

Morrice Area Schools – Narrative Writing Rubric

3rd – 5th Grade

	4 - Advanced (Exceeds Standards)	3 - Proficient (Meets Standards)	2 - Partial (Approaching Standards)	1 - Minimal (Below Standard)
Focus/ Setting CCSS: ➤ W – 3a ➤ W – 4	<ul style="list-style-type: none"> • Responds skillfully to all parts of the prompt • Purposefully orients the reader by skillfully establishing a vivid situation (real or imagined) and introducing characters and/or a narrator 	<ul style="list-style-type: none"> • Responds to all parts of the prompt • Orients the reader by establishing a situation (real or imagined) and introducing characters and/or a narrator 	<ul style="list-style-type: none"> • Responds to most parts of the prompt • Establishes a situation (real or imagined) and attempts to introduce characters and/or a narrator 	<ul style="list-style-type: none"> • Responds to some or no parts of the prompt • Fails to establish a situation (real or imagined) and does not introduce characters and/or a narrator in a relevant way
Organization/ Plot CCSS: ➤ W – 3a ➤ W – 3c ➤ W – 3d ➤ W – 3e ➤ W – 4	<ul style="list-style-type: none"> • Coherently organizes a clear event sequence that unfolds naturally • Skillfully connects a variety of transitional words, phrases, and clauses to manage the sequence of events • Provides a conclusion that clearly follows from the narrated experience or events 	<ul style="list-style-type: none"> • Organizes a clear event sequence that unfolds naturally • Uses a variety of transitional words, phrases, and clauses to manage the sequence of events • Provides a conclusion that follows from the narrated experience or events 	<ul style="list-style-type: none"> • Organizes some sequencing but might confuse the reader • Uses some transitional words, phrases or clauses to manage the sequence of events. • Attempts a conclusion that may or may not follow the narrated experience or events 	<ul style="list-style-type: none"> • Does not sequence narrative in a logical order • Uses few or no transitional words, phrases, or clauses to manage the sequence of events. • Conclusion is not attempted or discernible
Narrative Techniques CCSS: ➤ W – 3b ➤ W – 3d	<ul style="list-style-type: none"> • Uses creative descriptions of actions, thoughts, and feelings to develop experiences and events • Uses vivid dialogue to show the response of characters to situations • Uses concrete words and sensory details to make experiences and events come to life (4th/5th Grade Only) 	<ul style="list-style-type: none"> • Uses pacing and descriptions of actions, thoughts, and feelings to develop experiences and events • Uses dialogue to show the response of characters to situations • Uses concrete words and phrases, and sensory details to convey experiences and events precisely (4th/5th Grade Only) 	<ul style="list-style-type: none"> • Uses minimal or irrelevant descriptions of actions, thoughts, or feelings to describe experiences/events • Uses dialogue to support plot • Attempts to use concrete words and sensory details to describe experiences and events (4th/5th Grade Only) 	<ul style="list-style-type: none"> • Uses little to no description of actions, thoughts, or feelings to describe experiences/events • Does not use dialogue to support plot • Fails to use concrete words or sensory details (4th/5th Grade Only)
Language CCSS: ➤ L – 1 ➤ L – 2	<ul style="list-style-type: none"> • Uses purposeful and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling enhance meaning) • Utilizes precise and sophisticated word choice 	<ul style="list-style-type: none"> • Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning • Utilizes strong and grade-level appropriate word choice 	<ul style="list-style-type: none"> • Uses some repetitive yet correct sentence structure • Demonstrates some grade level appropriate conventions, but errors obscure meaning • Utilizes vague or basic word choice 	<ul style="list-style-type: none"> • Does not demonstrate sentence mastery • Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning • Utilizes incorrect and/or simplistic word choice

Adapted from Elk Grove Unified School District Common Core Writing Rubrics
 CCSS – Common Core State Standards alignment (“W” = Writing strand; “L” = Language strand)