

DMA/EPS Personal Narrative Benchmark Checklist



Prekindergarten – First Quarter Narrative Writing

The Process

With guidance and support:

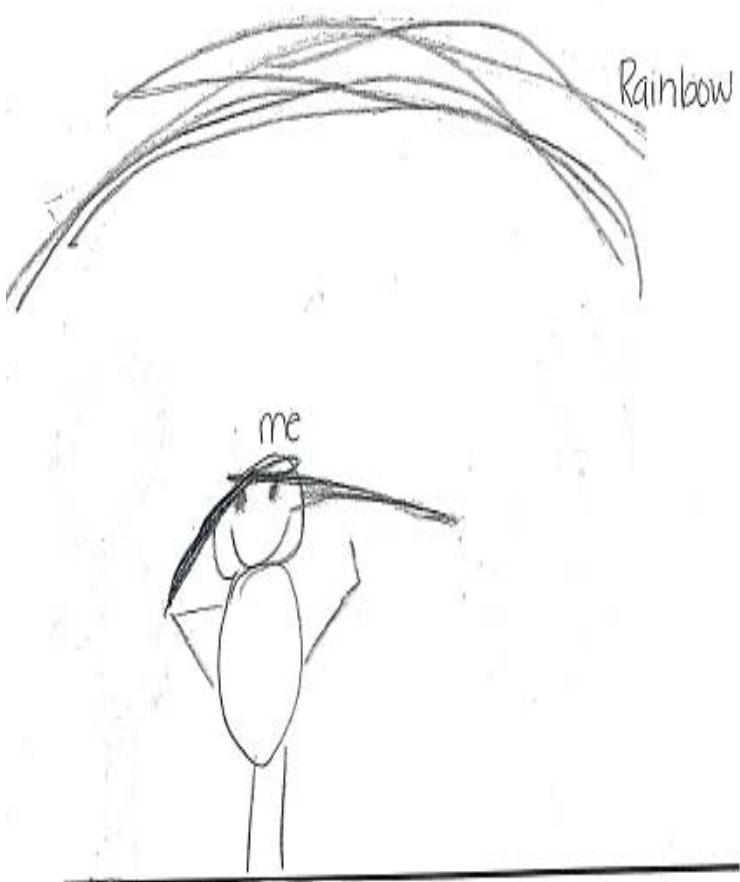
- Thinks about the story after drawing a picture
- Points to parts of the picture when asked about the story

The Picture

- Is becoming recognizable
- Incorporates a character
- Includes some details
- Labeling done by teacher

The Story (Oral)

- May only state one or two words, a short phrase or sentence about the picture



Entry#: Assessment

Date Oct

Teaching and Practice Area
(Student's story/picture was completed independently)

Monitoring Notes

Early Writing Assessment
Current Student Work Level: 2
Current Oral Language Level: 2

Activity Details

Student:

- drew picture first
- said "a rainbow"

Teacher:

- asked "where's the rainbow" – student pointed to it
- rephrased "you saw a colorful rainbow"

Next Steps:

- drawing other shapes
- increasing vocabulary
- longer sentences

Prekindergarten - Second Quarter Narrative Writing

The Process

With guidance and support:

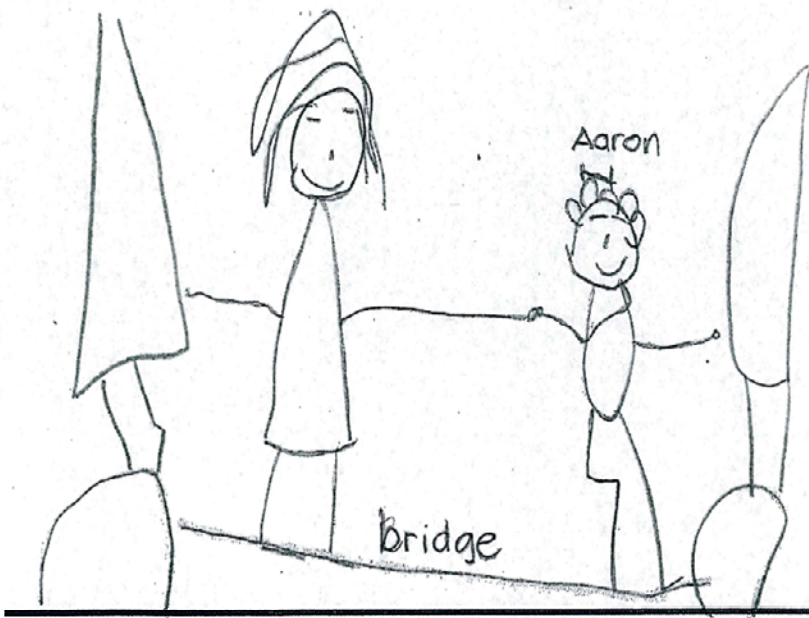
- Begins to talk about the story before drawing
- Draws circles, triangles, squares and/or rectangles to form pictures
- Willingly adds details to the picture when prompted

The Picture

- Is becoming more developed and is recognizable (demonstrates greater fine motor control such as closed shapes)
- Includes:
 - A character with identifiable features
 - A setting or significant event
- Labeling done by teacher or student

The Story (Oral)

- May sound like a list of things
- May be one or two phrases or sentences
- The idea of the story remains constant over time



