

Urbana School District 116: Narrative Rubric for 4<sup>th</sup> Grade (Aligned with Common Core Standards) – August 2013

Criteria for 4 <sup>th</sup> Grade		Exceeds (Above Grade Level)	Proficient/Meets (On Grade Level)	Basic (Approaching Grade Level)	Below Basic (Below Grade Level)
WRITE TRAITS - IDEAS	Focus CCCS: W.4.3	<ul style="list-style-type: none"> <li>Thoroughly develops real or imagined experiences or events using effective technique, accurate details, and a structured event sequence</li> <li>Convincingly orients the reader by establishing a situation and introducing a narrator and/or characters</li> </ul>	<ul style="list-style-type: none"> <li>Develops real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</li> <li>Orients the reader by establishing a situation and introducing a narrator and/or characters</li> </ul>	<ul style="list-style-type: none"> <li>Partially develops real or imagined experiences or events using some effective techniques, some descriptive details, and a roughly structured event sequence</li> <li>Partially establishes a situation and/or partially introduces a narrator and/or characters</li> </ul>	<ul style="list-style-type: none"> <li>Does not develop real or imagined experiences using effective technique, descriptive details, or a structured event sequence</li> <li>Does not orient the reader to the situation or the narrator/characters</li> </ul>
	Narrative Technique/ Descriptive Details CCSS: W.4.3	<ul style="list-style-type: none"> <li>Uses a variety of narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of the characters to the situations</li> </ul>	<ul style="list-style-type: none"> <li>Uses dialogue and description to develop experiences and events or to show the responses of the characters to situations</li> </ul>	<ul style="list-style-type: none"> <li>Uses some narrative techniques to develop experiences and events or to show the responses of the characters to situations</li> </ul>	<ul style="list-style-type: none"> <li>Uses few narrative techniques to develop experiences and events or to show the responses of the characters to situations.</li> </ul>
WRITE TRAITS - ORGANIZATION	Organization/ Cohesion CCSS: W.4.3 W.4.4	<ul style="list-style-type: none"> <li>Organizes an event sequence that unfolds naturally</li> <li>Uses a variety of transitional words, phrases, and clauses to manage the sequence of events</li> <li>Provides a conclusion that follows logically from the narrated experiences or events</li> </ul>	<ul style="list-style-type: none"> <li>Organizes an event sequence that unfolds naturally</li> <li>Uses a variety of transitional words and phrases to manage the sequence of events</li> <li>Provides a conclusion that follows from the narrated experiences or events</li> </ul>	<ul style="list-style-type: none"> <li>Partially organizes an event sequence</li> <li>Uses some transitional words and phrases to manage the sequence of events</li> <li>Provides a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Does not organize an event sequence</li> <li>Uses few transitional words and phrases to manage the sequence of events</li> <li>Does not provide a conclusion</li> </ul>
WRITE TRAITS - WORD CHOICE, SENTENCE FLUENCY, VOICE, AND CONVENTIONS	Language Usage/ Voice CCSS: L.4.1 L.4.2 L.4.3 W.4.3 W.4.4	<ul style="list-style-type: none"> <li>Uses purposeful and varied sentence structures for meaning, reader interest, and style (effect)</li> <li>Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning</li> <li>Uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events</li> <li>Consistently matches voice to narrative purpose</li> </ul>	<ul style="list-style-type: none"> <li>Uses correct and varied sentence structures for meaning, reader interest, and style (effect)</li> <li>Demonstrates grade level appropriate grammar conventions and mechanics; errors are minor and do not obscure meaning</li> <li>Uses concrete words and phrases and sensory details to convey experiences and events precisely</li> <li>Matches voice to narrative purpose</li> </ul>	<ul style="list-style-type: none"> <li>Contains some errors in sentence structure, and does not vary for meaning, reader interest, and style (effect)</li> <li>Demonstrates use of some grade level appropriate conventions, but errors obscure meaning</li> <li>Uses few sensory details to convey experiences and events precisely</li> <li>Inconsistently matches voice to narrative purpose</li> </ul>	<ul style="list-style-type: none"> <li>Does not use correct sentence structure (effect)</li> <li>Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning</li> <li>Does not use sensory details to convey experiences and events precisely</li> <li>Voice does not match narrative purpose</li> </ul>

**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.

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Strand	Third Grade	Fourth Grade	Fifth Grade
<b>Writing</b>	<p>W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>Use temporal words and phrases to signal event order.</li> <li>Provide a sense of closure.</li> </ol> <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><b>W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b></p> <ol style="list-style-type: none"> <li><b>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</b></li> <li><b>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</b></li> <li><b>Use a variety of transitional words and phrases to manage the sequence of events.</b></li> <li><b>Use concrete words and phrases and sensory details to convey experiences and events precisely.</b></li> <li><b>Provide a conclusion that follows from the narrated experiences or events.</b></li> </ol> <p><b>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.</b></p>	<p>W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol> <p>W.5.4: Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p>
<b>Language</b>	<p>L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Form and use regular and irregular nouns</li> <li>Form and use irregular verbs</li> <li>Ensure subject-verb and pronoun-antecedent agreement</li> <li>Produce simple, compound, and complex sentences).</li> </ol> <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><b>L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <ol style="list-style-type: none"> <li><b>Form and use the progressive verb tenses</b></li> <li><b>Order adjectives within sentences according to conventional patterns</b></li> <li><b>Form and use prepositional phrases</b></li> <li><b>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.)</b></li> </ol> <p><b>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).</b></p> <p><b>L.4.3: Use knowledge of language and its conventions when writing, speaking, reading or listening.</b></p> <ol style="list-style-type: none"> <li><b>Choose words and phrases to convey ideas precisely.</b></li> <li><b>Choose punctuation for effect.</b></li> </ol>	<p>L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Form and use the perfect verb tense</li> <li>Recognize and correct inappropriate shifts in verb tense</li> </ol> <p>L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Use punctuation to separate items in a series, commas to indicate direct address, punctuation to indicate titles of works.)</p> <p>L.5.3: Use knowledge of language and its conventions when writing, speaking, reading or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>

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**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.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.**
- **RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).**
- **RL.4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.**
- **RL.4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.**