Narrative Rubric Grade __6___ Grade Level Standards Refer to End of Year Performance

	Above Grade Level	Achieving Standards (At Grade Level)	Approaching Standards	Developing Standards (Below Grade Level)
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)