

# NARRATIVE WRITING RUBRIC

## Grade 5 English Language Arts

CONTENT	1 point	2 points	3 points	4 points
Topic	No discernable central idea is presented.	Central idea is underdeveloped.	Develops a central idea that relates ideas, observations or recollections of an event or experience.	Skillfully develops a central idea that relates ideas, observations or recollections of an event or experience.
DEVELOPMENT	1 point	2 points	3 points	4 points
Reading Research (W.5.9, RL.5.10)	Writes only from personal experience and does not make any connections to text or background knowledge when developing characters, ideas or situations.  Connection to text is nonexistent. No details from the text are included in writing.	Uses details or background knowledge from the text, but details about characters, ideas or situations aren't fully developed or information is wrong.  Connection to text is minimal. Minimal details from the text are included in writing.	Uses relevant text details or background knowledge from the text to develop characters, ideas or situations.  Connection to text is apparent. If necessary, details from the text are included in writing.	Skillfully uses relevant and sufficient text details to develop characters, ideas or situations.  Deep connection to text is apparent. If necessary, details from the text are skillfully embedded in writing.
Elaboration (W.5.3.B, W.5.3.D, L.5.3.A)	Lacks details and tells rather than shows using empty words and too many clichés.  Does not include any dialogue or description to show the responses of characters to a situation.  Context is confusing or absent. A reader is unable to visualize the events.	Has too few details or far too many so the piece mainly tells rather than shows, or uses clichés causing readers to lose interest.  Inconsistently uses dialogue. Does not use precise verbs and/or adverbs. Details aren't fully developed or only a few situations are described.  Context is vague and lacks clarity for the reader. More details are needed for a reader to fully visualize the events.	Has some strong details, including sensory details, figurative language and/or adjectives. Details make it enjoyable to read, but there may be too few or not enough details, at times telling rather than showing.  Uses some dialogue, including precise verbs and/or adverbs, to develop experiences and/or show the responses of characters to a situation.  Uses details and description to provide a context (e.g., setting, character description, background information) that enables the reader to imagine the world of the event or the experience.	Is rich in details, including sensory details, figurative language and adjectives, that show rather than tell. Details skillfully create a vivid picture without overloading the reader.  Skillfully uses dialogue, including precise verbs and adverbs, to develop experiences and/or show the responses of characters to a situation.  Uses details and description to provide a compelling context that enables the reader to clearly imagine the world of the event or experience. A reader can fully visualize the events as if they were there.
Voice	No sense of voice, purpose and/or audience.  Point of view is absent.	Writer's voice is mechanical and/or repetitive.  Point of view is confusing.	Writer's voice is appropriate to the audience and purpose.  Point of view is evident and appropriate.	Writer's voice adds interest to the message.  Point of view is evident and skillfully articulated.

