Grade 1 Narrative Writing Rubric

**W2 CCR Anchor Standard:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W1.3:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

<table>
<thead>
<tr>
<th>Written Expression of Ideas</th>
<th>Written Expression Organization</th>
<th>Written Expression Clarity (Word Choice, Voice, Sentence Fluency)</th>
<th>Knowledge of Language and Conventions</th>
</tr>
</thead>
</table>
| **3- Above Grade-Level Expectations**  
* Expectations for the end of 2nd grade | **2- Meets Grade-Level Expectations**  
* Expectations for the end of 1st grade | **1- Approaching Grade-Level Expectations**  
* Expectations for the end of kindergarten | **0- Below Grade-Level Expectations** |
| • Recount a well-elaborated event or short sequence of events  
• Include details to describe actions, thoughts, and feelings | • Recount two or more appropriately sequenced events  
• Include some details regarding what happened | • Recount a single event or several loosely linked events  
• Include some details regarding what happened | • Lacks events |
| **Written Expression Development of Ideas** | **Written Expression Organization** | **Written Expression Clarity (Word Choice, Voice, Sentence Fluency)** | **Knowledge of Language and Conventions** |
| • Draft an opening sentence that introduces the narrative  
• Recount a well-elaborated event or short sequence of events  
• Use linking words/conjunctions to connect ideas or events (because, and, also)  
• Use transition and/or temporal words to signal event order  
• Provide a sense of closure | • Recount two or more appropriately sequenced events  
• Use frequently occurring conjunctions to signal simple relationships (e.g., because)  
• Use temporal words to signal event order such as: first, second, then, and/or next  
• Provide a sense of closure | • Recount a single event or several loosely linked events  
• Tell about the events in the order in which they occurred  
• Provide a reaction | • Lacks events  
• Lacks sensible order  
• Lacks a reaction |
| **Written Expression Development of Ideas** | **Written Expression Organization** | **Written Expression Clarity (Word Choice, Voice, Sentence Fluency)** | **Knowledge of Language and Conventions** |
| • Use specific nouns and verbs  
• Use adjectives and adverbs  
• Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.) | • Use words and phrases acquired through conversations, reading, and being read to  
• Use frequently occurring adjectives  
• Begin to use specific verbs to clarify meaning (look, peek, glare)  
• Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts | • With modeling and exposure to a variety of texts, uses words and phrases acquired through conversations, reading, and being read to  
• Use frequently occurring nouns and verbs  
• Begin to use frequently occurring adjectives (as appropriate to topic and purpose)  
• Produce simple sentences  
• Demonstrate subject/verb agreement  
• With prompting and support, use frequently occurring prepositions to expand sentences (to, from, of, by, in, with) | • Lacks words and phrases related to the topic or story  
• Lacks simple sentences  
• Lacks subject/verb agreement  
• Lacks prepositions to expand sentences |
| **Knowledge of Language and Conventions** | | | |