The Narrative Writing Rubric is designed to help teachers provide students with continuous assessment, feedback, and goal setting. The rubric is organized around a K-5 continuum of narrative writing progression. Its purpose is to provide guidance for teaching points, conferring and strategically moving students forward. The rubric will help teachers evaluate students’ work and establish where students are in their writing development.

Elements of the standards are embedded in the descriptors; however, the exact wording is not always included. The rubric is intended to help teachers better understand the grade level expectations of writing. At times, it does not repeat the work in the previous grade level. In order to be at a specific criteria level (Exceeds Standards, for example), it is assumed the student has mastered the previous grade level descriptors.

This is a formative/instructional rubric. It is not designed for summative/assessment purposes.

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| **Narrative Writing Rubric – Grade K**  **ELACCKW3** | | | | |
|  | **Exceeds Standards** | **Meets Standards** | **Progressing Toward Standards** | **Does Not Meet Standards** |
| **Organization** | | | | |
| **Lead** | The writer wrote a simple beginning for the story. | The writer wrote what happened first. | The writer started by drawing or saying something. | The writer made no attempt to write and/or draw. |
| **Transitions** | The writer wrote the story in order.  He used words such as *and*, *then* and *so*. | The writer put the story/pages in order. | The writer kept on working. | There was no evidence of a story. |
| **Ending** | The writer provided some sense of closure. | The writer had a page (or idea) that showed what happened last in his story. | The writer just stopped. | There was no evidence of a story. |
| **Structure** | The writer included a beginning, middle, and end with two or more appropriately sequenced events. (For example, the story could be written across three or more pages.) | The writer had a single event story with a beginning, middle, and end (or at least one page for each). | The writer had a place for drawing and a place where he tried to write words. | There was no evidence of a story. |
| **Ideas** | | | | |
|  | **Exceeds the Standards** | **Meets Standards** | **Progressing Toward Standards** | **Does Not Meet Standards** |
| **Elaboration** | The writer put the picture from his mind onto the page. He had details about what happened in pictures and words. | The writer told who was there, what they did, and how the characters felt. | The writer put more on the page. | There was no evidence of a story or copied from a text.. |
| **Craft** | The writer used adjectives to give the reader details. | The writer drew and wrote some details about what happened. | The writer told or drew some details about what happened. | There was no evidence of a story. |
| **Language Conventions** | | | | |
|  | **Exceeds the Standards** | **Meets Standards** | **Progressing Toward Standards** | **Does Not Meet Standards** |
| **Spelling** | The writer used what he knew about words and chunks of words (e.g., at, op, it, etc.) to help him spell.  The writer spelled frequently occurring irregular words (high frequency words) correctly most of the time and used the room resources to help him spell other words. | The writer could read his writing.  The writer wrote a letter for the sounds he heard.  The writer used the room resources to help him spell. | The writer read his pictures and some of his words.  The writer tried to make words. | There was no evidence of a story. |
| **Punctuation** | The writer capitalized dates and names of people.  The writer used end punctuation for sentences.  He used commas in dates and lists. | The writer put spaces between words. The writer used lower case letters unless capitals were needed.  The writer wrote capital letters to start every sentence. | The writer can write his name.  The writer can label pictures. | There was no evidence of a story. |

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| **Narrative Writing Rubric – Grade 1**  **ELACC1W3** | | | | |
|  | **Exceeds Standards** | **Meets Standards** | **Progressing Toward Standards** | **Does Not Meet Standards** |
| **Organization** | | | | |
| **Lead** | The writer wrote a good beginning to start the story by choosing to begin with the action, talk, or setting. | The writer wrote a simple beginning of the story that included who, where, and when | The writer wrote what happened first. | The writer started by drawing or saying something. |
| **Transitions** | The writer wrote the story in order using words such as *when*, *then*, and *after*. | The writer wrote the story in order.  He used words such as *and*, *then* and *so*. | The writer put the story/pages in order. | The writer kept on working. |
| **Ending** | The writer included the action, talk, or feeling that would make a good ending. | The writer provided a sense of closure. | The writer had a page (or idea) that showed what happened last in his story. | The writer just stopped. |
