Classroom Profile
Kindergarten Narrative

STANDARDS: **Student Name:**	Tells a story which may be one or more loosely linked events	Tells events in sequence	May contain a simple reflection which comments on or evaluates the events	May include drawings that support the meaning of the story	Uses some narrative strategies such as transition words/phrases and concrete details, such as naming of characters and places

Classroom Profile
1st Grade Narrative

STANDARDS: **Student Names:**	Tells a story that contains two or more appropriately sequenced events	Makes reflective comments that may give some insight into the story or character	Contains mostly relevant events and details	Uses some narrative strategies such as dialogue, transition words/phrases and concrete details to describe the events and/or characters and/or places	May use some literary language	May provide closure to the story

Classroom Profile
2nd Grade Narrative

STANDARDS: **Student Names:**	Tells a story, something that happens over time	Establishes a context (e.g., time, place, characters, or situation)	Creates a simple plot, a series of events that move beyond a list	Shows understanding of where the story should start and stop	Makes reflective comments that may give some insight into the significance of the story	May contain some irrelevant details that do not take away from the story	Describes characters and tells not only what happened to a character, but what the character wondered, remembered, hoped	Uses narrative strategies such as transition words/phrases, concrete details, and dialogue to describe action, characters, and setting	Uses some literary language	Provides a sense of closure to the story

Classroom Profile
3rd Grade Narrative

STANDARDS: **Student Names:**	Tells a coherent story, something that happens over time	Orients and engages the reader (establishes time, place, characters, or situation)	Creates a simple plot, a series of events which may include a focal event	Attempts to pace narrative to show the significance of the story	Omits irrelevant events and details	Develops characters internally and externally (e.g., by describing emotions and actions and relevant physical characteristics)	Uses appropriate literary language, details, and narrative strategies to describe the action, characters, setting, and to show significance of the narrative	Provides closure to the story

5.30.2007

Classroom Profile
4th Grade Narrative

STANDARDS: **Student Names:**	Tells a coherent story, something that happens over time	Orients and engages the reader (establishes time, place, characters, or situation)	Develops plot by creating a series of events which support a focal event or complicating action	Paces narrative to highlight the significance of events and/or to create drama, tension or suspense	Omits irrelevant events or incidents	Omits irrelevant events and details	Develops characters internally and externally (e.g., by describing emotions or motivations for action and by describing relevant physical characteristics)	Uses appropriate literary language, details, and narrative strategies to advance the action, develop characters and setting, and reveal the significance of the narrative	Provides closure to the story

Classroom Profile
5th Grade Narrative

STANDARDS: **Student Names:**	Tells a coherent story, something that happens over time	Orients and engages the reader (establishes time, place, characters, or situation)	Develops plot by elaborating on events and actions to support a focal event or complicating action	Paces narrative to elaborate on the significance of events and/or to create drama, tension or suspense	Omits irrelevant events and details	Develops complex characters by providing motivation for action and having the character advance the action and/or resolve conflict	Uses literary language and narrative strategies selectively to advance the plot, develop characters and setting, and reveal the significance of the narrative	Provides closure to the story

5.30.2007