

## How do Mark's programs connect with to the Common Core State Standards?

For example, here's information about how *Cinderella Spinderella* connects with the common core:

[http://markbinder.com/cinderella\\_spinderella\\_common\\_core\\_correlations.pdf](http://markbinder.com/cinderella_spinderella_common_core_correlations.pdf)

Much of what occurs in an author visit is a combination of modeling and inspiration. In other words, the students meet a "real author", listen to written and spoken stories and learn about the process of creation. They have the opportunity to ask questions. There are also mini lessons (based on ages)

Mark's writing workshops in particular target creation, structure, editing and more. There are, however, so many Core Standards, that to list them all and explain their potential relationship to stories and presentations would begin to blur, especially since each grade has slightly different standards.

Note: Mark's programs are for all grades (PK-12) — but we haven't figured out how to describe them for the CCSS for younger grades! Please [email us](#) suggestions and we will update this page ASAP.

### **Mark will also build a program around Standards you need addressed!**

As a proficient author and educator, Mark is happy to address any specific common core standard. (For example, [CCSS.ELA-Literacy.RL.5.5](#) Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.)

Please pick whatever [Common Core Standard](#) you are looking for, and contact us (Call 401-272-8707 or email [beth@transmitjoy.com](mailto:beth@transmitjoy.com))

### **One particular standards covered is listening in a group:**

[CCSS.ELA-Literacy.SL.ALL GRADES.1a](#) 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).

## **Writing Workshops and Common Core**

Mark has been leading his writing workshops for more than a decade. Designed for writers in elementary, middle and high school, Mark teaches an elegant way to create, compose and structure narrative.

In the course of the brief workshop, he teaches methods for unlocking creativity, generating narrative, and creating narrative structure. In other words, he quickly teaches students how to invent, start, and write a story that has a beginning, middle and end. He also addresses revision/editing and how to apply the same system to more formal essays.

Below is a list of the Common Core Connections that this workshop addresses. We'll be happy to talk with you about specifics.

### **CCSS.ELA-Literacy.W.ALL GRADES.3 — Grades 3-12**

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

SECONDARY GOAL: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

## Grade 3

- [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.3.3a](#) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- [CCSS.ELA-Literacy.W.3.3b](#) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- [CCSS.ELA-Literacy.W.3.3c](#) Use temporal words and phrases to signal event order.
- [CCSS.ELA-Literacy.W.3.3d](#) Provide a sense of closure.

## Grade 4

- [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.4.3a](#) 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.4.3b](#) Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- [CCSS.ELA-Literacy.W.4.3c](#) Use a variety of transitional words and phrases to manage the sequence of events.
- [CCSS.ELA-Literacy.W.4.3d](#) Use concrete words and phrases and sensory details to convey experiences and events precisely.
- [CCSS.ELA-Literacy.W.4.3e](#) Provide a conclusion that follows from the narrated experiences or events.
- [CCSS.ELA-Literacy.W.4.5](#) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

## Grade 5

- [CCSS.ELA-Literacy.W.5.3a](#) 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.5.3b](#) 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.5.3c](#) Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- [CCSS.ELA-Literacy.W.5.3d](#) Use concrete words and phrases and sensory details to convey experiences and events precisely.
- [CCSS.ELA-Literacy.W.5.3e](#) Provide a conclusion that follows from the narrated experiences or events.

## Grade 6

- [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.6.3a](#) 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.6.3b](#) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

- [CCSS.ELA-Literacy.W.6.3c](#) 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.6.3d](#) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- [CCSS.ELA-Literacy.W.6.3e](#) Provide a conclusion that follows from the narrated experiences or events.

## Grade 7

- [CCSS.ELA-Literacy.W.7.3a](#) 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.
- [CCSS.ELA-Literacy.W.7.3b](#) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- [CCSS.ELA-Literacy.W.7.3c](#) 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.7.3d](#) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- [CCSS.ELA-Literacy.W.7.3e](#) Provide a conclusion that follows from and reflects on the narrated experiences or events.

## Grade 8

- [CCSS.ELA-Literacy.W.8.3a](#) 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.
- [CCSS.ELA-Literacy.W.8.3b](#) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- [CCSS.ELA-Literacy.W.8.3c](#) 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.
- [CCSS.ELA-Literacy.W.8.3d](#) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- [CCSS.ELA-Literacy.W.8.3e](#) Provide a conclusion that follows from and reflects on the narrated experiences or events.

## Grades 9-10

- [CCSS.ELA-Literacy.W.9-10.3a](#) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- [CCSS.ELA-Literacy.W.9-10.3b](#) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- [CCSS.ELA-Literacy.W.9-10.3c](#) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- [CCSS.ELA-Literacy.W.9-10.3d](#) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- [CCSS.ELA-Literacy.W.9-10.3e](#) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

## Grades 11-12

- [CCSS.ELA-Literacy.W.11-12.3a](#) 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 introducing a narrator and/or characters; create a smooth progression of experiences or events.

- [CCSS.ELA-Literacy.W.11-12.3b](#) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- [CCSS.ELA-Literacy.W.11-12.3c](#) 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).
- [CCSS.ELA-Literacy.W.11-12.3d](#) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- [CCSS.ELA-Literacy.W.11-12.3e](#) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.