| **Structure** | The writer included a beginning, middle, and end with a well elaborated event or short sequence of events. (For example, he could have written a quality beginning, middle, and end across several pages.) | The writer included a beginning, middle, and end with two or more appropriately sequenced events. | The writer had a single event story with a beginning, middle, and end (or at least one page for each). | The writer had a place for drawing and a place where he tried to write words. |
| **Ideas** | | | | |
|  | **Exceeds the Standards** | **Meets Standards** | **Progressing Toward Standards** | **Does Not Meet Standards** |
| **Elaboration** | The writer brought the character(s) to life using details to describe actions, thoughts, and feelings. | The writer put the picture from his mind into words on the page. He had details about what happened in the story in pictures and words. | The writer told who was there, what they did, and how the characters felt. | The writer put more on the page or copied from a text.. |
| **Craft** | The writer used strong words (e.g., strong verbs and adjectives) to help the reader picture the story. | The writer used adjectives to give the reader details. | The writer drew and wrote some details about what happened. | The writer told or drew some details about what happened. |
| **Language Conventions** | | | | |
|  | **Exceeds the Standards** | **Meets Standards** | **Progressing Toward Standards** | **Does Not Meet Standards** |
| **Spelling** | To spell a word, the writer used grade appropriate spelling patterns (*tion, er, ly*, etc).  The writer spelled frequently occurring irregular words (high frequency words) correctly and used the room resources to help him spell other words. | The writer used what he knew about words and chunks of words (e.g., at, op, it, etc.) to help him spell.  The writer spelled frequently occurring irregular words (*high* *frequency words*) correctly *most of the time* and used the room resources to help him spell other words. | The writer could read his writing.  The writer wrote a letter for the sounds he heard.  The writer used the room resources to help him spell. | The writer read his pictures and some of his words.  The writer tried to make words. |
| **Punctuation** | The writer may have used quotation marks to show what people said.  When the writer used words like *can't* and *don't*, he used the apostrophe. | The writer capitalized dates and names of people.  The writer used end punctuation for sentences.  He used commas in dates and lists. | The writer put spaces between words.  The writer used lower case letters unless capitals were needed.  The writer wrote capital letters to start every sentence. | The writer can write his name.  The writer can label pictures. |

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| **Narrative Writing Rubric – Grade 2**  **ELACC2W3** | | | | | |
|  | **Exceeds Standards** | **Meets Standards** | **Progressing Toward Standards** | | **Does Not Meet Standards** |
| **Organization** | | | | | |
| **Lead** | The writer wrote a beginning that helped the reader know who the characters were and what the setting was in his story. | The writer wrote a good beginning to start the story by choosing to begin with the action, talk, or setting. | The writer wrote a simple beginning of the story that included who, where, and when. | | The writer wrote what happened first. |
| **Transitions** | The writer wrote the story in order using phrases such as such as *a little later* or *after that.* | The writer wrote the story in order using words such as *when*, *then*, and *after*. | The writer wrote the story in order. He used words such as *and*, *then* and *so*. | | The writer put the story/pages in order. |
| **Ending** | The writer included the action, talk, or feeling that would make a good ending and worked to write it well. | The writer included the action, talk, or feeling that would make a good ending. | The writer provided some sense of closure to the story. | | The writer had a page (or idea) that showed what happened last in his story. |
| **Structure** | The writer used paragraphs to separate what happened first from what happened later (and finally) in his story. | The writer included a beginning, middle, and end with a well elaborated event or short sequence of events. (For example, he could have written a quality beginning, middle, and end across several pages.) | The writer included a beginning, middle, and end with two or more appropriately sequenced events. | | The writer had a single event story with a beginning, middle, and end (or at least one page for each). |
| **Ideas** | | | | | |
|  | **Exceeds the Standards** | **Meets Standards** | | **Progressing Toward Standards** | **Does Not Meet Standards** |
| **Elaboration** | The writer wrote what happened to (and in) his characters. (Internal, external traits) | The writer brought the character(s) to life using details to describe actions, thoughts, and feelings. | | The writer put the picture from his mind into words on the page. He had details about what happened in the story. | The writer told who was there, what they did, and how the characters felt or copied from a text.. |
