GRADE 2 Narrative Writing Rubric Updated 2019

Nar.	Beginning 1 pt	B+ 1.5 pts	Progressing 2 pts	P+ 2.5 pts	Meeting 3 pts	M+ 3.5 pts	Exceeding 4 pts	
Overall	-Wrote about one day of their life	Mid	-Wrote about one time/event	Mid	-Zoomed in on one small moment within the time/event	Mid	-Zoomed in on one small moment within the time/event and stretched out the moment bit-by-bit	Structure Total _____
Lead	-Wrote on the first page	Mid	-Wrote what happened first to start the story	Mid	-Chose action, talk or setting to start story	Mid	-Chose action, talk or setting to start story -Helped the reader get to know the characters and setting	
Transitions	-Told story in order -Wrote sentences without transition words or used them minimally	Mid	-Told story in order -Used words such as *and, then, so,* to connect sentences	Mid	-Told story in order -Used temporal words such as *after, before, next,* to connect sentences	Mid	- Told the story in order -Consistently used a variety of temporal words such as *after, before, next,* to connect sentences	
Ending	-Wrote on the last page	Mid	-Wrote what happened last to end the story	Mid	-Chose action, talk or feeling to provide a sense of closure	Mid	- Chose action, talk or feeling to provide a sense of closure -Tried to write an ending that helped the reader share the emotional experience	
Org.	-Wrote about something on each page -May not be sequenced	Mid	-Wrote a beginning, middle, and end -Wrote across 3 or more pages	Mid	-Wrote a beginning, middle and end -Wrote a lot of sentences on a page -Wrote across more than 3 pages	Mid	- Used paragraphs to organize each page	
Elaboration	- Tried to add details by bringing characters and story to life with actions, feelings, or dialogue on *one page*	Mid	-Added details by bringing characters and story to life with actions, feelings, or dialogue across *more than one page*	Mid	-Added details by bringing characters and story to life with actions, feelings, or dialogue across *many pages*	Mid	- Consistently added details by bringing characters and story to life with actions, feelings, or dialogue -Tried to "show" not just "tell"	Development Total _____
Craft	-Tried to use strong words to show feelings and actions on *one page*	Mid	-Used some strong words to show feelings and actions *across more than one page*	Mid	-Used a variety of strong words to show feelings and actions on *many pages*	Mid	-Consistently used a variety of strong words to show feelings and actions	

Spelling	-Could read most of their writing -Wrote letters for some sounds in words -Spelled some learned trick words correctly	**Mid**	-Used conventional spelling for words w/common spelling patterns -Spelled untaught words phonetically -Spelled learned trick words correctly	**Mid**	-Consistently used taught spelling patterns (suffixes, glued sounds, syllable types) -Consistently spelled learned trick words correctly	**Mid**	-Consistently used taught spelling patterns -Consistently spelled learned trick words correctly -Used resources to spell unfamiliar words (dictionary, poster, chart, text, peer)	**Lang. Conventions Total ____**
Punctuation	-Ended some sentences with punctuation - Started some sentences with a capital letter -Most of the time used lowercase letters unless capitals are needed -Some spaces between words	**Mid**	-Ended sentences with punctuation -Started sentences with a capital letter -Used lowercase letters unless capitals were needed -Spaces between words	**Mid**	- Consistently used correct capitalization and end punctuation -Consistently used spaces between words -Starting to use commas, quotation marks and apostrophes correctly	**Mid**	- Consistently used correct capitalization and end punctuation -Consistently used spaces between words -Consistently used commas, quotation marks and apostrophes correctly	

GRADE 2 Informational Writing Rubric Updated 2019

Nar.	Beginning 1 pt	B+ 1.5 pts	Progressing 2 pts	P+ 2.5 pts	Meeting 3 pts	M+ 3.5 pts	Exceeding 4 pts	
Overall	-Taught readers about one topic using limited facts	Mid	-Taught readers about one topic using details and facts	Mid	-Taught readers about one topic using the most important and relevant information about a topic	Mid	- Taught readers about one topic and Included information that shows a deeper knowledge of the topic - Included ideas, observations and questions	**Structure Total**
Lead	-Named the topic (Ex. This book is about sharks).	Mid	-Named topic in the beginning and got the reader's attention (ex. "Do you want to learn about sharks?")	Mid	- Named the topic and hooked the reader using specific word choice (ex. "Chomp!" "Chomp!" Look out!" Here comes a shark!" Read this book to learn all about ..)	Mid	- Named the topic and hooked the reader - Introduction set the expectation of what the reader will learn about the topic	
Transitions	-Wrote sentences without transition words or used them minimally	Mid	-Used words such as *and*, *another*, *also* to connect sentences across some pages	Mid	-Used a variety of words such as *and*, *another*, *also*, *for example* to connect sentences across many pages	Mid	-Consistently used a variety of words such as *and*, *another*, *also*, *for example* to connect sentences - Showed what does not fit with words such as, *however* and *but*	
Ending	-Wrote a fact on the last page	Mid	-Wrote a concluding *sentence* that wrapped up the information book	Mid	-Wrote a concluding *section* that wrapped up the information book	Mid	- Wrote a concluding sentence/section for each part (or chapter)	
Org.	-Wrote information across pages -May not have chapters	Mid	-Wrote chapters -Each chapter told about the topic	Mid	-Wrote chapters -Each chapter told meaningful information about the topic -Tried adding different sections such as a Table of Contents, Glossary, Introduction and Conclusion	Mid	-Wrote chapters -Each chapter told meaningful information about the topic -Added different sections such as a Table of Contents, Glossary, Introduction and Conclusion	
Elaboration	- Taught the reader some facts	Mid	-Taught the reader using strategies such as facts, details, definitions, tips, comparisons, examples, and descriptive words across **some pages**	Mid	-Taught the reader using strategies such as facts, details, definitions, tips, comparisons, examples, and descriptive words across **many pages**	Mid	-Consistently taught the reader using strategies such as facts, details, definitions, tips, comparisons, examples, and descriptive words across **most pages**	**Development Total**
Craft	-Used basic words to teach about the topic	Mid	-Sometimes used expert words to demonstrate knowledge about the topic	Mid	-Used expert words to demonstrate knowledge about the topic on many pages	Mid	-Consistently used expert words to demonstrate knowledge about the topic on most pages -May have included features such as diagrams or captions	

