

**KPBSD – Narrative Rubric
GRADE 6**

	4 Exceeds Standard	3 Meets Standard	2 Partially Meets Standard	1 Does Not Meet Standard
<p>Ideas and Organization</p> <p>6W – 3a 6W – 3e</p>	<ul style="list-style-type: none"> • Responds skillfully to all parts of the prompt. • Purposefully engages and orients the reader by skillfully establishing a vivid context and introducing characters and/or a narrator. • Organizes a well-structured event sequence that unfolds logically and naturally. • Provides a well-developed conclusion that clearly follows and reflects on the narrated experiences or events. 	<ul style="list-style-type: none"> • Responds to all parts of the prompt. • Engages and orients the reader by establishing a context and introducing characters and/or a narrator. • Organizes a clear event sequence that unfolds logically and naturally. • Provide a conclusion that follows from the narrated experiences or events. 	<ul style="list-style-type: none"> • Responds to most parts of the prompt. • Might engage or orient the reader by establishing a context and introducing characters and/or a narrator. • Organizes an event sequence that unfolds naturally but may not be logical. • Provides a conclusion that is connected to the narrated experiences or events. 	<ul style="list-style-type: none"> • Responds to some or no parts of the prompt. • Fails to engage or orient the reader by establishing a context and does not introduce characters and/or a narrator. • Event sequence unfolds unnaturally and/or illogically. • Provides no conclusion or one that is not connected to the narrated experiences or events.
<p>Transitions</p> <p>6W – 3c</p>	<ul style="list-style-type: none"> • Skillfully connects a variety of transitional words, phrases, and clauses to manage the sequence of events. 	<ul style="list-style-type: none"> • Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts. 	<ul style="list-style-type: none"> • Uses transition words, phrases, and/or clauses to convey sequence. 	<ul style="list-style-type: none"> • Uses few to no transition words, phrases, and/or clauses to convey sequence.
<p>Content and Development</p> <p>6W – 3b</p>	<ul style="list-style-type: none"> • Creatively uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 	<ul style="list-style-type: none"> • Uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 	<ul style="list-style-type: none"> • Uses some limited narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 	<ul style="list-style-type: none"> • Uses few or no narrative techniques.
<p>Language</p> <p>6W – 3d 6L-3 6L-6</p>	<ul style="list-style-type: none"> • Sophisticated use of precise words and phrases, relevant descriptive details, and sensory language to convey rich experiences and events. • Uses purposeful and varied sentence structures. • Utilizes precise and sophisticated word choice. 	<ul style="list-style-type: none"> • Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. • Uses correct and varied sentence structures. • Utilizes strong and grade-level appropriate word choice. 	<ul style="list-style-type: none"> • Attempts to use concrete words or phrases, descriptive details, and sensory language. • Uses some repetitive yet correct sentence structure • Utilizes vague or basic word choice. 	<ul style="list-style-type: none"> • Fails to use concrete words or sensory details. Descriptive details, if present, are not concrete. • Does not demonstrate sentence mastery. • Utilizes incorrect and/or simplistic word choice.

Conventions 6L – 1 6L – 2	<ul style="list-style-type: none"> ● Uses correct and purposeful grade-level appropriate grammar and usage. ● Demonstrates creativity and flexibility when using conventions (punctuation, capitalization, and spelling) to enhance meaning. 	<ul style="list-style-type: none"> ● Uses correct grade-level grammar and usage. ● Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning. 	<ul style="list-style-type: none"> ● Uses some correct grade-level grammar and usage. ● Demonstrates some grade level appropriate conventions, but errors obscure meaning. 	<ul style="list-style-type: none"> ● Uses little or no correct grade-level grammar and usage. ● Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning.
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Alaska State Standards alignment (“W” = Writing strand; “L”= Language strand)

Alaska State Standards Alignment

The letter abbreviations are as follows:

W = Writing

L=Language

Strand	5th	6th	7th
Writing	<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, 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.</p> <p>c. Use a variety of transitional words, phrases, and devices (e.g., foreshadowing) to develop the pacing and 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>3. Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</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, 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>3. Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to advance the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</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.</p> <p>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., either/or, neither/nor).</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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 yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. 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.</p> <p>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.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences in order to apply the conventions of English.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie.)</p> <p>b. Spell correctly.</p>
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<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</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</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>b. Maintain consistency in style and tone.*</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>	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</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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