| **Craft** | The writer used details and descriptive words to help the reader visualize what happening in the story and to bring the story to life. | The writer used strong words (e.g., strong verbs and adjectives) to help the reader picture the story. | | The writer used adjectives to give the reader details. | The writer drew and wrote some details about what happened. |
| **Language Conventions** | | | | | |
|  | **Exceeds the Standards** | **Meets Standards** | | **Progressing Toward Standards** | **Does Not Meet Standards** |
| **Spelling** | The writer used what he knew about grade appropriate spelling patterns to help him spell and edit.  The writer got help from others to check his spelling and punctuation before writing his final draft. | To spell a word, the writer used grade appropriate spelling patterns (*tion, er, ly*, etc).  The writer spelled frequently occurring irregular words (high frequency words) correctly and used the room resources to help him spell other words. | | The writer used what he knew about words and chunks of words (e.g., at, op, it, etc.) to help him spell.  The writer spelled frequently occurring irregular words (high frequency words) correctly most of the time and used the room resources to help him spell other words. | The writer could read his writing.  The writer wrote a letter for the sounds he heard.  The writer used the room resources to help him spell. |
| **Punctuation** | The writer may have punctuated dialogue correctly, with commas and quotation marks.  While writing, the writer put punctuation at the end of every sentence.  The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another. | The writer may have used quotation marks to show what people said.  When the writer used words like *can't* and *don't*, he used the apostrophe. | | The writer capitalized dates and names of people.  The writer used end punctuation for sentences.  He used commas in dates and lists. | The writer put spaces between words.    The writer used lower case letters unless capitals were needed.  The writer wrote capital letters to start every sentence. |

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| **Narrative Writing Rubric – Grade 3**  **ELACC3W3** | | | | | |
|  | **Exceeds Standards** | | **Meets Standards** | **Progressing Toward Standards** | **Does Not Meet Standards** |
| **Organization** | | | | | |
| **Lead** | The writer wrote a beginning in which he showed what was happening and where, getting readers into the world of the story. | | The writer wrote a beginning that helped the reader know who the characters were and what the setting was in his story. | The writer wrote a good beginning to start the story by choosing to begin with the action, talk, or setting. | The writer wrote a simple beginning of the story that included who, where, and when. |
| **Transitions** | The writer showed how much time went by with words and phrases that mark time such as *just then* and *suddenly* (to show when things happened quickly) or *after a while* and *a little later* (to show when little time passed). | | The writer wrote the story in order using phrases such as *a little later* or *after that.* | The writer wrote the story in order using words such as *when*, *then*, and *after*. | The writer wrote the story in order. He used words such as *and*, *then* and *so*. |
| **Ending** | The writer wrote an ending that connected to the beginning or the middle of the story.  The writer used action, dialogue, or feeling to bring her story to a close. | | The writer included the action, talk, or feeling that would make a good ending and worked to write it well. | The writer included the action, talk, or feeling that would make a good ending. | The writer provided some sense of closure to the story. |
| **Structure** | The writer attempted to use paragraphs to separate the different parts or times of the story or to show when a new character was speaking. | | The writer used paragraphs to separate what happened first from what happened later (and finally) in his story. | The writer included a beginning, middle, and end with a well elaborated event or short sequence of events. (For example, he could have written a quality beginning, middle, and end across several pages.) | The writer included a beginning, middle, and end with two or more appropriately sequenced events. |
| **IDEAS** | | | | | |
|  | **Exceeds the Standards** | | **Meets Standards** | **Progressing Toward Standards** |  |
| **Elaboration** | The writer added more to the heart of her story (the most important part), including not only actions and dialogue but also thought and feelings. | | The writer wrote what happened to (and in) his characters. (Internal, external traits) | The writer brought the character(s) to life using details to describe actions, thoughts, and feelings. | The writer put the picture from his mind into words on the page. He had details about what happened in the story or copied from a text. |
