

Narrative Scoring Guidelines Grade 5

Appropriate to Task

- Student writing has at least 2 strong connections to the text.

Who (W.5.3)

- Rich, deep characters grow/change at heart of narratives. Character arcs shown not told through at least 3:
 - thoughts narrated (Her heart pounded.);
 - dialogue (“You make me want to be a better person,” I told her.);
 - or actions (I stomped!).
- At least 3 purposeful dialogues, not rambling. Dialogue breaks to include action. Purposeful dialogue tags vary, but are not overdone and distracting. ‘Said’ has powerful invisibility at times. Tell, don’t show. Beware adverbs:
 - **Yes:** she said while breaking the contact of their gaze and flushing.
 - **No:** she said shyly.

When

- Time well hinted or described: **Yes:** It was a sunny May afternoon or **No:** One afternoon... .

Where

- Detailed description of location: **Yes:** In my mom’s tulip garden... or **No:** In the garden... .

Goal: What Does the Character Do or Want to Do? (W.5.3)

- Character’s everyday life is disrupted, then responds after inciting incident with a goal that launches plot.

Plot: What Happens? (W.5.3)

- Organized event sequence in which plot shifts are clear and shown more than told.
- Pacing is purposeful: action speeds up and slows down (often with tension or reflection) deliberately.
- Character responds to situation (s) with ongoing reaction to conflict (internal or external)/tension/problem.
- Uses tier 2 or 3 concrete words, phrases, sensory details, figurative language. Every 5 words or phrases gets a point.
- 5 or more varied transitional words (when, after, then, as, so, next).

Ending (W.5.3)

- Closure follows from story. It ties story together. “I had fun” is not enough.
 - Clue/info revealed, Last twist, Objective/goal achieved, Surprise, Encircle back.....

How Does the Character Respond?

- Final response goes beyond ‘we had a great time’ to convey a meaningful after thought or lesson.
 - Memory, feeling, hope, growth, discovery, revelation, resonance/insight, hint, decision, wonder
- Theme is clear and ties to full story.

Conventions (L.5.1-2)

- Refer to grade level CCSS for grade level expectations.
- Spelling errors: less than 1/page.
- Grammar/Punctuation errors: less than 1/page.

In class, can individualize. A child who spells with 80% accuracy, can receive this point if he/she improves by 5%.