

KPBSD April 2014 – Narrative Rubric, Grade 5

	4 Exceeds Standard	3 Meets Standard	2 Partially Meets Standard	1 Below Standard
Focus/ Setting 5.W.3a	<p>The writing responds skillfully to all parts of the prompt and purposefully orients the reader by skillfully establishing a vivid situation (real or imagined).</p> <p>The writing introduces setting, characters and/or a narrator.</p>	<ul style="list-style-type: none"> • Responds to all parts of the prompt. • Orients the reader by establishing a context or situation and introducing 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 in a relevant way.
Organization/ Plot 5.W.3a 5.W.3c 5.W.3e	<p>The writing</p> <ul style="list-style-type: none"> • Coherently organizes a clear event sequence that unfolds naturally. • Skillfully connects a variety of transitional words, phrases, and clauses to manage the sequence of events. • Provides a well-developed conclusion that clearly follows from the narrated experience or events. 	<p>The writing:</p> <ul style="list-style-type: none"> • Organizes a clear 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 experience or events. 	<p>The writing:</p> <ul style="list-style-type: none"> • Organizes some sequencing, but might confuse the reader. • Uses some transitional words, phrases or clauses to manage the sequence of events. • Attempts a conclusion that may or may not follow the narrated experience or events. 	<p>The writing:</p> <ul style="list-style-type: none"> • Does not sequence narrative in a logical order. • Uses few or no transitional words, phrases, or clauses to manage the sequence of events. • Provides no conclusion.
Narrative Techniques 5.W.3b 5.W.3d	<p>The writing:</p> <ul style="list-style-type: none"> • Uses creative narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing to describe actions, thoughts, and motivations. • Uses vivid narrative techniques to develop experiences and events showing the responses of characters to situations, problems, or conflicts. • Uses concrete words and sensory details to make experiences and events come to life. 	<p>The writing:</p> <ul style="list-style-type: none"> • Uses creative narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing to describe actions, thoughts, and motivations. • Uses narrative techniques to develop experiences and events showing the responses of characters to situations, problems, or conflicts. • Uses concrete words and phrases, and sensory details to convey experiences and events precisely. 	<p>The writing:</p> <ul style="list-style-type: none"> • Uses minimal or irrelevant narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing to describe actions, thoughts, and motivations. • Uses minimal narrative techniques to develop experiences and events showing the responses of characters to situations, problems, or conflicts. • Attempts to use concrete words and phrases, and sensory details to convey experiences and events. 	<p>The writing:</p> <ul style="list-style-type: none"> • Uses little to no narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing to describe actions, thoughts, and motivations • Does not use narrative techniques to develop experiences and events showing the responses of characters to situations, problems, or conflicts • Fails to to use concrete words or sensory details

<p>Language, Structure and Style</p> <p>5.L.1a</p> <p>5.L.1<i>(adapted from Grade 4)</i></p>	<p>The writing uses precise language and domain specific nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions and interjections appropriate to function and purpose.</p> <p>The writing includes a variety of complete simple, compound and/or complex sentences purposefully to create the desired effect.</p>	<p>The writing uses nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions and interjections appropriate to function and purpose.</p> <p>The writing includes a variety of complete simple, compound and/or complex sentences</p>	<p>The writing uses nouns, pronouns, verbs, adjectives and/or adverbs appropriate to function and purpose; errors may begin to interfere with readability.</p> <p>The writing demonstrates simple, compound or complex sentences; errors begin to interfere with meaning.</p>	<p>The writing uses nouns, pronouns and/or verbs appropriate to function and purpose; errors interfere with readability.</p> <p>The writing demonstrates simple and compound sentences; errors interfere with meaning.</p>
<p>Conventions</p> <p>5.L.2a Use a comma to separate items in a series.</p> <p>5.L.2b,c Use a comma to separate an introductory element from the rest of the sentence.</p> <p>Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentences, and to indicate direct address.</p> <p>5.L.2d Spell grade-appropriate words correctly.</p>	<p>The writing consistently demonstrates correct capitalization and punctuation in all situations.</p> <p>The writing uses commas correctly (i.e. before coordinating conjunctions in compound sentences dates, lists, quotations, greetings, closing of letters, addresses, and introductory elements). The writing uses quotation marks, parenthesis, and dashes correctly.</p> <p>The spelling is correct and demonstrates above grade level spelling ability.</p>	<p>The writing demonstrates correct capitalization and punctuation; minor errors do not interfere with readability.</p> <p>The writing uses commas correctly (i.e. before coordinating conjunctions in compound sentences dates, lists, quotations, greetings, closing of letters, addresses, and introductory elements). The writing uses quotation marks correctly.</p> <p>The spelling is correct and demonstrates grade level spelling ability.</p>	<p>The writing demonstrates correct capitalization and punctuation in most situations; errors may interfere with readability.</p> <p>The writing uses commas and quotation marks (i.e. dates, lists, quotations, greetings, closing of letters, addresses); errors may begin to interfere with readability.</p> <p>The grade level spelling exhibits errors and begins to detract from the readability of the writing (i.e. high frequency words, adding suffixes, spelling patterns).</p>	<p>The writing does not demonstrate correct capitalization and punctuation; errors interfere with readability.</p> <p>The writing incorrectly uses commas and quotation marks (i.e. dates, lists, greetings, quotations, closing of letters, addresses); errors interfere with readability.</p> <p>The grade level spelling exhibits multiple errors and interferes with the readability of the writing (i.e. high frequency words, adding suffixes, spelling patterns).</p>

Alaska State Standards alignment (“W” = Writing strand; “L”= Language strand)

Alaska Alignment

The letter abbreviations are as follows: W = Writing

L=Language

Strand	4th	5th	6th
<p>Writing</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). a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 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. c. Use a variety of transitional words and phrases to develop the sequence of events. d. Use concrete words and phrases and sensory details, and elaboration to convey experiences and events precisely. 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>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). a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts. c. Use a variety of transitional words, phrases, and devices (e.g., foreshadowing) to develop the pacing and sequence of events. d. Use concrete words and phrases and sensory details, and elaboration to convey experiences and events precisely. 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>3. Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. 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. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>4. Produce clear and coherent writing (including multi-paragraph texts) in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>

<p>Language</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns (<i>who, whose, whom, which, that</i>), and relative adverbs (<i>where, when, why</i>) appropriate to function and purpose in order to apply the conventions of English.</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English.</p> <p>b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</p>
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	<p>3a. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.*</p> <p>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).</p>	<p>3a. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>3a. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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