</u> or book they are writing about, <u>state an opinion</u> ...	W.1a	<u>Introduce</u> the <u>topic</u> or text they are writing about, <u>state an opinion</u> , and create an <u>organizational structure</u> that lists <u>reasons</u> .	<u>Introduce</u> a <u>topic</u> or text clearly, <u>state an opinion</u> , and create an <u>organizational structure</u> in which <u>related ideas are grouped</u> to support the writer's purpose.	<u>Introduce</u> a <u>topic</u> or text clearly, <u>state an opinion</u> , and create an <u>organizational structure</u> in which <u>ideas are logically grouped</u> to support the writer's purpose.
... <u>supply reasons</u> that support the opinion...	W.1b	<u>Provide reasons</u> that support the opinion.	<u>Provide reasons</u> that are supported by <u>facts and details</u> .	<u>Provide logically ordered reasons</u> that are supported by <u>facts and details</u> .
...use <u>linking words</u> (e.g., because, and, also) to connect opinion and reasons...	W.1c	Use <u>linking words</u> and <u>phrases</u> (e.g., because, therefore, since, for example) to connect opinion and reasons.	<u>Link opinion and reasons</u> using <u>words</u> and <u>phrases</u> (e.g., for instance, in order to, in addition).	<u>Link opinion and reasons</u> using <u>words, phrases, and clauses</u> (e.g., consequently, specifically).
...provide a <u>concluding statement</u> or <u>section</u> .	W.1d	<u>Provide</u> a <u>concluding statement</u> or <u>section</u> .	<u>Provide</u> a <u>concluding statement</u> or <u>section</u> related to the opinion presented.	<u>Provide</u> a <u>concluding statement</u> or <u>section</u> related to the opinion presented.

W.I Grade Level Responses

Grade 3

Introduce the topic or text.

State an opinion

Provide reasons that support the opinion.

Use linking words and phrases to connect opinion and reasons.

Provide a concluding statement or section.

Prompt: After reading the articles "Bug Eating Countries" and "Best Are the Future" write an opinion piece on whether we should add bugs to our school lunch menu. Be sure to clearly state your opinion and support it with reasons based on the articles.

Should Bugs Be Added to the School Lunch Menu?

Have you ever accidentally eaten a bug? Here in America you may think that's gross, but in other countries they make a nutritious meal, can help the environment, and are profitable for businesses. My opinion is that bugs should be added to the school lunch menu.

First we should add bugs to our menu because bugs are nutritious and healthy. Bugs contain a lot of protein, fiber, healthy fats and other important nutrients. Mealworms, for example, are just as healthy as fish. Grasshoppers are similar in protein as lean ground beef. Another reason we should add bugs to our menu is because of Entomophagy. Entomophagy helps the environment. Entomophagy is the practice of eating bugs. With an animal you need lots of land and water to feed it just so you can eat it. Bugs on the other hand don't need as much room or resources to grow. Mealworms can be raised in a plastic tub. Finally, bugs can be profitable for business. Customers at a restaurant in India doubled after a week of serving bugs for food. The restaurant sells meals with them for between \$9.50 and \$12.50. They serve grasshoppers, beetles, and water scorpions.

When you think about how bugs are healthy, are good for business, and can help the environment it is clear that bugs should be added to the school lunch menu.

W.1 Grade Level Responses

Grade 4

Introduce the topic or text.

State an opinion

Provide reasons that are supported by facts and details.

Link opinion and reasons using words and phrases

Provide a concluding statement or section related to the opinion presented.

Prompt: Read the articles “Are Wild Animals Meant to be Wild?” and “Zoo Pros: Rescuing and Conserving Animals” write an opinion stating if animals should be kept in zoos. Be sure to state your opinion, provide reasons and supporting details.

Should Animals Be Kept In Zoos?

Have you ever been to the zoo and wondered, “Should these animals be inside these cages?” I believe that wild animals are meant to be wild. When you consider poor health, endangering animals, and animals lacking the food they need, you’ll probably be on my side.

First animals should not be kept in zoos because wild animals should not be kept in cages. When wild animals are kept in cages, their feet start to hurt, so they don’t want to exercise. When elephants don’t exercise, it is bad because they are supposed to constantly be moving. According to “Are Wild Animals Meant to be Wild?”, “Elephants forced to stay indoors are often bored and suffer from extreme foot problems.” Elephants need to move constantly, and when their feet hurt, it’s hard to do that. Depression is bad for animals. According to the text, “Are Wild Animals Meant to be Wild?” An elephant named Maggie, “began showing symptoms of depression” and “refused to exercise at all.”

