

Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

	4 - Exceeds	3 - Proficient	2 - Approaching	1 - Beginning
Understanding	Narrative solidly connects to text and/or assigned topic	Narrative connects to text and/or assigned topic	Narrative connects loosely to text and/or assigned topic	Narrative does not connect to text and/or assigned topic
Organization/ Purpose	<p>Events are focused around a central problem or tension</p> <p>Uses a variety of temporal words and phrases to signal event order</p> <p>Creates a satisfying ending</p>	<p>Recounts two or more sequenced events</p> <p>Uses temporal words to signal event order</p> <p>Provides some sense of closure</p>	<p>Narrates a single event</p> <p>Does not use temporal words to signal event order</p> <p>Closing is confusing</p>	<p>Central event is vague or unclear</p> <p>Lack of temporal words causes confusion</p> <p>Ends abruptly</p>
Elaboration	<p>Uses detail to develop experiences and/or characters</p> <p>Uses a rich vocabulary</p>	<p>Includes some details regarding what happened</p> <p>Uses descriptive words and phrases acquired through conversations, reading and being read to</p>	<p>Detail included seems unrelated to characters or events</p> <p>Uses a basic vocabulary</p>	<p>Does not include detail; may be very brief</p> <p>Uses a limited vocabulary</p>
Conventions	<p>Few, if any, errors in usage and sentence formation</p> <p>Effective and consistent use of grade appropriate punctuation, capitalization, and spelling</p>	<p>Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed</p> <p>Adequate use of grade appropriate punctuation, capitalization, and spelling</p>	<p>Frequent errors in usage may obscure meaning</p> <p>Inconsistent use of grade appropriate punctuation, capitalization, and spelling</p>	<p>Errors in usage and/or punctuation, capitalization, and spelling are frequent and severe, and meaning is often obscured</p>

*Note: Descriptors in **bold** are taken directly from the CCSS for this grade level. Some of the language used in this rubric has been adapted from the SBAC and PAARC rubrics.*