	4 Meeting grade-level expectations with an enriched understanding	3 Meeting grade-level expectations	2 Approaching grade-level expectations	1 Not yet meeting grade-level expectations
Organization and Structure	Writers **clearly** organize using structure beginning, problem, solution, ending to organize their writing.	Writers **sufficiently** organize using structure beginning, problem, solution, ending to organize their writing.	Writers **partially** organize with some elements of the structure beginning, problem, solution, ending.	Writers use **disorganized** content that does not follow a logical sequence or lacks focus without a beginning, problem solution, ending to organize.
	Writes **5 or more** s in a logical sequence.	Writes **3 or 4** sentences in a logical sequence.	Writes **less than 3** sentences in a logical sequence.	**Cannot yet write** sentences in a logical sequence.
Use of Writing Process	Writer **clearly** uses the writing process to plan, write, edit and share their realistic fiction story.	Writer **sufficiently** uses the writing process to plan, write, edit and share their realistic fiction story.	Writer **uses some parts** of the writing process to plan, write, edit and share their realistic fiction story.	Writer **does not use** the writing process to plan, write, edit, and share their realistic fiction story.
Ideas Created from Experience	Writer **clearly** uses experiences from own or other's lives to create a realistic fiction story.			Writer does not use experiences from own or other's lives to create a realistic fiction story.
Events to Solve the Problem	Writer uses **3 or more** attempts to solve the problem to create the plot of their realistic fiction story.	Writer uses **2** attempts to solve the problem to create the plot of their realistic fiction story.	Writer uses **1** attempt to solve the problem to create the plot of their realistic fiction story.	Writer **does not** attempt to solve the problem.
Images or Text Features Enhance the Story	Writer uses images, text features, and/or punctuation **highly effectively** to enhance their realistic fiction story.	Writer uses images, text features, and/or punctuation to **effectively** enhance their realistic fiction story.	Writer **minimally** uses images, text features, and/or punctuation to enhance their realistic fiction story.	Writer **does not** use images, text features, and/or punctuation to enhance their realistic fiction story.
Details	Writers keep audience engaged using **several** strong verbs and	Writers keep audience engaged using **many** strong verbs and	Writers keep audience engaged using **a few** strong verbs and	Writers **do not use** strong verbs and adjectives in their realistic

	adjectives in their realistic fiction story.	adjectives in their realistic fiction story.	adjectives in their realistic fiction story.	fiction story to keep audience engaged..
Conventions	Writers **consistently** use their editing checklist for: ● Capital letters on first word of sentence, proper nouns, & titles ● End punctuation ., ?, ● Spelling patterns: CVC, CVCe, drop the \<e\> & add \<ing\>	Writers **sufficiently** use their editing checklist for: ● Capital letters on first word of sentence, proper nouns, & titles ● End punctuation ., ?, ● Spelling patterns: CVC, CVCe, drop the \<e\> & add \<ing\>	Writers **sometimes** use their editing checklist for: ● Capital letters on first word of sentence, proper nouns, & titles ● End punctuation ., ?, ● Spelling patterns: CVC, CVCe, drop the \<e\> & add \<ing\>	Writers **do not or rarely** use their editing checklist for: ● Capital letters on first word of sentence, proper nouns, & titles ● End punctuation ., ?, ● Spelling patterns: CVC, CVCe, drop the \<e\> & add \<ing\>