Entry # <u>Assessment</u>	Date _____
Teaching and Practice Area (Student's story/picture was completed independently)	
Monitoring Notes	
Early Writing Assessment	
Current Student Work Level: 3	
Current Oral Language Level: 3	
Activity Details	
Student:	<ul style="list-style-type: none">• told story about hiking with her family, then drew picture. "We hiked over a bridge. My sister held my hand."
Teacher:	<ul style="list-style-type: none">• asked "how did you feel when she took your hand?"• she added a happy face• hand on hand triangle for tree
Next Steps:	<ul style="list-style-type: none">• shape formation• adding details to story
2 days later retold story	

Prekindergarten - Third Quarter Narrative Writing

The Process

With guidance and support:

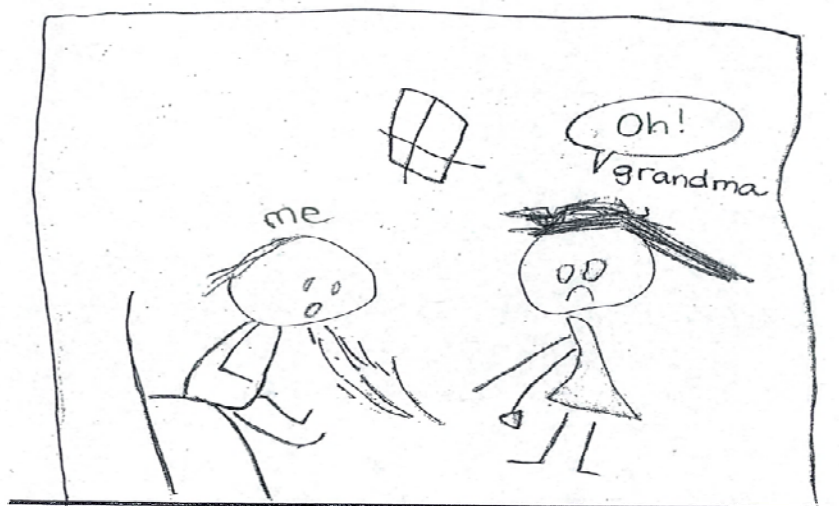
- Knows the story before drawing
- Articulates what will be in the picture before drawing
- Draws recognizable picture
- Willingly adds important details to the story

The Picture

- Incorporates:
 - A character
 - A setting
 - An action or significant event
- Contains a label by student with support from the teacher
- Contains a speech bubble, thought bubble, or sounds by teacher or student

The Story (Oral)

- Sounds more like a story with support from the teacher - beg/mid/end
- Contains most of the important details through teacher questioning (Yellow Card)
- The story remains constant over time
- Contains one line of text written by the teacher that captures the emotion of the story



Yuck, I threw up!

Entry # Assessment

Date _____

Teaching and Practice Area
(Student's story/picture was completed independently)
Monitoring Notes

Early Writing Assessment

Current Student Work Level: 4

Current Oral Language Level: 4

Activity Details

Student:

- the oral story had B/M/E: ate too much candy on 4th of July, "threw up" said it was grandma's fault.
- added frown to face

Teacher:

- used yellow card as reference to ask about emotion and setting
- hand on hand "me"
- wrote "Yuck, I threw up"
- labeled grandma and added speech bubble

Next Steps:

- labeling "me"
- random letters in speech bubble

Retold story 1 week later with some details.

Prekindergarten - Fourth Quarter Narrative Writing

The Process

With guidance and support:

- Knows the story before drawing
- Articulates story elements before drawing
- Willingly adds important details to the story
- Adept at using basic shapes (circle, triangle, square, rectangle) to create a recognizable picture

The Picture

- Incorporates:
 - A character
 - A setting
 - An action or significant event
- Contains labels by student
- Contains speech bubble, thought bubble, and/or sounds by student or teacher

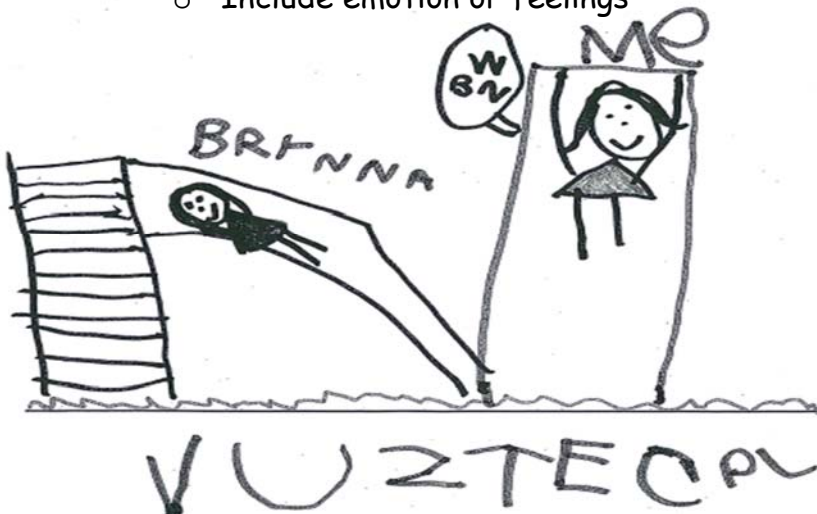
Surface Features/Conventions

- Piece has student "writing" below the line (random letters, sight words, phonetic spellings)

Content - The Story (Oral)

With guidance and support, the oral story will:

- Contain important details critical to the story
- Contain some descriptive words
- Sound like a story (beg/mid/end)
- Include emotion or feelings



Entry # Assessment

Date _____

Teaching and Practice Area
(Student's story/picture was completed independently)
Monitoring Notes

Early Writing Assessment
Current Student Work Level: 5
Current Oral Language Level: 5

Activity Details

Student:

