# MindWing Concepts
## Story Grammar Content Snapshot

**Student Name** ____________________________  **School Year** ____________________________

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Circle score for each heading

### Character

- **0** 0 0 0 0 0: No character used or many characters named
- **1** 1 1 1 1 1: Pronoun used to designate a character (main)
- **2** 2 2 2 2 2: Main character named
- **3** 3 3 3 3 3: Main character named and described: physical description
- **4** 4 4 4 4 4: Main character named and described: physical description & personality qualities

### Setting

- **0** 0 0 0 0 0: No setting stated
- **1** 1 1 1 1 1: Time or place stated
- **2** 2 2 2 2 2: Place described: using physical characteristics
- **3** 3 3 3 3 3: Place described: physical characteristics and one or more sensory verbs (see, hear, touch, smell, taste)
- **4** 4 4 4 4 4: Place described: physical characteristics & expectations for use of the setting

### Action Sequence

- **0** 0 0 0 0 0: No actions stated within the setting
- **1** 1 1 1 1 1: Actions (events) listed, not temporally sequenced
- **2** 2 2 2 2 2: Two temporally sequenced series of actions
- **3** 3 3 3 3 3: Three or more temporally sequenced actions
- **4** 4 4 4 4 4: Temporal cohesive ties used with temporally-related series of

### Initiating Event (Kick-Off)

- **0** 0 0 0 0 0: No kick-off (problem/dilemma/surprise) stated (complicating action)
- **1** 1 1 1 1 1: Kick-off stated
- **2** 2 2 2 2 2: Kick-off stated in sentence form and clearly related to and
- **3** 3 3 3 3 3: Kick-off stated and clearly related to the
- **4** 4 4 4 4 4: Kick-off stated and clearly related to the or

### Internal Response (Feelings)

- **0** 0 0 0 0 0: No internal response stated
- **1** 1 1 1 1 1: Internal response stated as a descriptor: “She was crying.”
- **2** 2 2 2 2 2: Internal response stated as a feeling/emotion word: “sad”
- **3** 3 3 3 3 3: Internal response stated, named, and related to the
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### Plan

- **No plan stated**
- **Plan is inferred**
- **Plan is stated using a planning word: want, wish, decide, (i.e., “he wanted friends”)**
- **Plan is stated, using a planning word and related to [ ]**
- **Plan is stated, using a planning word and related to [ ]**
- **Plan is stated, using a planning word and related to [ ]**

### Critical Thinking Triangle

- **No components are present**
- **One component is stated**
- **Student uses at least two of the Critical Thinking Triangle components to identify the Main Idea:** [ ]
- **Components of the [ ] are present**
- **All components are present and related using at least one cohesive tie**

### Planned Attempts

- **No attempts are present (there may be action words)**
- **Attempts rather than simple actions are stated**
- **Attempts are sequenced**
- **Attempts are sequenced and related to [ ]**
- **Attempts are sequenced and related to [ ]**

### Direct Consequence (Tie-Up)

- **No consequence is stated**
- **An ending is stated but is not a consequence of a [ ] It is a statement such as (the end).**
- **A consequence is stated and related to the [ ] or [ ]**
- **Consequence is stated and directly related to the [ ] and [ ]**
- **Consequence is stated and directly related to the [ ] and [ ]**

### Resolution (Feeling/Lesson Learned)

- **No resolution is stated**
- **A feeling is stated as a main character’s response to the [ ]**
- **A response to the [ ] is given in terms of a lesson learned**
- **Lesson is directly related to the [ ] and the character’s participation in it**
- **A formal moral is stated as it relates to the theme and events**

### Other Assessments

- **Uses an introducer: overview of the story; gets listener’s attention**

### Obstacle

- **Obstacle is not present (if retelling, only if obstacles were present in the original story)**
- **Obstacle is stated (new [ ] is mentioned).**
- **Obstacle is stated and related to [ ]**
- **Obstacle is stated, related to [ ] and an effect is predicted**
- **Obstacle is stated, related to [ ] and an embedded episode is told.**

The following components are necessary: [ ] [ ]