Second animals do not belong in zoos because zoos are endangering animals. According to “Are Wild Animals Meant to be Wild?”, “Zebras at the National Zoo in Washington D.C. starved to death because they were lacking the food they needed.” This means the zebras didn’t get what they eat which includes grass, stems, leaves, and bark. More evidence is, “The same zoo’s red pandas died after eating rat poison.” This is endangering the lives of animals. When an animal is endangered, it can lose its population and there will be none left on the earth.

Lastly, to support my opinion there are a lot of problems with zoos themselves. For example, “they’re not much of an improvement in terms of space”, according to “Are Wild Animals Meant to be Wild?” Most animals need a lot of room and space in their habitats, but at some zoos, they’re not getting it. Even though in the article, “Zoo Pros: Rescuing and Conserving Animals”, it states, “Zoos have improved significantly over the last 4,000 years. Gone are the old steel-bar and cold cement cages.”, it never stated, ALL zoos have improved, so there are still wild animals being kept in these cages.

So, when you consider the poor health conditions, endangered wild animals, and animals lacking the food they need, you can see wild animals are meant to be wild.

W.1 Grade Level Responses

Grade 5

Introduce the topic or text.

State an opinion

Provide reasons that are supported by facts and details.

Link opinion and reasons using words and phrases

Provide a concluding statement or section related to the opinion presented.

Prompt: Read the articles “Are Wild Animals Meant to be Wild?” and “Zoo Pros: Rescuing and Conserving Animals” write an opinion stating if animals should be kept in zoos. Be sure to state your opinion, provide reasons and supporting details.

Should Animals Be Kept In Zoos?

Have you ever wondered how much zoos help their animals and how educational they can be? Zoos can help educate people, they also help make more medicines every day, and zoos help animals to avoid extinction Therefore, I support animals being kept in zoos.

To begin with, animals should remain in zoos because zoos help educate people about animals. Jane Goodall says, “Zoos keep animals in a habitat that is like their normal one which helps teach people more than a caged area would about the animal and the habitat it lives in.” The text, “Zoo Pros: Rescuing and Conserving Animals” divulges, “Zoos just don’t entertain, their aim is to educate.” The same text conveys, “...zoos teach people about the needs of animals and the importance of conservation.” As you can see, zoos help educate people about the needs of animals.

Another stellar reason why animals are best kept in zoon is zoos create medicines to help their animals. The text of “Zoo Pros: Rescuing and Conserving Animals” states, “80 countries came together to help and share their medicines.” The text also lists, “In 2002, zoos participated in 2,230 research and conservation products.” The text also announces, “Medicine is good because it helps improve animal health.” To sum it up, medicines help to improve animal health and zoos are working together to help animals that are kept in captivity.

One final reason to keep animals in zoos is zoos help keep endangered animals from becoming extinct. The text “Zoo Pros: Rescuing and Conserving Animals” mentions, “Some breeding programs also help to bring back threatened species.” The text also claims, “ Successful breeding programs brought the Pere David’s deer back from extinction.” The text also exclaims, “They were able to increase the population of less than twenty-four birds to one hundred seventy birds.” Based on this evidence, endangered species can thrive by being monitored in zoos.

As you can see, I think animals should be allowed in zoos. Zoos help make medicines to benefit animals, they can increase the population of endangered animals, and finally they help educate people about animal’s needs. Therefore, zoos can be beneficial to animals