- Oral Story: B/M/E about playing in park
- Descriptive Words: Slippery, strong muscles
- Details: Brynn, Forest Park, slide, monkey bars

Teacher:

- Asked - What did you say? "Look at me"

Next Steps:

- Use Yellow Card for words below the line

Kindergarten - First Quarter Narrative Writing

The Process

With guidance and support:

- Knows the story before drawing
- Articulates story elements before drawing
- Willingly adds important details to the story
- Adept at using basic shapes (circle, triangle, square, rectangle) to create a recognizable picture

The Picture

- Incorporates:
 - A character
 - A setting
 - An action or significant event
- Contains labels by student
- Contains speech bubble, thought bubble, and/or sounds by student or teacher

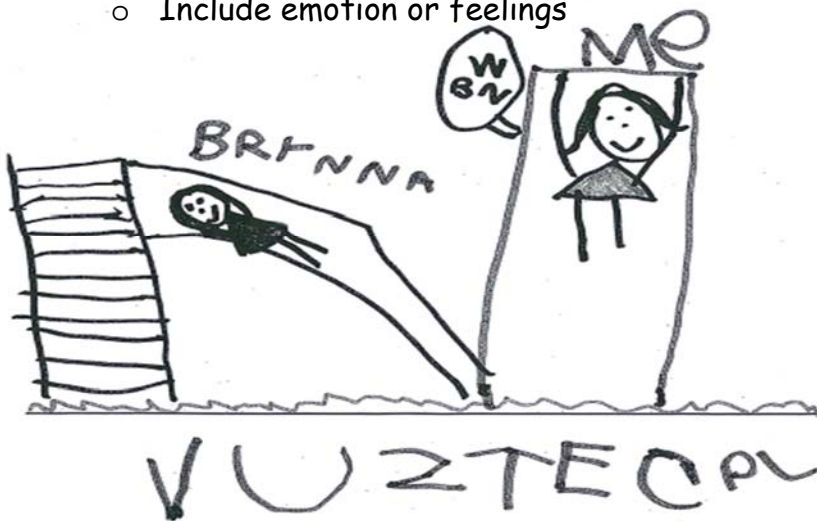
Surface Features/Conventions

- Piece has student "writing" below the line (random letters, sight words, phonetic spellings)

Content - The Story

With guidance and support, the oral story will:

- Contain important details critical to the story
- Contain some descriptive words
- Sound like a story (beg/mid/end)
- Include emotion or feelings



Entry #	Assessment	Date	_____
Teaching and Practice Area (Student's story/picture was completed independently)			
Monitoring Notes			
Early Writing Assessment Current Student Work Level: 5 Current Oral Language Level: 5			
Activity Details			
Student:			
<ul style="list-style-type: none">• Oral Story: B/M/E about playing in park• Descriptive Words: slippery, strong muscles• Details: Brynn, Forest Park, slide, monkey bars			
Teacher:			
<ul style="list-style-type: none">• Asked – What did you say? “Look at me”			
Next Steps:			
<ul style="list-style-type: none">• Use Yellow Card for words below the line			

Kindergarten – Second Quarter Narrative Writing

The Process

With guidance and support:

- Articulates story elements before drawing
- Draws detailed picture before writing

The Picture

- Incorporates:
 - A character
 - A setting
 - An action or significant event
- Contains labels by student
- Contains speech bubble, thought bubble, and/or sounds by student

Surface Features/Conventions

- Has 1 line of text below the line
- Contains some beginning sounds
- Writing contains some lower case letters

Content – The Story

With guidance and support, the oral story will:

- Contain all story elements
- Contain some descriptive words
- Sound like a story (beg/mid/end)
- Include emotion or feelings



Entry # Assessment

Date _____

Teaching and Practice Area
(Student's story/picture was completed independently)
Monitoring Notes

Current Student Work Level: 5
Current Oral Language Level: 5

Activity Details

Student:

- Oral Story – B/M/E about mom making hot cocoa before drawing

Teacher:

- Supported "Yum" in speech bubble

Next Steps:

- Begin to extend sentence and use lower case letters

Kindergarten - Third Quarter Narrative Writing

The Process

With guidance and support:

- Has stories/experiences to write about
- Sketches a picture to plan written piece that includes story elements
- Adds on to plan after talking with teacher or peers about story and before writing
- Begins to match oral words with written text (points to a word as spoken)
- Teacher may publish piece

Date: _____

Surface Features/Conventions

- Has 1 lengthening line of text
- Regularly contains beg/end sounds
- Contains some correctly spelled "Yellow Card" words
- Writing is mostly lower case letters
- Begins appropriate spacing

Content - The Story

- Sketch matches the written piece
- Incorporates:
 - A character
 - A setting
 - An action or significant event
- Contains some descriptive detail
- Contains labels and speech bubble, thought bubble, or sounds by student
- Includes emotion or feelings



Is mng I dt
Wt to gt
Up bec I
Was to spe.
This morning I didn't want to get up because I
was too sleepy.

