

5-Point Common Core Narrative Writing Rubric Grade 3

CC Anchor Writing Standards	5 Exceeds the Standard	4 Meets the Standard	3 Generally Meets the Standard	2 Partially Meets the Standard	1 Minimally Meets the Standard
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>3. The response is a narrative that skillfully develops real or imagined experiences or events using effective technique, vivid descriptive details, and clear event sequences.</p> <p>a. The response</p> <ul style="list-style-type: none"> • skillfully establishes a situation and introduces a narrator and/or characters. • clearly organizes an event sequence that unfolds naturally. <p>b. The response effectively uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or to show the response of characters to situations.</p>	<p>3. The response is a narrative that develops real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. The response</p> <ul style="list-style-type: none"> • establishes a situation and introduces a narrator and/or characters. • organizes an event sequence that unfolds naturally. <p>b. The response uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or to show the response of characters to situations.</p>	<p>3. The response is a narrative that in general develops real or imagined experiences or events using an essentially effective technique, accurate details, and an acceptably structured event sequence.</p> <p>a. The response</p> <ul style="list-style-type: none"> • is generally satisfactory in establishing a situation and introducing a narrator and/or characters. • organizes an event sequence that unfolds rather naturally. <p>b. The response is generally satisfactory in using dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or to show the response of characters to situations.</p>	<p>3. The response is a narrative that somewhat satisfactorily develops real or imagined experiences or events using a partially effective technique, some details, and a roughly structured event sequence.</p> <p>a. The response</p> <ul style="list-style-type: none"> • is partially acceptable in establishing a situation and introducing a narrator and/or characters. • organizes an event sequence that unfolds somewhat naturally. <p>b. The response uses dialogue and description of actions, thoughts, and feelings with limited success to develop experiences and events or to show the response of characters to situations.</p>	<p>3. The response is a narrative that minimally develops real or imagined experiences or events using a partially effective technique, some details, and a roughly structured event sequence.</p> <p>a. The response</p> <ul style="list-style-type: none"> • is minimally successful in establishing a situation and introducing a narrator and/or characters • organizes an ineffective event sequence. <p>b. The response uses ineffective or no dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or to show the response of characters to situations.</p>

<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>c. The response effectively uses temporal words and phrases to signal event order. (transitions)</p> <p>d. The response provides a well-crafted sense of closure.</p> <p>4. With guidance and support from adults, the response provides particularly clear and coherent writing in which the development and organization are appropriate to task and purpose.</p>	<p>c. The response uses temporal words and phrases to signal event order. (transitions)</p> <p>d. The response provides a sense of closure.</p> <p>4. With guidance and support from adults, the response provides clear and coherent writing in which the development and organization are appropriate to task and purpose.</p>	<p>c. The response is generally satisfactory in using temporal words and phrases to signal event order. (transitions)</p> <p>d. The response is generally satisfactory in providing a sense of closure.</p> <p>4. With guidance and support from adults, the response, for the most part, satisfactorily provides clear and coherent writing in which the development and organization are appropriate to task and purpose.</p>	<p>c. The response is somewhat acceptable in using temporal words and phrases to signal event order. (transitions)</p> <p>d. The response provides a limited sense of closure.</p> <p>4. With guidance and support from adults, the response provides partially clear and coherent writing in which the development and organization are somewhat appropriate to task and purpose.</p>	<p>c. The response uses few or no temporal words and phrases to signal event order. (transitions)</p> <p>d. The response provides little or no sense of closure.</p> <p>4. Even with guidance and support from adults, the response provides unclear writing that lacks coherence and in which the development and organization are inappropriate to task and purpose.</p>
<p>Conventions</p>	<p>Tight control over language use and mastery of writing conventions contribute to the positive impact of the response.</p>	<p>The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.</p>	<p>Lapses in writing conventions and usage are not distracting.</p>	<p>Incomplete mastery of over writing conventions and usage interferes with meaning some of the time.</p>	<p>Lack of control over writing conventions tends to make the writing difficult to understand.</p>

(See the following checklist of standard English conventions and usage from Common Core Language Standards for this grade level.)

Checklist of Standard English Conventions and Usage from Common Core Language Standards Grade Three

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

_____ Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

_____ Form and use regular and irregular plural nouns.

_____ Use abstract nouns (e.g., *childhood*).

_____ Form and use regular and irregular verbs.

_____ Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

_____ Ensure subject-verb and pronoun-antecedent agreement.*

_____ Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

_____ Use coordinating and subordinating conjunctions.

_____ Produce simple, compound, and complex sentences.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

_____ Capitalize appropriate words in titles.

_____ Use commas in addresses.

_____ Use commas and quotation marks in dialogue.

_____ Form and use possessives.

_____ Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

_____ Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

_____ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.