

Name \_\_\_\_\_ Date \_\_\_\_\_ Title \_\_\_\_\_

### Narrative Rubric

The student will understand narrative organization and be able to develop a logical organizational sequence of beginning, middle, and end when retelling an Indian Coyote legend.

ORGANIZATION		Completely Consistent evidence 4	Mostly Adequate evidence 3	Somewhat Some evidence 2	Can not No evidence 1
First draft	Final draft	Child can create a story map including a beginning, climax, solution, ending			
		Follows his story map when writing			
		Develops all parts of the map			
		Uses effective narrative transitional words			
		Uses paragraphs to organize			

Students will understand character development and be able to create believable characters by elaborating on their characters' inside traits through showing and not telling.

ELABORATION Character Development		4 Very Believable Character Shows inside traits through actions in a scene, dialogue, and thoughts	3 Adequate character development Some inside traits shown 1 or 2 ways	2 Some character development Tells but does not show inside traits	1 Flat Character No evidence Of character traits
First draft	Final draft	Creates a character sketch listing inside traits			
		Character shows inside traits throughout the story			

## Expository Rubric

The students will understand essay organization and be able to *organize* an essay around their ideas about a local Indian petroglyph called “She Who Watches”.

Organization		4 Consistently	3 Mostly	2 Some	1 Little or no
First draft	Final draft	Creates a thesis With 2 topic sentences	Thesis with 1 topic sentence	Thesis is within the writing	Hard to find a thesis
		Introduction and conclusion	brief	One or the other	None
		Uses 4 to 5 paragraphs	3 paragraphs	2 paragraph	One long paragraph
		Uses expository transitional words			

The students will understand essay *elaboration* by supporting their ideas using their knowledge of tribes and enthusiasm for this discovery.

Elaboration		4 Ample Knowledge that connects Significance	3 Mostly	2 Some	1 Little or no knowledge
First draft	Final draft	Shows knowledge of tribes and angles facts to support topic sentence.	States facts with some connection to the topic	States some facts	Uses generalities
		Shows enthusiasm for the discovery by stating importance to the writer and to others.	States importance	Vague importance	No importance

### Gradual Release:

**M (Model) Shared (S) Guided (G) Collaborative (C) Individual (I)**

**Pre Assessment draft:** informs instruction for class and individual students

**Modeled:** storytelling, 6 box story map with beginning, climax, 3 events, and solution/ending

**Shared:** retell story with peers and me

**Guided:** placing story into map/dev all parts

**Collaborative:** peer and teacher feedback

**Individual:** final draft

**Feedback:** Audience

Interventions:  
Narrative

Can't make a story map	T Guides retell and story map with quick sketches and key words
Can't follow the story map when writing	T Guides by having them write one box at a time then check off the box.
Follow the story map but under develop parts	T guides by having child write each box onto a separate paper then have them mull over each part to include more.
Wants to end story quickly	T guides by sitting alongside them and help them postpone closure and mull over parts to build a stronger story.
Can follow story map but story is weak	Model how to leave clues throughout the story like a good mystery revealing the solution at the end
Good organization but written as one long paragraph	Model writing paragraphs using the 6 boxes of the story map
If the parts do not flow together	Model the use of specific narrative transitions
If child writes epic stories	Model how a story starts near the action and narrow the focus so that the story fits into 6 or 7 story map boxes.
If child lacks fluency	Provide extra practice to write more in a short period of time
If child lacks energy to write	Read with forgiving eyes and read with passion what he did well.
If the character seems flat	Have child pretend to be that character and act out part of the story and capture the words
If the child only tells a character's inside traits and doesn't show them	Model how to create a scene where the character can show action
If a child carries his character through the story using only dialogue	Model how to weave together action into their dialogue
If a child creates a scene but the scene doesn't help develop the character	I would have the child rewrite a new scene setting the character in it interacting with action

Future Interventions

### Expository Interventions

Writes with a narrative organization	Model difference between narrative and expository organization and provide a graphic organizer
Writes in a circuit	Organizational check list
Chaotic organization that include thesis and topic sentences	T would sort the parts and create an organizational plan that works
Has a thesis but the topic sentences are not parallel	Model how to create parallel topic sentences that support a thesis
Has a topic sentence and facts but cannot angle the facts to support the thesis	T shows need for connection and uses conversational prompts to find the connection. For example, another example, , in addition, this makes me realize, etc.
If a child needs to cement the facts to the thesis	Model uses of transitional words specific to essays that give more examples or establish a hierarchy of importance
If a child can organize her ideas and support them with facts	Model how to effectively paragraph her essay
If a child shows a lack of knowledge on the subject	Encourage more research looking for facts, anecdotes, quotes, etc.
If a child lacks passion for his writing	I will look at his work with forgiving eyes and praise him for a particular part.
If a child has an idea but rambles on	I will praise the risk taking and help him wordsmith his elaboration
If writing is plain and generalized	I would encourage him to use precise words or add more detail to a kernel sentence.
If the child hasn't convinced the reader why this subject is important	I would encourage through questioning why this is important to know and show excitement when he has revealed a unique insight and encourage him to quick write it down.

Future Interventions: