

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.

	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
Written Expression Development of Ideas	<ul style="list-style-type: none"> Recount a well-elaborated event or short sequence of events Include details to describe actions, thoughts, and feelings 	<ul style="list-style-type: none"> Recount two or more appropriately sequenced events Include some details regarding what happened 	<ul style="list-style-type: none"> Recount a single event or several loosely linked events Include some details regarding what happened 	<ul style="list-style-type: none"> Lacks events Lacks details related to what happened
Written Expression Organization	<ul style="list-style-type: none"> <i>Draft an opening sentence that introduces the narrative</i> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Recount a single event or several loosely linked events Tell about the events in the order in which they occurred Provide a reaction 	<ul style="list-style-type: none"> Lacks events Lacks sensible order Lacks a reaction
Written Expression Clarity (Word Choice, Voice, Sentence Fluency) W.3.3 c L.3.3 a	<ul style="list-style-type: none"> Use specific nouns and verbs Use adjectives and adverbs <i>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.)</i> 	<ul style="list-style-type: none"> Use words and phrases acquired through conversations, reading, and being read to <ul style="list-style-type: none"> Use frequently occurring adjectives Begin to use specific verbs to clarify meaning (<i>look, peek, glare</i>) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts 	<ul style="list-style-type: none"> With modeling and exposure to a variety of texts, uses words and phrases acquired through conversations, reading and being read to <ul style="list-style-type: none"> Use frequently occurring nouns and verbs Begin to use frequently occurring adjectives (as appropriate to topic and purpose) Produce simple sentences <ul style="list-style-type: none"> Demonstrate subject/verb agreement With prompting and support, use frequently occurring prepositions to expand sentences (to, from, of, by, in, with) 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> There may be a few minor errors in grammar and usage, meaning is clear throughout the response. * 	<ul style="list-style-type: none"> There may be a few distracting errors in grammar and usage, but meaning is clear throughout the response. * 	<ul style="list-style-type: none"> There are multiple distracting errors in grammar and usage that sometimes impede meaning. * 	<ul style="list-style-type: none"> There are frequent distracting errors in grammar and usage that often impede meaning. *

*The italics indicate that the wording was taken from the Essential Skills and Knowledge. The bold print indicates the change in expectations. Refer to the [Maryland Common Core Writing Frameworks](#) for additional grade-level expectation. *Please refer to the [MD Common Core Language Frameworks](#) for specific teaching points.*

Next Teaching Points: