

Prairie-Hills School District 144
Narrative Writing Rubric, Grade 3

Holistic Score	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Setting CCSS*: W – 3a W – 4	<ul style="list-style-type: none"> <input type="checkbox"/> Responds skillfully to all parts of the prompt <input type="checkbox"/> Orients the reader by establishing a vivid situation (real or imagined) and introducing characters and/or a narrator 	<ul style="list-style-type: none"> <input type="checkbox"/> Responds to all parts of the prompt <input type="checkbox"/> Establishes a situation (real or imagined) and introducing characters and/or a narrator 	<ul style="list-style-type: none"> <input type="checkbox"/> Responds to most parts of the prompt <input type="checkbox"/> Establishes a situation (real or imagined) and attempts to introduce characters and/or a narrator 	<ul style="list-style-type: none"> <input type="checkbox"/> Responds to some or no parts of the prompt <input type="checkbox"/> Fails to establish a situation (real or imagined) and does not introduce characters and/or a narrator
Organization/ Plot CCSS: W – 3a W – 3c, W – 3d W – 4	<ul style="list-style-type: none"> <input type="checkbox"/> Coherently organizes a clear event sequence that unfolds naturally <input type="checkbox"/> Skillfully uses temporal words and phrases to signal event order <input type="checkbox"/> Provides a conclusion that follows from the narrated experience or events 	<ul style="list-style-type: none"> <input type="checkbox"/> Organizes a clear event sequence that unfolds naturally <input type="checkbox"/> Uses temporal words and phrases to signal event order <input type="checkbox"/> Provides a sense of closure 	<ul style="list-style-type: none"> <input type="checkbox"/> Organizes some sequencing but might confuse the reader <input type="checkbox"/> Uses some temporal words and/or phrases to signal event order <input type="checkbox"/> Attempts a conclusion 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not sequence narrative in a logical order. Narrative is confusing <input type="checkbox"/> Uses few to no temporal words or phrases to manage the sequence of events. <input type="checkbox"/> Conclusion is not attempted or discernible
Narrative Techniques CCSS: W – 3b	<ul style="list-style-type: none"> <input type="checkbox"/> Uses creative descriptions of actions, thoughts, and feelings to develop experiences and events <input type="checkbox"/> Uses vivid dialogue to show the response of characters to situations 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses descriptions of actions, thoughts, and feelings to develop experiences and events <input type="checkbox"/> Uses dialogue to show the response of characters to situations 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses minimal or irrelevant descriptions of actions, thoughts, or feelings to describe experiences /events <input type="checkbox"/> Attempts to use dialogue to support plot 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses little to no description of actions, thoughts, or feelings to describe experiences /events <input type="checkbox"/> Does not use dialogue to support plot
Language CCSS: L – 1 L – 2	<ul style="list-style-type: none"> <input type="checkbox"/> Uses purposeful and varied sentence structures <input type="checkbox"/> Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning <input type="checkbox"/> Utilizes precise and sophisticated word choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses correct and varied sentence structures <input type="checkbox"/> Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning <input type="checkbox"/> Utilizes strong and grade-level appropriate word choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses some correct sentence structures <input type="checkbox"/> Demonstrates some grade level appropriate conventions, but errors may obscure meaning <input type="checkbox"/> Utilizes vague or basic word choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses little to no correct sentence structure <input type="checkbox"/> Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning <input type="checkbox"/> Utilizes incorrect and/or simplistic word choice

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

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 (3rd) as well as the preceding and subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 4th grade standards were referenced.

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

Strand (Domain)	2nd	3rd	4th
Writing	<p>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.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p style="margin-left: 20px;">a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p style="margin-left: 20px;">b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p style="margin-left: 20px;">c. Use temporal words and phrases to signal event order.</p> <p style="margin-left: 20px;">d. Provide a sense of closure.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p style="margin-left: 20px;">a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p style="margin-left: 20px;">b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p style="margin-left: 20px;">c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p style="margin-left: 20px;">d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p style="margin-left: 20px;">e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p>
Language	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>