

KPBSD –Narrative Rubric (rev. 4/15)

GRADE 3

	4 Exceeds Standard	3 Meets Standard	2 Partially Meets Standard	1 Below Standard
Focus/ Setting W – 3a	<ul style="list-style-type: none"> • Responds skillfully to all parts of the prompt • Orients the reader by establishing a vivid situation (real or imagined) and introduces setting, characters and/or a narrator 	<ul style="list-style-type: none"> • Responds to all parts of the prompt • Establishes a situation (real or imagined) and introduces setting, characters and/or a narrator 	<ul style="list-style-type: none"> • Responds to most parts of the prompt • Establishes a situation (real or imagined) and attempts to introduce setting, characters and/or a narrator 	<ul style="list-style-type: none"> • Responds to some or no parts of the prompt • Fails to establish a situation (real or imagined) and does not introduce setting, characters and/or a narrator
Organization/ Plot W – 3a W – 3c W – 3d	<ul style="list-style-type: none"> • Coherently organizes a clear sequence of events that unfolds naturally • Skillfully uses transitional words and phrases to signal event order • Provides a conclusion that follows from the narrated experience or events 	<ul style="list-style-type: none"> • Organizes a clear sequence of events that unfolds naturally • Uses transitional words and phrases to signal event order • Provides a sense of closure 	<ul style="list-style-type: none"> • Organizes some sequencing but might confuse the reader • Uses some transitional words and/or phrases to signal event order • Attempts a conclusion 	<ul style="list-style-type: none"> • Does not sequence narrative in a logical order • Narrative is confusing • Uses few to no transitional words or phrases to manage the sequence of events • Conclusion is not attempted or discernible
Narrative Techniques W – 3b	<ul style="list-style-type: none"> • Use creative narrative techniques (dialogue, description and elaboration, and concrete and sensory detail) to describe actions, thoughts and feelings • Uses narrative techniques to develop vivid experiences and events showing the response of characters to situations and or problems 	<ul style="list-style-type: none"> • Uses narrative techniques (dialogue, description and elaboration, and concrete and sensory detail) to describe actions, thoughts, and feelings • Uses narrative techniques to develop experiences and events showing the response of characters to situations and or problems 	<ul style="list-style-type: none"> • Uses minimal or irrelevant narrative techniques (dialogue, description and elaboration, and concrete and sensory detail) to describe actions, thoughts, and feelings • Attempts to use narrative techniques to develop experiences and events showing the response of characters to situations and or problems 	<ul style="list-style-type: none"> • Uses little to no narrative techniques, (dialogue, description and elaboration, and concrete and sensory detail) to describe actions, thoughts, and feelings • Does not use narrative techniques to develop experiences and events showing the response of characters to situations and or problems
Language and Sentence Structure L – 1	<ul style="list-style-type: none"> • Demonstrates creativity and flexibility when using grammar and usage. • Uses purposeful and varied sentence structures 	<ul style="list-style-type: none"> • Demonstrates grade level appropriate grammar and usage. • Uses correct and varied sentence structures 	<ul style="list-style-type: none"> • Demonstrates some grade level appropriate grammar and usage. • Uses some correct sentence structures 	<ul style="list-style-type: none"> • Demonstrates limited understanding of grade level appropriate grammar and usage. • Uses little to no correct sentence structure

<p>Conventions L – 2</p>	<ul style="list-style-type: none"> • Demonstrates creativity and flexibility when using conventions (punctuation, capitalization, and spelling) to enhance meaning 	<ul style="list-style-type: none"> • Demonstrates grade level appropriate conventions (punctuation, capitalization, and spelling); errors are minor and do not obscure meaning 	<ul style="list-style-type: none"> • Demonstrates some grade level appropriate conventions (punctuation, capitalization, and spelling), but errors may obscure meaning 	<ul style="list-style-type: none"> • Demonstrates limited understanding of grade level appropriate conventions, (punctuation, capitalization, and spelling) and errors interfere with the meaning
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Alaska State Standards alignment (“W” = Writing strand; “L”= Language strand)

AK State Standards Alignment

The letter abbreviations are as follows:

W = Writing

L=Language

Strand (Domain)	2nd	3rd	4th
Writing	<p>3. Use narrative writing to retell a well-elaborated event or short sequence of real or imagined events, include details to describe actions, thoughts, and feelings, use linking words to signal event order, and provide one or more concluding sentences that restate or emphasize a feeling or lesson learned.</p> <p>4. Begins in grade 3</p>	<p>3. Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences (chronology).</p> <p>a. Establish a context or situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally</p> <p>b. Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and feelings and to develop experiences and events showing the response of characters to situations or problems.</p> <p>c. Use transitional words and phrases to signal event sequences (e.g., later, soon after).</p> <p>d. Provide a sense of closure (e.g., how a problem was solved or how the event ended).</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>3. Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).</p> <p>a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts.</p> <p>c. Use a variety of transitional words and phrases to develop the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details, and elaboration to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>

<p style="text-align: center;">Language</p>	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> a. Compare formal and informal uses of English 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>). 	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English. 6. Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). 	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).
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