SYSD –Narrative Rubric, Grade __3___

	4 (At Grade Level and Making Progress)	3 (At Grade Level)	2 (Below Grade Level and Making Progress)	1 (Below Grade Level and not Making Progress)
Focus/ Setting CCSS*: ➢ W – 3a ➢ W – 4	• Responds skillfully to all parts of the prompt • Orients the reader by establishing a vivid situation (real or imagined) and introducing characters and/or a narrator	• Responds to all parts of the prompt • Establishes 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
Organization/ Plot CCSS: ➢ W – 3a ➢ W – 3c ➢ W – 3d ➢ W – 4	• Coherently organizes a clear event sequence that unfolds naturally • Skillfully uses temporal words and phrases to signal event order • Provides a conclusion that follows from the narrated experience or events	• Organizes a clear event sequence that unfolds naturally • Uses temporal words and phrases to signal event order • Provides a sense of closure	• Organizes some sequencing but might confuse the reader • Uses some temporal words and/or phrases to signal event order • Attempts a conclusion	• Does not sequence narrative in a logical order. Narrative is confusing • Uses few to no temporal words or phrases to manage the sequence of events. • Conclusion is not attempted or discernible
Narrative Techinques CCSS: ➢ W – 3b	• 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 descriptions of actions, thoughts, and feelings to develop experiences and events • Uses dialogue to show the response of characters to situations	• Uses minimal or irrelevant descriptions of actions, thoughts, or feelings to describe experiences /events • Attempts to use dialogue to support plot	• Uses little to no description of actions, thoughts, or feelings to describe experiences /events • Does not use dialogue to support plot
Language CCSS: ➢ L – 1 ➢ L – 2	• Uses purposeful and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to 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 correct sentence structures • Demonstrates some grade level appropriate conventions, but errors may obscure meaning • Utilizes vague or basic word choice	• Uses little to no correct sentence structure • 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)

ELK GROVE

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CA 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	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.
	
	4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
		3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
		  a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
		  b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
		  c. Use temporal words and phrases to signal event order.
		  d. Provide a sense of closure.
		
		4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
			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 events.
			
			4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization 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.

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