Narrative Rubric, Grade ___1___ Grade Level Standards Refer to End of Year Performance

	Above Grade Level	Achieving Standards (At Grade Level)	Approaching Standards	Developing Standards (Below Grade Level)
Focus/ Setting CCSS*: ➢ W – 3	• Establishes a well-elaborated recounting of two or more appropriately sequenced events	• Recounts two or more appropriately sequenced events	• Attempts to recount two appropriately sequenced events. Missing information creates confusion.	• Fails to recount two sequenced events. Events are irrelevant or not related.
Organization /Plot CCSS: ➢ W – 3	• Uses temporal words and phrases to signal event order • Provides clear closure.	• Uses temporal words to signal event order • Provide a sense of closure	• Limited use of temporal words to signal event order • Attempts to provide closure	• No use of temporal words or only uses temporal words without events. • Does not provide closure
Narrative Techniques CCSS: ➢ W - 3	• Includes vivid details that describe what happened	• Includes details that describes what happened	• Includes few or irrelevant details to describe what happened	• Insufficient or no details
Language- Conventions of Grammar and Usage CCSS: ➢ L – 1b, c, and j	• Uses common, proper, possessive, and collective nouns correctly • Uses verb tenses and plural nouns correctly, including irregular forms • Produces, expands, and rearranges simple and compound sentences	• Uses some common, proper, and possessive nouns correctly • Uses singular and plural nouns with correctly matching verbs • Produces correct simple and compound sentences	• Uses few common, proper, and possessive nouns correctly • Uses some singular and plural nouns with correctly matching verbs • Produces mostly correct simple and compound sentences	• Does not use common, proper, and possessive nouns correctly • Does not use singular and plural nouns with correctly matching verbs • Produces mostly incorrect simple and compound sentences
Language – Conventions of Capitalization Punctuation, and Spelling CCSS: ➢ L – 2 a-e	• Capitalizes correctly and consistently with no errors: first word in a sentence, "I," proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly all the time • Applies conventional spelling for words with common spelling patterns and irregular sight words • Spells with learned spelling patterns with untaught words	• Capitalizes correctly and consistently with a minor error: first word in a sentence, "I," proper nouns, and titles • Uses commas in a series and with a conjunction correctly; uses end punctuation correctly • Applies conventional spelling for words with common spelling patterns and frequently occurring irregular words • Spells untaught words phonetically	• Capitalizes correctly and consistently with some errors: first word in a sentence, "I," proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly some of the time • Applies conventional spelling for most consonant and short-vowel sounds • Spells simple words phonetically	• Capitalizes incorrectly with many errors • Uses commas, apostrophes, and end punctuation incorrectly or not at all • Applies little to no sound/ spelling correspondence of consonants and short vowels • Spells little to no simple words phonetically

*CCSS – Common Core State Standards alignment ("W" = Writing strand; "L"= Language strand)

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