



# Narrative Writing Rubric



Focus	Beginning 1	Developing 2	Meets Standard 3	Exceeds Standard 4
W.3.4-A, B, C, & D Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.	Student did not write a narrative writing piece.	Student created a narrative piece, but it lacks details and/or sequence.	Student created a narrative writing piece with the following characters, dialogue or descriptive actions, beginning, middle and end.	Student created a narrative writing piece with the following characters, dialogue or descriptive actions, beginning, middle and end including one or more paragraphs for each.
W.3.4-E With guidance and support from adults, follow and participate in the writing process (planning, revising and editing) to produce a complete narrative piece.	Student did not edit piece and did not discuss how to improve their writing piece with a peer or adult.	Student did not discuss how to improve writing with a peer or adult, but did not make any changes to their writing piece.	Student discussed how to improve writing with a peer or adult and made one or more changes.	Student discussed how to improve writing with a peer or adult and made one or more changes. Student also asked questions to clarify learning targets and improve writing.
L.3.1 Use standard grammar when writing and speaking	Student's writing piece is unacceptable due to grammar.	Student did not use appropriate grammar for the majority of the piece and a majority of the piece is unacceptable.	Student used appropriate grammar throughout the whole piece and it is easy to read.	Student used appropriate grammar throughout the whole piece and it is easy to read. Student used grammar beyond third-grade level including subject and verb agreement, appropriate use of adverbs, and more.
L.3.2 Use standard conventions (capitalization, punctuation)	Student did not use capital letters or punctuation consistently and/or appropriately.	Student began most sentences with a capital letter and wrote most sentences with appropriate punctuation.	Student began all sentences with a capital letter and ended all sentences with appropriate punctuation. Student also began most phrases with a capital letter.	Student began all sentences with a capital letter and ended all sentences with appropriate punctuation. Student also capitalised all phrases and/or used question marks appropriately.

# Rubric For Narrative Writing 3rd Grade

**Katherine Richardson Bruna, Kimberley  
Gomez**



### **Rubric For Narrative Writing 3rd Grade:**

*The Everything Parent's Guide to Common Core ELA, Grades K-5* Felicia Durden, 2015-08-15 Take the mystery out of Common Core ELA Designed to be a set of national educational standards the Common Core has been adopted by 45 states across the nation But if you re accustomed to traditional English courses you may be having a hard time understanding what your kids are bringing home from school and why With easy to understand examples comprehension tips and practice exercises this complete guide help you understand The reasoning behind the Common Core English Language Arts standards What your child will be learning at each grade level The types of books and passages your child will be reading The new requirements on nonfiction texts and the rationale behind them The focus on finding evidence and formulating arguments The Everything Parent s Guide to Common Core ELA Grades K 5 will give you the confidence you need to help your children meet the new ELA expectations for their grade level and excel at school

**Great Performances** Larry Lewin, Betty Jean Shoemaker, 1998 This book presents an approach to developing performance assessments It begins with four steps for Info In and moves to four Info Out modes through which students can make their content understanding explicit for evaluation purposes The first chapter is an overview of performance assessment in the classroom Chapter 2 discusses the Info In model and the key processes of reading listening manipulating and viewing Chapter 3 explores the first Info Out mode visual representations Chapters 4 5 and 6 examine the three additional Info Out modes writing oral presentations and large scale substantive projects and performances The final chapter summarizes strengths and weaknesses of classroom based performance assessments An appendix contains the Oregon Writing Scoring Guide for middle school Contains 64 figures and 23 references SLD

**Reading and Writing Instruction for Fourth- and Fifth-Grade Classrooms in a PLC at Work®** Kathy Tuchman Glass, 2020-06-16 Prepare students to succeed with increasingly sophisticated reading and writing challenges Designed for teachers of grades 4 5 this resource helps readers address the pivotal shift in learning expectations that occurs during the upper elementary years Myriad templates tools and strategies are included to support collaborative teams as they work to establish a rich and robust plan for quality literacy instruction assessment and intervention Use this resource to inspire fourth and fifth graders to excel in reading and writing Understand the role PLCs and collaborative teams play in literacy development and reading comprehension strategies Obtain strategies and tools such as the pre unit protocol for unpacking and clarifying literacy standards Explore adaptable research based instructional strategies and learn how to plan high quality literacy instruction that boosts student reading and writing skills Examine the four components of the gradual release model 1 focused instruction 2 guided instruction 3 collaborative learning and 4 independent learning Observe how to collaboratively score assessments and conduct effective data inquiry and analysis Study the powerful impact literacy has on student engagement and inclusivity Contents Introduction Every Teacher Is a Literacy Teacher Chapter 1 Establish Clarity About Student Learning Expectations Chapter 2 Examine Assessment Options for Literacy Chapter 3 Create a Learning

