## Grade 3 Narrative Writing Rubric

**W3 CCR Anchor Standard:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  

**W3.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

<table>
<thead>
<tr>
<th>Written Expression Development of Ideas</th>
<th>3- Above Grade-Level Expectations</th>
<th>2- Meets Grade-Level Expectations</th>
<th>1-Approaching Grade-Level Expectations</th>
<th>0- Below Grade-Level Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W3.3.a W3.3.b</strong></td>
<td>* Expectations for the end of 4th grade</td>
<td>* Expectations for the end of 3rd grade</td>
<td>* Expectations for the end of 2nd grade</td>
<td></td>
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</tbody>
</table>
| • Orient the reader by establishing a situation and introducing a narrator and/or characters | • Establish a situation and introduce a narrator and/or characters | • Recount a well-elaborated event or short sequence of events.  
  • Draft an opening sentence that introduces the narrative | • Lacks a focus on specific event or events |
| • Use dialogue (when applicable) and description to develop experiences and events or show the responses of characters to situations  
  • Apply knowledge of characterization and setting. | • Use dialogue (when applicable) and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations  
  • Apply knowledge of characterization | • Include details to describe actions, thoughts, and feelings  
  | (When writing to text, the student response addresses the prompt and demonstrates accurate and full comprehension of the central ideas expressed in the text(s) and references the text explicitly.) | (When writing to text, the student response makes reference to the topic of the prompt and may reference the text explicitly, but demonstrates limited comprehension of the central ideas expressed in the text(s).) |
| **W3.3.a W3.3.b W.3.3.c W.3.3.d**     | • Organize an event sequence that unfolds naturally  
  • Organize a plausible sequence of events | • Organize an event sequence that unfolds naturally  
  • Order the events by sequence | • Recount a well-elaborated event or short sequence of events  
  • Use temporal words and phrases to signal event order  
  • Provide a sense of closure  
  (When writing to text, the student response is somewhat appropriate to task and purpose.) | • Events are not sequenced appropriately or not enough events  
  • Lacks temporal words to signal event order  
  • Lacks a sense of closure  
  (When writing to text, the student response may not address the prompt and therefore is inappropriate to the task and purpose.) |
| • Use a variety of transitional words and phrases to manage the sequence of events  
  • Provide a conclusion that follows from the narrated experiences or events | • Use temporal words and phrases to signal event order  
  • Provide a sense of closure | • Provide a sense of closure  
  | (When writing to text, the student response is largely appropriate to task and purpose.) | |
The italics indicate that the wording was taken from the Essential Skills and Knowledge. The bold print indicates the change in expectations. Refer to the Maryland Common Core Writing Frameworks for additional grade-level expectations. *Please refer to the MD Common Core Language Frameworks for specific teaching points.

Next Teaching Points:

<table>
<thead>
<tr>
<th>Written Expression Clarity (Word Choice, Voice, Sentence Fluency)</th>
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<tbody>
<tr>
<td>• Choose words and phrases to <strong>convey ideas</strong> precisely</td>
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</table>
| • Use concrete words and phrases and sensory details to **convey experiences and events precisely**
  |   o Effective descriptions of characters and **setting**. |
| • Use a **variety of sentence types**.                         |
| • Choose **punctuation for effect**                           |
| • Choose words and phrases for **effect**                     |
  |   o Characters and events are clearly described              |
| • Produce simple, compound, and **complex sentences**         |
| • Use **words and phrases acquired through conversations, reading and being read to**.
  |   o Use **adjectives and/or adverbs**                        |
| • **Produce, expand, and rearrange** complete simple and compound sentences**
  |   (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). |
| • **Lacks adjectives and/or adverbs**                         |
| • Only simple sentences or complete thoughts and/or sentences |

<table>
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<tr>
<th>Knowledge of Language and Conventions L3.1, L3.2 &amp; L3.3</th>
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<tbody>
<tr>
<td>• There may be a few <strong>minor</strong> errors in grammar and usage, meaning is clear throughout the response.*</td>
</tr>
<tr>
<td>• There may be a few <strong>distracting</strong> errors in grammar and usage, but meaning is clear throughout the response.*</td>
</tr>
<tr>
<td>• There are <strong>multiple</strong> distracting errors in grammar and usage that <strong>sometimes</strong> impede meaning.*</td>
</tr>
<tr>
<td>• There are frequent <strong>distracting errors in grammar and usage that</strong> often impede meaning.*</td>
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