Essex Fells Rubric for Narrative Writing

Grade 2-3		Partially Developed	Developed	Fully Developed	
Grade 4-6		**Undeveloped**	**Partially Developed**	**Developed**	**Fully Developed**
		1	**2**	**3**	**4**
Structure	**Ideas**	2-3 : Melon 4-6: Does not follow plot map (no rising action, climax, falling, resolution). Story is not sequential	2-3 : Slice is too big. 4-6:	2-3 : Seed - small moment 4-6:	4-6: Includes all aspects of plot map (rising action, climax, falling, & resolution)
	Lead/Hook	2-3 : Does not include a lead 4-6: question, cliche phrases, just stating the setting in a bland declarative sentence (one sunny day...)	2-3 : "This is a story about the time I..." 4-6:question	2-3 : sound, question, action, or dialogue. 4-6:Onomonopia, rhetorical question	4-6:memory moment, dialogue, description, quote, piece of fig lang, flashback
	Ending	2-3 : The End 4-6:	2-3: "Now you know..." "That is why..."Examples: the end, thank you, that's it. "I will never forget"	2-3: Ends the story in that time/place (when & where) The writer told his story in order by using transition words and phrases., The writies uses an extended ending includinga memory or foreshadowing what happens next	4-6: The writer wrote an ending that connected to the beginning or the middle of story.

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	Transitions	2-3 : Did not use any transitions 4-6:First, Next, Then, Last	Examples: when, then, and after. 2-3: First, then, next, finally 4-6:transitional phrases	Examples: 2 - 3: Transitional phrases/more substantial words (To begin with, Afterward, In the end) 4-6: a combination of transitional words and short phrases such as a little later and after that	4-6: Almost all transitions are phrases or more sophisticated words such as: meanwhile, at the same time. flashback and flash-forward (early that morning, three hours later), sentences that connect the events in a logical way, sequence words (later that eveing)
	Organization	2-3 : didn't use paragraphs 4-6: 1 mega paragraph	2-3 : Made paragraphs, but made errors 4-6: The writer uses a few paragraphs to break up the action but they may be confusing or may not have transitions between paragraphs	2-3: Paragraph used when time passed, the topic changed, or a different character spoke	4-6: indented paragraphs, intentional / thoughtful paragraph separation at times of setting change or other shifts in the plot
uthor's Craft	**Details/ Elaboration**	2-3 : basic, "he walked" 4-6:	2-3 : matter of fact, ex:"he walked home" 4-6:	2-3 : visualize, ex: he sprinted out the classroom door to get home quickly	4-6: setting clearly described, relevant character traits included (not just how they look, but traits that will come into play in the story), development of main character over the course of the story, dialogue from supporting characters and main characters that aids in development of understanding of main character

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A	**Word Choice**	2-3 : basic, not enough details 4-6: cliche or unoriginal examples of fig lang, use of no fig lang or only one type (i.e all similes)	2-3 : told the reader rather than showed 4-6:	2-3 : "show, don't tell;" use sensory details 4-6: Examples: simile, metaphor, personification	2-3 : 4-6: several varied examples of fig lang (simile, metaphor, idiom, hyperbole, onomateopoeia, personification, alliteration, repetition) embedded intentionally and thoughfully. Original and creative	
Conventions	**Spelling**	2-3 : 4-6:	2-3 : 4-6:	2-3 : 4-6:	4-6: use of spell-check tool for typed assignments. Errors only found with complicated academic vocabulary or words beyond grade level	Expectations should be based on grade level and include only skills that have been taught.
	Capitalization	2-3 : Little to no use of beginning capitalization and proper nouns. 4-6:	2-3 : inconsistent use of capitlization: Proper Nouns, Beginning of Sentence. 4-6:	2-3 : Write uses capitlization correctly: Proper Nouns, Beginning of Sentence. 4-6:	4-6: All sentences begin with capital. All proper nouns capitalized. Start of dialogue / anything in quotes capitalized	

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Punctuation	2-3 : Litte to no end punctuation. 4-6:	2-3 : inconsistent use of end punctuation. 4-6:	Examples: When writing long, complex sentences, the writer used commas to make them clear and correct. The writer punctuated dialogue with commas and quotation marks. **2nd**: The writer uses correct end punctuation throughout. Period, exclamation, question marks.	4-6: use of compound sentences with comma conjunction, commas between items in a list, quotation marks approproately used with comma at end Examples: commas to set off introductory parts of sentences, such as One day at the park, I went on the slide; he also used commas to show talking directly to someone, such as Are you mad, Mom?

Notes:

Conventions: Expectations should be based on grade level and include only skills that have been taught.

Developed: Aligns with grade level standard