



Narrative Writing Rubric-Kindergarten

Writing Descriptors Score Points	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Minimal Command
<p style="text-align: center;">Statement of Purpose/Focus</p> <p>Instructional Strategies to support development</p> <ul style="list-style-type: none"> • Use mentor text to support the form of writing. • Model this form of writing using the primary SURE student rubric for narrative writing 	<p>The student:</p> <ul style="list-style-type: none"> • Writes a response using any combination of drawing & writing or just writing to narrate a single event related to the task without guidance 	<p>The student:</p> <ul style="list-style-type: none"> • Writes a response using phonetic spelling and a combination of drawing related to the task without guidance 	<p>The student:</p> <ul style="list-style-type: none"> • Writes response with a combination of words and/or drawings loosely related to the prompt 	<p>The student:</p> <ul style="list-style-type: none"> • Does not write a response using sentences, phrases or drawings related to the prompt or response is unintelligible
<p style="text-align: center;">Organization</p> <p>Instructional Strategies to support development</p> <ul style="list-style-type: none"> • Use the student primary SURE rubric and teach the components of narrative writing • Teach story narrative structures (character, setting, problem-solution, theme) • Teach signal words, first, next, ...) 	<ul style="list-style-type: none"> • Drawings are legible with careful attention to details • Writes about the events in sequential order with details • Uses transition words (e.g. first, next...) • Provides some sense of closure 	<ul style="list-style-type: none"> • Drawings are somewhat legible with some details • Writes loosely linked events out of sequence • Uses at least one to two transition words • May or may not provide closure 	<ul style="list-style-type: none"> • Drawings include title of the story about which they are writing in a student-dictated phrase or sentence • Attempts to supply some information through drawing and/or information may be unrelated to the topic 	<ul style="list-style-type: none"> • Includes title in drawing(s) or not at all • Supplies no information about the story

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<p>Elaboration of Evidence</p> <p>Instructional Strategies to support Elaboration</p> <ul style="list-style-type: none"> • Use a variety of fiction text, fables, fiction, realistic fiction) • Conduct close reads of texts. • Frequently engage students in discussions of texts with text dependent questions (DOK Levels 1, 2, ,3 & 4) • Teach imagery, theme • Teach vocabulary in picture and text context. 	<ul style="list-style-type: none"> • Provides more than one reaction to the story • Uses concrete details or examples related to the topic (e.g. Explains who, what, where, when, why or how) 	<ul style="list-style-type: none"> • Provides at least one reaction to the story • Uses details and maybe examples related to the topic (Explains who and maybe where) 	<ul style="list-style-type: none"> • Provides at least one event from the story (e.g. character and/or setting) • Uses details not related to the topic 	<ul style="list-style-type: none"> • Does not use information from the story Information is unclear, missing or not relevant
<p>Language & Vocabulary</p> <p>Instructional Strategies to support development</p> <ul style="list-style-type: none"> • Vocabulary with graphics/pictures • READ primary strategy (picture clues) 	<ul style="list-style-type: none"> • Clearly communicates ideas about the story using specific vocabulary from the story 	<ul style="list-style-type: none"> • Adequately communicates ideas about the topic, using some specific vocabulary and general language from the story 	<ul style="list-style-type: none"> • Barely communicates ideas about the topic, using simple language and limited vocabulary from the story 	<ul style="list-style-type: none"> • Does not communicate a clear message about the title using specific vocabulary from the story

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<p>Conventions</p> <p>Instructional Strategies to support development</p> <ul style="list-style-type: none"> • Teach handwriting • Conduct interactive writing sessions • Embed lessons on punctuation, capitalization and usage in actual writing tasks. • Confer with students about writing. • Engage students in peer editing & revising using student friendly rubrics. 	<ul style="list-style-type: none"> • Prints all upper and lower case letters correctly • Demonstrates mastery of proper spacing between all words and word placement on the lines • Capitalizes first word in a sentence, “I,” and proper nouns correctly • Uses end punctuation correctly • Uses conventional spelling for words with common spelling patterns • Spells irregular and/or high frequency words correctly 	<ul style="list-style-type: none"> • Prints many upper and lower case letters correctly • Demonstrates proficiency of proper spacing between most words and word placement on lines • Capitalizes first word in a sentence and the pronoun “I” • Uses end punctuation • Writes letters for most consonant and short-vowel sounds • Spells simple words phonetically 	<ul style="list-style-type: none"> • Prints some upper and lower case letters correctly • Demonstrates some proficiency of proper spacing between words and word placement on the lines • Capitalizes first word in a sentence and the pronoun “I” • Uses end punctuation incorrectly • Inconsistently writes letters for consonant and short-vowel sounds • Spells some simple words phonetically 	<ul style="list-style-type: none"> • Prints few upper and lower case letters correctly • Demonstrates little to no proficiency of proper spacing between words and word placement on the lines • Does not capitalize first word in a sentence or the pronoun “I” • Writes with little to no sound/spelling correspondence of consonants and short vowels • Spells few to no simple words phonetically