Progression to Guide Instruction and Assessment Chapter 4 Develop Collective Understanding of Learning Expectations  
 Chapter 5 Respond to Data to Ensure All Students Learn Chapter 6 Differentiate Instruction With Gradual Release of  
 Responsibility Chapter 7 Plan High Quality Literacy Instruction Chapter 8 Select Appropriate Instructional Strategies  
 Chapter 9 Consider Equity in Literacy Epilogue Appendix A List of Figures and Tables Appendix B Templates and Tools  
 Appendix C Process for Prioritizing Standards Appendix D Depth of Knowledge Overview Appendix E Essential  
 Understandings and Guiding Questions References and Resources Index     **Grade 3, Report** ,2002     *Reading, Writing,  
 and Rigor* Nancy Boyles,2018-04-12 What does rigor a word that frequently pops up in conversations about education really  
 mean More specifically what does it mean for literacy instruction and how does it relate to challenging standards based  
 assessments In this informative and practical guide literacy expert Nancy Boyles uses the framework from Webb s Depth of  
 Knowledge DOK to answer these questions offering experience based advice along with specific examples of K 8 assessment  
 items Boyles defines rigor and shows how it relates to literacy at each DOK level and explains the kind of thinking students  
 will be expected to demonstrate She then tackles the essence of what teachers need to know about how DOK and its  
 associated rigors are measured on standards based assessments Specifically readers learn how each DOK rigor aligns with  
 standards text complexity close reading student interaction the reading writing connection and formative assessment  
 Teachers coaches and administrators will find clear guidance easy to implement strategies dozens of useful teaching tools  
 and resources and encouragement to help students achieve and demonstrate true rigor in reading and writing     *The  
 Vulnerable Heart of Literacy* Elizabeth Dutro,2019 What is trauma and what does it mean for the literacy curriculum In this  
 book elementary teachers will learn how to approach difficult experiences through the everyday instruction and interactions  
 in their classrooms Readers will look inside classrooms and literacies across genres to see what can unfold when teachers are  
 committed to compassionate critical and relational practice Weaving her own challenging experiences into chapters  
 brimming with children s writing and voices Dutro emphasizes that issues of power and privilege matter centrally to how  
 attention to trauma positions children The book includes questions and prompts for discussion reflection and practice and  
 describes pedagogies and strategies designed to provide opportunities for children to bring the varied experiences of life  
 including trauma to their school literacies in positive meaningful and supported ways This stunning book about trauma  
 interrogates the very notion Dutro excels at interweaving her stories with those of teachers and students and at challenging  
 readers to find their way into the fabric I recommend this book to teachers so that they might accept her challenge to explore  
 and understand the importance of both witnessing and testimony in relation to trauma in literacy curriculum and pedagogy  
 Mollie Blackburn The Ohio State University     **Lesson Design for Differentiated Instruction, Grades 4-9** Kathy  
 Tuchman Glass,2009-01-14 Discover how effective differentiated instruction can support your students individual learning  
 needs Designed for middle level teachers who may not be experienced in differentiating instruction this book provides step

by step guidance for creating comprehensive meaningful lessons in language arts math science and social studies The author helps teachers develop confidence and expertise through a wide range of differentiation strategies and includes a lesson planning template and concrete examples of student handouts Readers will expand their understanding of What a differentiated lesson looks like What components are included in a lesson How differentiated lessons are taught How to craft differentiated lessons

Student Diversity, 3rd Edition Faye Brownlie, Catherine Feniak, Leyton Schnellert, 2016-10-14 From ice breaking activities to ways to meet specific expectations in all areas of the curriculum teachers will discover practical strategies and organizational frameworks that will help them to reach all students Whether you're searching for new ways to inspire students with different learning styles celebrate the abilities of the physically challenged or boost the skills of those learning English for the first time Student Diversity has what you need to meet and defeat the wide variety of challenges in today's classroom Packed with examples of student work and reproducible worksheets this book will help to smooth the daily path of beginning and experienced teachers alike

*Authentic Literacy Assessment* Lauren Leslie, Mary Jett-Simpson, 1997 Grade level 1 2 3 4 5 6 7 e p i t

