

# 3<sup>rd</sup> Grade Narrative Instructional Analytic Writing Rubric

Name \_\_\_\_\_ Date \_\_\_\_\_ Mode \_\_\_\_\_

**Narrative: Stories about real or imagined experiences.**

	4-- Meets Standards			3--Approaching Standards			2—Developing			1—Emergent		
<b><u>Content /Ideas</u></b>	<ul style="list-style-type: none"> <li>Clear event sequence that unfolds naturally</li> <li>Specific details that are topic appropriate and create mental images, clarify content, or provide information</li> <li>Piece as a whole has balance, depth, and a sense of completeness</li> </ul>			<ul style="list-style-type: none"> <li>Developed and focused topic</li> <li>“Heart” of the Message evident</li> <li>Three or more different yet <b>relevant</b> types of details that support the “Heart” of the Message (<b>setting, internal thinking, physical description, character action, and dialogue</b>)</li> <li>Ideas read smoothly and flow naturally</li> </ul>			<ul style="list-style-type: none"> <li>Narrow and mainly focused topic</li> <li>May have minor drifts</li> <li>Three or more details (<b>setting, internal thinking, physical description, character action, and dialogue</b>)</li> </ul>			<ul style="list-style-type: none"> <li>Topic present, but little or no focus</li> <li>May be brief or have major drifts</li> </ul>		
	H (24)	M (22)	L (20)	H (18)	M (16)	L (14)	H (12)	M (10)	L (8)	H (6)	M (4)	L (2)
<b><u>Organization</u></b>	<ul style="list-style-type: none"> <li>Well elaborated sequence of events</li> <li>Effective paragraphing to organize ideas</li> <li>Variety of transitional words/phrases to manage the sequence of events</li> <li>Conclusion that follows from the experiences or events</li> </ul>			<ul style="list-style-type: none"> <li>Uses paragraphs to organize ideas</li> <li>Uses transitional words and phrases between ideas <u>when appropriate</u></li> <li>Sense of closure linking to the “Heart” of the Message</li> </ul>			<ul style="list-style-type: none"> <li>There is a logical sequence including a beginning, middle, and an end.</li> <li>Evidence of grade level temporal and linking words <u>when appropriate</u></li> <li>Sense of closure, but doesn’t link back to the “Heart” of the Message</li> <li>Effective lead</li> <li>Middle organized with linked details</li> <li>Beginning to use paragraph structure to organize ideas (indent(s))</li> </ul>			<ul style="list-style-type: none"> <li>Incorrect Text Type (informational or opinion)</li> <li>Loosely linked sequence of events</li> <li>Evidence of some grade level temporal and linking words <u>when appropriate</u></li> <li>May begin to use paragraphs to organize ideas (<i>may demonstrate spaces or lines between ideas</i>)</li> </ul>		
	H (12)	M (11)	L (10)	H (9)	M (8)	L (7)	H (6)	M (5)	L (4)	H (3)	M (2)	L (1)
<b><u>Style and Voice</u></b>	<ul style="list-style-type: none"> <li>Writer is aware of audience and purpose</li> <li>Writes to entertain</li> <li>Uses dialogue and description to develop experiences and events to show response of characters</li> <li><b>Creates emotion through craft by the use of:</b></li> <li>Literary devices (personification, element of surprise, humor, irony, exaggeration, sarcasm)</li> <li>Figurative language (similes, metaphors, sensory words, etc.)</li> </ul>			<ul style="list-style-type: none"> <li>Attempts to creates emotion through craft</li> <li>Uses punctuation as a craft/purpose</li> <li>Beginning to use dialogue and description to develop experiences and events</li> <li>Taking risks with strong verbs, interesting language, and/or dialogue (May not be effective and/or overused)</li> <li>Uses a variety of sentence structures</li> </ul>			<ul style="list-style-type: none"> <li>Writer is aware of audience, yet the reader is unable to engage with the writer</li> <li>Minimal sentence variety</li> <li>Overuse and/or repetition of common word choices</li> </ul>			<ul style="list-style-type: none"> <li>No clear voice</li> <li>Limited vocabulary</li> <li>Unaware of audience</li> </ul>		
	H (12)	M (11)	L (10)	H (9)	M (8)	L (7)	H (6)	M (5)	L (4)	H (3)	M (2)	L (1)
<b><u>Conventions See grade level CCSS Grade Level Standards Pg. 28</u></b>	<ul style="list-style-type: none"> <li>Well controlled grade appropriate language</li> <li>Demonstrates command of Standard English (See Common Core State Language Standards)</li> <li>Uses information from experiences and/or other sources when applicable</li> </ul>			<ul style="list-style-type: none"> <li>Well controlled grade appropriate language. May have occasional lapses in writing conventions</li> <li>Use of conventional spelling and spelling patterns with occasional lapses</li> <li>Demonstrates command of Standard English with occasional lapses (See Common Core State Language Standards)</li> </ul>			<ul style="list-style-type: none"> <li>High frequency words used are spelled correctly</li> <li>Basic capitalization and punctuation generally correct</li> <li>Understanding of basic grammar rules</li> </ul>			<ul style="list-style-type: none"> <li>Few grade level high frequency words spelled correctly</li> <li>No capitalization/incorrect capitalization</li> <li>No punctuation/incorrect punctuation</li> <li>Surface errors may make understanding difficult</li> </ul>		
	H (12)	M (11)	L (10)	H (9)	M (8)	L (7)	H (6)	M (5)	L (4)	H (3)	M (2)	L (1)
Holistic	60 59 58 57 56	55 54 53 52 51	50 49 48 47 46	45 44 43 42 41	40 39 38 37 36	35 34 33 32 31	30 29 28 27 26	25 24 23 22 21	20 19 18 17 16	15 14 13 12 11	10 9 8 7	6 5