

Fifth Grade - Narrative Writing Rubric

I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

	Strong	Effective	Developing	Experimenting
Introduction (W.3a) <i>(ORGANIZATION)</i>	<ul style="list-style-type: none"> Well-crafted, thoughtful, provocative hook that seizes the reader’s attention. Orients the reader by establishing a situation and introducing a narrator and/or characters. Captures and holds the reader’s attention. 	<ul style="list-style-type: none"> The hook complements the tone of the piece being written. Introduces the narrator and/or characters, and establishes a situation. 	<ul style="list-style-type: none"> The hook is one that is overused and/or does not match the piece being written. Introduces a situation and/or character(s) in a formulaic way (e.g., Hi, my name is...; Once upon a time...; etc.). 	<ul style="list-style-type: none"> Starts right in – no hook. Introduction of a topic, narrator, or characters is difficult to determine.
Dialogue and Description (W.3b, 3d, L.3, L.6) <i>(IDEAS & DEVELOPMENT & SENTENCE FLUENCY)</i>	<ul style="list-style-type: none"> Dialogue is used to develop experiences and events or show the responses of characters to situations. Clear, focused, compelling descriptions – holds the reader’s attention. Uses a variety of sentence styles (simple, compound, complex, compound-complex) and lengths. 	<ul style="list-style-type: none"> Dialogue helps develop the experiences of the character. Writer uses many details/ examples to support the main idea. Some variety of sentence styles (simple, compound, complex) and lengths. 	<ul style="list-style-type: none"> Attempts dialogue that is used incorrectly or does not seem real/natural. Descriptions are a list of events and do not engage the reader with clear, focused descriptions. Minimal variety in sentence styles (simple or compound) and lengths. 	<ul style="list-style-type: none"> Have not yet tried using dialogue without assistance. Bits of information that may or may not be related throughout the piece. Hard to judge sentence styles and lengths – hard to tell where sentences begin.
Style & Purpose (W.4) <i>(VOICE)</i>	<ul style="list-style-type: none"> Created lively, engaging, personal text that is FUN to read aloud. Created voice that is easy to describe: <i>Joyful, Funny, Moody, Sarcastic, Fearful, Angry, Wistful, etc.</i> 	<ul style="list-style-type: none"> The voice used in the text is sincere and genuine. Writer’s voice fades from time to time, but reaches out to the audience. 	<ul style="list-style-type: none"> Experiments with exclamation points, underlining, or ALL CAPS to show importance or strong feelings. Sounds like an encyclopedia – formulaic. 	<ul style="list-style-type: none"> The writing is a vague description of an event or story that seems as if the writer does not have a clear understanding of the topic.
Linking Words (Transitional) (W.3c) <i>(ORGANIZATION)</i>	<ul style="list-style-type: none"> Uses a variety of transitional words and phrases that effectively manages the sequence of all events. Transitional words effectively connect section to section, detail to detail, beginning to end. 	<ul style="list-style-type: none"> Experiments with a variety of transitional words/phrases. Transitional words/phrases connect section to section, detail to detail, beginning to end. 	<ul style="list-style-type: none"> Transitions follow a simple pattern (<i>First,...; Next,..., etc.</i>). Points are loosely connected; difficult to follow. 	<ul style="list-style-type: none"> Transitions are missing – points are not connected. Disjointed collection of thoughts/details – no structure.
Vocabulary (W.3d, L.3, L.6) <i>(WORD CHOICE)</i>	<ul style="list-style-type: none"> Words create vivid images and invoke sensory impressions. Uses powerful verbs, unique phrasing. You want to read it more than once. 	<ul style="list-style-type: none"> Uses sensory details to convey some experiences and events. Uses many simple and familiar words. Attempts to try new or unfamiliar words. Repeats some of the writer’s favorite words 	<ul style="list-style-type: none"> Uses some sensory details to convey experiences and events. Tries to use words that create and image or add clarity and details. 	<ul style="list-style-type: none"> The words used are simple and do not yet show the details of experiences or events. Repeats “comfort” (familiar) words in writing.
Conclusion (W.3e) <i>(ORGANIZATION)</i>	<ul style="list-style-type: none"> Skillfully writes a conclusion that, through reflecting on the experienced events, leaves the reader with a sense of completeness. 	<ul style="list-style-type: none"> Writes a conclusion that almost follows the sequences events. 	<ul style="list-style-type: none"> Writes a brief conclusion that does not “sum up” the story. 	<ul style="list-style-type: none"> Does not write a conclusion. The story just stops.
Conventions (L.1 & L.2) <i>(CONVENTIONS)</i>	<ul style="list-style-type: none"> Complexity of text shows wide range of conventions. Virtually ready to publish. 	<ul style="list-style-type: none"> Sufficient complexity of text reflects skill in numerous conventions. Minor errors are easily overlooked. Ready to publish with light touch ups. 	<ul style="list-style-type: none"> Noticeable, distracting errors may slow reading – affect message. Problems with basic conventions. Thorough editing needed prior to publication. 	<ul style="list-style-type: none"> Serious, frequent errors make reading an effort. Minimal editing, if any. Word-by-word editing needed prior to publication.