**Grade 3: Writing a Narrative Rubric Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  |  | **Fully meeting expectations, with enriched understanding (EU)** | **Fully meeting grade level expectations (FM)** | **Mostly meeting grade level expectations (MM)** | **Not yet meeting grade level expectations (NY)** |
| **Message/Meaning** | Clear Message & Relevant Details | Your story is powerful. Your story has a clear and unique message. The details paint a vivid picture for the reader. | Your story makes sense. It has a clear message. The details help the reader understand the message and enjoy the story. | With help, your story is starting to make sense. The message needs to be clear so the details connect to a main idea and to each other. | What is the main idea you are trying to tell? How can you organize your details to help you explain that main idea? |
| Audience & Purpose | The story’s purpose jumps off the page. You understand the needs of your readers and you have engaged your audience. | Your story has been written for a reason. You understand your audience and wrote so your readers would be engaged. | With help, you have decided on a reason to write. And you are beginning to be aware of your audience. Who is going to read your work? How will you keep them reading? | Why are you writing? Who will read your work? What do you know about them? What do you need to find out so you can understand how to keep them interested? |
| Use of Creative Devices | Your story is creative and unique. Your audience feels the excitement, suspense or humor you created through action and tone. | Your story includes humor, suspense or excitement. The reader keeps reading because you chose action and tone that keeps them interested. | With help, you are beginning to understand how to capture readers by including suspense, humor or excitement in your story. What can you characters say or do to help you create these moods? | What keeps you interested in a story? How do authors write actions? How do they share suspense, excitement or humor? |
| Organization **& Coherence** | Character Development (including a character from outside the personal life of the author) | Your characters are vivid and well developed. Readers identify with the characters. The ways the characters speak and act tell the reader more about who they are. | Your characters are interesting and believable. They do and say things that make sense for the situation. | With help, you were able to create different characters. How do authors tell about who a character is through their actions and words? | How do readers understand a character? How can you describe the character by what the character says and does? |
| Setting | The time and place are vividly described and the setting clearly supported the story you told. | You set your story in a time and place that matches the events and characters. Your reader saw a glimpse of what you saw as the story unfolded. | With help, you were able to choose and describe a time and place that connects with characters and events of your story. | How will the time and place I describe help the reader better understand my story? How can I use descriptive language and sensory details to pain a clear picture of where my story takes place? |
| Problem & Solution | You described a realistic and perplexing problem. Your characters identified a variety of solutions and chose one that fit the story to make the solution effective. | Your story shows a realistic problem. The characters are thoughtful and choose a reasonable solution to bring the story to a close. | With help, you can identify and describe the problem and solution in your story. How can you make the problem more realistic? How will your characters solve the problem? | What is the problem in your story? How will your audience understand the problem? How would you solve the problem? How will your characters solve the problem? |
| **Style and Language Choice** | Clear Coherent Sentences and Cues and Conventions | You have complete, interesting, and varied sentences using paragraphs. You have applied correct spelling and punctuation. | Your sentences are mostly clear, interesting and varied. You have tried to organize your thoughts into paragraphs. You have applied correct spelling and punctuation most of the time. | With help, you have written sentences that are clear. Keep working to make your sentences interesting, using a variety of lengths. You are also beginning us e correct spelling and punctuation. | What is a complete sentence? How can you make your sentences interesting? How can you use more interesting words? What strategies are you using to spell words correctly? Ho do punctuation marks help you share your ideas? |

**Feedback:**