SYSD – Narrative Rubric Grade __6___

	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 • Purposefully engages and orients the reader by skillfully establishing a vivid context and introducing characters and/or a narrator	• Responds to all parts of the prompt • Engages and orients the reader by establishing a context and introducing characters and/or a narrator	• Responds to most parts of the prompt • Might engage or orient the reader by establishing a context and introducing characters and/or a narrator	• Responds to some or no parts of the prompt • Fails to engage or orient the reader by establishing a context and does not introduce characters and/or a narrator
Organization/ Plot CCSS: ➢ W – 3a ➢ W – 3c ➢ W – 3e ➢ W – 4	• Organizes a well-structured event sequence that unfolds logically and naturally • Skillfully connects a variety of transitional words, phrases, and clauses to manage the sequence of events • Provides a conclusion that clearly follows and reflects on the narrated experiences or events	• Organizes a clear event sequence that unfolds logically and naturally • Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts • Provide a conclusion that follows from the narrated experiences or events	• Organizes an event sequence that unfolds naturally but may not be logical • Uses transition words, phrases, and/or clauses to convey sequence • Provides a conclusion that is connected to the narrated experiences or events	• Event sequence unfolds unnaturally and/or illogically • Uses few to no transition words, phrases, and/or clauses to convey sequence • Provides no conclusion or one that is not connected to the narrated experiences or events
Narrative Techniques CCSS: ➢ W – 3b ➢ W – 3d	• Creatively uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters • Sophisticated use of precise words and phrases, relevant descriptive details, and sensory language to convey rich experiences and events	• Uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters • Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events	• Uses some limited narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters • Attempts to use concrete words or phrases, descriptive details, and sensory language	• Uses few or no narrative techniques • Fails to use concrete words or sensory details. Descriptive details, if present, are not concrete.
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)

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	5th	6th	7th
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 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.	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 point of view 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, signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 4. Produce clear and coherent writing 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.

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ELK GROVE