

Grade 3 Narrative Writing Rubric

Student Name: _____

Date: _____

CATEGORY	I'm there!	I'm on my way!	I'm working towards!	I'm beginning!
Ideas	<ul style="list-style-type: none"> - Focus is on one small moment. - Main idea and supporting details are clear and relevant to the small moment. -Interesting details that create meaning for the reader. -Elaborate on their idea by expanding their details, throughout the story. - The lead engages the reader and focuses on the small moment. -Creates a strong ending that satisfies the reader and brings closure to the story. 	<ul style="list-style-type: none"> - Focus is on one small moment. - Main idea and supporting details are relevant to the small moment. -Includes some interesting details. -Has begun to expand their details to elaborate on their idea. -The lead focuses on the small moment and makes some attempt to engage the reader. -Includes an ending that satisfies the reader. 	<ul style="list-style-type: none"> - Some attempt to focus on one small moment, but there are 'watermelon' topics within the writing. -Includes some details that are relevant to the small moment. -Has made some attempt to expand their details. -Has attempted to create a lead. -Has attempted to create an ending. 	<ul style="list-style-type: none"> -Little/no attempt to focus on one topic. -Little/no attempt to include relevant details. - Little/no attempt to create a lead. -Little/no attempt to create an ending.
Organization	<ul style="list-style-type: none"> - The student writes in a chronological, narrative structure, producing sequential story. - There is a clear story-line with a beginning, middle and end. 	<ul style="list-style-type: none"> - The student writes in a chronological, narrative structure, producing a sequential story. -There is a story-line with a beginning, middle and end. 	<ul style="list-style-type: none"> -The student attempts to write in a chronological, narrative structure. -There is some evidence of a story-line but no clear beginning and/or ending. 	<ul style="list-style-type: none"> -Little/no evidence of an attempt to write in a chronological, narrative structure. -Little/no evidence of a storyline. The beginning, middle and end are not clear.
Word Choice	<ul style="list-style-type: none"> - Use of engaging words that are selected to convey the intended impression in an interesting and natural way -Words paint a clear picture in the reader's mind. -Descriptive/sparkle words are used correctly and with creativity. -Varied sentence starters 	<ul style="list-style-type: none"> - Attempts to make some interesting word choices to enhance their story. -The words are beginning to paint a picture in the reader's mind. -Has begun to use some descriptive/sparkle words correctly. 	<ul style="list-style-type: none"> - Student makes some attempt to use word choices to enhance meaning. -Attempts to include a few sparkle/descriptive words when prompted. 	<ul style="list-style-type: none"> -Little/no evidence of an attempt to use interesting word choices to enhance meaning. -Little/no attempt to include a few sparkle/descriptive words when prompted.
Voice	<ul style="list-style-type: none"> - Describes the action and uses dialogue to recreate the event; not summarize or comment on it. -Can clearly and effectively express feelings and/or opinions. -Brings the topic to life through the energy of the writer and the moment. -Shares your personality with your audience. 	<ul style="list-style-type: none"> - Attempts to describe some actions and uses some dialogue to recreate the event; not summarize or comment on it. - Beginning to express some feelings and/or opinions. -Attempts to bring the topic to life through the energy of the writer and the moment. -Has begun to share your personality with your audience. 	<ul style="list-style-type: none"> - Student attempts to recreate the event but the writing reads like a factual summary or comment on the event. -With support are beginning to express some simple feelings and/or opinions. -Not bringing the topic to life. -Has shown some attempt to share your personality with your audience. 	<ul style="list-style-type: none"> - The writing reads like a summary or a comment about the event. -No attempt to express feelings or opinions -Not bringing the topic to life. -There is little/no evidence of an attempt to share your personality with your audience.
Sentence Fluency	<ul style="list-style-type: none"> - Sentences fluent and easy to read - Attempts to create complex sentences. -Sentences well crafted with varied lengths 	<ul style="list-style-type: none"> - Most sentences are fluent and easy to read - Attempts to make some sentences more complex. -Varied length sentences 	<ul style="list-style-type: none"> - Run-on sentences or simple/incomplete sentences make the piece difficult to read. 	<ul style="list-style-type: none"> - The piece is difficult to read.
Conventions <i>Punctuation and capitalization, paragraphing, language structure, sentence structure and spelling.</i>	<ul style="list-style-type: none"> -Consistently uses correct punctuation, capitalization and spelling of commonly used words. -Uses environmental print & appropriate spelling strategies. 	<ul style="list-style-type: none"> -Usually uses correct punctuation, capitalization and correct spelling of commonly used words. -Usually uses environmental print & appropriate spelling strategies. 	<ul style="list-style-type: none"> Demonstrates some understanding of correct punctuation, capitalization and spelling of commonly used words but does not interfere with meaning. -Some attempt to use environmental print & phonetic spelling strategies 	<ul style="list-style-type: none"> Numerous errors in conventions that interfere with meaning.
Follows Writing Process <i>Brainstorm, rough draft, revise & edit</i>	<ul style="list-style-type: none"> -Generates well thought out ideas. -Evidence of revisions to enhance the writing -Evidence that the writing has been edited to correct all or most spelling/conventions errors. 	<ul style="list-style-type: none"> -Generates ideas. -Evidence of revisions to improve the writing -Evidence that the writing has been edited to correct some spelling/conventions errors. 	<ul style="list-style-type: none"> -Generates some ideas. -Evidence of some revisions. -Evidence of some editing. 	<ul style="list-style-type: none"> -Generates a few or no ideas. -Little or no evidence of revisions. -Little or no evidence of editing.

Parent Signature: _____