Kindergarten - Fourth Quarter Narrative Writing

The Process

With guidance and support:

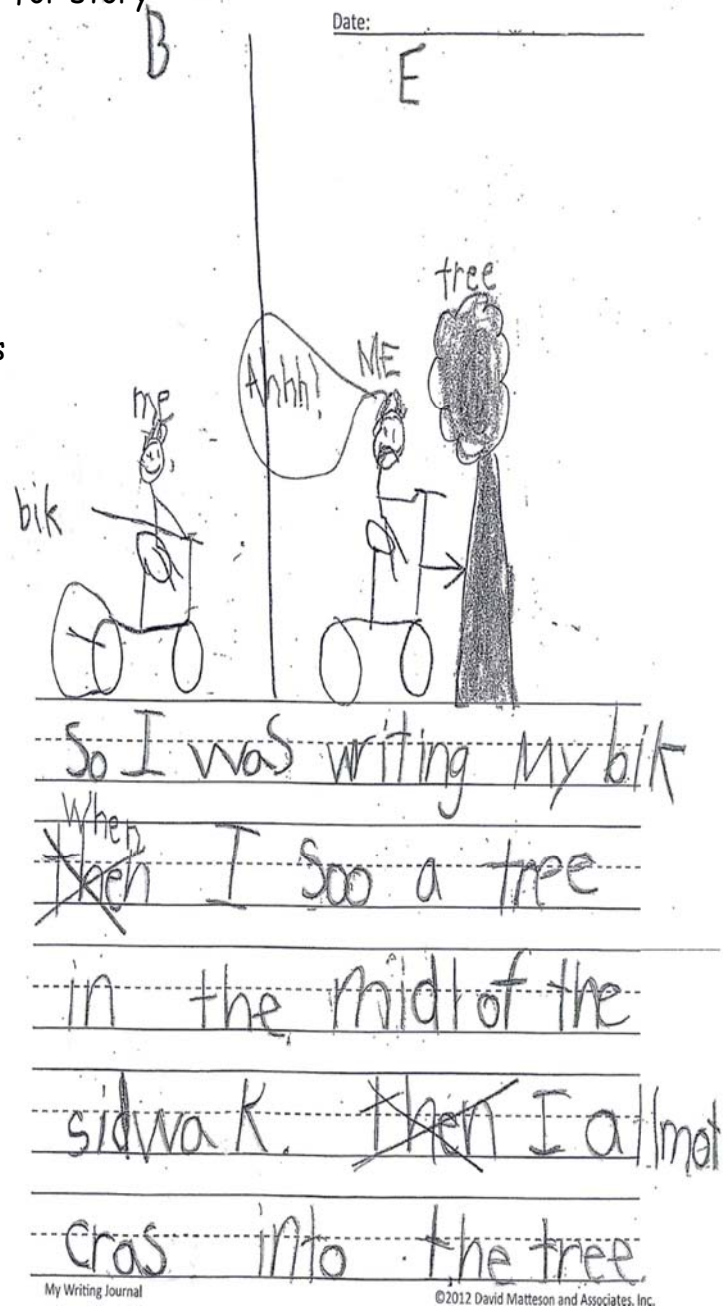
- Has a number of stories/experiences to write about
- Sketches a two-part plan (B/E)
- Adds on to plan after talking with teacher or peers about story and before writing
- Matches oral words with written text
- Identifies an audience/specific reader for story
- Lines out mistakes
- Carries the writing over two days
- Teacher may publish piece

Surface Features/Conventions

- Has at least 2 sentences (matched to beg/end)
- Spells words with close approximations (beg/mid/end sounds)
- Contains many correctly spelled "Yellow Card" words
- Uses environmental print to spell
- Writing is mostly lower case letters
- Consistent spacing
- Uses periods
- Capitalizes beginning of sentences and pronoun "I"

Content - The Story

- Sketch matches the written piece
- Incorporates:
 - A character
 - A setting
 - An action or significant event
- Contains some descriptive details
- Contains labels and speech bubble, thought bubble, or sounds by student
- Includes emotion or feelings



First Grade - First Quarter Narrative Writing

The Process

With guidance and support:

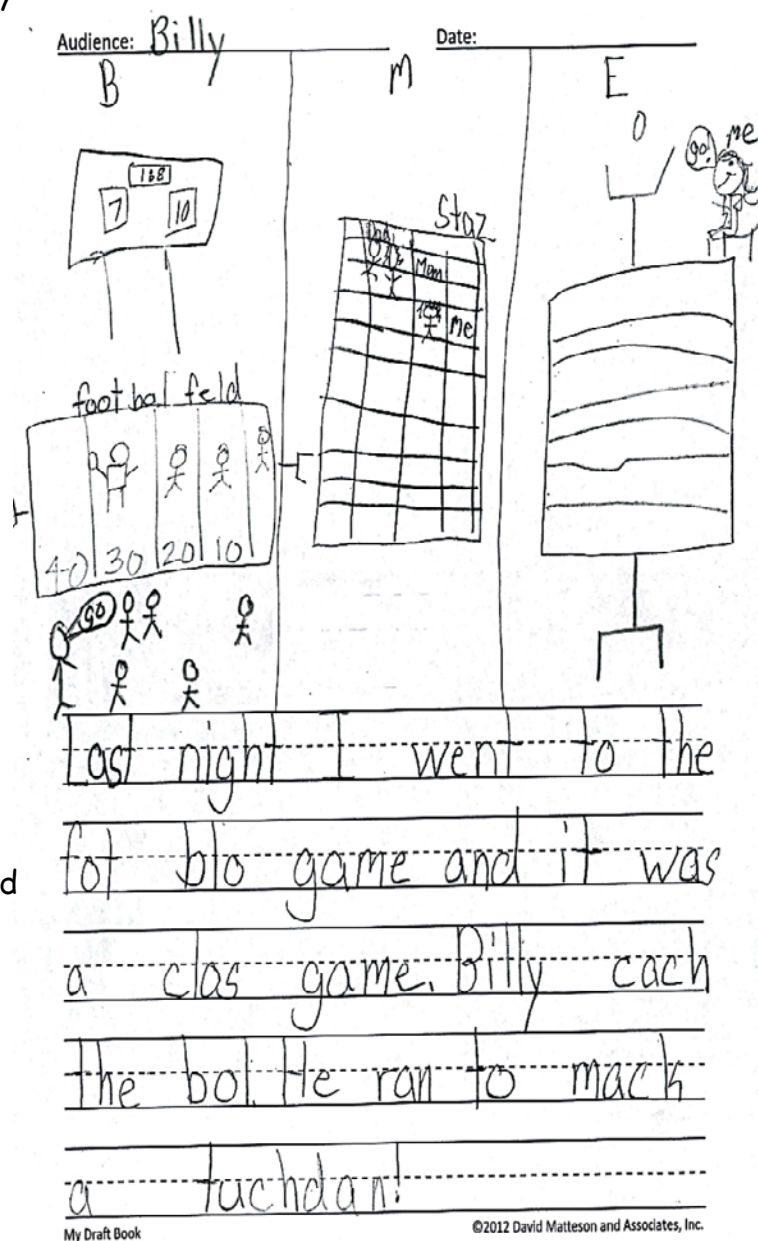
- Sketches a three-part plan (B/M/E)
- Writes a story that reflects a variety of small moment memories, emotions and experiences
- Identifies an audience/specific reader for story
- Proofreads for "Yellow Card" words, capitals and ending marks
- Adds on to piece
- Lines out mistakes
- Carries writing over two days
- Teacher may publish piece