| **Craft** | The writer showed *why* characters did what they did by including their thinking.  The writer made some parts of the story go quickly, some slowly.  The writer included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring his story to life.  The writer used a storytelling voice and conveyed the emotion or tone of his story through description, phrases, dialogue, and thoughts. | | The writer used details and descriptive words to help the reader visualize what is happening in the story and to bring the story to life. | The writer used strong words (e.g., strong verbs and adjectives) to help the reader picture the story. | The writer used adjectives to give the reader details. |
| **Language Conventions** | | | | | |
|  | **Exceeds the Standards** | **Meets Standards** | | **Progressing Toward Standards** | **Does Not Meet Standards** |
| **Spelling** | The writer used what he knew about word families and spelling rules to help him spell and edit.  The writer used classroom resources (word wall, if applicable, and dictionaries) to help when needed. | The writer used what he knew about grade appropriate spelling patterns to help him spell and edit.  The writer got help from others to check his spelling and punctuation before writing his final draft. | | To spell a word, the writer used grade appropriate spelling patterns (tion, er, ly, etc).  The writer spelled frequently occurring irregular words (high frequency words) correctly and used the room resources to help him spell other words. | The writer used what he knew about words and chunks of words (e.g., at, op, it, etc.) to help him spell.  The writer spelled frequently occurring irregular words (high frequency words) correctly most of the time and used the room resources to help him spell other words. |
| **Punctuation** | When writing long, complex sentences, the writer used commas to make them clear and correct. | The writer may have punctuated dialogue correctly, with commas and quotation marks.  While writing, the writer put punctuation at the end of every sentence.  The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another. | | The writer may have used quotation marks to show what people said.  When the writer used words like *can't* and *don't*, he used the apostrophe. | The writer capitalized dates and names of people.  The writer used end punctuation for sentences.  He used commas in dates and list. |

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| **Narrative Writing Rubric – Grade 4**  **ELACC4W3** | | | | | | |
|  | **Exceeds Standards** | | **Meets Standards** | **Progressing Toward Standards** | | **Does Not Meet Standards** |
| **Organization** | | | | | | |
| **Lead** | The writer wrote a beginning in which he not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character. | | The writer wrote a beginning in which he showed what was happening and where, getting readers into the world of the story. | The writer wrote a beginning that helped the reader know who the characters were and what the setting was in his story. | | The writer wrote a good beginning to start the story by choosing to begin with the action, talk, or setting. |
| **Transitions** | The writer used transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time (*meanwhile, at the same time*) or flashback and flash-forward (*early that morning, three hours later*). | | The writer showed how much time went by with words and phrases that mark time such as *just then* and *suddenly* (to show when things happened quickly) or *after a while* and *a little later* (to show when little time passed). | The writer wrote the story in order using phrases such as *a little later* or *after that.* | | The writer wrote the story in order using words such as *when*, *then*, and *after*. |
| **Ending** | The writer wrote an ending that connected to the main part of the story. The character said, did, or realized something at the end that came from what happened in the story.  The writer gave readers a sense of closure. | | The writer wrote an ending that connected to the beginning or the middle of the story.  The writer used action, dialogue, or feeling to bring her story to a close. | The writer included the action, talk, or feeling that would make a good ending and worked to write it well. | | The writer included the action, talk, or feeling that would make a good ending. |
| **Structure** | The writer used paragraphs to separate different parts or time of the story to show when a new character was speaking.  Some parts of the story were longer and more developed than others. | | The writer attempted to use paragraphs to separate the different parts or times of the story or to show when a new character was speaking. | The writer used paragraphs to separate what happened first from what happened later (and finally) in his story. | | The writer included a beginning, middle, and end with a well elaborated event or short sequence of events. (For example, he could have written a quality beginning, middle, and end across several pages.) |
| **Ideas** | | | | | | |
|  | | **Exceeds the Standards** | **Meets Standards** | **Progressing Toward Standards** | | **Does Not Meet Standards** |
