

KPBSD April 2014 – Narrative Rubric, Grade 4

	4 Exceeds the Standard	3 Meets the Standard	2 Partially Meets Standard	1 Below Standard
Focus/ Setting 4.W.3a	The writing responds skillfully to all parts of the prompt; purposefully orients the reader by skillfully establishing a vivid situation (real or imagined); introduces setting, characters and/or a narrator.	<ul style="list-style-type: none"> The writing responds to all parts of the prompt; orients the reader by establishing a situation (real or imagined); introduces setting, characters and/or a narrator. 	The writing responds to most parts of the prompt; establishes a situation (real or imagined); attempts to introduce setting, characters and/or a narrator.	The writing responds to some or no parts of the prompt; fails to establish a situation (real or imagined); does not introduce setting, characters and/or a narrator in a relevant way
Organization/ Plot 4.W.3a 4.W.3c 4.W.3e	<p>The writing:</p> <ul style="list-style-type: none"> Coherently organizes a clear event sequence that unfolds naturally Skillfully connects a variety of transitional words and phrases to manage the sequence of events Provides a conclusion that clearly follows from the narrated experience or events 	<p>The writing:</p> <ul style="list-style-type: none"> Organizes a clear event sequence that unfolds naturally Uses a variety of transitional words and phrases to manage the sequence of events Provides a conclusion that follows from the narrated experience or events 	<p>The writing:</p> <ul style="list-style-type: none"> Organizes some sequencing but might confuse the reader Uses some transitional words and phrases to manage the sequence of events. Attempts a conclusion that may or may not follow the narrated experience or events 	<p>The writing:</p> <ul style="list-style-type: none"> Does not sequence narrative in a logical order Uses few to no transitional words and phrases to manage the sequence of events. Provides no conclusion
Narrative Techniques 4.W.3b 4.W.3d	<ul style="list-style-type: none"> Uses creative narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and motivations. Uses vivid narrative techniques to develop experiences and events showing the responses of characters to situations, problems or conflicts. Uses concrete words and sensory details to make experiences and events come to life 	<ul style="list-style-type: none"> Uses narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and motivations. Uses narrative techniques to develop experiences and events showing the responses of characters to situations, problems or conflicts. Uses concrete words, phrases and sensory details to convey experiences and events precisely 	<ul style="list-style-type: none"> Uses minimal or irrelevant descriptions of actions, thoughts, or feelings to describe experiences /events Uses dialogue to support plot Attempts to use concrete words and sensory details to describe experiences and events 	<ul style="list-style-type: none"> Uses little to no description of actions, thoughts, or feelings to describe experiences /events Does not use dialogue to support plot Fails to to use concrete words or sensory details
Language, Structure and Style 4.L.1a 4.L.1f	<p>The writing uses nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions and interjections appropriate to function and purpose.</p> <p>The writing includes a variety of complete simple, compound and/or complex sentences purposefully to create the desired effect.</p>	<p>The writing uses nouns, pronouns, verbs, adjectives, adverbs, relative pronouns and relative adverbs appropriate to function and purpose.</p> <p>The writing demonstrates a variety of complete simple, compound and/or complex sentences</p>	<p>The writing uses nouns, pronouns, verbs, adjectives and/or adverbs appropriate to function and purpose.</p> <p>The writing demonstrates simple, compound or complex sentences; errors begin to interfere with meaning.</p>	<p>The writing uses nouns, pronouns and/or verbs appropriate to function and purpose.</p> <p>The writing demonstrates simple and compound sentences; errors interfere with meaning.</p>

Conventions				
4.L.2a	The writing consistently demonstrates correct capitalization in all situations.	The writing demonstrates correct capitalization in most situations; does not interfere with readability.	The writing demonstrates correct capitalization; errors may interfere with readability.	The writing does not demonstrate correct capitalization; errors interfere with readability.
4.L.2b.c	The writing uses commas correctly before coordinating conjunctions in compound sentences (i.e. dates, lists, quotations, greetings, closing of letters, addresses, and introductory elements). The writing uses quotation marks correctly.	The writing uses commas correctly before coordinating conjunctions in compound sentences (i.e. dates, lists, quotations, greetings, closing of letters, addresses). The writing uses quotation marks correctly.	The writing uses commas and quotation marks (i.e. dates, lists, quotations, greetings, closing of letters, addresses); errors may interfere with readability.	The writing incorrectly uses commas and quotation marks (i.e. dates, lists, greetings, quotations, closing of letters, addresses); errors interfere with readability.
4.L.2d	The spelling is correct and demonstrates above grade level spelling ability.	The spelling is generally correct and does not detract from the readability of the writing; demonstrates grade level spelling.	The grade level spelling exhibits errors and begins to detract from the readability of the writing (i.e. high frequency words, adding suffixes, spelling patterns).	The grade level spelling exhibits multiple errors and interferes with the readability of the writing (i.e. high frequency words, adding suffixes, spelling patterns).

Alaska State Standards alignment (“W” = Writing strand; “L”= Language strand)

Alaska Standards Alignment

The letter abbreviations are as follows:

W = Writing

L=Language

Strand	3rd	4th	5th
<p>Writing</p>	<p>3. Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences (chronology).</p> <p>a. Establish a context or situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and feelings and to develop experiences and events showing the response of characters to situations or problems.</p> <p>c. Use transitional words and phrases to signal event sequences (e.g., later, soon after).</p> <p>d. Provide a sense of closure (e.g., how a problem was solved or how the event ended).</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>3. Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).</p> <p>a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts.</p> <p>c. Use a variety of transitional words and phrases to develop the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details, and elaboration to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>3. Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).</p> <p>a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts.</p> <p>c. Use a variety of transitional words, phrases, and devices (e.g., foreshadowing) to develop the pacing and sequence of events.</p> <p>d. Use concrete words and phrases and sensory details, and elaboration to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>

<p>Language</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., <i>childhood</i>). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns (<i>who, whose, whom, which, that</i>), and relative adverbs (<i>where, when, why</i>) appropriate to function and purpose in order to apply the conventions of English. b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English. b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.</p>
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	<p>meaningful word parts) in writing. e.Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>6. Acquire and accurately use grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>
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