Surface Features/Conventions

- 3 sentences in length
- Balance of spelling approximations (beg/mid/end sounds), "Green Card" words and environmental print
- Consistent lower case usage
- Consistent spacing
- Uses periods
- Capitalizes beginning of sentences and pronoun "I"

Content

- Writes with beg/mid/end (matched to plan)
- Incorporates:
 - A character
 - A setting
 - An action or significant event
- Contains some descriptive details
- Contains labels and speech bubble, thought bubble, or sounds
- Includes emotion or feelings



My Draft Book

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(ELA CCSS: 1.W.3, 1.L.1, 1.L.2)

First Grade - Second Quarter Narrative Writing

The Process

With guidance and support:

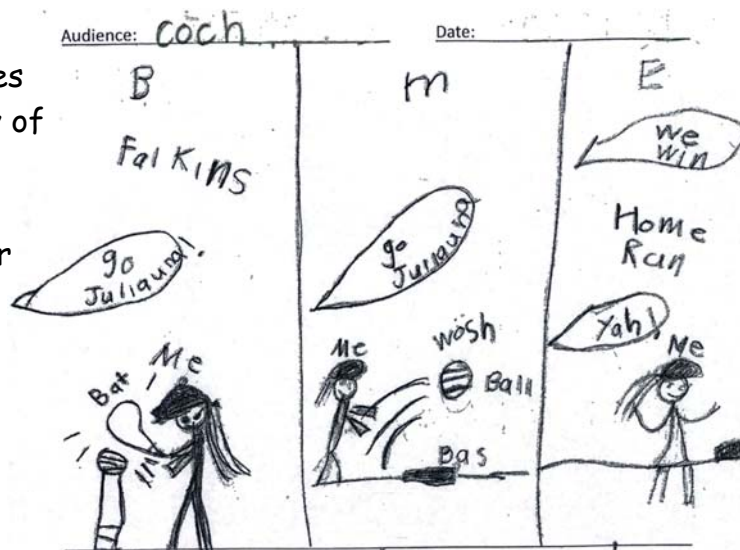
- Sketches a three-part plan (B/M/E)
- Sketches with some words and pictures
- Writes a story that reflects a variety of small moment memories, emotions and experiences
- Identifies an audience/specific reader
- Proofreads for "Green Card" words, environmental print, capitals and ending marks
- Adds on to piece
- Lines out mistakes
- Carries writing over two days
- Student begins to publish selected pieces

Surface Features/Conventions

- 4-5 sentences in length
- Balance of spelling approximations (beg/mid/end sounds), "Green Card" words and environmental print
- Uses periods
- Capitalizes beginning of sentences, pronoun "I" and proper nouns

Content

- Writes with beg/mid/end
- Contains increasing details in middle
- Writing is organized
- Incorporates:
 - A character
 - A setting
 - An action or significant event
- Uses descriptive words
- Contains labels and speech bubble, thought bubble, or sounds to show dialogue
- Includes emotion or feelings



It was time to
go to the big
gam. I got my
bat and got to
the feld.

My Draft Book

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I hit the ball as hard
as I chod. Befor I now
it pepul cheered
my name. I was
so happy I hit
a home run!

First Grade - Third Quarter Narrative Writing

The Process

With guidance and support:

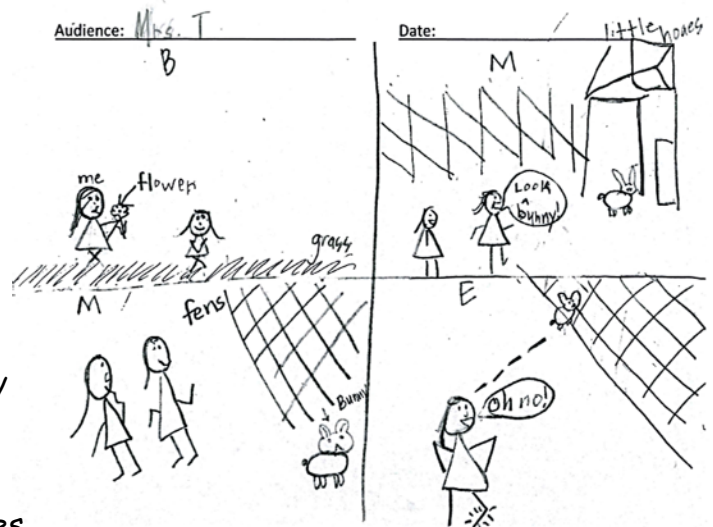
- Sketches a four-part plan (B/M/M/E)
- Sketches with some words and pictures
- Identifies an audience/specific reader
- Proofreads for "Green Card" words, environmental print, capitals and ending marks
- Adds on or takes away from piece (with/without collaboration)
- Carries writing over two or more days
- Student begins to publish selected pieces

