

NARRATIVE WRITING RUBRIC GRADE 3

North Smithfield School Department

| COMMON CORE | 4 Proficient with distinction | 3 Proficient | 2 Partially proficient | 1 Below proficiency |
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| <u>PRODUCTION AND DISTRIBUTION OF WRITING</u> | <ul style="list-style-type: none"> • Without guidance or support strengthens writing as needed by: <ul style="list-style-type: none"> ○ planning/prewriting ○ revising/drafting ○ editing/revising. | <ul style="list-style-type: none"> • With guidance and support strengthens writing as needed by: <ul style="list-style-type: none"> ○ planning/prewriting ○ revising/drafting ○ editing/revising. (W. 4.5) | <ul style="list-style-type: none"> • With guidance and support attempts to or partially strengthens writing as needed by: <ul style="list-style-type: none"> ○ planning/prewriting ○ revising/drafting ○ editing/revising | <ul style="list-style-type: none"> • Writing is not strengthened as needed by: <ul style="list-style-type: none"> ○ planning/prewriting ○ revising/drafting ○ editing/revising |
| <u>TEXT TYPES AND PURPOSES</u> | <p>Creatively</p> <ul style="list-style-type: none"> • Establishes a situation and introduce a narrator and/or characters. • Organizes an event sequence that unfolds naturally. | <ul style="list-style-type: none"> • Establishes a situation and introduce a narrator and/or characters. • Organizes an event sequence that unfolds naturally. (W.3.3a) | <p>Attempts to</p> <ul style="list-style-type: none"> • Establish a situation and introduce a narrator and/or characters. • Organize an event sequence that unfolds naturally. | <p>Shows little or no effort to</p> <ul style="list-style-type: none"> • Establish a situation and introduce a narrator and/or characters. • Organize an event sequence that unfolds naturally. |
| <u>TEXT TYPES AND PURPOSES</u> | <p>Skillfully</p> <ul style="list-style-type: none"> • Uses dialogue and description to develop experiences and events or • Shows the responses of characters to situations | <ul style="list-style-type: none"> • Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events. or • Shows the response of characters to situations. (W.3.3b) | <p>Attempts to use</p> <ul style="list-style-type: none"> • dialogue and description to develop experiences and events or • show the responses of characters to situations. | <p>Does not use</p> <ul style="list-style-type: none"> • dialogue and description to develop experiences and events or • show the responses of characters to situations. |
| <u>TEXT TYPES AND PURPOSES</u> | <ul style="list-style-type: none"> • Uses a variety of sequencing words and phrases to signal event order, e.g. <ul style="list-style-type: none"> ○ meanwhile ○ afterwards ○ next, then ○ first, second, third | <ul style="list-style-type: none"> • Uses sequencing words and phrases to signal event order, e.g. (W.3.3c) <ul style="list-style-type: none"> ○ meanwhile ○ afterwards ○ next, then ○ first, second, third | <ul style="list-style-type: none"> • Sometimes uses sequencing words and phrases to signal event order, e.g. <ul style="list-style-type: none"> ○ meanwhile ○ afterwards ○ next, then ○ first, second, third | <ul style="list-style-type: none"> • Does not use sequencing words and phrases to signal event order. e.g. <ul style="list-style-type: none"> ○ meanwhile ○ afterwards ○ next, then ○ first, second, third |
| <u>TEXT TYPES AND PURPOSES</u> | <ul style="list-style-type: none"> • Effectively provides a sense of closure. | <ul style="list-style-type: none"> • Provides a sense of closure. (W.3.3d) | <ul style="list-style-type: none"> • Attempts to provide a sense of closure. | <ul style="list-style-type: none"> • Does not provide a sense of closure. |
| <u>LANGUAGE</u> | <ul style="list-style-type: none"> • Demonstrates skilled use of spelling, usage, capitalization, punctuation, and paragraphing; minor errors that do not interfere with reading the text. | <ul style="list-style-type: none"> • Demonstrates proper use of spelling, usage, capitalization, punctuation, and paragraphing; errors do not interfere with reading the text. (L.5.1) | <ul style="list-style-type: none"> • Demonstrates partial use of spelling, usage, capitalization, punctuation, and paragraphing; errors interfere with reading the text. | <ul style="list-style-type: none"> • Does not use of spelling, usage, capitalization, punctuation, and paragraphing; serious errors interfere with understanding the text. |