CRA Narrative Rubric, Grade 5

	4	3: Meeting Grade Level Expectation	2	1
Focus/Setting/ Characters CCSS: W – 3a W – 4	Clearly responds to all parts of the prompt. Skillfully establishes a vivid setting and situation (real or imagined) in the beginning of the narrative. Strong introduction of characters.	Responds to all parts of the prompt. Establishes a setting and a situation (real or imagined) in the beginning of the narrative. Establishes the character(s) in the beginning of narrative	Responds to parts of the prompt. Setting is identified within the beginning of the narrative. Character(s) are identified within the beginning of the narrative.	Does not respond to the prompt. Setting and/or characters are not introduced in the beginning of the narrative.
Organization/P lot CCSS: W-3a W-3c W-e W-4	Coherently organizes a clear sequence of events that unfolds naturally. Skillfully uses a variety of strong transitional words, phrases, and clauses to convey meaning. Provides a satisfying, logical conclusion for the reader.	Organizes a clear sequence of events that unfolds naturally. Uses a variety of transitional words, phrases, and clauses that convey meaning (In the meantime, subsequently, suddenly, meanwhile, as soon as, immediately, etc.) Provides a logical conclusion for the reader.	Organizes some sequencing but may include parts that are confusing to the reader. Uses some transitional words, phrases or clauses to manage the sequence of events (before, during, after, just then, etc.) Conclusion is present but may not logically follow the story.	Events are not sequenced in a logical order. Uses few or no transitional words, phrases, or clauses to manage the sequence of events. Conclusion is unclear or missing.
Narrative Techniques: CCSS: RIT-1 W- 1b, 8, 9a	Uses creative descriptions of actions, thoughts, and feelings to develop experiences and events Uses a variety of narrative techniques, including dialogue and descriptive language to develop character traits and support the plot throughout the story.	Uses pacing and descriptions of actions, thoughts, and feelings to develop experiences and events. Uses narrative techniques, including dialogue and descriptive language, to show character traits. Uses narrative techniques, including dialogue and descriptive language, to support the plot.	Uses minimal or irrelevant descriptions of actions, thoughts, or feelings to describe experiences /events. Uses minimal narrative techniques, including dialogue and descriptive language, to develop character(s) and/or plot. Uses weak or repetitive descriptive language (verbs, adjectives, and adverbs).	Uses little to no description of actions, thoughts, or feelings to describe experiences /events. Does not use dialogue to support plot. Does not use descriptive language.

	4	3: Meeting Grade Level Expectation	2	1
Language CCSS: L- 1, 2 W - 2d	Uses correct and varied sentence structures. Demonstrates creativity and flexibility to enhance readability. Demonstrates grade-level appropriate spelling and grammar. Uses precise and sophisticated vocabulary.	Uses correct and varied sentence structures. Demonstrates correct capitalization and punctuation, which includes proper nouns, yet may contain 1 or 2 errors. Demonstrates grade-level appropriate spelling and grammar. Uses grade-level vocabulary appropriate for the audience and purpose	Use some repetitive or incorrect sentence structure. Some incorrect capitalization and punctuation, including proper nouns. Some spelling and grammar errors. Uses some grade-level vocabulary.	Does not demonstrate sentence mastery (for example, run-on sentences or incomplete sentences). Demonstrates limited understanding of grade level appropriate conventions, including capitalization and punctuation. Demonstrates limited understanding of grade-level appropriate spelling and grammar Vocabulary is simplistic and repetitive.

Comments:
List of Standards: