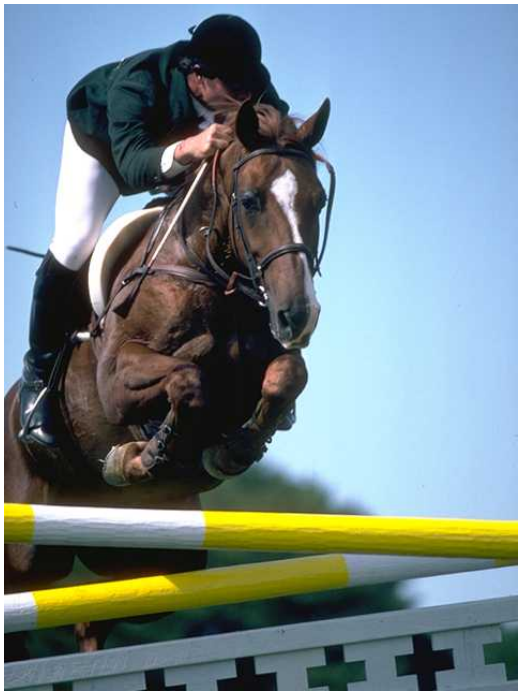
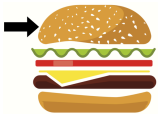
Subject and Action Cards

Subject and Action Cards

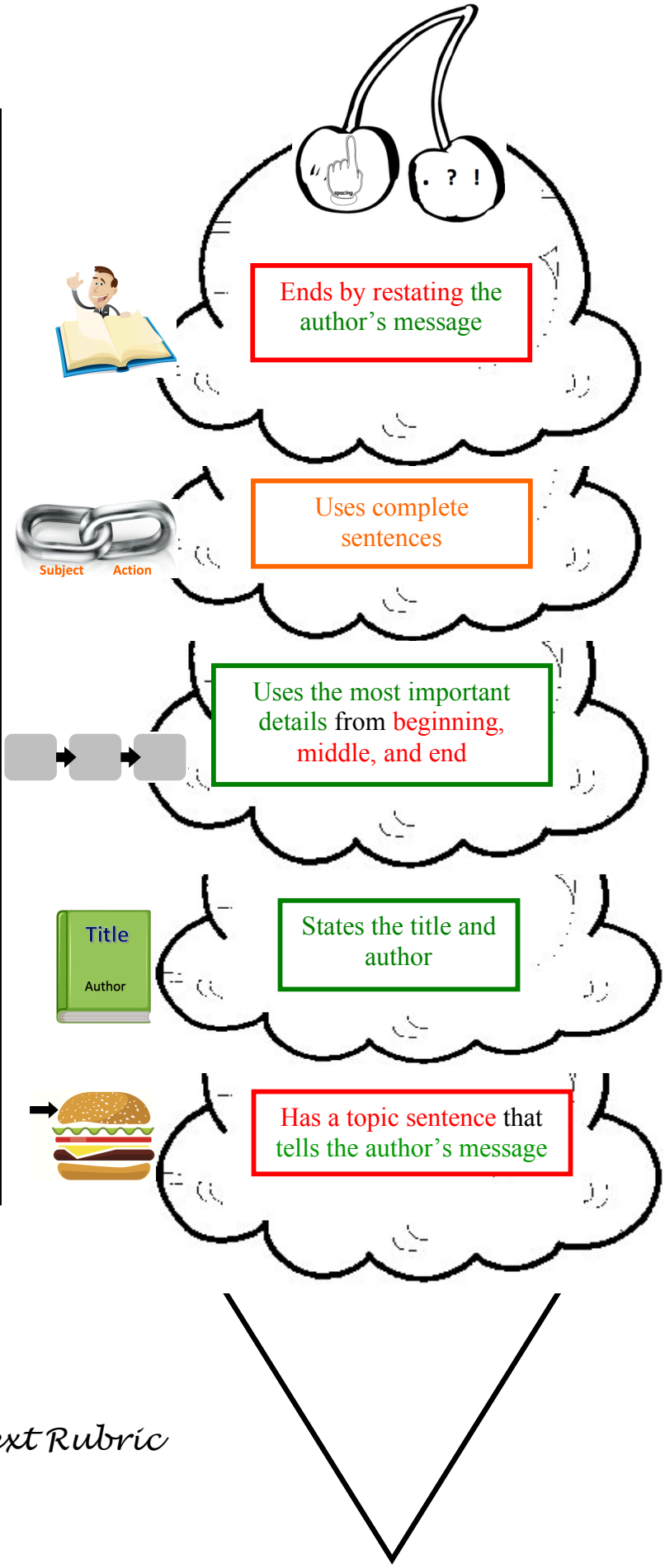


Summary of Narrative Text Rubric

Genre Chart Summary: Narrative	3 Accomplished Goal	2 Just Beginning	1 Hasn't Started
Has a topic sentence that tells the author's message 	Topic sentence tells the author's message	Topic sentence includes the topic, but does not tell the author's message	No topic sentence
States the title and author	Clearly states the title and author with correct formatting	States the title or the author	Forgot to write the title and author
Uses the most important details from beginning, middle, and end	Uses only the main ideas from the narrative's plot	Uses some main ideas from some parts of the plot	Uses a main idea from one part of the plot
Uses complete sentences	Uses complete sentences	Not all sentences are complete	Does not use complete sentences
Ends by restating the author's message	Ending sentence restates the author's message	Has an ending sentence, but does not restate the author's message	No ending sentence

Name:_____

Teacher	Student
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐



Summary of Narrative Text Rubric

Name_____

Summary of Narrative Text

Book Title, Author, and Author's Message

Detail 1

What happened first in the story?

1.

Detail 2

What happened second in the story?

2.

Detail 3

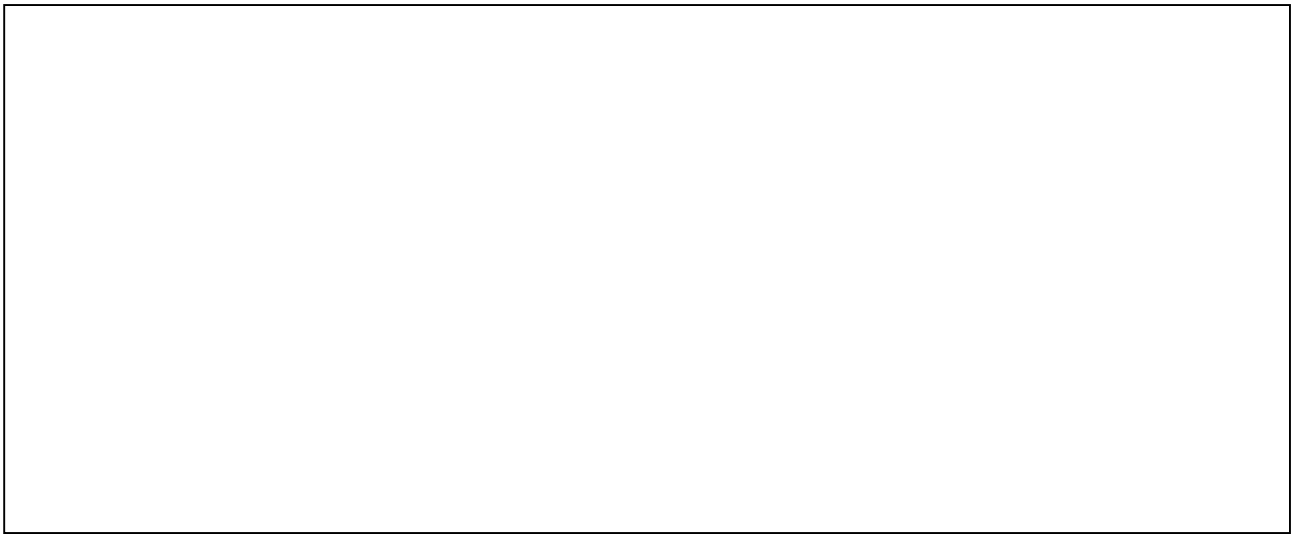
What happened last in the story?

3.

