

K-5 Narrative Writing Rubric

	K	1	2	3	4	5
b l u e	Well structured sentence/s Include a topic, facts/details and closure	Supplying three or more sequenced events More complex detailed sentences The topic sentence might include a hook. Uses transitions and is more organized.	Narratives have stronger details with descriptive supporting sentences. Stronger linking words (not just first, next, and last). More formulaic structure. Strong conclusion Well organized, very descriptive language	Apply more engaging details with supporting sentences tied to details. Generating dialogue Moving beyond the formulaic structure. Using their own voice in the structure.	Engaging details that clearly and effectively establish characters, setting, and plot Uses vivid dialogue so the audience can understand how characters feel Uses a wide variety of transitional words, phrases, and clauses to help convey the sequence of events. Consistently uses strong, descriptive word choice including similes and metaphors. Ending fully resolves all problems in the story and ties it all together.	*Develop real or imagined experiences or events using effective technique relevant descriptive details, and well-structured event sequences. *Employ a range of planning strategies to generate descriptive and sensory details (webbing, free writing, graphic organizers) *Use a range of poetic techniques (alliteration, onomatopoeia, rhyme scheme); figurative language (simile, metaphor, personification) to express personal or narrative voice in texts *Use literary elements of a text (well-developed characters, setting, dialogue, conflict) to present ideas and apply conventional organizational patterns of the chosen genre in a text. *Use word choice, sentence structure, and sentence length to create voice and tone in writing.
g r e e n	a. 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. b. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. c. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	a. Recount two or more appropriately sequenced events. b. Include some details regarding what happened. c. Provide some sense of closure	a. Include details to describe actions, thoughts, and feelings. b. Use transition words (first, next, last) to signal event order. c. Provide a sense of closure. e. Write with precise nouns, active verbs, and descriptive adjectives. f. Apply knowledge about structure and craft gained from mentor text to narrative writing. g. Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing).	a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order	a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use transitional words and phrases to manage the sequence of events. d. Use of sensory details to convey clear meaning in the text. e. Provide a conclusion that follows a clear sequence of events.	a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
y e l l o w	Drawing or dictating on a topic (no writing) Not a complete thought or clearevent	*Recount only one event *Lack of detailed sentences. *Did not provide closure. *The event is unclear	Introduce the topic of their narrative. Minimal transition words. Supply some details. Provide some sense of closure	Sequence of events are evident Provides closure Clear topic Use of some transition words.	Little attempt to establish character, setting, and plot Minimal strong word choice, figurative language, or transition words and phrases Little dialogue and does not convey feeling of characters May not have a sense of closure	Use dialogue and description to develop experiences and events or show the responses of characters to situations. *Use transitional words and phrases to manage the sequence of events. *Use of sensory details to convey clear meaning in the text. *Provide a conclusion that follows a clear sequence of events.
r e d	No understanding of the purpose of what they are supposed to do.	Not a written complete thought.	May not be on topic. No transition words No conclusion One long sentence	May not be on topic Stating an event using minimal to no descriptive details May not have a sense of closure	May not be on topic A sequence of events may not be evident. Events or experiences are conveyed using a few vague descriptive details. No attempt at a closing	The topic is not introduced or effectively communicated for the narrative. Events and experiences are conveyed with some descriptive detail. Little to no sense of closure.