**Best Practices in Literacy Instruction** Lesley Mandel Morrow, Ernest Morrell, Heather Kenyon Casey, 2023-05-24 This authoritative text and PreK 12 teacher resource is now in a substantially revised seventh edition with 80% new material foregrounding advances in inclusive equitable instruction Teachers are guided through every major component of reading as well as assessment motivation teaching bilingual learners strengthening connections with families and communities and more The book presents principles and strategies for teaching literature and nonfiction texts organizing and differentiating instruction supporting struggling readers and promoting digital literacy Pedagogical features include chapter opening bulleted previews of key points reviews of the research evidence recommendations for best practices in action with examples from exemplary classrooms and end of chapter engagement activities New to This Edition Chapter on culturally responsive teaching plus more attention to social justice and equity throughout Chapter on supporting students in the invisible middle Important new focus on social and emotional learning SEL All chapters thoroughly revised or rewritten to reflect current research theory and instructional practices

**What's Another Word for Walk?** Jenel Jansen, 2008

**The Work of Language in Multicultural Classrooms** Katherine Richardson Bruna, Kimberley Gomez, 2009-06-02 How does language comprise the implicit or explicit curriculum of teaching and learning in multicultural science settings Building on a growing interest in the ways in which language and literacy practices interact with science teaching and learning to facilitate or obstruct successful student outcomes this book contributes to scholarship on the role of language in developing classroom scientific communities of practice expands that work by highlighting the challenges faced specifically by ethnic and linguistic minority students and their teachers in joining those communities and showcases exemplary teaching and research initiatives for helping to meet these challenges Offering teacher practitioners and researchers in the fields of science education and multicultural education lenses through which they can critically consider

the myriad of classroom settings instructional approaches curricular materials and scientific topics involved in what it means to teach science while pointedly addressing concerns about equity of educational opportunity this volume serves as a powerful resource for linking theory and practice End of chapter reflection questions and engagement activities facilitate discussion round these issues and provide rich opportunities for the reader to consider the implications of each chapter for science instruction and research and to apply insights developed in a real world science teaching and learning contexts

*Blowing Away the State Writing Assessment Test* Jane Bell Kiester, 2013 The Same Classic You Love Now Expanded and Updated for 2006 Test Requirements NEW Third Edition In just four easy steps Jane Bell Kiester gives you all the tools you need to teach your students how to respond to any fiction or non fiction prompt with superior and creative writing that incorporates solid writing craft principles The expanded Third Edition allows you to simplify the planning process for writing with several graphic organizers help students use and retain vivid vocabulary with entertaining classroom proven activities encourage and explicitly teach strategies that foster well organized and elaborated writing that reveals the writer s voice teach students how to recognize genre a difficult skill for many students to master on assessments with twenty passages from familiar and beloved children s fiction and non fiction literature provide students with practice in all genres with more than 200 practice prompts plus the newest test addition quote analysis assess writing quickly and confidently using the ninety reproducible student written responses to descriptive expository narrative and persuasive writing prompts that include rubrics and teacher notes and conform to your state s scoring system using either holistic or domain scoring explanations provided with the student samples

*Bilingual Competence and Bilingual Proficiency in Child Development* Norbert Francis, 2011-11-18 A study of first and second language development in an indigenous community with implications for broader linguistic and cognitive issues When two or more languages are part of a child s world we are presented with a rich opportunity to learn something about language in general and about how the mind works In this book Norbert Francis examines the development of bilingual proficiency and the different kinds of competence that come together in making up its component parts In particular he explores problems of language ability when children use two languages for tasks related to schooling especially in learning how to read and write He considers both broader research issues and findings from an ongoing investigation of child bilingualism in an indigenous language speaking community in Mexico This special sociolinguistic context allows for a unique perspective on some of the central themes of bilingualism research today including the distinction between competence and proficiency modularity and the Poverty of Stimulus problem Francis proposes that competence knowledge should be considered as an integral component of proficiency ability rather than something separate and apart arguing that this approach allows for a more inclusive assessment of research findings from diverse fields of study The bilingual indigenous language project illustrates how the concepts of modularity and the competence proficiency distinction in particular might be applied to problems of language learning and literacy Few investigations of indigenous

language and culture approach bilingual research problems from a cognitive science perspective By suggesting connections to broader cognitive and linguistic issues Francis points the way to further research along these lines

