Prairie-Hills School District 144
Narrative Writing Rubric, Grade 5_

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	☐ 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	☐ Responds to all parts of the prompt ☐ Orients the reader by establishing a situation (real or imagined) and introducing characters and/or a narrator	☐ Responds to most parts of the prompt ☐ Establishes a situation (real or imagined) and attempts to introduce characters and/or a narrator	☐ 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 – 3e W – 4	☐ 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	☐ 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	☐ 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	☐ 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	☐ 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	☐ 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	☐ 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	☐ Uses little to no description of actions, thoughts, or feelings to describe experiences /events ☐ Does not use dialogue to support plot ☐ Fails to to use concrete words or sensory details
Language CCSS: L – 1 L – 2	☐ 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	☐ 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	☐ Uses some repetitive yet correct sentence structure ☐ Demonstrates some grade level appropriate conventions, but errors obscure meaning ☐ Utilizes vague or basic word choice	☐ 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

*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 (5th) as well as the preceding and subsequent grade. Since the rubric score of "4" represents "above grade level" work, the 6th grade standards were referenced.

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

Strand	4th	5th	6th

Writing	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	  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 a variety of transitional words and phrases 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 event
	
	4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.
		3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
		  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.
		
		4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.
			3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
			  a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
			  b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
			  c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
			  d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
			  e. Provide a conclusion that follows from the narrated experiences or events.
			
			4. Produce clear and coherent writing (including multi-paragraph texts) in which the development, organization, and style are appropriate to task, purpose and audience.

Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.