Writing Standards – W.2

Anchor Standard

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

Grade 2



Grade 3



Grade 4



Grade 5

Write informative/explanatory texts...	W.2	Write <u>informative/explanatory</u> texts to <u>examine a topic</u> and <u>convey ideas and information</u> clearly.	Write <u>informative/explanatory</u> texts to <u>examine a topic</u> and <u>convey ideas and information</u> clearly.	Write <u>informative/explanatory</u> texts to <u>examine a topic</u> and <u>convey ideas and information</u> clearly.
<u>introduce a topic</u> , use <u>facts</u> and <u>definitions</u> to develop points,	W.2a	<u>Introduce a topic</u> and <u>group related information</u> together; include <u>illustrations</u> when useful to aiding comprehension.	<u>Introduce a topic</u> clearly and <u>group related information in paragraphs and sections</u> ; include formatting (e.g., headings), <u>illustrations, and multimedia</u> when useful	<u>Introduce a topic</u> clearly, provide a <u>general observation and focus</u> , and <u>group related information logically</u> ; include formatting (e.g., headings), illustrations, and multimedia when useful
	W.2b	<u>Develop</u> the <u>topic</u> with <i>facts, definitions, and details</i> .	<u>Develop the topic</u> with <i>facts, definitions, concrete details, quotations, or other information and examples</i> related to the topic.	<u>Develop the topic</u> with <i>facts, definitions, concrete details, quotations, or other information and examples</i> related to the topic.
...use <u>linking words</u> (e.g., because, and, also) to connect opinion and reasons...	W.2c	Use <u>linking words</u> and <u>phrases</u> (e.g., also, another, and, more, but) to <u>connect ideas within categories</u> of information.	<u>Link ideas</u> within categories of information using <u>words and phrases</u> (e.g., another, for example, also, because).	<u>Link ideas</u> within and across categories of information using <u>words, phrases, and clauses</u> (e.g., in contrast, especially).
...provide a <u>concluding statement</u> or <u>section</u> .	W.2d	<u>Provide</u> a <u>concluding statement</u> or <u>section</u> .	Use <u>precise language</u> and <u>domain-specific vocabulary</u> to inform about or explain the topic.	Use <u>precise language</u> and <u>domain-specific vocabulary</u> to inform about or explain the topic
	W.2e		Provide a <u>concluding statement</u> or <u>section</u> related to the information or explanation presented.	Provide a <u>concluding statement</u> or <u>section</u> related to the information or explanation presented.

W.2 Grade Level Responses

Grade 3

Introduce the topic or text.

State an opinion

Provide reasons that support the opinion.

Use linking words and phrases to connect opinion and reasons.

Provide a concluding statement or section.

Prompt: After reading the Time for Kids articles “Safer Skies” and “Wild Crossings” along with the novel *Trumpet of the Swan*, write an informational essay about how humans are helping animals.

Humans Helping Animals

Have you ever seen a human helping an animal in need? Humans have helped animals in many ways. Here are three examples. From an article “Safer Skies” humans are helping birds so they don’t crash into windows. From the article “Wild Crossings” people are helping animals to cross roads safely. From the book *Trumpet of the Swan*, Sam helps Louis overcome a defect.

Humans are helping animals by designing windows so that birds don’t fly into them. In France, they made a building with orange screens over the windows so birds won’t run into it. People are trying to pass government laws to help birds so they do not fly into windows. In the Time for Kids article “Wild Crossings”, humans are helping animals by creating ways for animals to cross busy roads safely. Humans build underpasses so animals can safely get across. People also make signs to warn people that animals are crossing. In the novel “*Trumpet of the Swan*” I can make a connection about humans helping animals. Humans helped Louis by getting him a job. Sam helped Louis by getting him a job at camp Kookooskoos, the boat man helped Louis by getting him a job to lead boats and play his trumpet. Mr. Lucas helped Louis by getting him a job at a nightclub. That is how humans helped Louis.

It is important for humans to help animals because if we don’t animals could become endangered and soon will go extinct. In my reading I found three examples. One in “Safer Skies” where people are making new kinds of glass so birds don’t die. Second, in “Wild Crossings” it says people are making bridges and signs so animals can cross the road safely. Third, in the *Trumpet of the Swan* people helped Louis by getting him jobs. As you can see helping animals is very important.

W.2 Grade Level Responses

Grade 4

Introduce the topic or text.

State an opinion

Provide reasons that are supported by facts and details.

Link opinion and reasons using words and phrases

Provide a concluding statement or section related to the opinion presented.

Prompt: After reading the Time for Kids articles “Safer Skies” and “Wild Crossings” along with the novel *The One and Only Ivan*, write an informational essay about how humans are helping animals.

Humans Helping Animals

Have you ever seen humans helping animals? It's a great deed to do because sometimes animals need our help. Humans have helped animals in many ways. Three examples are from the book “The One And Only Ivan” and in the articles from Time for Kids, “Wild Crossing” and “Safer Skies”. Humans helped to build bridges so that animals can cross busy roads, people created opaque glass so that birds don't fly into it, and also in the “One and Only Ivan” the zookeeper's helped Ivan and Ruby out of the Big Top Mall where they were not treated right.

In the Time For Kids article “Safer Skies” humans helped animals by designing new windows so that birds don't fly into them. They sometimes make drawings on windows so that birds can see them and hopefully not run into them. They also used opaque glass to make windows so that birds don't fly into them.

In the Time For Kids article “Wild Crossings” humans are helping animals by creating bridges for animals to cross the road without getting hurt. “Animals get hit by cars all the time because they need to cross the road.” Amit Says. “We build bridges,” Rebecca says, “so that animals can cross the road safely.

In the novel “The One and Only Ivan” I can make a connection to humans helping animals. Humans help Ivan and the other animals at the mall. Mack was not treating Ruby properly with the claw stick and Ivan wasn't that happy there either. Zookeepers took him to a better place, to the Atlanta Zoo where he could feel at home with other gorillas and an outdoor place for him to roam.

It is important for humans to help animals because they will sometimes need it and when humans help animals more animals will live. Humans helped animals when humans built bridges so that animals can cross the road, when people built opaque glass so that birds don't fly into it, and when zookeepers helped Ivan out of the Big Top Mall. These are examples of humans helping animal

W.2 Grade Level Responses

Grade 5

Introduce the topic or text.

State an opinion

Provide reasons that are supported by facts and details.

Link opinion and reasons using words and phrases

Provide a concluding statement or section related to the opinion presented.

Prompt: After reading the Time for Kids articles “Safer Skies” and “Wild Crossings” along with the novel *The One and Only Ivan*, write an informational essay about how humans are helping animals.

Humans Helping Animals

Did you know humans are helping animals in every way possible? Humans help birds so they don't run into windows. People are building bridges so animals can cross roads safely. In the book *The One and Only Ivan*, humans take Ivan (a gorilla) to a zoo to save him. Humans have helped animals in many ways

In the Time For Kids article “Safer Skies”, humans are helping animals by designing windows so birds don't fly into them. The new windows are protecting the birds by making a protective shield. This protective shield does not reflect a bird's habitat, confusing them and making them think they can fly through the window. Another solution is advising people to draw on their windows with a marker. The birds can see it and know not to fly into it, but humans can still see outside. In conclusion, humans are helping animals by designing windows so birds don't fly into them.

In the Time for Kids article “Wild Crossings”, humans are helping animals by creating ways for animals to cross busy roads safely. Animals get hit by cars simply because they are traveling and looking for food. In Washington State they are building a bridge over the highway, specifically for animals to go over. One of the most successful stories is in Canada with 38 under and over crossings. A crossing is being made by Rob Ament in India for the animals that need to go over the highway and leave the Kaziranga National Park during the monsoon season to go to a dry hill. As you can see, humans are helping animals by creating ways for animals to cross roads safely.

In the novel “*The One and Only Ivan*” I can make a connection to humans helping animals. Humans find out that Mack, who owns the animals at the Big Top Mall, isn't treating them correctly. Mack uses a claw stick when training the Elephant, Ruby. Ivan, the gorilla, has been in a small cage never going outside for over 25 years. Humans help Ivan and Ruby by taking them to a zoo that is like their natural habitat, unlike the mall.

In conclusion, humans are helping animals in many ways. As you can see, it is important for humans to help animals because animals are not always able to help themselves. In my reading I found three examples. My three examples are, humans helping birds to not run into windows, humans building bridges so animals can cross roads safely, and to bring animals to zoos so that they can live in their natural habitat. Therefore, humans are helping animals in every way possible.

