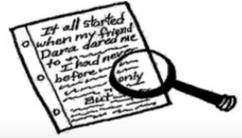


Narrative Writing Rubric

Structure				
Overall: I wrote a story of an important moment. It read like a story, even though it might be a true account.				
W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear even sequences.				
Did I do it like a fifth grader?	Needs Improvement 1	Developing 2	Satisfactory 3	Exceeds 4
Lead	<p>I wrote a beginning in which I helped readers know who the characters were and what the setting was in my story.</p> 	<p>I wrote a beginning in which I showed what was happening and where, getting readers into the world of the story.</p> 	<p>I wrote a beginning in which I not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character.</p> 	<p>I wrote a story that has tension, resolution, realistic characters, and also conveys an idea, lesson, or theme.</p>
Transitions	<p>I told my story in order using phrases such as <i>a little later</i> and <i>after that</i>.</p> 	<p>I showed how much time went by with words and phrases that mark time such as <i>just</i>, <i>then</i>, and <i>suddenly</i> (to show when things happened quickly) or <i>after a while</i> and <i>a little later</i> (to show when a little time passed.)</p>	<p>I used transitional phrases to show the passage of time in complicated ways, perhaps by showing things happening at the same time (<i>meanwhile</i>, <i>at the same time</i>) or</p>	<p>I not only used transitional phrases and clauses to signal complicated changes in time, I also used them to alert my reader to changes in the setting, tone,</p>



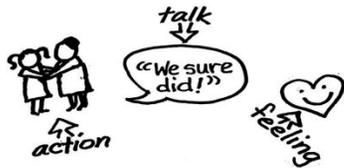
flashback and
flash-forward(early that
morning, three hours
later.)



mood, point of view,
or the time in the
story(such as
suddenly, unlike
before, if only she had
known.)

Ending

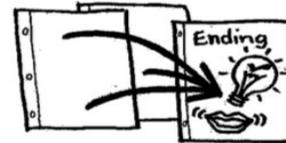
I choose the action, talk, or
feeling that would make a
good ending and worked to
write it well.



I wrote an ending that
connected to the beginning or
the middle of the story.
I used action, dialogue, or
feeling to bring my story to a
close.



I wrote an ending that
connected to the main
part of the story. The
character said, did, or
realized something at
the end that came from
what happened in the
story. I gave readers a
sense of closure.



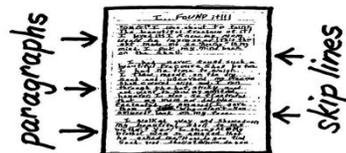
I wrote an ending that
connected to what the
story is really about. I
have the reader a
sense of closure by
showing a new
realization or insight,
or a change in the
character/narrator. I
might have shown this
through dialogue,
action, inner thinking,
or small actions the
character takes.

Organization

I used paragraphs and
skipped lines to separate
what happened first from
what happened later(and
finally) in my story.

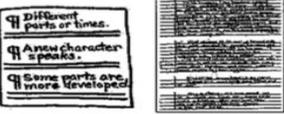


I used paragraphs to separate
the different parts or times of
the story or to show when a
new character was speaking.

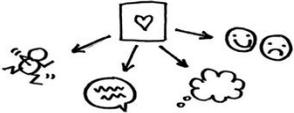


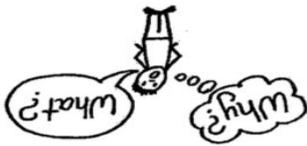
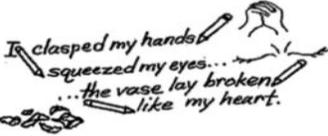
I used paragraphs to
separate different parts
or times of the story and
to show when a new
character was speaking.
Some parts of the story
were longer and more
developed than others.

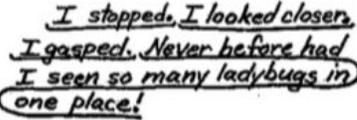
I used paragraphs
purposefully, perhaps
to show time and
setting changes, new
parts of the story, or to
create suspense for
readers. I created a
logical, clear
sequence of events.

