

Narrative Scoring Guidelines Grade 1

Who (RL.1.3)

- Personality shown not told when the character responds to events.
 - **Yes:** I cried. I jumped up and down.
 - **No:** I felt sad.

When (RL.1.3)

- Provides a time – can be simple : “Once upon a time.” Time is well developed if they describe it carefully: a rising sun.

Where (RL.1.3)

- General location is acceptable.

Goal: What Does the Character Do or Want to Do?

- This is a story launch, a suspenseful event. What problem happens? What goal does the character pursue? Simple goal such as wanting a treasure is acceptable.
- Extra point: kick-off is clever, unexpected or well described.

Plot: What Happens? (W.1.3)

- Two or more events that are well sequenced and related to each other.
- Several temporal words (then, after) or phrases (We left the house.) that help the story flow.
- A detail can be a well-chosen adjective, a phrase or a full sentence that elaborates on the action and enables the reader to picture the event.

Ending (W.1.3)

- Must wrap up story and relate to it. Can be general.
 - **Yes:** They found the treasure. Our cat returned to us.
 - **No:** They all lived happily after that.

How Does the Character Respond?

- Character shows a final, wrap up response.
- Character learns a lesson- some thoughtful afterthought.

Conventions (L.1.1-2)

- Handwriting: legible. Legible is defined as easy to recognize, read.
- Punctuation: sentences and names capitalized. Periods at end of sentences.
- Spelling is phonetic. 75% of words used are spelled correctly (leeway for rich vocabulary). Word wall.
- Grammar: if plural nouns used, add s. Verbs show time (*I walked. Today we walk.*)
- Grammar: sentences follow noun + verb, with prepositions, adj/adv and conjunctions as needed.

Note on Conventions: We would not share this feedback with students early on. Set individualized goals, as child seems ready, after mastering TREE elements.