

Grade 5 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.

W5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

	3- Above Grade-Level Expectations <small>*Expectations for the end of 6th grade</small>	2- Meets Grade-Level Expectations* <small>*Expectations for the end of 5th grade</small>	1-Approaching Grade-Level Expectations* <small>*Expectations for the end of 4th grade</small>	0- Below Grade-Level Expectations
Written Expression Development of Ideas <small>W5.3.a W5.3.b</small>	<ul style="list-style-type: none"> Engage and orient the reader by establishing a context and introducing a narrator and/or characters <ul style="list-style-type: none"> <i>Reveals the character or characters and the conflict</i> <i>Establishes the beginning of a plausible plot development.</i> Use narrative techniques, such as dialogue (<i>when applicable</i>), pacing, and description to develop experiences, events, and/or characters <ul style="list-style-type: none"> <i>Establish the role of the narrator</i> <i>Apply knowledge of plot development and its effect upon shifts in characterization.</i> <p>(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.)</p>	<ul style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters <ul style="list-style-type: none"> Orients 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 <ul style="list-style-type: none"> Apply knowledge of narrative elements (e.g., <i>point of view, characters, conflict, plot, setting, rising action, climax, falling action, resolution</i>) <i>Provide an effective description of characters, setting, and events</i> <p>(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.)</p>	<ul style="list-style-type: none"> Orient the reader by establishing a situation or problem and introducing a narrator and/or characters 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"> <i>Provide an effective description of characters and setting</i> <p>(When writing to text, the student response demonstrates limited comprehension of the central ideas expressed in the text(s) and with limited references the text explicitly to address the prompt.)</p>	<ul style="list-style-type: none"> Lacks a focus on specific event or events Lacks details and description related to the situation <p>(When writing to text, the student response does not demonstrate comprehension of the ideas expressed in the text(s).)</p>
Written Expression Organization <small>W5.3.a W5.3.b W5.3.c W53.d</small>	<ul style="list-style-type: none"> Organize an event sequence that unfolds naturally and logically Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another Provide a conclusion that follows from the narrated experience or events <ul style="list-style-type: none"> <i>Compose a conclusion that draws together and clarifies events in the narrative.</i> <p>(When writing to text, the student response is largely appropriate to task and purpose.)</p>	<ul style="list-style-type: none"> Organize an event sequence that unfolds naturally <ul style="list-style-type: none"> <i>Organize a plausible sequence of events</i> Use a variety of transitional words, phrases, and clauses to manage the sequence of events <ul style="list-style-type: none"> <i>Apply academic vocabulary in order to express and control a narrative sequence.</i> Provide a conclusion that follows from the narrated experiences or events <p>(When writing to text, the student response is somewhat appropriate to task and purpose.)</p>	<ul style="list-style-type: none"> Organize an event sequence that unfolds naturally <ul style="list-style-type: none"> Organize a plausible sequence of events Use a variety of transitional words and phrases to manage the sequence of events <ul style="list-style-type: none"> <i>Apply academic vocabulary to express chronological and sequential relationships correctly and control the sequence of events.</i> Provide a conclusion that follows from the narrated experiences or events <p>(When writing to text, the student response is limited in its appropriateness to the task and purpose.)</p>	<ul style="list-style-type: none"> Events are not sequenced appropriately Lacks temporal words to signal event order Lacks a conclusion <p>(When writing to text, the student response may not address the prompt and therefore is inappropriate to the task and purpose.)</p>

Name: _____ Writing Piece: _____ Date: _____

<p>Written Expression Clarity (Word Choice, Voice, Sentence Fluency) W5.3.c L5.3.a</p>	<ul style="list-style-type: none"> • Vary sentence patterns for meaning, reader/listener interest, and style • Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events • Maintains consistency in style and tone. 	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ effective descriptions of characters, setting, and events • Choose punctuation for effect 	<ul style="list-style-type: none"> • Produce simple, compound, and complex sentences • Use concrete words and phrases and sensory details to convey experiences and events precisely <ul style="list-style-type: none"> ○ effective descriptions of characters and setting. • Choose punctuation for effect 	<ul style="list-style-type: none"> • Lacks a variety of sentence types and lengths. • Lacks words and phrases that convey ideas precisely
<p>Knowledge of Language and Conventions L5.1, L5.2 & L5.3</p>	<ul style="list-style-type: none"> • There may be a few minor errors in grammar and usage, meaning is clear throughout the response.* 	<ul style="list-style-type: none"> • There may be a few distracting errors in grammar and usage, but meaning is clear throughout the response.* 	<ul style="list-style-type: none"> • There are multiple distracting errors in grammar and usage that sometimes impede meaning.* 	<ul style="list-style-type: none"> • There are frequent distracting errors in grammar and usage that often impede meaning.*

*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: