

1st Grade Narrative Writing Rubric

W.1.3 Write narratives in which they recount sequenced events.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Writing	W.1.3	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> effectively recounts 2 or more appropriately sequenced story events.	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> recounts 1 or more events; sequencing may appear out of order.	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> fails to recount story events; sequencing appears random.	7-9 = Meets 5-6 = Approaching <5 = Below Subtotal:
		<input type="checkbox"/> accurately uses 2 or more temporal words to signal event order (<i>e.g., first, next, last</i>).	<input type="checkbox"/> uses 1 - 2 temporal words to signal event order.	<input type="checkbox"/> does not use transition words.	
	W.1.3	<input type="checkbox"/> provides a sense of closure that is effective, interesting or thoughtful.	<input type="checkbox"/> provides a simple sense of closure.	<input type="checkbox"/> does not provide a sense of closure.	5-6 = Meets 4 = Approaching < 4 = Below Subtotal:
		<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> effectively addresses the prompt/task with a clear, focused, engaging response.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> addresses the prompt/task with some drift in focus.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> does not address the prompt/task; lacks focus.	
	W.1.3	<input type="checkbox"/> includes some specific, interesting, or vivid details regarding what happened.	<input type="checkbox"/> offers some simple details regarding what happened.	<input type="checkbox"/> does not include details regarding what happened.	7-9 = Meets 5-6 = Approaching <5 = Below Subtotal:
		<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> effectively addresses the prompt/task with a clear, focused, engaging response.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> addresses the prompt/task with some drift in focus.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> does not address the prompt/task; lacks focus.	
Language	L.1.1	<p>(Sentence Fluency) The writing:</p> <input type="checkbox"/> uses a variety of sentences that flow smoothly and/or a variety of sentence beginnings; enjoyable to read.	<p>(Sentence Fluency) The writing:</p> <input type="checkbox"/> has simple sentence patterns with little variety, begins sentences in the same way; message can be understood when read.	<p>(Sentence Fluency) The writing:</p> <input type="checkbox"/> includes part of a sentence that may be decodable and/or uses disconnected words that cannot be read as writing.	7-9 = Meets 5-6 = Approaching <5 = Below Subtotal:
	L.1.2	<p>(Conventions) The writing:</p> <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor (0-3 errors).	<p>(Conventions) The writing:</p> <input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding (4-6 errors).	<p>(Conventions) The writing:</p> <input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand (7 or more errors).	
	(L.1.5)	<p>(Word Choice & Vocabulary) The writing:</p> <input type="checkbox"/> accurately uses a variety of colorful words and phrases that make the writing interesting.	<p>(Word Choice & Vocabulary) The writing:</p> <input type="checkbox"/> incorporates basic words and phrases; features functional vocabulary that communicates the message.	<p>(Word Choice & Vocabulary) The writing:</p> <input type="checkbox"/> uses a limited range of words making the message unclear.	

1st Grade Narrative Writing Rubric (Continued)

W.1.3 Write narratives in which they recount sequenced events.

*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.
() = partially meets requirements of the standard.

Score "0" - The writing is scored with "0" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.

19 – 24 = Meets Grade Level Expectations

14 – 18 = Approaching Grade Level Expectations

< 14 = Below Grade Level Expectations

Overall Score:

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
- e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).