

## NARRATIVE WRITING RUBRIC GRADE 5

### North Smithfield School Department

| COMMON CORE  | 4<br>Proficient with distinction  | 3<br>Proficient   | 2<br>Partially proficient  | 1<br>Below proficiency  |
|--|---|---|--|---|
| <b><u>PRODUCTION AND DISTRIBUTION OF WRITING</u></b> | <ul style="list-style-type: none"> <li>• <b>Skillfully</b> strengthens writing as needed by:               <ul style="list-style-type: none"> <li>○ planning</li> <li>○ revising</li> <li>○ editing/conferencing</li> <li>○ rewriting or trying a new approach, after rethinking how well questions of purpose and context have been addressed.</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>• Strengthens writing as needed by:               <ul style="list-style-type: none"> <li>○ planning</li> <li>○ revising</li> <li>○ editing/conferencing</li> <li>○ rewriting or trying a new approach, after rethinking how well questions of purpose and context have been addressed. <b>W.5.5</b></li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Attempts to or partially</b> strengthens writing as needed by:               <ul style="list-style-type: none"> <li>○ planning</li> <li>○ revising</li> <li>○ editing/conferencing</li> <li>○ rewriting or trying a new approach, after rethinking how well questions of purpose and context have been addressed.</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Writing is not strengthened</b> as needed by:               <ul style="list-style-type: none"> <li>○ planning</li> <li>○ revising</li> <li>○ editing/conferencing</li> <li>○ rewriting or trying a new approach, after rethinking how well questions of purpose and context have been addressed.</li> </ul> </li> </ul>   |
| <b><u>TEXT TYPES AND PURPOSES</u></b>                | <ul style="list-style-type: none"> <li>• <b>Excitingly</b> orients the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>• <b>Strongly</b> organizes and presents main ideas and details through:               <ul style="list-style-type: none"> <li>○ introduction paragraph</li> <li>○ supporting paragraph (3 minimum)</li> <li>○ concluding paragraph</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Orients the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <b>W.5.3a</b></li> <li>• Organizes and presents main ideas and details through:               <ul style="list-style-type: none"> <li>○ introduction paragraph</li> <li>○ supporting paragraph (3 minimum)</li> <li>○ concluding paragraph</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>Attempts to</b> orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>• <b>Attempts to</b> organize and present main ideas and details through:               <ul style="list-style-type: none"> <li>○ introduction paragraph</li> <li>○ supporting paragraph (less than 3 minimum)</li> <li>○ concluding paragraph</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>Does not</b> orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>• <b>Shows little or no effort to</b> organize and present main ideas and details through:               <ul style="list-style-type: none"> <li>○ introduction paragraph</li> <li>○ supporting paragraph ( less than 3 minimum)</li> <li>○ concluding paragraph</li> </ul> </li> </ul> |
| <b><u>TEXT TYPES AND PURPOSES</u></b>                | <ul style="list-style-type: none"> <li>• <b>Skillfully</b> uses narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> </ul>  | <ul style="list-style-type: none"> <li>• Uses narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. <b>W.5.3b</b></li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Struggles to</b> use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Does not</b> use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> </ul>   |
| <b><u>TEXT TYPES AND PURPOSES</u></b>                | <ul style="list-style-type: none"> <li>• <b>Carefully</b> link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> </ul>  | <ul style="list-style-type: none"> <li>• Use a variety of transitional words, phrases, and clauses to manage the sequence of events. <b>W.5.3c</b></li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Attempts to</b> link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Does not</b> link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> </ul>   |
| <b><u>TEXT TYPES AND PURPOSES</u></b>                | <ul style="list-style-type: none"> <li>• <b>Skillfully</b> uses precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ul>  | <ul style="list-style-type: none"> <li>• Uses concrete words and phrases and sensory details to convey experiences and events precisely. <b>W.6.3d</b></li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Attempts to</b> use precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Does not</b> use precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>• Provides a <b>memorable</b> concluding statement or section related to the information or explanation presented.</li> </ul>  | <ul style="list-style-type: none"> <li>• Provides a conclusion that follows from the narrated experiences or events. <b>W.5.3e</b></li> </ul>   | <ul style="list-style-type: none"> <li>• Provides a <b>weak or inappropriate</b> concluding statement or section related to the information or explanation presented.</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Does not</b> provide a concluding statement or section related to the information or explanation presented.</li> </ul>  |
| <b><u>LANGUAGE</u></b>                               | <ul style="list-style-type: none"> <li>• Demonstrates <b>advanced</b> understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); errors do not impair the readability.</li> </ul>   | <ul style="list-style-type: none"> <li>• Demonstrates a grade-appropriate understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); errors do not impair the readability. <b>L.5.1</b></li> </ul>  | <ul style="list-style-type: none"> <li>• Demonstrates <b>partial</b> grade-appropriate understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); errors <b>distract from</b> the readability.</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Does not</b> demonstrate grade-appropriate understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); errors <b>greatly distract</b> the readability.</li> </ul>  |

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