

### 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.

	<b>3- Above Grade-Level Expectations</b> * Expectations for the end of 5 <sup>th</sup> grade	<b>2- Meets Grade-Level Expectations</b> * Expectations for the end of 4 <sup>th</sup> grade	<b>1-Approaching Grade-Level Expectations</b> * Expectations for the end of 3 <sup>rd</sup> grade	<b>0- Below Grade-Level Expectations</b>
<b>Written Expression Development of Ideas</b> W4.3.a W4.3.b	<ul style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters                             <ul style="list-style-type: none"> <li><b>Orients the reader to the setting</b></li> <li><b>Explains the situation or problem</b></li> </ul> </li> <li>Use <b>narrative techniques</b>, such as dialogue, description, and <b>pacing</b>, to develop experiences and events or show the responses of characters to situations</li> </ul> <p>(When writing to text, the student response <b>addresses the prompt</b> and demonstrates <b>accurate and full</b> comprehension of the central ideas expressed in the text(s) and references the text explicitly.)</p>	<ul style="list-style-type: none"> <li><b>Orient the reader</b> by establishing a situation and introducing a narrator and/or characters</li> <li>Use dialogue (<i>when applicable</i>) and description to develop experiences and events or show the responses of characters to situations.                             <ul style="list-style-type: none"> <li><i>Provide an effective description of characters and <b>setting</b></i></li> </ul> </li> </ul> <p>(When writing to text, the student response demonstrates <b>accurate</b> comprehension of the central ideas expressed in the text(s) and references the text explicitly to <b>address the prompt</b>.)</p>	<ul style="list-style-type: none"> <li><b>Establish a situation and introduce a narrator and/or characters</b></li> <li>Use dialogue (<i>when applicable</i>) and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations                             <ul style="list-style-type: none"> <li><i>Provide an effective description of <b>characters</b></i></li> </ul> </li> </ul> <p>(When writing to text, the student response demonstrates <b>limited</b> comprehension of the central ideas expressed in the text(s) and references the text explicitly to <b>address the prompt</b>.)</p>	<ul style="list-style-type: none"> <li><b>Lacks</b> a focus on specific event or events</li> <li><b>Lacks</b> details and/or description related to situation.</li> </ul> <p>(When writing to text, the student <b>response does not demonstrate comprehension</b> of the ideas expressed in the text(s).)</p>
<b>Written Expression Organization</b> W4.3.a W4.3.b W4.3.c W4.3.d	<ul style="list-style-type: none"> <li>Organize an event sequence that unfolds naturally                             <ul style="list-style-type: none"> <li><i>Organize a <b>plausible</b> sequence of events</i></li> </ul> </li> <li>Use a variety of transitional words, phrases, and <b>clauses</b> to manage the sequence of events</li> <li>Provide a conclusion that follows from the narrated experiences or events</li> </ul> <p>(When writing to text, the student response is <b>largely appropriate</b> to task and purpose.)</p>	<ul style="list-style-type: none"> <li>Organize an event sequence that unfolds naturally                             <ul style="list-style-type: none"> <li><i>Organize a <b>plausible</b> sequence of events</i></li> </ul> </li> <li><b>Use a variety of transitional words and phrases to manage the sequence of events</b></li> <li><b>Provide a conclusion that follows from the narrated experiences or events</b></li> </ul> <p>(When writing to text, the student response is <b>somewhat appropriate</b> to task and purpose.)</p>	<ul style="list-style-type: none"> <li>Organize an event sequence that unfolds naturally                             <ul style="list-style-type: none"> <li><i>Order the <b>events by sequence</b></i></li> </ul> </li> <li><b>Use temporal words and phrases to signal event order</b></li> <li><b>Draft a conclusion that provides an ending to the narrative</b></li> </ul> <p>(When writing to text, the student response is <b>limited</b> in its appropriateness to the task and purpose.)</p>	<ul style="list-style-type: none"> <li><b>Events are not sequenced appropriately or not enough events</b></li> <li><b>Lacks</b> temporal words to signal event order</li> <li>Lacks a sense of closure</li> </ul> <p>(When writing to text, the student response <b>may not address the prompt</b> and therefore is <b>inappropriate</b> to the task and purpose.)</p>

<p><b>Written Expression Clarity</b> (Word Choice, Voice, Sentence Fluency) W4.3.c L4.3.a</p>	<ul style="list-style-type: none"> <li>• <b>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style</b></li> <li>• Use concrete words and phrases and sensory details to convey experiences and events precisely             <ul style="list-style-type: none"> <li>○ Effective descriptions of characters, setting, and events</li> </ul> </li> <li>• Choose punctuation for effect</li> </ul>	<ul style="list-style-type: none"> <li>• Use a <b>variety of sentence types.</b></li> <li>• <b>Use concrete words and phrases and sensory details to convey experiences and events precisely</b> <ul style="list-style-type: none"> <li>○ Effective descriptions of characters and <b>setting.</b></li> </ul> </li> <li>• Choose <b>punctuation for effect</b></li> </ul>	<ul style="list-style-type: none"> <li>• Produce simple, compound, and complex sentences</li> <li>• Choose words and phrases for <b>effect</b> <ul style="list-style-type: none"> <li>○ <b>Characters and events are clearly described</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lacks</b> a variety of sentence types or contains many fragments and run-ons</li> <li>• <b>Lacks</b> words and phrases for effect</li> </ul>
<p><b>Knowledge of Language and Conventions</b> L4.1, L3.2 &amp; L4.3</p>	<ul style="list-style-type: none"> <li>• There may be a few <b>minor</b> errors in grammar and usage, meaning is clear throughout the response.*</li> </ul>	<ul style="list-style-type: none"> <li>• There may be a <b>few distracting</b> errors in grammar and usage, but meaning is clear throughout the response.*</li> </ul>	<ul style="list-style-type: none"> <li>• There are <b>multiple</b> distracting errors in grammar and usage that <b>sometimes impede meaning.</b>*</li> </ul>	<ul style="list-style-type: none"> <li>• There are <b>frequent</b> distracting errors in grammar and usage that <b>often</b> impede meaning.*</li> </ul>

*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: