

3rd grade narrative writing standards:

Students will write narratives (stories) to **develop real or imagined experiences or events** using:

- effective technique,
- descriptive details,
- and clear event sequences.

They will:

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

California Department of Education: Common Core State for English-Language Arts - Content Standards
<https://www.cde.ca.gov/be/st/ss/documents/finaelacssstandards.pdf>

Narrative Writing Rubric - 3rd grade



NARRATIVE PERFORMANCE TASK SCORING RUBRIC

Purpose/Organization

4	3	2	1
Organization fully sustained, clear focus: <ul style="list-style-type: none"> • an effective, unified plot • effectively establishes setting, develops narrator/ characters, and maintains point of view • transitions clarify relationships between and among ideas • logical sequence of events • effective opening and closure for audience and purpose 	Organization adequately sustained, focus generally maintained: <ul style="list-style-type: none"> • evident plot, but loose connections • adequately maintains a setting, develops narrator/ characters, and/ or maintains point of view • adequate use of transitional strategies • adequate sequence of events • adequate opening and closure for audience and purpose 	Organization somewhat sustained, may have an uneven focus: <ul style="list-style-type: none"> • inconsistent plot, flaws evident • unevenly maintains a setting, develops narrator and/ or characters, and/ or maintains point of view • uneven use of transitional strategies, little variety • weak or uneven sequence of events • weak opening and closure 	Organization may be maintained but may have little or no focus: <ul style="list-style-type: none"> • little or no discernible plot or may just be a series of events • brief or no attempt to establish a setting, narrator and/ or characters, and/ or point of view • few or no transitional strategies • little or no organization of an event sequence, extraneous ideas • no opening and/ or closure

Development/Elaboration

4	3	2	1
Effective elaboration using details, dialogue, and description: <ul style="list-style-type: none"> • experiences and events are clearly expressed • effective use of relevant source material • effective use of a variety of narrative techniques • effective use of sensory, concrete, and figurative language 	Adequate elaboration using details, dialogue, and description: <ul style="list-style-type: none"> • experiences and events are adequately expressed • adequate use of source material contributes to the narration • adequate use of a variety of narrative techniques • adequate use of sensory, concrete, and figurative language 	Uneven elaboration using partial details, dialogue, and description: <ul style="list-style-type: none"> • experiences and events are unevenly expressed • weak use of source material that may be vague, abrupt, or imprecise • narrative techniques are uneven and inconsistent • partial or weak use of sensory, concrete, and figurative language 	Minimal elaboration using few or no details, dialogue, and description: <ul style="list-style-type: none"> • experiences and events may be vague, lack clarity, or confusing • little or no use of source material • minimal or incorrect use of narrative techniques • little or no use of sensory, concrete, and figurative language

Conventions

	2	1	0
[not applicable]	Adequate command of conventions: <ul style="list-style-type: none"> • adequate use of correct punctuation, capitalization, usage, grammar, and spelling • few errors 	Partial command of conventions: <ul style="list-style-type: none"> • limited use of correct punctuation, capitalization, usage, grammar, and spelling • some patterns of errors 	Little or no command of conventions: <ul style="list-style-type: none"> • infrequent use of correct punctuation, capitalization, usage, grammar, and spelling • systematic patterns of errors

NOTE: For Purpose/Organization and Development/Elaboration, responses that are unintelligible, in a language other than English, off-topic, copied text, or off-purpose should receive a score of **NS** (no score). However, off-purpose responses should receive a numeric score for Conventions.