



EGUSD – Narrative Rubric, Grade 1

Holistic Score	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
<b>Focus/ Setting</b>  CCSS*: > W – 3	<ul style="list-style-type: none"> <li>Establishes a well-elaborated recounting of two or more appropriately sequenced events</li> </ul>	<ul style="list-style-type: none"> <li>Recounts two or more appropriately sequenced events</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to recount two appropriately sequenced events. Missing information creates confusion.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to recount two sequenced events. Events are irrelevant or not related.</li> </ul>
<b>Organization /Plot</b>  CCSS: > W – 3	<ul style="list-style-type: none"> <li>Uses temporal words and phrases to signal event order</li> <li>Provides clear closure.</li> </ul>	<ul style="list-style-type: none"> <li>Uses temporal words to signal event order</li> <li>Provide a sense of closure</li> </ul>	<ul style="list-style-type: none"> <li>Limited use of temporal words to signal event order</li> <li>Attempts to provide closure</li> </ul>	<ul style="list-style-type: none"> <li>No use of temporal words or only uses temporal words without events.</li> <li>Does not provide closure</li> </ul>
<b>Narrative Techniques</b>  CCSS: > W - 3	<ul style="list-style-type: none"> <li>Includes vivid details that describe what happened</li> </ul>	<ul style="list-style-type: none"> <li>Includes details that describes what happened</li> </ul>	<ul style="list-style-type: none"> <li>Includes few or irrelevant details to describe what happened</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient or no details</li> </ul>
<b>Language- Conventions of Grammar and Usage</b>  CCSS: > L – 1b, c, and j	<ul style="list-style-type: none"> <li>Uses common, proper, possessive, and collective nouns correctly</li> <li>Uses verb tenses and plural nouns correctly, including irregular forms</li> <li>Produces, expands, and rearranges simple and compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>Uses some common, proper, and possessive nouns correctly</li> <li>Uses singular and plural nouns with correctly matching verbs</li> <li>Produces correct simple and compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>Uses few common, proper, and possessive nouns correctly</li> <li>Uses some singular and plural nouns with correctly matching verbs</li> <li>Produces mostly correct simple and compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>Does not use common, proper, and possessive nouns correctly</li> <li>Does not use singular and plural nouns with correctly matching verbs</li> <li>Produces mostly incorrect simple and compound sentences</li> </ul>
<b>Language – Conventions of Capitalization Punctuation, and Spelling</b>  CCSS: > L – 2 a-e	<ul style="list-style-type: none"> <li>Capitalizes first word in a sentence, “I,” proper nouns, and titles correctly</li> <li>Uses commas, apostrophes, and end punctuation correctly all the time</li> <li>Applies conventional spelling for words with common spelling patterns and irregular sight words</li> <li>Spells with learned spelling patterns with untaught words</li> </ul>	<ul style="list-style-type: none"> <li>Capitalizes first word in a sentence, “I,” and proper nouns correctly</li> <li>Uses commas in a series and with a conjunction correctly; uses end punctuation correctly</li> <li>Applies conventional spelling for words with common spelling patterns and frequently occurring irregular words</li> <li>Spells untaught words phonetically</li> </ul>	<ul style="list-style-type: none"> <li>Capitalizes first word in a sentence, “I,” and some proper nouns correctly</li> <li>Uses commas, apostrophes, and end punctuation correctly some of the time</li> <li>Applies conventional spelling for most consonant and short-vowel sounds</li> <li>Spells simple words phonetically</li> </ul>	<ul style="list-style-type: none"> <li>Capitalizes inconsistently</li> <li>Uses commas, apostrophes, and end punctuation incorrectly or not at all</li> <li>Applies little to no sound/ spelling correspondence of consonants and short vowels</li> <li>Spells little to no simple words phonetically</li> </ul>

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

## CA Common Core State Standards (CCSS) Alignment

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (1<sup>st</sup>) as well as the previous and subsequent grades. Since the rubric score of “4” represents “above grade level” work, the 2nd grade standards were referenced.

The letter abbreviations are as follows: CCSS = Common Core State Standards W = Writing

RL= Reading – Literature

L=Language

Strand (Domain)	Kindergarten	1st	2nd
<b>Writing</b>	3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	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. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
<b>Language- Conventions of Grammar and Usage</b>	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
<b>Language – Conventions of Capitalization, Punctuation, and Spelling</b>	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships	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.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  b. Use collective nouns (e.g., group). c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). g. Produce, expand, and rearrange complete simple and compound sentences.