Surface Features/Conventions

- 5-7 sentences in length
- Uses knowledge of more complex letter/sound relationships
- Contains many correctly spelled "Green Card" words and environmental print words
- Uses a variety of ending punctuation
- Capitalizes beginning of sentences, pronoun "I" and proper nouns

Content

- Writes with beg/mid/mid/end
- Contains increasing details in middle
- Writing is organized
- Incorporates more than one character
- May contain more than one setting
- Includes an action or significant event
- Uses descriptive words
- Uses temporal words (one afternoon, then, after)
- Uses dialogue in piece
- Includes emotion or feelings



Yesterday me and my friend were sitting on the grass. Sunny I said "Look a bunny!" My friend saw it too. I tiptoed to the bunny. But sunny the bunny skamperd. Then we gave up. I stomped my foot and sighd "oh no! I'd knew that bunny would not come back."

Did I: reread my piece? ☐ ☐ ☐ use enough detail? ☐ ☐ ☐ check for capital letters? ☐ ☐ ☐
check for punctuation? (.?) ☐ ☐ ☐ check my sight words? ☐ ☐ ☐

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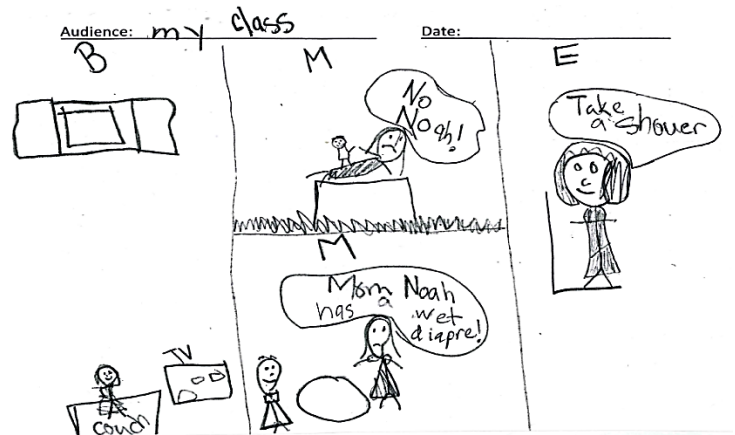
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First Grade - Fourth Quarter Narrative Writing

The Process

With guidance and support:

- Sketches a four-part plan (B/M/M/E)
- Uses words and phrases in plan (may still use some pictures)
- Identifies a purpose for writing
- Identifies an audience/specific reader
- Evidence of proofreading for spelling, punctuation and grammar
- Adds on or takes away from piece (with/without collaboration)
- Carries writing over two or more days
- Student begins to publish selected pieces



Surface Features/Conventions

- 6-8 sentences in length
- Uses knowledge of more complex letter/sound relationships
- Contains correctly spelled "Green Card" words and environmental print
- Uses a variety of ending punctuation
- Capitalizes beginning of sentences, pronoun "I" and proper nouns

Content

- Writes with beg/mid/mid/end with increasing details in middle
- Writing is organized
- Incorporates more than one character
- May contain more than one setting
- Includes an action or significant event, may include problem and solution
- Uses descriptive words
- Uses temporal words
- Uses dialogue in piece
- Includes emotion or feelings

The Brother Problem

When I got down
 stores I started ^{watching} watching
 tv. But I didn't notice
 that Noah was
 sneaking ^{up} behind
 me. ^{Suddenly} He jumped on
 me with a wet diaper.
 I said, "No Noah!" I
 got up and yelled
 as loud as symbols, "Mom
 Noah has a wet diaper!"
 I squinted my eyes at
 him and my face turned
 red. My mom didn't
 seem to care. She said
 "Take a shower."

Second Grade – First Quarter Narrative Writing

The Process

With guidance and support:

- Sketches a four-part plan (B/M/M/E)
- Uses words and phrases in plan (may still use some pictures)
- Identifies a purpose and specific reader/audience for piece
- Adds on or deletes from piece individually or collaboratively
- Proofreads for spelling, punctuation and grammar
- Carries writing over two or more days
- Student publishes selected pieces in a variety of ways