Writing Standards – W.3

Anchor Standard

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

Grade 2



Grade 3



Grade 4



Grade 5

Write narratives in which they recount a well-elaborated event or short sequence of events,	W.3	Write narratives to <u>develop real or imagined experiences or events</u> using <u>effective technique</u> , <u>descriptive details</u> , and <u>clear event sequences</u> .	Write narratives to <u>develop real or imagined experiences or events</u> using <u>effective technique</u> , <u>descriptive details</u> , and <u>clear event sequences</u> .	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	W.3a	Establish a <u>situation</u> and introduce a <u>narrator and/or characters</u> ; organize an <u>event sequence</u> that unfolds naturally.	Orient the reader by <u>establishing a situation</u> and <u>introducing a narrator and/or characters</u> ; organize an <u>event sequence</u> that unfolds naturally.	Orient the reader by <u>establishing a situation</u> and <u>introducing a narrator and/or characters</u> ; organize an <u>event sequence</u> that unfolds naturally.
include details to describe actions, thoughts, and feelings,	W.3b	Use <u>dialogue</u> and <u>descriptions of actions, thoughts, and feelings</u> to <u>develop experiences and events</u> or show the <u>response of characters</u> to situations.	Use <u>dialogue</u> and <u>description</u> to <u>develop experiences and events</u> or show the <u>responses of characters</u> to situations.	Use <u>narrative techniques</u> , such as <u>dialogue, description, and pacing</u> , to <u>develop experiences and events</u> or show the <u>responses of characters</u> to situations.
use <u>temporal words</u> to signal <u>event order</u>	W.3c	Use <u>temporal words</u> and <u>phrases</u> to signal <u>event order</u> .	Use a variety of <u>transitional words</u> and <u>phrases</u> to manage the <u>sequence of events</u> .	Use a variety of <u>transitional words, phrases, and clauses</u> to manage the <u>sequence of events</u> .
and provide a sense of <u>closure</u>	W.3d	Provide a sense of <u>closure</u> .	Use <u>concrete words and phrases</u> and <u>sensory details</u> to convey experiences and events precisely.	Use <u>concrete words and phrases</u> and <u>sensory details</u> to convey experiences and events precisely.
	W.3e		Provide a <u>conclusion</u> that follows from the narrated experiences or events.	Provide a <u>conclusion</u> that follows from the narrated experiences or events.

W.3 Grade Level Responses

Grade 3

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

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

Use temporal words and phrases to signal event order.

Provide a sense of closure.

Prompt: Write a narrative based on the picture prompt.

A Difficult Lake Challenge

It was a hot and sunny Friday afternoon. Michael and James, two fantastic friends, went to the lake for an awesome play-date.

About an hour into their play-date, Michal stated,

"I want to see who could stay on the bright yellow raft the longest..

James added, "The loser has to eat a HUGE bowl of broccoli."

Michael at first hesitated because he hated broccoli. At last, he agreed because even though he HATED broccoli he knew he was going to win. They asked a nice lady relaxing on shore to be the judge.

She said, "Sure! It sounds fun!".

But, when they got on the raft, and the judge said "READY, SET, GO!". They weren't ready.

Michael and James both yelled, "NO, NOT YET!" But, the boat driver couldn't hear them, and started too soon.

The boat took off and was going WAY too fast. Michael and James hey tried to hold on as long as they could, but they both just couldn't hold on, and they ended up flying off the raft like little birds. It looked like they flew off at the same exact time, the judge couldn't decide who had held on the longest.

They both went back to the camp and dried off as quickly as possible and ran as fast as a cheetah can run to see what the judge said.

The judge just said "You both have to eat a big bowl of broccoli!"

the judge made this decision because the boys were arguing who flung off first. She couldn't decide who won, and who lost.

Then, they both ended up eating broccoli. It took them an hour combined to finish. That's how slow they ate. And because they hated it so much, they held their breath and plugged their noses.

W.3 Grade Level Responses

Grade 4

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

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

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

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

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

Prompt: Write a narrative based on the picture prompt.

The Adventures of Jackie and Joey

Jackie and Joey are brothers. They are brave boys and they love adventures. When Jackie and Joey were kids they were best friends... but now they are very competitive and are always trying to beat each other. They are teenagers and like all teenagers they like to have fun and go on adventures. Jackie and Joey both have dark brown hair like chocolate and blue eyes that look like the ocean. This is the story of one of their adventures.

One day Jackie and Joey were in Hawaii, there were palm trees behind them and the sky was blue with not a cloud in sight. It was a hot and beautiful day so they decided to go swimming in the ocean. At the beach, they walked up to a table advertising a competition to see who can survive the longest in the wilderness. Jackie and Joey were all in!

"I'm going to win for sure!" Jackie said.

"No way, I'm going to win for sure." said Joey.

Unfortunately, it was a team competition so the brothers would have to compete together. Fast forward.

Part of the contest was to be pulled on an inner tube to a remote place in the wilderness. The boat was going very fast and they couldn't get a very good grip. They held on as best as they could but they couldn't hold on any longer so they slipped! First, Joey slipped because he is the weakest.

"AHHH." Joey screamed. Splash! Into the water he went.

Then Jackie slipped right after.

"AHHH!" Jackie screamed. Splash! Into the water he went.

Jackie and Joey were now stuck in the middle of the ocean. Not long after they fell off the boat they realized that there were sharks surrounding them. They panicked and the sharks started to come after them.

