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|  | **Exceeding Standard**  **(4)** | **At Standard**  **(3)** | **Approaching Standard**  **(2)** | **Below Standard**  **(1)** |
| **Focus**   * **W4.3a** | * Purposefully orients the reader by skillfully establishing a vivid situation (real or imagined) and introducing characters and/or a narrator | * Orients the reader by establishing a situation (real or imagined) and introducing characters and/or a narrator | * Establishes a situation (real or imagined) and attempts to introduce characters and/or a narrator | * Fails to establish a situation (real or imagined) and does not introduce characters and/or a narrator in a relevant way |
| **Organization/Plot**   * **W4.3a** * **W4.3c** * **W4.3e** | * Coherently organizes a clear event sequence that unfolds naturally * Skillfully connects a variety of transitional words and phrases to manage the sequence of events * Provides a conclusion that clearly follows from the narrated experience or events | * Organizes a clear event sequence that unfolds naturally * Uses a variety of transitional words and phrases to manage the sequence of events * Provides a conclusion that follows from the narrated experience or events | * Organizes some sequencing but might confuse the reader * Uses some transitional words and phrases to manage the sequence of events. * Attempts a conclusion that may or may not follow the narrated experience or events | * Does not sequence narrative in a logical order * Uses few to no transitional words and phrases to manage the sequence of events. * Does not provide a discernible conclusion |
| **Techniques**   * **W4.3b** * **W4.3d** | * Uses creative descriptions of actions, thoughts, and feelings to develop experiences and events * Uses vivid dialogue to show the response of characters to situations * Uses concrete words and sensory details to make experiences and events come to life | * Uses descriptions of actions, thoughts, and feelings to develop experiences and events * Uses dialogue to show the response of characters to situations * Uses concrete words and sensory details to convey experiences and events precisely | * Uses minimal or irrelevant descriptions of actions, thoughts, or feelings to describe experiences /events * Uses dialogue to support plot * Attempts to use concrete words and sensory details to describe experiences and events | * Uses little to no description of actions, thoughts, or feelings to describe experiences /events * Does not use dialogue to support plot * Fails to to use concrete words or sensory details |
| **Language**   * **L4.2b** * **L4.3a** | * Uses purposeful and varied sentence structures * Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance meaning * Utilizes precise and sophisticated word choice | * Uses correct and varied sentence structures * Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning * Utilizes strong and grade-level appropriate word choice | * Uses some repetitive yet correct sentence structure * Demonstrates some grade level appropriate conventions, but errors obscure meaning * Utilizes vague or basic word choice | * Does not demonstrate sentence mastery * Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning * Utilizes incorrect and/or simplistic word choice |