				
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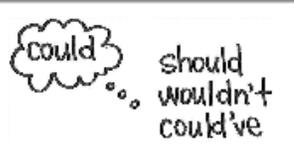
Narrative Writing Rubric

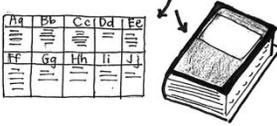
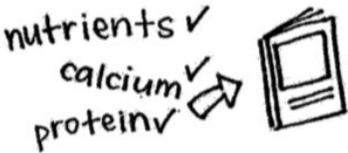
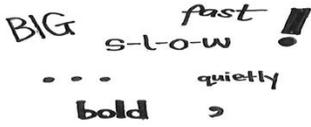
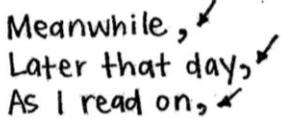
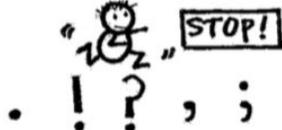
Development				
Overall: I wrote a story of an important moment. It read like a story, even though it might be a true account.				
W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.				
Did I do it like a fifth grader?	Needs Improvement 1	Developing 2	Satisfactory 3	Exceeds 4
Elaboration	I worked to show what happened to (and in) my characters. 	I added more to the heart of my story, including not only actions and dialogue but also thoughts and feelings. 	I developed characters, setting, and plot throughout my story, especially the heart of the story. To do this, I used a blend of description, action, dialogue, and thinking. 	I developed realistic characters, and developed the details, action, dialogue, and internal thinking that contribute to the deeper meaning of the story.
Craft	I not only told my story, but	I showed <i>why</i>	I showed <i>why</i> characters did	I developed some

	<p>also wrote in ways that got readers to picture what was happening and that brought my story to life.</p> 	<p>characters did what they did by including their thinking.</p> 	<p>what they did by including their thinking and their responses to what happened.</p> 	<p>relationship between characters to show <i>why</i> they act and speak as they do. I told the internal, as well as the external story.</p>
<p>Craft</p>		<p>I made some parts of the story go quickly and some slowly.</p> 	<p>I slowed down the heart of the story. I made less important parts shorter and less detailed and blended storytelling and summary as needed.</p> 	
<p>Craft</p>		<p>I included precise and sometimes sensory details and used figurative language (simile, metaphor, and personification) to bring my story to life.</p> 	<p>I included precise details and used figurative language so that readers could picture the setting, characters, and events. I used some objects or actions as symbols to bring forth my meaning.</p> 	<p>I wove together precise descriptions, figurative language, and some symbolism to help readers picture the setting and actions, and to bring forth meaning.</p>

Craft		<p>I used a storytelling voice and conveyed the emotion or tone of my story through description, phrases, dialogue, and thoughts.</p> 	<p>I varied my sentences to create the pace and tone of my narrative.</p> 	<p>I used language that fit my story's meaning and context (for example, different characters use different kinds of language.)</p>
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Narrative Writing Rubric

Language Conventions				
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
Did I do it like a fifth grader?	Needs Improvement	Developing	Satisfactory	Exceeds
	1	2	3	4
Spelling	<p>I used what I knew about spelling patterns to help me spell and edit before I wrote my final draft.</p> 	<p>I used what I knew about word families and spelling rules to help me spell and edit.</p> 	<p>I used what I knew about word patterns to spell correctly and I used references to help me spell words when needed.</p> 	
Spelling	I got help from others to check	I used the word wall and	I made sure to correctly	I used resources to be

	<p>my spelling and punctuation before I wrote my final draft.</p> 	<p>dictionaries to help me when needed.</p> 	<p>spell words that were important to my topic.</p> 	<p>sure the words in my writing are spelled correctly, including technical vocabulary.</p>
Punctuation	<p>I 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 voice.</p> 	<p>When writing long, complex sentences. I used commas to make them clear and correct.</p> 	<p>I used commas to set off introductory parts of sentences.</p> 	
Punctuation	<p>While writing, I put punctuation at the end of every sentence.</p> 	<p>I used periods to fix my run-on sentences.</p> 	<p>I used a variety of punctuation to fix any run-on sentences.</p> 	<p>I used punctuation such as dashes, parenthesis, colons, and semicolons to help me include extra information and explanation in some of my sentences.</p>
Punctuation	<p>I punctuated dialogue correctly, with commas and quotation</p>		<p>I also used commas to show talking directly to</p>	<p>I used commas and quotation marks or</p>

marks.

“Let’s go,” he said.

someone.



italics or other ways to make clear when characters are speaking.