

Urbana School District 116: Narrative Rubric for 3rd Grade (Aligned with Common Core Standards) – August 2013

Criteria for 3 rd Grade		Exceeds (Above Grade Level)	Proficient/Meets (On Grade Level)	Basic (Approaching Grade Level)	Below Basic (Below Grade Level)
WRITE TRAITS - IDEAS	Focus CCSS: W.3.3	<ul style="list-style-type: none"> Thoroughly develops real or imagined experiences or events using effective technique, accurate details, and a structured event sequence Orients the reader by establishing a situation and introducing a narrator and/or characters 	<ul style="list-style-type: none"> Develops real or imagined experiences or events using effective technique, descriptive details, and clear event sequences Establishes a situation and introduces a narrator and/or characters 	<ul style="list-style-type: none"> Partially develops real or imagined experiences or events using some effective techniques, some descriptive details, and a roughly structured event sequence 	<ul style="list-style-type: none"> Does not develop real or imagined experiences using effective techniques, descriptive details, or a structured event sequence
	Narrative Technique/ Descriptive Details CCSS: W.3.3	<ul style="list-style-type: none"> Uses a variety of narrative techniques to develop experiences and events or to show the responses of the characters to the situations 	<ul style="list-style-type: none"> Uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations 	<ul style="list-style-type: none"> Uses some dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or to show the responses of the characters to situations 	<ul style="list-style-type: none"> Use of dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or to show the responses of the characters to situations is limited.
WRITE TRAITS - ORGANIZATION	Organization/ Cohesion CCSS: W.3.3 W.3.4	<ul style="list-style-type: none"> Organizes an event sequence that unfolds naturally Uses transitional words and phrases to manage the sequence of events Provides a conclusion that follows from the narrated experiences or events 	<ul style="list-style-type: none"> Organizes an event sequence that unfolds naturally Uses temporal words and phrases to signal event order Provides a sense of closure 	<ul style="list-style-type: none"> Partially organizes an event sequence Uses few temporal words and phrases to signal event order Provides some sense of closure 	<ul style="list-style-type: none"> Does not organize an event sequence Does not use temporal words to signal event order Does not provide a sense of closure
WRITE TRAITS - WORD CHOICE, SENTENCE FLUENCY, VOICE, AND CONVENTIONS	Language Usage/ Voice CCSS: L.3.1 L.3.2 L.3.3 W.3.3 W.3.4	<ul style="list-style-type: none"> Varies sentence structures for meaning, reader interest and style Demonstrates above grade-level grammar conventions and mechanics (grammar, punctuation, capitalization, and spelling); errors are minor and do not obscure meaning Uses concrete words and phrases and sensory details to convey experiences and events precisely 	<ul style="list-style-type: none"> Varies sentence structures (simple, compound, and complex). Demonstrates grade level appropriate grammar conventions and mechanics; errors are minor and do not obscure meaning Uses descriptive words and phrases to convey experiences and events 	<ul style="list-style-type: none"> Limited variation of simple and compound sentence structures Demonstrates use of some grade level appropriate conventions, but errors obscure meaning Uses few descriptive words to convey experiences and events 	<ul style="list-style-type: none"> Does not vary use of sentence structures Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning Does not use descriptive words to convey experiences and events

Scoring Note: Teachers should consider the preponderance of evidence from student work when determining overall performance level. Students should also have multiple opportunities to work with the rubric, review exemplars, and revise/modify their work prior to any summative use of this rubric.

Urbana School District 116: Narrative Rubric for 3rd Grade (Aligned with Common Core Standards) – August 2013

Strand	Second Grade	Third Grade	Fourth Grade
Writing	<p>W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. <p>W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. <p>W.4.4: Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p>
Language	<p>L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use collective nouns b. Form and use frequently occurring irregular plural nouns d. Form and use the past tense of frequently occurring irregular verbs f. Produce, expand, and rearrange complete simple and compound sentences. <p>L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (capitalize holidays, product names and geographic names, use commas in greetings and closings of letters, use apostrophe to form contractions and possessives, generalize learned spelling patterns).</p>	<p>L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> b. Form and use regular and irregular nouns d. Form and use irregular verbs f. Ensure subject-verb and pronoun-antecedent agreement i. Produce simple, compound, and complex sentences). <p>L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Capitalize appropriate words in titles, use commas and quotation marks in dialogue, form and use possessives, use spelling patterns, and consult reference materials.)</p> <p>L.3.3: Use knowledge of language and its conventions when writing, speaking, reading or listening. (Choose words and phrases for effect.)</p>	<p>L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> b. Form and use the progressive verb tenses d. Order adjectives within sentences according to conventional patterns e. Form and use prepositional phrases f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.) <p>L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Use capitalization, commas and quotation marks for direct speech, commas before a coordinating conjunction in a compound sentence).</p> <p>L.4.3: Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ul style="list-style-type: none"> a) Choose words and phrases to convey ideas precisely. b) Choose punctuation for effect.

Urbana School District 116: Narrative Rubric for 3rd Grade (Aligned with Common Core Standards) – August 2013

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, the CCSS-aligned standards for the current grade as well as the grade above and the grade below have been included. The letter abbreviations are as follows: CCSS = Common Core State Standards, W= writing, RL = Reading Literature, and L=Language.

READING STANDARDS THAT CORRELATE WITH NARRATIVE WRITING:

- **RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.**
- **RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**
- **RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; describe how each successive part builds on earlier sections.**
- **RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).**