

Urbana School District 116: Narrative Rubric for 5th Grade (Aligned with Common Core Standards) – August 2013

Criteria for 5 th 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.5.3	<ul style="list-style-type: none"> Thoroughly develops real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences Engages and 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 Orients the reader by establishing a situation and introducing 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 Partially establishes a situation and/or partially introduces a narrator and/or characters 	<ul style="list-style-type: none"> Does not develop real or imagined experiences using effective techniques, descriptive details, or a structured event sequence Does not orient the reader to the situation or the narrator/characters
	Narrative Technique/ Descriptive Details CCSS: W.5.3	<ul style="list-style-type: none"> Uses a wide 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 narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of the characters to situations 	<ul style="list-style-type: none"> Uses some narrative techniques to show the responses of the characters to situations 	<ul style="list-style-type: none"> Uses few narrative techniques to develop experiences and events or to show the responses of the characters to situations.
WRITE TRAITS - ORGANIZATION	Organization/ Cohesion CCSS: W.5.3 W.5.4	<ul style="list-style-type: none"> Organizes an event sequence that unfolds naturally Uses a wide variety of transitional words, phrases, and clauses to manage the sequence of events Provides a conclusion that follows logically from the narrated experiences or events 	<ul style="list-style-type: none"> Organizes an event sequence that unfolds naturally Uses a variety of transitional words, phrases, and clauses to manage the sequence of events Provides a conclusion that follows from the narrated experiences or events 	<ul style="list-style-type: none"> Partially organizes an event sequence Uses some transitional words, phrases, and clauses to manage the sequence of events Provides a conclusion 	<ul style="list-style-type: none"> Does not organize an event sequence Uses few transitional words, phrases, and clauses to manage the sequence of events Does not provide a conclusion
WRITE TRAITS - WORD CHOICE, SENTENCE FLUENCY, VOICE, AND CONVENTIONS	Language Usage/ Voice CCSS: L.5.1 L.5.2 L.5.3 W.5.3 W.5.4	<ul style="list-style-type: none"> Uses purposeful and varied sentence structures for meaning, reader interest, and style (effect) Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning Uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events Consistently matches voice to narrative purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structures for meaning, reader interest, and style (effect) Demonstrates grade level appropriate grammar conventions and mechanics; errors are minor and do not obscure meaning Uses concrete words and phrases and sensory details to convey experiences and events precisely Matches voice to narrative purpose 	<ul style="list-style-type: none"> Contains some errors in sentence structure, and does not vary for meaning, reader interest, and style (effect) Demonstrates use of some grade level appropriate conventions, but errors obscure meaning Uses few sensory details to convey experiences and events precisely Inconsistently matches voice to narrative purpose 	<ul style="list-style-type: none"> Does not use correct sentence structure (effect) Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning Does not use sensory details to convey experiences and events precisely Voice does not match narrative purpose

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	Fourth Grade	Fifth Grade	Sixth Grade
Writing	<p>W.4.3: 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"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. 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>	<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"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. <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>	<p>W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events. <p>W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p>
Language	<p>L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Form and use the progressive verb tenses Order adjectives within sentences according to conventional patterns Form and use prepositional phrases 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> <ol style="list-style-type: none"> Choose words and phrases to convey ideas precisely. Choose punctuation for effect. 	<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"> Form and use the perfect verb tense Recognize and correct inappropriate shifts in verb tense <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.</p> <ol style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. 	<p>L.6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Ensure that pronouns are in the proper case Recognize and correct inappropriate shifts in pronoun number and person Recognize and correct vague pronouns Recognize variations from standard English in their own and other’s writing and speaking <p>L.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (commas, parentheses, dashes to set off nonrestrictive/parenthetical elements).</p> <p>L.6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style Maintain consistency in style and tone

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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.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.**
- **RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g. how characters interact).**
- **RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.**
- **RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.**