Spelling	-Could read most of their writing -Wrote letters for some sounds in words -Spelled some learned trick words correctly	**Mid**	-Used conventional spelling for words w/common spelling patterns -Spelled untaught words phonetically -Spelled learned trick words correctly	**Mid**	-Consistently used taught spelling patterns (suffixes, glued sounds, syllable types) -Consistently spelled learned trick words correctly	**Mid**	-Consistently used taught spelling patterns -Consistently spelled learned trick words correctly -Used resources to spell unfamiliar words (dictionary, poster, chart, text, peer)	Lang. Conventions Total ____
Punctuation	-Ended some sentences with punctuation - Started some sentences with a capital letter -Most of the time used lowercase letters unless capitals are needed -Some spaces between words	**Mid**	-Ended sentences with punctuation -Started sentences with a capital letter -Used lowercase letters unless capitals were needed -Spaces between words	**Mid**	- Consistently used correct capitalization and end punctuation -Consistently used spaces between words -Starting to use commas, quotation marks and apostrophes correctly	**Mid**	- Consistently used correct capitalization and end punctuation -Consistently used spaces between words -Consistently used commas, quotation marks and apostrophes correctly	

GRADE 2 Opinion Writing Rubric Updated 2019

Nar.	Beginning 1 pt	B+ 1.5 pts	Progressing 2 pts	P+ 2.5 pts	Meeting 3 pts	M+ 3.5 pts	Exceeding 4 pts	
Overall	- Wrote an opinion about a topic/book	Mid	-Wrote an opinion about a topic/book and gave at least one reason	Mid	-Wrote an opinion about a topic/book and gave at least 2 reasons -Wrote a few sentences for each reason	Mid	- Wrote an opinion about a topic/book and gave reasons for it - Supported those reasons with evidence	**Structure Total**
Lead	- Wrote a beginning that stated an opinion	Mid	-Wrote a beginning to get the reader's attention -Named the topic and gave an opinion	Mid	-Wrote a beginning to get the reader's attention. -Named the topic and gave a detailed and convincing opinion.	Mid	- Wrote a beginning that stated opinion and hooked the reader into caring about the topic	
Transitions	-Wrote sentences without transition words or used them minimally	Mid	-Used words such as *and* and *because* to connect sentences across some pages	Mid	- Used a variety of words such as *and*, *another*, *also*, *for example* and *because* to connect sentences across many pages	Mid	- Consistently used a variety of words such as *and*, *another*, *also*, *for example* and *because* to connect sentences across most pages	
Ending	- Wrote on the last page	Mid	-Wrote an ending	Mid	-Wrote an ending that restated the opinion	Mid	- Wrote a thoughtful and convincing ending that restated the opinion	
Org.	-Wrote some parts in order	Mid	-Wrote parts in order (lead, opinion, reasons, ending)	Mid	-Wrote parts in order (lead, opinion, reasons, ending) -Wrote a few sentences for each part	Mid	-Wrote parts in order (lead, opinion, reasons, ending) -Wrote multiple sentences for each part	
Elaboration	-Wrote everything he thought about the topic/book	Mid	-Wrote at least one reason for opinion -Wrote a sentence for that reason	Mid	- Wrote at least two reasons - Wrote a few sentences for each reason	Mid	- Wrote more than two reasons - Wrote multiple sentences for each one -Supported reasons with evidence	**Development Total**
Craft	-Tried to make writing convincing by using a taught strategy	Mid	-Made writing convincing by using taught strategies in one or more places	Mid	-Made writing convincing by using taught strategies in many places	Mid	- Consistently made writing convincing using taught strategies -Engaged with the reader throughout the piece, enabling the reader to emotionally connect with the opinion	

Spelling	-Could read most of their writing -Wrote letters for some sounds in words -Spelled some learned trick words correctly	**Mid**	-Used conventional spelling for words w/common spelling patterns -Spelled untaught words phonetically -Spelled learned trick words correctly	**Mid**	-Consistently used taught spelling patterns (suffixes, glued sounds, syllable types) -Consistently spelled learned trick words correctly	**Mid**	-Consistently used taught spelling patterns -Consistently spelled learned trick words correctly -Used resources to spell unfamiliar words (dictionary, poster, chart, text, peer)	**Lang. Conventions Total ____**
Punctuation	-Ended some sentences with punctuation - Started some sentences with a capital letter -Most of the time used lowercase letters unless capitals are needed -Some spaces between words	**Mid**	-Ended sentences with punctuation -Started sentences with a capital letter -Used lowercase letters unless capitals were needed -Spaces between words	**Mid**	- Consistently used correct capitalization and end punctuation -Consistently used spaces between words -Starting to use commas, quotation marks and apostrophes correctly	**Mid**	- Consistently used correct capitalization and end punctuation -Consistently used spaces between words -Consistently used commas, quotation marks and apostrophes correctly	