**Curriculum Renewal** Elliott Seif, Association for Supervision and Curriculum Development, 1998

**Linguistics and Language Behavior Abstracts**, 1997

*Teacher Training and Effective Pedagogy in the Context of Student Diversity* Liliana Minaya-Rowe, 2002-06-01 The purpose of this volume is two fold First the book attempts to initiate a research based dialogue from a variety of perspectives specifically about teacher training and teaching in the context of student linguistic and cultural diversity and second to cast a wide net over three major areas of professional development that have the potential to impact on teacher quality and on the educational services provided to ELLs at all levels of instruction This book represents a first attempt to a quiet revolution going on in teacher education Johnson 2000 It allows the reader to uncover research activities and experiences that constitute individual teacher education program initiatives A revolution because it is stirring the very essence of what stands at the core of teacher education a core that has long been based more on training to teach monolingual English speaking students and less on teaching ELLs their first and second language development using their bilingualism to teach academics and on the process of becoming an effective teacher of ELLs This state of the art review brings together research on effective pedagogy and teacher training The nine feature chapters are directly concerned with effective new structures and practices for professional development and are presented in a framework that considers a wide spectrum of topics to address issues such as what teachers need to understand about English language learners what kind of professional experiences are likely to facilitate those understandings and what kinds of teacher education programs and school settings are able to support their ongoing learning The authors also discuss the implications of their work for helping English language learners connect and benefit from school from the points of view of 1 school reform 2 teachers bilingual proficiencies 3 teachers knowledge and beliefs and 4 teacher training programming and sustainability

**Fourth Grade Technology** Ask a Tech Teacher, 2020-04-12 Used world wide as a definitive technology curriculum this six volume series Fourth Edition 2011 is the all in one solution to running an effective efficient and fun technology program whether you re the lab specialist IT coordinator classroom teacher or homeschooler It is the choice of hundreds of school districts across the country private schools nationwide and teachers around the world Each volume includes step by step directions for a year s worth of projects samples grading rubrics reproducibles wall posters teaching ideas and hundreds of online connections to access enrichment material and updates from a working technology lab Aligned with ISTE national technology standards the curriculum follows a tested timeline of which skill to introduce when starting with mouse skills keyboarding computer basics and internet Web 2 0 tools in Kindergarten First MS Word Publisher Excel PowerPoint Google Earth internet research email and Photoshop in Second Fifth Each activity is integrated with classroom units in history science math literature reading writing critical thinking and more Whether you re an experienced tech teacher or brand new to the job you ll appreciate the

hundreds of embedded links that enable you to stay on top of current technology thinking and get help from active technology teachers using the program Extras include wall posters to explain basic concepts suggestions for keyboarding standards discussion of how to integrate Web 2.0 tools into the classroom curriculum and the dozens of online websites to support classroom subjects

**Expository Discourse in Children, Adolescents, and Adults** Marilyn A. Nippold, Cheryl M. Scott, 2013-03-07 School success in the 21st century requires proficiency with expository discourse the use and understanding of informative language in spoken and written modalities This occurs for example when high school students read their textbooks and listen to their teachers lectures and later are asked to demonstrate their knowledge of this complex topic through oral reports and essay examinations Although many students are proficient with the expository genre others struggle to meet these expectations This book is designed to provide information on the use and understanding of expository discourse in school age children adolescents and young adults Recently researchers from around the world have been investigating the development of this genre in typical students and in those with language disorders Although many books have addressed the development of conversational and narrative discourse by comparison books devoted to the topic of expository discourse are sparse This crossdisciplinary volume fills that gap in the literature and makes a unique contribution to the study of language development and disorders It will be of interest to a range of professionals including speech language pathologists teachers linguists and psychologists who are concerned with language development and disorders

Critical Thinking in the Elementary Classroom Erin Shadowens, 2023-10-31 Even young students can develop vital critical thinking skills when they have access to rich content meaningful opportunities to practice and guided instruction Critical thinking evaluating and analyzing data to make informed judgments is essential in both the classroom and everyday life Teaching critical thinking skills in the elementary grades is often an afterthought if it is a thought at all Veteran primary teacher and instructional leader Erin Shadowens proposes that students of all ages benefit when teachers expand the definition of what is possible by engaging young learners with real challenges and supportive accessible learning environments In Critical Thinking in the Elementary Classroom Shadowens Explores the concept of critical thinking clarifies misunderstandings and delves into relevant research Introduces the Critical Thinking Framework to help nurture deep thinking in the context of content focused lessons Presents case studies of the framework in action Shows how to apply the framework at the unit and lesson levels addressing common instructional pitfalls along the way Describes how a virtuous cycle of assessment and feedback promotes academic achievement and critical thinking Illustrates how to foster an intellectual community with young learners Ultimately this book guides elementary teachers in supporting students to think deeply about rich content make insightful connections and address issues in broader more meaningful ways both in and outside of school



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