"We have to make a plan." Jackie said.

"We need to get out of here!" Joey screamed.

They saw a little island not far from them, so they decided to swim as fast as they could and get to that island. They were swimming as fast as orcas! The sharks couldn't get all the way to the island so the brothers were safe. Phew! But if they wanted to win the contest, they needed to find a way off the island without getting eaten by sharks. Jackie and Joey looked around the small island and they found a zipline that seemed as long as the Great Barrier Reef heading straight where they wanted to go. Such luck! Jackie and Joey got hooked up on the zipline and started heading down towards where the contest was being held. After ziplining for what seemed like forever, Jackie and Joey crossed the finish line. They were right on time! Jackie and Joey won the contest. Yay!!

These boys had a crazy adventure on their trip to Hawaii.. After that experience of winning with teamwork, they decided to be friends once again. And that was the story of Jackie and Joey.

THE END

W.3 Grade Level Responses

Grade 5

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

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

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

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

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

Prompt: Write a narrative based on the picture prompt.

The Pig Escape

Wilber is a pig. Wilber is a very delightful, caring, extraordinary pig. Wilber lived on a farm. Wilber lived on a large farm where his owners planted crops. There were tomatoes, carrots, peppers, berries, strawberries, and apples on the farm. There were so many crops there, they could pick themselves.

Unfortunately, Wilber was unhappy. He did not like the farm he was living on, because he was the only pig living there. Wilber wanted other pigs to play with and to be friends with. There always seemed to be people watching him, making sure he didn't get hurt or escape the farm. Wilber had an urge to escape and search for friends beyond the farm, but he couldn't.

Wilber spent many days and nights thinking about how he could solve his problem. Finally, he came up with a plan and set about putting it into action. Wilber realized that eyes were on him all day long, but at night the people disappeared. He was alone.

When the sun went down, Wilber checked to be sure the coast was clear. The coast was VERY clear. Not a person in sight. But there was one thing he forgot to think about. How exactly would he escape from his pen? He couldn't jump over the fence to his pen. He tried unlocking the fence lock.. That did not work. Wilber decided to ask for help. He talked to the other animals on the farm. First, he tried talking to a chicken named Robert.

"Robert?" said Wilber quietly, "How do I escape this farm? Do you have any ideas?"

"Wilber, it's late out, I'm trying to sleep!", replied Robert.

"Okay. Bye", said Wilber sadly. He was ready to ask some other animals how to get out of the farm. He decided to talk to John, a big white goat.

Wilber asked, "John. Do you have any ideas on how to escape this farm?"

"No, Wilber, and it's late out! Go to sleep." replied John annoyed.

"Fine", replied Wilber, "But I need to escape at night, so no one is watching me. Do you know anyone else that could help me?"

"If I help you will you leave me alone?" asked John.

Wilber perked up. "Yes! Please!"

"Look at the stool over there You can try to jump on that to get out of your pen. Now escape and leave me alone."

"Thank you, thank you!" replied Wilber gratefully.

Wilber was ready to jump on the stool and over the fence to his pen. He jumped like a kangaroo. Boing! It worked! he was finally out of the farm. But then Wilber did not know where to go. Where should he go to find friends?

Wilber thought and thought. He explored a bit and thought some more and got really tired. Wilber fell asleep. In the morning, his people went outside to feed him. They realized he was not there.

"Where is Wilber? Wilber is gone!"

They went looking for him everywhere.

"Wilber! Wilber! Where are you, Wilber?!" They finally found him! He was asleep in the grass at the edge of the strawberry patch.

When Wilber woke up and saw them, he oinked sadly and looked away from the farm. The farmers realized he must lonely,

Wilber's people went to the farm next door and set up a play date with their pig, Henry. Wilber and Henry frolicked and played and at strawberries from the strawberry patch and became forever friends.



Perfectly Grown Classroom

Note From the Seller:

Thank you so much for your download! I hope this resource meets your expectations. I welcome questions, comments, and feedback.

I can be reached at karen@perfectlygrownclassroom.com



Karen Kauo

You can also find me at <http://www.perfectlygrownclassroom.com>



Terms of Use:

I support the PLC model used by many school districts. Therefore, the download of this resource may be used by a single teacher AND shared within a teaching team at a single school site. To share this resource beyond your school site, please consider a multi-use license.

Clip Art

Fonts



THANK YOU!
mahalo