Grade 4 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.

W4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### Written Expression

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<th>Development of Ideas</th>
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<td>W3.a W.4.3.a W.4.3.b</td>
<td>W.4.3.c W.4.3.d</td>
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</table>

#### Development of Ideas

- **3- Above Grade-Level Expectations**
  - Orient the reader by establishing a situation and introducing a narrator and/or characters
    - Orient the reader to the setting
    - Explains the situation or problem
  - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations

#### Written Expression

- **3- Above Grade-Level Expectations**
  - Organize an event sequence that unfolds naturally
    - Organize a plausible sequence of events
  - Use a variety of transitional words, phrases, and clauses to manage the sequence of events
  - Provide a conclusion that follows from the narrated experiences or events
  - Lacks a focus on specific event or events
  - Lacks details and/or description related to situation.

#### Organization

- **3- Above Grade-Level Expectations**
  - Organize an event sequence that unfolds naturally
    - Organize a plausible sequence of events
  - 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
  - Lacks temporal words to signal event order
  - Lacks a sense of closure

<table>
<thead>
<tr>
<th>2- Meets Grade-Level Expectations</th>
<th>1- Approaching Grade-Level Expectations</th>
<th>0- Below Grade-Level Expectations</th>
</tr>
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<tbody>
<tr>
<td>* Expectations for the end of 5th grade</td>
<td>* Expectations for the end of 4th grade</td>
<td>* Expectations for the end of 3rd grade</td>
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<td>- Orient the reader by establishing a situation and introducing a narrator and/or characters</td>
<td>- Establish a situation and introduce a narrator and/or characters</td>
<td>- Lacks a focus on specific event or events</td>
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<tr>
<td>- Use dialogue (when applicable) and description to develop experiences and events or show the responses of characters to situations.</td>
<td>- Use dialogue (when applicable) and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations</td>
<td>- Lacks details and/or description related to situation.</td>
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<tr>
<td>- Provide an effective description of characters and setting</td>
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<td>(When writing to text, the student response does not demonstrate comprehension of the ideas expressed in the text(s).)</td>
</tr>
<tr>
<td>(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.)</td>
<td>(When writing to text, the student response demonstrates accurate comprehension of the central ideas expressed in the text(s) and references the text explicitly to address the prompt.)</td>
<td>(When writing to text, the student response demonstrates limited comprehension of the central ideas expressed in the text(s) and references the text explicitly to address the prompt.)</td>
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<td>(When writing to text, the student response is largely appropriate to task and purpose.)</td>
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### Written Expression Clarity (Word Choice, Voice, Sentence Fluency)

- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style
- Use concrete words and phrases and sensory details to convey experiences and events precisely
  - Effective descriptions of characters, setting, and events
- Choose punctuation for effect

### Use a variety of sentence types.

- Use concrete words and phrases and sensory details to convey experiences and events precisely
  - Effective descriptions of characters and setting
- Choose punctuation for effect

### Produce simple, compound, and complex sentences

- Choose words and phrases for effect
  - Characters and events are clearly described

### Lacks a variety of sentence types or contains many fragments and run-ons

### Lacks words and phrases for effect

### Knowledge of Language and Conventions

- There may be a few minor errors in grammar and usage, meaning is clear throughout the response.*

### There may be a few distracting errors in grammar and usage, but meaning is clear throughout the response.*

### There are multiple distracting errors in grammar and usage that sometimes impede meaning.*

### There are frequent distracting errors in grammar and usage that often impede meaning.*

*Please refer to the [MD Common Core Language Frameworks](#) for specific teaching points.

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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.