## STRUCTURE

	1 point	2 points	3 points	4 points
<b>Introduces a topic (W.5.3.A)</b>  <b>Provides a concluding statement (W.5.3.E)</b>	<p>Introduction does not introduce characters or setting and uses very little details to explain what is going to happen. May be formulaic.</p> <p>Lacks a conclusion that follows from the narrated experiences or events. Conclusion may be abrupt.</p>	<p>Attempts to introduce characters or setting but does not include many details. No sense of anticipation is created for the reader.</p> <p>Attempts to provide a conclusion that follows from the narrated experiences or events. Conclusion may be formulaic and underdeveloped.</p>	<p>Introduces characters and setting and includes a few supporting details. Attempts to use a creative lead to hook readers in and create a sense of anticipation.</p> <p>Provides a conclusion that follows from the narrated experiences or events. Conclusion is satisfying for the reader.</p>	<p>Skillfully introduces characters and setting by using a creative lead and foreshadowing to hook a reader in.</p> <p>Skillfully provides a conclusion that follows from the narrated experiences or events. Conclusion is compelling and provides resolution for the reader.</p>
<b>Creates an organizational structure (W.5.3.A, W.5.4)</b>	<p>No identifiable structure is developed or the structure of the piece is random. Many events may be out of order or unconnected and there are very few supporting details to describe the events.</p> <p>Does not use paragraphs to support sequence, dialogue, elaboration and/or pacing.</p> <p>Lacks coherence, clarity and cohesion.</p>	<p>Structure is formulaic or underdeveloped. Some events may be out of order or unconnected.</p> <p>Attempts to use paragraphs to support sequence, dialogue, elaboration, and/or pacing. Paragraphs may appear formulaic.</p> <p>Demonstrates limited coherence, clarity, and/or cohesion.</p>	<p>Uses an organizational structure that is purposeful to the genre, task and clear to the reader. Events unfold in a logical way.</p> <p>Uses paragraphs to support sequence, dialogue, elaboration and/or pacing.</p> <p>Demonstrates coherence, clarity and cohesion.</p>	<p>Structure is creative and purposeful to the genre, task and clear to the reader. Events unfold naturally and logically.</p> <p>Skillfully uses paragraphs to support sequence, dialogue, elaboration and pacing.</p> <p>Demonstrates effective coherence, clarity and cohesion.</p>
<b>Transitions (W.5.3.C)</b>	<p>Lacks transitional expressions.</p> <p>Transitions are confusing or out of place.</p>	<p>Limited/repetitive use of transitional expressions.</p> <p>Transitions may be formulaic or unnecessary.</p>	<p>Transitions effectively connect ideas within sentences and paragraphs.</p> <p>Uses words, phrases and/or clauses to manage the sequence of events.</p>	<p>Transitions skillfully connect ideas within and between sentences and paragraphs.</p> <p>Transitions enhance the flow of the story.</p> <p>Uses words, phrases, and clauses to manage the sequence of events.</p>

## VOCABULARY

	1 point	2 points	3 points	4 points
<b>Content Vocabulary (W.5.3.D, L5.6)</b>	Uses basic vocabulary with no powerful, descriptive words.	Attempts to use powerful vocabulary, but words may be misused or redundant.  Words may be vague or repetitive.	Uses powerful vocabulary to create a picture.	Skillfully uses an abundance of powerful, descriptive vocabulary or phrases to create a vivid picture.
<b>Knowledge of Language and Conventions (L.5.1, L.5.2)</b>	<p>Uses simple or formulaic sentences.</p> <p>Subject-verb or pronoun-antecedent agreement is missing.</p> <p>Does not include adjectives, adverbs or prepositional phrases.</p> <p>Capitalization or punctuation are missing.</p> <p>Multiple spelling mistakes are evident.</p>	<p>Attempts to use simple, compound or complex sentences correctly, but errors may be present.</p> <p>Attempts to use correct subject-verb agreement or pronoun-antecedent agreement.</p> <p>Uses simple adjectives, adverbs or prepositional phrases, but may be used incorrectly.</p> <p>Attempts to use capitalization and punctuation correctly, but mistakes are present.</p> <p>Attempts to use conventional spelling and spelling patterns, but mistakes are present.</p>	<p>Uses simple, compound, or complex sentences.</p> <p>Sentences have mostly correct subject-verb agreement or pronoun-antecedent agreement.</p> <p>Forms and uses adjectives, adverbs, and prepositional phrases.</p> <p>Uses capitalization and punctuation (including commas and quotation marks) correctly.</p> <p>Uses conventional spelling and spelling patterns.</p>	<p>Uses simple, compound, and complex sentences fluidly. (L.5.1.E, L.5.1.A)</p> <p>Sentences have correct subject-verb and pronoun-antecedent agreement. (L.5.1.A, L.5.1.B, L.5.1.C, L.5.1.D)</p> <p>Forms and correctly uses adjectives, adverbs, and prepositional phrases. (L.4.1.D, L.3.1.G, L.2.1.E)</p> <p>Uses capitalization and punctuation (including commas and quotation marks) skillfully. (L.5.2.A, L.5.2.B, L.5.2.C, L.5.2.D, L.4.2B, L.4.2.C)</p> <p>Uses conventional spelling and spelling patterns to spell grade-appropriate words correctly. (L.5.2.E)</p>