Surface Features/Conventions

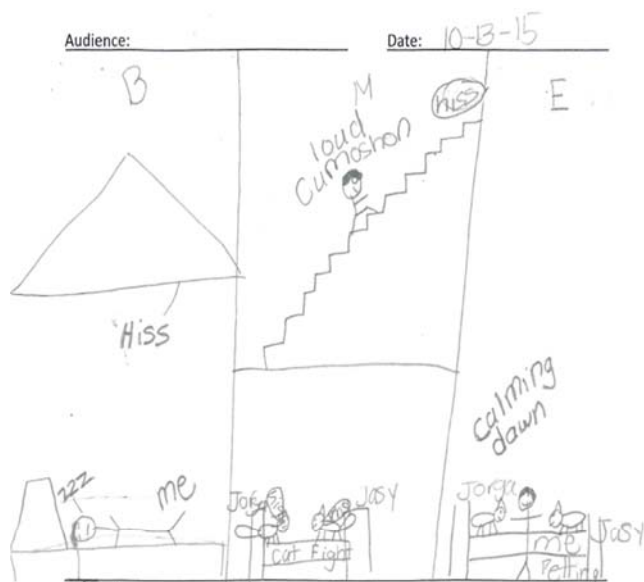
- 8-10 sentences in length
- Uses knowledge of more complex letter/sound relationships
- Contains correctly spelled "Green Card" words and environmental print
- Uses a variety of ending punctuation
- Capitalizes beginning of sentences, pronoun "I" and proper nouns

Content

- Writes with beg/mid/mid/end with increasing details in the middle
- Incorporates more than one character
- May contain more than one setting
- Includes a significant event (problem/solution)
- Uses descriptive words
- Uses temporal words
- Uses dialogue in piece
- Includes emotion or feelings

(ELA CCSS: 2.W.3, 2.L.1, 2.L.2, 2.L.3)

Second Grade - First Quarter Narrative Writing



It was ~~so~~ early in the morning when I was startled awake by a hissing sound. I jumped out of bed and ran

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up stairs to see what the cumoshon was. I saw a "catasrophe!" My cats Jasy and Jorga were fighting on the guest bed. I tride to settle them down by petting them. When I did they started to prr^{and coo down,} "Wow! No scratches!"

I said, I was so relefed that they didn't hurt each other.

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Second Grade - Second Quarter Narrative Writing

The Process

With guidance and support:

- Plans with graphic organizer (web, plot map, etc.)
- Identifies a purpose and specific reader/audience for piece
- Adds, substitutes, or deletes from piece individually or collaboratively
- Proofreads for spelling, punctuation and grammar
- Carries writing over two or more days
- Student publishes selected pieces in a variety of ways

Surface Features/Conventions

- Begins to format ideas into paragraph form (indenting)
- Spells unknown words using knowledge of word structures
- Uses a variety of ending punctuation

Content

- Writes with beg/mid/end with increasing details in the middle
- Incorporates more than one character
- May contain more than one setting
- Includes a significant event (problem/solution)
- Uses descriptive vocabulary and language
- Uses temporal words
- Uses dialogue in piece
- Includes emotion or feelings
- Begins to use varied sentence structures (simple and compound)

Second Grade - Second Quarter Narrative Writing

Characters: mom
me
doctor
dog
Setting: pet clinic
Event: dog injury

Topic: my dog's eye
Audience: Makenna
Emotion: worried to
relieved

<p>B</p> <ul style="list-style-type: none"> • waiting for doctor • bloody eye • worried 	<p>M</p> <ul style="list-style-type: none"> • doctor checks • eye removed 	<p>E</p> <ul style="list-style-type: none"> • Relieved • dog home • still know me
	<p>M</p> <ul style="list-style-type: none"> • mom crying • hugged her 	

Date: _____

My mom and I were at the pet clinic waiting for the vet a doctor. We were worried about our dog's bloody eye. Eventually Finally the doctor came in the room to check his eye. My mom said worriedly, "does his eye have to get removed?" The doctor advised, "I am afraid so." My mom

Did I: reread my piece? ☐ ☐ ☐ use enough detail? ☐ ☐ ☐ check for capital letters? ☐ ☐ ☐
check for punctuation? (?!) ☐ ☐ ☐ check my sight words? ☐ ☐ ☐

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Date: _____

started crying and I hugged her. Don't cry I thought. After a couple of days I went back to my house my dog came home. I shouted "he's home!" My dog licked my face I was relieved he knew it was me, even with one eye.

Did I: reread my piece? ☐ ☐ ☐ use enough detail? ☐ ☐ ☐ check for capital letters? ☐ ☐ ☐
check for punctuation? (?!) ☐ ☐ ☐ check my sight words? ☐ ☐ ☐

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Second Grade - Third Quarter Narrative Writing (Fictional)

The Process

With guidance and support:

- Plans with graphic organizer (web, plot map, etc.)
- Begins to write fictional narrative that demonstrates an understanding of story elements
- Identifies a purpose and specific reader/audience for piece
- Adds, substitutes, or deletes from piece individually or collaboratively
- Proofreads for spelling, punctuation and grammar
- Carries writing over two or more days
- Student publishes selected pieces in a variety of ways

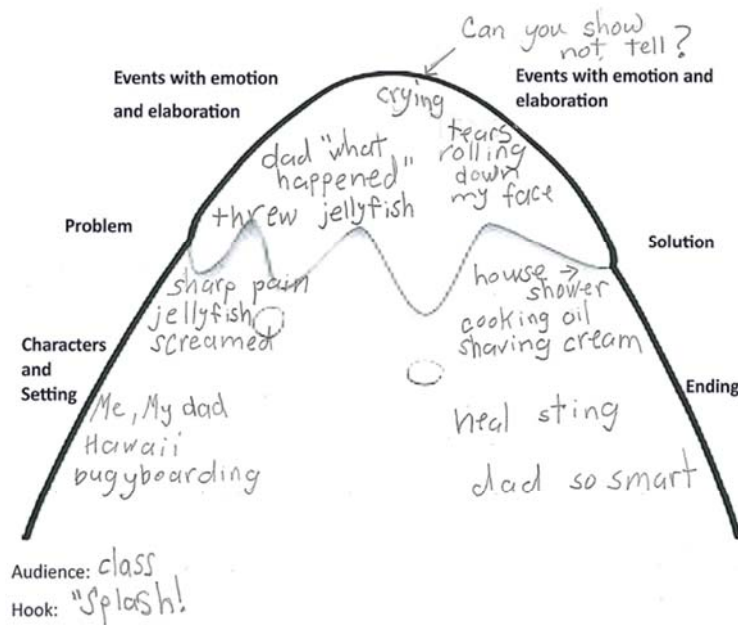
Surface Features/Conventions

- Indents narrative paragraph
- Spells unknown words using knowledge of word structures
- Uses a variety of punctuation including apostrophes and commas

Content

- Writes with beg/mid/end including elaboration
- Incorporates more than one character
- May contain more than one setting
- Includes a significant event (problem/solution)
- Uses descriptive vocabulary and language to convey actions, thoughts and feelings
- Uses temporal words
- Uses dialogue in piece
- Uses varied sentence structures

Second Grade - Third Quarter Narrative Writing (Fictional)



Splash! I had just finished
bugyboarding in Hawaii. When I got
back to shore there was something blue on
my arm. It was a small jellyfish!
I screamed when I felt a sharp
pain. My dad asked "what happened?"
He looked at my arm and saw
the jellyfish that had stung me.
Dad grabbed the jellyfish and threw
it back into the ^{ocean} ~~ocean~~. Tears were
rolling down on my face. My dad
took me to the ^{house} ~~house~~ right away
and put me in the shower. He put
cooking oil and shaving cream on

and
my arm ^{and} quickly scraped it off.
Who knew cooking oil and
shaving cream could heal a
jellyfish sting. It's a good thing
my dad is so smart!

Second Grade – Fourth Quarter Narrative Writing (Fictional)

The Process

With guidance and support:

- Plans with graphic organizer (web, plot map, etc.)
- Begins to write fictional narrative that demonstrates an understanding of story elements
- Identifies a purpose and specific reader/audience for piece
- Adds, substitutes, or deletes from piece individually or collaboratively
- Proofreads for spelling, punctuation and grammar
- Expands and rearranges sentence structures
- Carries writing over two or more days
- Student publishes selected pieces in a variety of ways

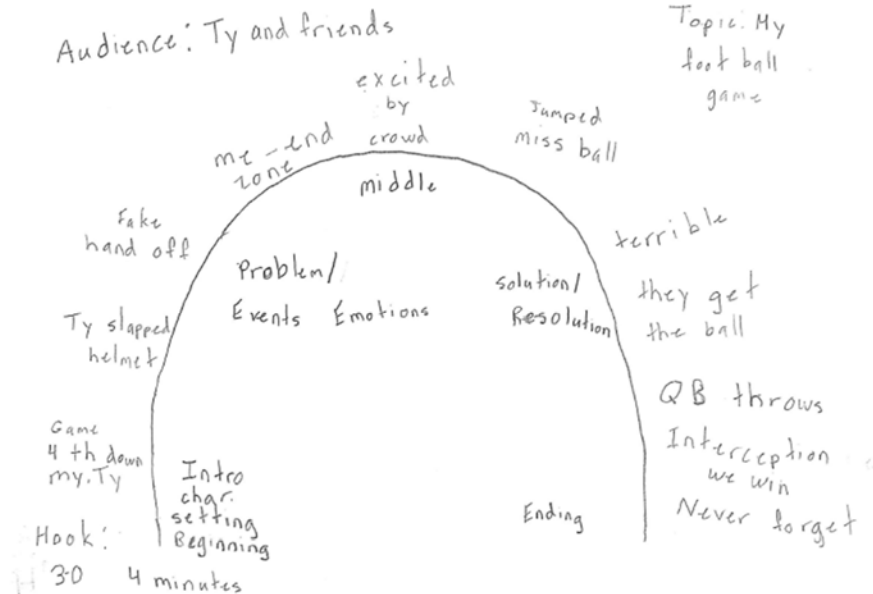
Surface Features/Conventions

- Indents narrative paragraph(s)
- Spells unknown words using knowledge of word structures
- Uses a variety of punctuation including apostrophes, commas, and quotation marks

Content

- Writes with beg/mid/end including elaboration
- Incorporates more than one character
- May contain more than one setting
- Includes a significant event (problem/solution)
- Uses descriptive vocabulary and language to convey actions, thoughts and feelings
- Uses temporal words
- Uses dialogue in piece
- Uses varied sentence structures

Second Grade - Fourth Quarter Narrative Writing (Fictional)



The score was 3-0 with 4 minutes to play. It was fourth down and I wanted to quit. Just then, Ty slapped my helmet and shouted "I know what to do!" In the huddle Ty said, "I'll fake a hand off but then throw it to you." As I raced toward the end zone I heard the crowd cheering. At the last minute I turned around and saw the ball zooming toward me. The ball was high and I could tell it would be a tough reception. I felt the ball graze ~~the ball~~ the tips of my fingers but it slipped right through my hands. Unbelievable, now the other team ^{got} the ball! Their QB threw the ball towards the

guy I was covering. I turned quickly and saw the ball right ~~by~~ above my head... Interception! We won! I'll never forget that catch!

Child's Name _____

Assessment Date _____

Circle Proficiency Level

Below

Proficient

Exceeds

Next Individualized Teaching Point:

Process -

Surface Features/Conventions -

Content -

Child's Name _____

Assessment Date _____

Circle Proficiency Level

Below

Proficient

Exceeds

Next Individualized Teaching Point:

Process -

Surface Features/Conventions -

Content -