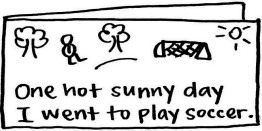



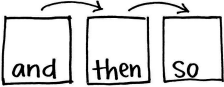




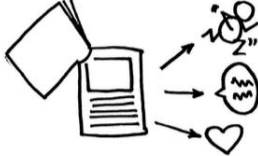



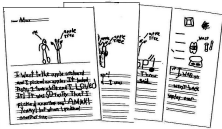
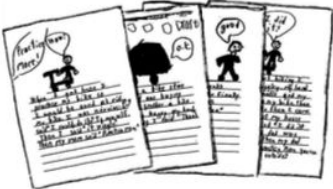




3rd Grade Narrative Writing Rubric

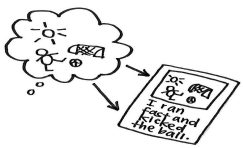
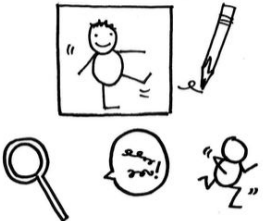

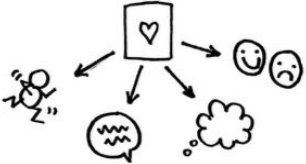
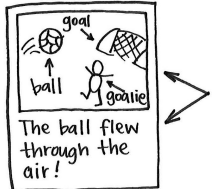




Structure

Overall	I told the story bit by bit.			
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.pic and convey ideas and information clearly.			
Did I do it like a 3rd grader?	Needs Improvement 1	Developing 2	Proficient 3	Exceeds 4
Lead	<p>The writer tried to make a beginning for their story.</p> 	<p>The writer thought about how to write a good beginning and chose a way to start her story. They chose the action, talk, or setting that would make a good beginning.</p> 	<p>The writer wrote a beginning in which he helped readers know who the characters were and what the setting was in the story.</p> 	<p>The writer wrote a beginning in which they showed what was happening and where, getting readers into the world of the story.</p> 
Transitions	<p>The writer put pages in order. The writer used words such as and, then, and so.</p> 	<p>The writer told the story in order by using words such as when, then, and after.</p> 	<p>The writer told the story in order by using phrases such as a little later and after that.</p> 	<p>The writer showed how much time went by with words and phrases that mark time such as just then and suddenly (to show when things happened quickly) or after a while and a little later (to show when a little time passed).</p> 

Structure

Did I do it like a 3rd grader?	Needs Improvement 1	Developing 2	Proficient 3	Exceeds 4
<p style="text-align: center;">Ending</p>	<p>The writer found a way to end the story.</p> 	<p>The writer chose the action, talk, or feeling that would make a good ending.</p> 	<p>The writer chose the action, talk, or feeling that would make a good ending and worked to write it well.</p> 	<p>The writer wrote an ending that connected to the beginning or the middle of the story.</p>  <p>The writer used action, dialogue, or feeling to bring the story to a close.</p> 
<p style="text-align: center;">Organization</p>	<p>The writer wrote the story across three or more pages.</p> 	<p>The writer wrote a lot of lines on a page and wrote across a lot of pages.</p> 	<p>The writer used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in the story.</p> 	<p>The writer used paragraphs to separate the different parts or times of the story or to show when a new character was speaking.</p> 

Development

Overall	I told the story bit by bit.			
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. pic and convey ideas and information clearly.			
Did I do it like a 3rd grader?	Needs Improvement 1	Developing 2	Proficient 3	Exceeds 4
Elaboration	<p>The writer put the picture from their mind onto the page. They had details in pictures and words.</p> 	<p>The writer tried to bring the characters to life with details, talk, and actions.</p> 	<p>The writer worked to show what was happening to (and in) his characters.</p> 	<p>The writer added more to the heart of the story, including not only actions and dialogue but also thoughts and feelings.</p> 
Craft	<p>The writer used labels and words to give details.</p> 	<p>The writer chose strong words that would help readers picture the story.</p> 	<p>The writer not only told the story, but also wrote it in ways that got readers to picture what was happening and that brought the story to life.</p> 	<p>The writer showed why characters did what they did by including their thinking.</p>  <p>The writer made some parts of the story go quickly, some slowly</p> 

