Narrative Writing Rubric-Grades 1- 2

Writing Descriptors Score Points	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Minimal Command
Statement of Purpose/Focus **Instructional Strategies to support development** • Use mentor text to support the form of writing.(fables, tall tales, memoir, anecdotes, biographies, historical fiction) • Model this form of writing using the SURE student rubric for narrative writing	The response is comprehensively written with a clear focus and includes the topic and or text: • Response begins with an elaborate opening statement establishing a situation and provides an introduction of a narrator and/or characters and an event sequence that unfolds naturally.	The response is adequately written with a general focus: • Response begins with a general opening statement, and provides an introduction to the main character(s) and an event sequence that is loosely communicated.	The response is not clearly written. The text is not mentioned,: • Response may include a weak or no introduction. It might begin with the characters and the initiating event is not mentioned. Random events are communicated.	The response is poorly written: • Response is very confusing. A description of the character is not developed and knowledge of story structure is not evident.
Organization **Instructional Strategies to support development** • Use the student SURE rubric and teach the components of narrative writing. • Teach story narrative structure (character, setting, problem-solution, theme..) • Teach text structure(s) (sequence events, chronology (time-order), description, definition, compare/contrast, cause-effect, problem-solution) • Teach semantic clues or signal (linking) words and phrases that help writer to compose text with coherence & clarity.(Hess & Hervey, 2010)	The response has a clear and effective organizational structure and conveys a complete thought that is appropriate to writing type and purpose: • Effective & consistent use of a variety of transitional strategies (linking words, phrases & clauses e.g. first, second,) • Logical progression of ideas from beginning to end. • Effective introduction & conclusion for audience and purpose.	The response has a recognizable organizational structure, adequate for type and purpose, though there may be minor flaws and some ideas may be loosely connected: • Adequate use of transitional strategies with some variety. • Adequate progression of ideas from beginning to end. • Adequate introduction and conclusion.	The response has an inconsistent organizational structure, and flaws are evident: • Inconsistent use of transitional strategies with little variety. • Uneven progression of ideas from beginning to end. • Conclusion and introduction, if present, are weak.	The response has little or no recognizable organizational structure: • Few or no transitional strategies are evident. • Frequent extraneous ideas are included.

Writing Descriptors Narrative	**4**-Deep Command	**3**-Sufficient Command	**2**-Partial Command	**1**-Minimal Command
Elaboration of Evidence **Instructional Strategies to support development** • Conduct close reads of texts. • Frequently engage students in discussions of texts with text dependent questions (DOK Levels 1, 2, ,3 & 4) • Teach author's Craft-literary devices including theme, perspective, tone and mood of the story. • Begin to each the FACADES Meaning strategies (Formal, compare and antonym definitions). Incorporate various contextual clues into the writing)	The response provides thorough and convincing support/evidence that includes effective use of elaborative techniques. • Use of dialogue, and descriptions of actions, thoughts and feelings to develop experiences and events or show response of characters to situation. • Use of Concrete words and phrases and sensory details to convey experiences and events precisely **(vivid adjectives, adverbs & figurative language).**	The response provides adequate support/evidence that includes use of elaborative techniques. • Some evidence of descriptions of characters' actions and feelings. • Some use of words and phrases to convey experiences. **(vivid adjectives or adverbs and some figurative language)**	The response provides uneven, general support/evidence that may include weak or uneven use of elaborative techniques. • Underdeveloped characters and descriptions of events. • Lack of vivid adjectives, adverbs, & figurative language to convey experiences.	The response provides minimal support/evidence that does not include elaborative techniques:
Language & Vocabulary **Instructional Strategies to support development** • **FACADES** (Write examples of compare and antonym clues	The response clearly and effectively expresses ideas, using precise language: • Use of academic (T-2) and domain-specific (T-3) vocabulary is clearly appropriate for the audience and purpose.	The response adequately expresses ideas, using a mix of precise with more general language: • Use of domain-specific vocabulary is generally appropriate for the audience and purpose.	The response expresses ideas unevenly, using simplistic language: • Use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose.	Within the response, the expression of ideas is vague, lacks clarity, or is confusing • Use of limited language or domain-specific vocabulary and little sense of audience or purpose.
Conventions **Instructional Strategies to support development** • Embed lessons on punctuation, capitalization and usage in actual writing tasks. • Confer with students about writing. • Engage students in peer editing & revising.	The response demonstrates a strong command of conventions: • Few, if any, errors in usage and sentence formation. • Effective and consistent use of punctuation, (e.g. quotation marks), capitalization, and spelling.	The response demonstrates an adequate command of conventions: • Some errors in usage and sentence formation are present, but no systematic pattern of error is displayed. • Adequate use of punctuation, capitalization, and spelling.	The response demonstrates a partial command of conventions: • Frequent errors in usage may obscure meaning. • Inconsistent use punctuation, capitalization, and spelling.	The response demonstrates a lack of command of conventions. • Errors are frequent and severe and meaning is often obscured.