

Narrative	1st grade	2nd Grade (2)	3rd Grade (3)	4th Grade (4)	5th Grade (5)
Overall Expression	The writer wrote about doing something	Wrote about a time when the writer did something.	Told the story in a planned order.	Told an important event bit by bit, took out unimportant material.	Told a story of an important moment that reads like a story.
Lead	Tried to make a beginning for the story.	Chose a way to start the story. Chose action, talk or setting that made a good beginning.	Beginning introduced characters and setting.	Beginning showed what was happening where and got readers into the world.	Wrote a beginning that not only included the what and where but also foreshadowed the conflict or problem.
Transitions	Put ideas in order	Told the story in order using words like when, then and after.	Transitions put story in order like <i>a little later</i> , and <i>after that</i> .	Showed that time went by marking times like <i>just then</i> , <i>suddenly</i> , <i>after a while</i> , and <i>a little later</i> to show time passing.	Transitions show complex passage of time by showing simultaneous action or back and forth action. <i>Meanwhile</i> , <i>at the same time</i> , <i>early that morning</i> , <i>three hours later</i> .
Ending	Found a way to end the story	Ended the story with an action, talk, or feeling.	Ended the story being sure to resolve the problem.	Wrote an ending to the story in a way that connected the events of the story, action, thought or mood	Wrote an ending that connected to the main idea. The character showed a change or realization. Gave the readers closure.
Organization	Wrote the story over a few sentences.	Wrote a lot of lines on a page and wrote across a lot of pages.	Used paragraphs/ skipped lines to show what happened first from later.	Paragraphs separate different parts or times of the story/ to show a new character speaking.	Used paragraphs to show different parts or time. Some parts were longer and more developed than others.
Elaboration	Put the picture from mind on paper. Used pictures and words	Tried to bring characters to life. (outer traits and action)	Worked to show what was happening to and inside the characters.	The writer added more to the story including not only the actions but also the thoughts and feelings.	The writer developed the characters, setting, and plot, especially the heart of the story. Used description, action, dialogue, thinking
Craft	Used labels and words to give details	Used words to form a picture of what was happening (action)	Wrote the story in a way that the readers get a picture of the story. Using descriptors.	The writer showed why of the characters by including their thinking. Compacted some parts to go faster and used precise details and figurative language to bring the story to life.	The writer showed the why of characters by including their thinking and responses. Slowed down the heart and compacted others. Used precise details, figurative language and varied sentences. Blended storytelling and summary as needed.
Spelling	Spelling well below grade level	Spelling below level	Spelling was at an appropriate level.	Spelling and vocab were above level	Spelling and vocab were way above level.
Punctuation	Mostly put punctuation at beginning and end	Put punctuation and the beginning and end of every sentence.	Put punctuation at the beginning and end of every sentence. Used quotes	Used long complex sentences with commas to make them clear.	Used commas to set off introductory phrases.
Structure	Wrote a few sentences.	Wrote 1/2 of a page > 150 words	Wrote 3/4 of a page > 250 words	Wrote a page of writing. > 300 words	Wrote more than a page > 350 words

