

Narrative Writing Grade 4 Scale

Name: _____

Date: _____

Essay Topic: _____

| | | Pts | Self | Peer | Adult |
|--|---|-----------|------|------|-------|
| Appropriate to Task | | | | | |
| | Strong connections to the text | 1 | | | |
| Who? (Narrator and/or Characters) | | | | | |
| | Character(s) actions, thoughts and feelings shown, not just told (3 or more) | 1 | | | |
| | Purposeful dialogue use develops events or shows responses (3 or more) | 1 | | | |
| When? (Situation: Time) | | | | | |
| | Provides detailed time (sunny morning) | 1 | | | |
| Where? (Situation: Location) | | | | | |
| | Provides detailed location (large, grey home or grassy lawn) | 1 | | | |
| What Does the Character Do or Want to Do? (goal emerges) | | | | | |
| | Character(s) responds to engaging opening situation with a goal Kick off works well, is interesting and is followed by obstacles | 1 | | | |
| What Happens? (Organized event sequence that unfolds naturally) | | | | | |
| | Organized event sequence unfolds naturally (more shown than told) | 1 | | | |
| | Pacing is varied and develops experiences / events intentionally | 1 | | | |
| | Character(s) response to situations is ongoing | 1 | | | |
| | Use concrete words and phrases and sensory details to convey experiences and events precisely | 5 | | | |
| | Varied transitional words and phrases manage sequence of events | 1 | | | |
| How Does the Story End? | | | | | |
| | Conclusion follows from narrated experiences or events | 1 | | | |
| How Does the Character Feel/React? What is Learned? (Wrap Up) | | | | | |
| | Character's final response makes reader feel (surprise, emotion, humor) or think (discover a lesson, connection or realization) | 1 | | | |
| | Theme or central idea wraps up clearly | 2 | | | |
| Conventions | | | | | |
| | CCSS grade level: grammar, punctuation for effect and spelling | 1 | | | |
| Total | | 20 | | | |
| Done Well: | | | | | |
| Goals: | | | | | |