

2nd Grade – DISTRICT Narrative Writing Rubric

| | Advanced <i>Meets all the standards for the proficient level, but stands out from others ...</i> | Meets | Approaching | Below |
|----------------------------|--|--|--|---|
| CONTENT & IDEAS | <ul style="list-style-type: none"> ▪ introduces a narrator ▪ uses dialogue to develop experiences and events ▪ describes the response of the character(s) to the events | <ul style="list-style-type: none"> ▪ writes a narrative recounting a well elaborated event or short sequence of events ▪ includes relevant details to describe characters' actions, thoughts, and feelings | <ul style="list-style-type: none"> ▪ writes a narrative about a single event with little elaboration ▪ includes details that are irrelevant, repetitive or insufficient to describe characters' actions, thoughts and feelings | <ul style="list-style-type: none"> ▪ does not write about an event or sequence of events or writes about a single event with no elaboration ▪ lacks details |
| ORGANIZATION | <ul style="list-style-type: none"> ▪ structures story in a way that is creative and well elaborated details create a cohesive story ▪ uses temporal words in a way that creates a natural flow and enhances the story | <ul style="list-style-type: none"> ▪ structures story with a clear beginning middle ▪ writes ending that brings closure ▪ uses temporal words to signal event order (later that day) | <ul style="list-style-type: none"> ▪ structures beginning and middle of story in a way that is confusing in places ▪ writes ending that leaves the reader hanging and does not bring closure ▪ inconsistently uses temporal words to signal event order | <ul style="list-style-type: none"> • structure of the story is hard to follow throughout • structure lacks an ending • does not use temporal words to transition and signal event order |
| Style | <ul style="list-style-type: none"> ▪ uses simple, compound, and complex sentences to create fluency ▪ uses original and creative word choice ▪ distinctive voice comes through in the writing making readers want to read it aloud or talk about it | Consistently uses: <ul style="list-style-type: none"> ▪ varied sentence beginnings to create fluency ▪ simple and compound sentences to create fluency ▪ descriptive adjectives (e.g. ruby-colored shirt) ▪ precise nouns (e.g. Toyota not car) ▪ active verbs (e.g. strolled not went) | <ul style="list-style-type: none"> ▪ inconsistently varies sentence beginnings ▪ uses mostly simple sentences ▪ uses common adjectives (e.g. good, pretty) ▪ uses common nouns (e.g. car, boy) ▪ uses more passive than active verbs | <ul style="list-style-type: none"> ▪ does not vary sentence beginnings ▪ uses incomplete, run-on and simple sentences ▪ does not use adjectives to describe ▪ uses vague pronouns (e.g. he instead of my brother) ▪ uses passive verbs |

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|--------------------|--|--|---|---|
| CONVENTIONS | <p>The writing shows a thorough understanding and consistent application of grade-level conventions and use of conventions that extend beyond the grade level expectations.</p> <ul style="list-style-type: none"> ▪ spelling ▪ grammar ▪ capitalization ▪ punctuation | <p>Consistently shows strong evidence of success with K, 1st, and grade-level expectations for conventions.</p> <ul style="list-style-type: none"> ▪ second grade high frequency writing words. ▪ spelling patterns ▪ grammar ▪ punctuation marks ▪ capitalization | <p>Inconsistently shows evidence of success with grade-level expectations for conventions.</p> <ul style="list-style-type: none"> ▪ second grade high frequency writing words ▪ spelling patterns ▪ grammar ▪ punctuation marks ▪ capitalization | <p>Does not show evidence of second grade-level expectations for:</p> <ul style="list-style-type: none"> ▪ high frequency writing words ▪ spelling patterns ▪ grammar ▪ punctuation marks ▪ capitalization |

| 2nd grade CURRICULUM FRAMEWORK RESOURCE | | | |
|---|--|--|---|
| Capitalization | Punctuation | Spelling | Grammar Appropriately uses |
| <ul style="list-style-type: none"> ▪ beginning of sentences ▪ personal titles (Mr., Mrs., Dr., etc.) ▪ names, including product names ▪ geographic places ▪ holidays ▪ days of the week ▪ months of the year ▪ initials ▪ titles | <ul style="list-style-type: none"> ▪ end punctuation marks (. ? !) ▪ commas in dates and letters (greetings, closings) ▪ apostrophe for contractions ▪ apostrophe for frequently occurring possessives | <ul style="list-style-type: none"> ▪ high frequency words ▪ 2nd grade spelling patterns | <ul style="list-style-type: none"> ▪ collective nouns ▪ regular plural nouns ▪ frequently occurring irregular nouns ▪ subject/verb agreement ▪ reflexive pronouns ▪ use adverbs and adjectives correctly ▪ use past tense of frequently occurring irregular verbs (sat, hid, told) |