| **Elaboration** | | The writer developed characters, setting, and plot throughout his story, especially the heart of the story. To do this, he used a blend of description, action, dialogue, and thinking. | The writer added more to the heart of her story (the most important part), including not only actions and dialogue but also thought and feelings. | The writer wrote what happened to (and in) his characters. (Internal/external traits) | | The writer brought the character(s) to life using details to describe actions, thoughts, and feelings or copied from a text. |
| **Craft** | | The writer showed *why* characters did what they did by including their thinking and their response to what happened.  The writer slowed down the heart of the story. He made less important parts shorter and less detailed and blended storytelling and summary as needed.  The writer included precise details and used figurative language so that readers could picture the setting, characters, and events. I used some objects or actions as symbols to bring forth his meaning.  The writer varied his sentences to create the pace and tone of his narrative. | The writer showed *why* characters did what they did by including their thinking.  The writer made some parts of the story go quickly, some slowly.  The writer included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring his story to life.  The writer used a storytelling voice and conveyed the emotion or tone of his story through description, phrases, dialogue, and thoughts. | The writer used details and descriptive words to help the reader visualize what is happening in the story and to bring the story to life. | | The writer used strong words (e.g., strong verbs and adjectives) to help the reader picture the story. |
| **Language Conventions** | | | | | | |
|  | | **Exceeds the Standards** | **Meets Standards** | **Progressing Toward Standards** | **Does Not Meet Standards** | |
| **Spelling** | | The writer used what he knew about word families and spelling rules to help him spell and edit.  He used classroom resources when needed. | The writer used what he knew about word families and spelling rules to help him spell and edit.  The writer used classroom resources (word wall, if applicable, and dictionaries) to help when needed. | The writer used what he knew about grade appropriate spelling patterns to help him spell and edit.  The writer got help from others to check his spelling and punctuation before writing his final draft. | To spell a word, the writer used grade appropriate spelling patterns (*tion, er, ly*, etc). | |
| **Punctuation** | | The writer used commas to set off introductory parts of sentences, such as *One day at the park, I went on the slide.*  He also used commas to show talking directly to someone, such as *Are you mad at me, Mom?*  The writer used a variety of punctuation to fix run-on sentences. | When writing long, complex sentences, the writer used commas to make them clear and correct. | The writer may have punctuated dialogue correctly, with commas and quotation marks.  While writing, the writer put punctuation at the end of every sentence.  The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another. | The writer may have used quotation marks to show what people said.  When the writer used words like *can't* and *don't*, he used the apostrophe. | |

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| **Narrative Writing Rubric – Grade 5**  **ELACC5W3** | | | | |
|  | **Exceeds Standards** | **Meets Standards** | **Progressing Toward Standards** | **Does Not Meet Standards** |
| **Organization** | | | | |
| **Lead** | The writer wrote a beginning in which he not only set the plot or story in motion, but also hinted at the larger meaning the story would convey. | The writer wrote a beginning in which he not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character. | The writer wrote a beginning in which he showed what was happening and where, getting readers into the world of the story. | The writer wrote a beginning that helped the reader know who the characters were and what the setting was in his story. |
| **Transitions** | The writer used a variety of transition phrases to connect what happened to why it happened such as *If he hadn’t…he might not have…because of…although…,* and *little did she know that…* | The writer used transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time (*meanwhile, at the same time*) or flashback and flash-forward (*early that morning, three hours later*). | The writer showed how much time went by with words and phrases that mark time such as *just then* and *suddenly* (to show when things happened quickly) or *after a while* and *a little later* (to show when little time passed). | The writer wrote the story in order using phrases such as *a little later* or *after that.* |
