

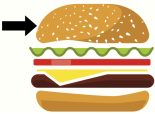




## Subject and Action Cards



**Subject and Action Cards**

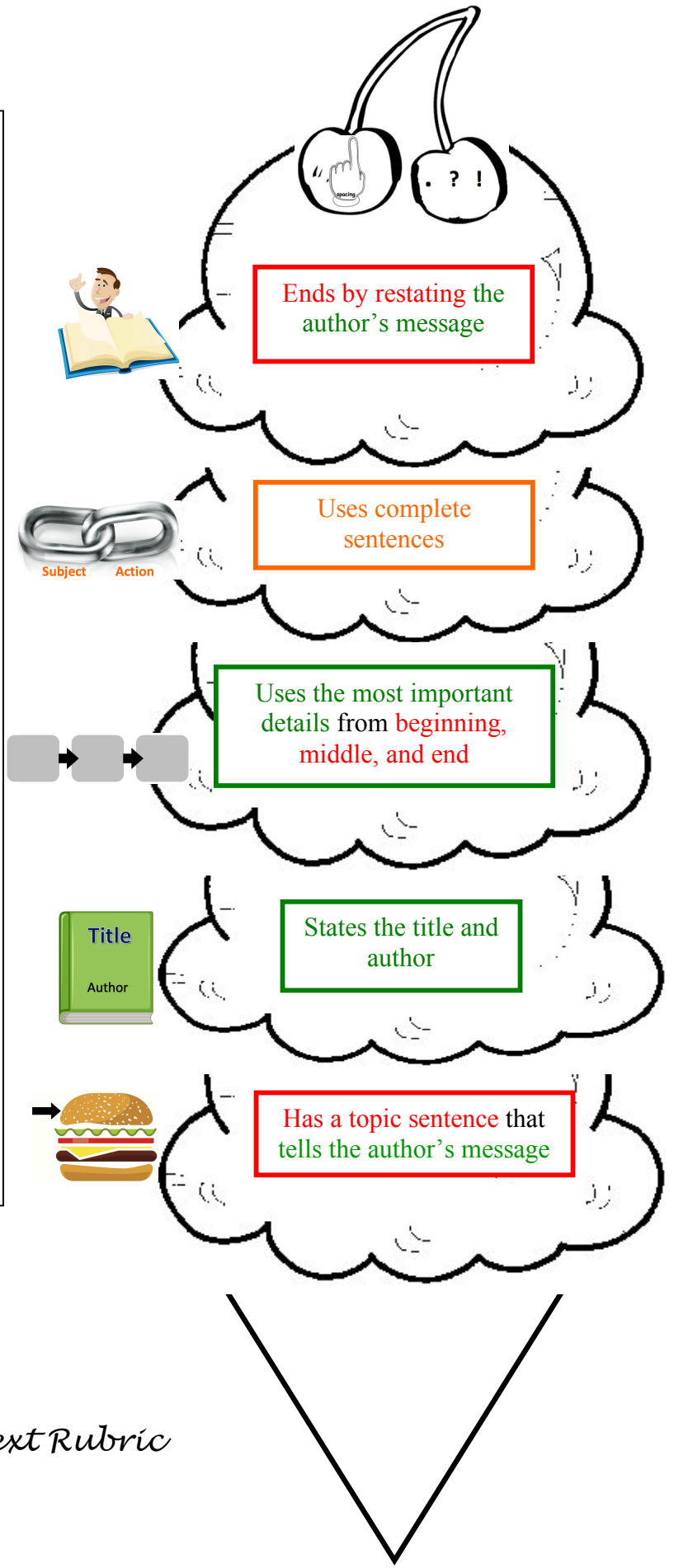


### Summary of Narrative Text Rubric

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

Name: \_\_\_\_\_

Teacher	Student
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



*Summary of Narrative Text Rubric*



Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated for eight rows.

**Detail 2**

What happened second in the story?

A large rectangular box containing the number "2." at the top left corner, intended for a student to write the answer to the question above.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated for eight rows.







\_\_\_\_\_  
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Name \_\_\_\_\_

**Author's Message**

The story describes

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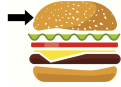
# Revision: Summary of Narrative Text

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Rubric Score**  
Student      Teacher

Genre Chart



\_\_\_\_\_      \_\_\_\_\_ **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:* \_\_\_\_\_

**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)*
- 
- 

**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 something called an iPhone! I guess we all have a lot to learn from each other.