

## Narrative Writing Rubric-Grades 3-5



Writing Descriptors Narrative	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Minimal Command
<p style="text-align: center;"><b>Statement of Purpose/Focus</b></p> <p style="text-align: center;"><b>Instructional Strategies to support development</b></p> <ul style="list-style-type: none"> <li>• Use mentor text to support the form of writing. (fables, tall tales, memoir, anecdotes, biographies, historical fiction)</li> <li>• Model this form of writing using the SURE student rubric for narrative writing</li> </ul>	<p>The response is comprehensively written with a clear focus and includes the topic and or text:</p> <ul style="list-style-type: none"> <li>• Response begins with an elaborate opening statement establishing a situation and provides an introduction of a narrator and/or characters and an event sequence that unfolds naturally.</li> </ul>	<p>The response is adequately written with a general focus:</p> <ul style="list-style-type: none"> <li>• Response begins with a general opening statement, and provides an introduction to the main character(s) and an event sequence that is loosely communicated.</li> </ul>	<p>The response is not clearly written. The text is not mentioned,;</p> <ul style="list-style-type: none"> <li>• Response may include a weak or no introduction. It might begin with the characters and the initiating event is not mentioned. Random events are communicated.</li> </ul>	<p>The response is poorly written:</p> <ul style="list-style-type: none"> <li>• Response is very confusing. A description of the character is not developed and knowledge of story structure is not evident.</li> </ul>
<p style="text-align: center;"><b>Organization</b></p> <p style="text-align: center;"><b>Instructional Strategies to support development</b></p> <ul style="list-style-type: none"> <li>• Use the student SURE rubric and teach the components of narrative writing.</li> <li>• Teach story narrative structure (character, setting, plot, theme...)</li> <li>• Teach text structure(s) (sequence events, chronology (time-order), description, definition, compare/contrast, cause-effect, problem-solution)</li> <li>• Teach semantic cues or signal (linking) words and phrases that help writer to compose text with coherence &amp; clarity. (Hess &amp; Hervey, 2010)</li> </ul>	<p>The response has a clear and effective organizational structure and conveys a complete thought that is appropriate to writing type and purpose:</p> <ul style="list-style-type: none"> <li>• Effective &amp; consistent use of a variety of transitional strategies (linking words, phrases &amp; clauses e.g. first, second,)</li> <li>• Logical progression of ideas from beginning to end.</li> <li>• Effective introduction &amp; conclusion for audience and purpose.</li> </ul>	<p>The response has a recognizable organizational structure, adequate for type and purpose, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> <li>• Adequate use of transitional strategies with some variety.</li> <li>• Adequate progression of ideas from beginning to end.</li> <li>• Adequate introduction and conclusion.</li> </ul>	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> <li>• Inconsistent use of transitional strategies with little variety.</li> <li>• Uneven progression of ideas from beginning to end.</li> <li>• Conclusion and introduction, if present, are weak.</li> </ul>	<p>The response has little or no recognizable organizational structure:</p> <ul style="list-style-type: none"> <li>• Few or no transitional strategies are evident.</li> <li>• Frequent extraneous ideas are included.</li> </ul>

Writing Descriptors Narrative	4-Deep Command	3-Sufficient Command	2-Partial Command	1-Minimal Command
<p><b>Elaboration of Evidence</b></p> <p><b>Instructional Strategies to support development</b></p> <ul style="list-style-type: none"> <li>• Conduct close reads of texts.</li> <li>• Frequently engage students in discussions of texts with text dependent questions (DOK Levels 1, 2, ,3 &amp; 4)</li> <li>• Teach author’s Craft-literary devices including theme, perspective, tone and mood of the story.</li> <li>• Teach the FACADES Meaning strategy. (Incorporate various contextual clues into the writing)</li> </ul>	<p>The response provides thorough and convincing support/evidence that includes effective use of elaborative techniques.</p> <ul style="list-style-type: none"> <li>• Use of dialogue, and descriptions of actions, thoughts and feelings to develop experiences and events or show response of characters to situation.</li> <li>• Use of Concrete words and phrases and sensory details to convey experiences and events precisely (<b>vivid adjectives, adverbs &amp; figurative language</b>).</li> </ul>	<p>The response provides adequate support/evidence that includes use of elaborative techniques.</p> <ul style="list-style-type: none"> <li>• Some evidence of descriptions of characters’ actions and feelings.</li> <li>• Some use of words and phrases to convey experiences. (<b>vivid adjectives or adverbs and some figurative language</b>)</li> </ul>	<p>The response provides uneven, general support/evidence that may include weak or uneven use of elaborative techniques.</p> <ul style="list-style-type: none"> <li>• Underdeveloped characters and descriptions of events.</li> <li>• Lack of vivid adjectives, adverbs, &amp; figurative language to convey experiences.</li> </ul>	<p>The response provides minimal support/evidence that does not include elaborative techniques:</p>
<p><b>Language &amp; Vocabulary</b></p> <p><b>Instructional Strategies to support development</b></p> <ul style="list-style-type: none"> <li>• <b>FACADES</b> (Write examples of compare, description and example definitions)</li> </ul>	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> <li>• Use of academic (T-2) and domain-specific (T-3) vocabulary is clearly appropriate for the audience and purpose.</li> </ul>	<p>The response adequately expresses ideas, using a mix of precise with more general language:</p> <ul style="list-style-type: none"> <li>• Use of domain-specific vocabulary is generally appropriate for the audience and purpose.</li> </ul>	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>• Use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose.</li> </ul>	<p>Within the response, the expression of ideas is vague, lacks clarity, or is confusing</p> <ul style="list-style-type: none"> <li>• Use of limited language or domain-specific vocabulary and little sense of audience or purpose.</li> </ul>
<p><b>Conventions</b></p> <p><b>Instructional Strategies to support development</b></p> <ul style="list-style-type: none"> <li>• Embed lessons on punctuation, capitalization and usage in actual writing tasks.</li> <li>• Confer with students about writing.</li> <li>• Engage students in peer editing &amp; revising.</li> </ul>	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> <li>• Few, if any, errors in usage and sentence formation.</li> <li>• Effective and consistent use of punctuation, (e.g. quotation marks), capitalization, and spelling.</li> </ul>	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>• Some errors in usage and sentence formation are present, but no systematic pattern of error is displayed.</li> <li>• Adequate use of punctuation, capitalization, and spelling.</li> </ul>	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li>• Frequent errors in usage may obscure meaning.</li> <li>• Inconsistent use punctuation, capitalization, and spelling.</li> </ul>	<p>The response demonstrates a lack of command of conventions.</p> <ul style="list-style-type: none"> <li>• Errors are frequent and severe and meaning is often obscured.</li> </ul>