Craft



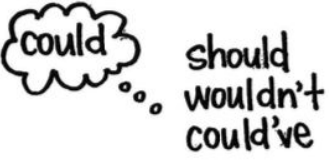

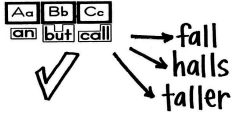
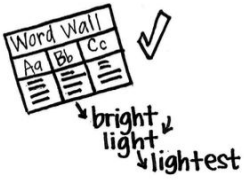

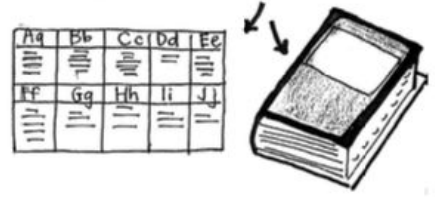
The writer included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring the story to life.




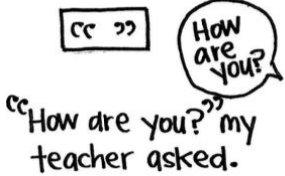
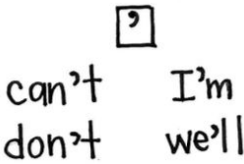
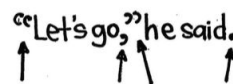




The writer used a storytelling voice and conveyed the emotion or tone of the story through description, phrases, dialogue, and thoughts.



Language Conventions

Overall	I told the story bit by bit.			
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.pic and convey ideas and information clearly.			
Did I do it like a 3rd grader?	Needs Improvement 1	Developing 2	Proficient 3	Exceeds 4
Spelling	<p>The writer used all they knew about words and chunks of words to help them spell.</p> 	<p>To spell a word, the writer used what they knew about spelling patterns (tion, er, ly, etc.).</p> 	<p>The writer used what they knew about spelling patterns to help spell and edit before they wrote the final draft.</p> 	<p>The writer used what they knew about word families and spelling rules to help spell and edit.</p> 
Spelling	<p>The writer spelled all the word wall words right and used the word wall to help them spell other words.</p> 	<p>The writer spelled all of the word wall words correctly and used the word wall to help figure out how to spell other words.</p> 	<p>The writer got help from others to check spelling and punctuation before they wrote his final draft.</p> 	<p>The writer used the word wall and dictionaries when needed.</p> 

Language Conventions

Did I do it like a 3rd grader?	Needs Improvement 1	Developing 2	Proficient 3	Exceeds 4
<p>Punctuation</p>	<p>The writer ended sentences with punctuation.</p> <p>End it with . ! ?</p> <p>The writer used commas in dates and lists.</p> 	<p>The writer used quotation marks to show what characters said.</p>  <p>When the writer used words such as can't and don't, they used the apostrophe.</p> 	<p>The writer punctuated dialogue correctly with commas and quotation marks.</p>  <p>While writing, the writer put punctuation at the end of every sentence.</p> <p>. ! ?</p> <p>The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.</p> 	<p>When writing long, complex sentences, the writer used commas to make them clear and correct.</p>  <p>I used periods to fix my run-on sentences.</p> 
<p>Capitalization</p>	<p>The writer used a capital letter for names.</p> 	<p>The writer used a capital letter to start every sentence.</p> <p>→ Look at the ball.</p> <p>The writer used a capital letter for all proper nouns.</p> <ul style="list-style-type: none"> M. Months, Days, Holidays I. The pronoun I N. Names of people, places, etc T. Titles of books, movies, etc S. Start of sentences 		