Conclusion/Reflection

Name_____

Author's Message

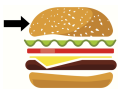


The story describes

Revision: Summary of Narrative Text

Name:_____ Date:_____

Rubric Score		Genre Chart
Student	**Teacher**	



_____ _____ Has a topic sentence that tells the author's message
*Suggestion for improvement:*_____

_____

_____ _____ States the title and author
*Suggestion for improvement:*_____

_____

_____ _____ Uses the most important details from beginning, middle, and end
*Suggestion for improvement:*_____

_____

_____ _____ Uses complete sentences
*Suggestion for improvement:*_____

_____

_____ _____ Ends by restating the author's message
*Suggestion for improvement:*_____

_____

1st Grade

Editing Checklist

Name:_____ Date:_____

Peer Editor 1:_____ Peer Editor 2:_____

Student	Teacher		
_____	_____	1.	Paper includes name, date, and title
_____	_____	2.	Correct punctuation at the end of each sentence . ? !
_____	_____	3.	Correct capitalization (beginning of sentences and proper nouns)
_____	_____	4.	Each paragraph is indented
_____	_____	5.	Correct spelling, including "No Excuse" words
_____	_____	6.	_____ *(Grammar focus for the class)*

1st Grade

Editing Checklist

Name:_____ Date:_____

Peer Editor 1:_____ Peer Editor 2:_____

Student	Teacher		
_____	_____	1.	Paper includes name, date, and title
_____	_____	2.	Correct punctuation at the end of each sentence . ? !
_____	_____	3.	Correct capitalization (beginning of sentences and proper nouns)
_____	_____	4.	Each paragraph is indented
_____	_____	5.	Correct spelling, including "No Excuse" words
_____	_____	6.	_____ *(Grammar focus for the class)*

Summary of Narrative Text Assessment

Write a summary about this story.

Make sure you include all components from the Genre Chart.

Summary: Narrative Genre Chart

- Has a topic sentence that tells the author's message
- States the title and author
- Uses the most important details from beginning, middle, and end
- Uses complete sentences
- Ends by restating the author's message

Family

by Maureen Costa

Last June, my grandkids came all the way from San Diego to visit their Grandpa and me. The evening after they arrived, my two twin granddaughters, Ana and Melanie, offered to help me make some delicious fried chicken. My grandson, Patrick, watched football with his Grandpa in the living room.

Before long, Patrick poked his head into the kitchen, "Grandma, may I help too?"

"Of course, Sweetie. You're a big strong boy, why don't you mash those potatoes?" I said with a grin. "Show those potatoes whose boss." With a wink, I turned back to the frying pan.

Within minutes the kids began fighting. Ana yelled at Patrick for bumping into her. Waving the potato masher in the air, Patrick yelled at Ana for yelling at him. Hunks of the gooey spuds splattered on the floor, the ceiling, and my apron. Melanie looked up in the air just as the last of the potatoes came falling down, with a SPLAT, all over her face. Ana was still yelling. Patrick was still yelling. Now Melanie was crying. All of a sudden, Patrick pushed Ana to the ground.

"That is enough!" I yelled. The kids fell silent. They weren't used to me raising my voice.

"Patrick," I said, "you shouldn't push your sister. Ana, there is no need to yell at Patrick. We are family, and family is important. Families take care of each other; they do not hurt each other. Give Ana a hug and tell her you are sorry for pushing her, please. Ana, give Patrick a hug and tell him you are sorry for yelling. And let's all hug poor Melanie!" Laughing, we all ran together and hugged each other tight.

"I love you, Patrick," Ana said.

"I love you too," he replied.

The next afternoon I washed the lunch dishes and watched my grandkids play tag through the window. Suddenly, THUD! Not looking where she was going Ana ran straight into the pickup truck. I ran out of the house as quickly as I could. When I got outside, Patrick was already next to Ana hugging her and wiping away her tears with the sleeve of his green shirt.

"Don't worry, Ana. You're going to be okay. I'll take care of you. Families take care of each other. Right, Grandma?" Patrick looked up at me and smiled.

"That's right, honey bear. Families take care of each other." I smiled back at all of my grandkids.

"We've had a rough day! How about some ice cream?" I asked.

"Yay!" the kids ran up the back stairs towards the refrigerator.

Thinking about that visit with my grandkids always brings a smile to my face. Next time they visit, the kids say they are going to teach me how to use my iPhone! I guess we all have a lot to learn from each other.