| **Ending** | The writer wrote an ending that connects to what the story was really about.  The writer gave readers a sense of closure by showing a new realization or insight or a change in a character or narrator. | The writer wrote an ending that connected to the main part of the story. The character said, did, or realized something at the end that came from what happened in the story.  The writer gave readers a sense of closure. | The writer wrote an ending that connected to the beginning or the middle of the story.  The writer used action, dialogue, or feeling to bring her story to a close. | The writer included the action, talk, or feeling that would make a good ending and worked to write it well. |
| **Structure** | The writer used paragraphs purposefully, perhaps to show time or setting changes, new parts of the story, or to create suspense for readers. He created a sequence of events that was clear. | The writer used paragraphs to separate different parts or time of the story to show when a new character was speaking.  Some parts of the story were longer and more developed than others. | The writer attempted to use paragraphs to separate the different parts or times of the story or to show when a new character was speaking. | The writer used paragraphs to separate what happened first from what happened later (and finally) in his story. |
| **Ideas** | | | | |
|  | **Exceeds the Standards** | **Meets Standards** | **Progressing Toward Standards** | **Does Not Meet Standards** |
| **Elaboration** | The writer developed realistic characters and developed the details, action, dialogue, and internal thinking that contributed to the deeper meaning of the story. | The writer developed characters, setting, and plot throughout his story, especially the heart of the story. To do this, he used a blend of description, action, dialogue, and thinking. | The writer added more to the heart of her story (the most important part), including not only actions and dialogue but also thought and feelings. | The writer wrote what happened to (and in) his characters or copied from a text. (Internal/external traits) |
| **Craft** | The writer developed character traits and emotions through what characters said and did. He developed some relationships among characters to show why they acted and spoke as they did. He told the internal as well as the external story.  The writer chose several key parts to stretch out and several to move through more quickly.  The writer wove together precise descriptions, figurative language, and symbolism to help readers picture the setting, actions, and events and to bring forth meaning.  The writer not only varied his sentences to create the pace and tone of his narrative and to engage his readers, but also used language that fit his story’s meaning, for example, in parts that had dialogue, different characters used different kinds of language. | The writer showed *why* characters did what they did by including their thinking and their response to what happened.  The writer slowed down the heart of the story. He made less important parts shorter and less detailed and blended storytelling and summary as needed.  The writer included precise details and used figurative language so that readers could picture the setting, characters, and events. I used some objects or actions as symbols to bring forth his meaning.  The writer varied his sentences to create the pace and tone of his narrative. | The writer showed *why* characters did what they did by including their thinking.  The writer made some parts of the story go quickly, some slowly.  The writer included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring his story to life.  The writer used a storytelling voice and conveyed the emotion or tone of his story through description, phrases, dialogue, and thoughts. | The writer used details and descriptive words to help the reader visualize what is happening in the story and to bring the story to life. |
| **Language Conventions** | | | | |
|  | **Exceeds the Standards** | **Meets Standards** | **Progressing Toward Standards** | **Does Not Meet Standards** |
| **Spelling** | The writer used resources to be sure the words in his writing were spelled correctly. | The writer used what he knew about word families and spelling rules to help him spell and edit.  He used classroom resources when needed. | The writer used what he knew about word families and spelling rules to help him spell and edit.  The writer used classroom resources (word wall, if applicable, and dictionaries) to help when needed. | The writer used what he knew about grade appropriate spelling patterns to help him spell and edit.  The writer got help from others to check his spelling and punctuation before writing his final draft. |
| **Punctuation** | The writer used punctuation to help set a mood, convey meaning, and /or build tension in his story. | The writer used commas to set off introductory parts of sentences, such as *One day at the park, I went on the slide.*  He also used commas to show talking directly to someone, such as *Are you mad at me, Mom?*  The writer used a variety of punctuation to fix run-on sentences. | When writing long, complex sentences, the writer used commas to make them clear and correct. | The writer may have punctuated dialogue correctly, with commas and quotation marks.  While writing, the writer put punctuation at the end of every sentence.  The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another. |