Author \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_

**Fifth Grade**

**Narrative Writing Rubric Unit 1**

W.5.3 I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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|  | **3** | **2** | **1** | **0** | **Comments** |
| **Story Introduction**  **W.5.3a**  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | I have oriented the reader by including all the following:   * establishing a situation * introducing a narrator and/or characters * organizing a sequence of events that unfolds naturally | I have included **two** of the following:   * established a situation * introduced a narrator and/or characters * organized a sequence of events that unfolds naturally | I have included **one** of the following:   * established a situation * introduced a narrator and/or characters * organized a sequence of events that unfolds naturally | I have **not** written a story introduction. |  |
| **Character Development**  **W.5.3b**  Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the response of characters to situations. | I have used narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. | I have used **some** narrative techniques without **fully** developing the character(s) in the story. | I have **incorrectly** used narrative techniques to develop the character(s) in the story. | I have **not** used narrative techniques to develop the character(s) in the story. |  |
| **Transitions**  **W.5.3c**  Use a variety of transitional words, phrases, and clauses to manage the sequence of events. | I have used a variety of transitional words, phrases, and clauses to manage the sequence of events. | I have used **two or three** transitional words, phrases, and clauses to manage the sequence of events. | I have used **one** transitional word, phrase, or clause to manage the sequence of events. | I have **not** managed the sequence of events in my story. |  |
| **Word Selection**  **W.5.3d**  Use concrete words and phrases, and sensory details to convey experiences and events precisely. | I have used concrete words and phrases and sensory details to convey experiences and events precisely. | I have used **two or three** concrete words and phrases and sensory details. | I have used **one** concrete word or phrase or sensory detail. | I have **not** used concrete words and phrases or sensory details. |  |
| **Story Conclusion**  **W.5.3e**  Provide a conclusion that follows from the narrated experiences or events. | I have provided a conclusion that follows the narrated experiences or events. | I have provided a conclusion that does **not** **completely** follow the narrated experiences or events. | I have provided a **brief** conclusion **without** following the narrated experiences or events | I have **not** provided a conclusion. |  |
| **Organization**  **W.5.4**  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |  |  |  |  |  |
| **Revising & Editing**  **W.5.5**  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |  |  |  |  |  |
| **Publishing**  **W.5.6**  With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |  |  |  |  |  |

(adapted from Jordan School District)