

## 2<sup>nd</sup> Grade Narrative Writing Rubric

**W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
<b>Writing</b>	<b>W.2.3</b>	<p><b>(Organization &amp; Structure) The writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> effectively recounts a well-elaborated event or short sequence of events; clear beginning, middle and end.</li> <li><input type="checkbox"/> skillfully uses multiple transitions to signal event order (<i>e.g., before, during, after</i>).</li> <li><input type="checkbox"/> provides a sense of closure that is effective, interesting or thoughtful.</li> </ul>	<p><b>(Organization &amp; Structure) The writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recounts an event or short sequence of events; may be lacking a beginning, middle, or end.</li> <li><input type="checkbox"/> uses a few, 1-2, transitions to signal event order.</li> <li><input type="checkbox"/> provides a simple sense of closure.</li> </ul>	<p><b>(Organization &amp; Structure) The writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> fails to recount an event or short sequence of events; leaves out a beginning, middle, and end.</li> <li><input type="checkbox"/> does not use transition words.</li> <li><input type="checkbox"/> does not provide a sense of closure.</li> </ul>	<p>7-9 = Meets 5-6 = Approaching &lt; 5 = Below</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">Subtotal:</div>
	<b>W.2.3</b>	<p><b>(Ideas &amp; Content) The writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> effectively addresses the prompt/task with a clear, focused, engaging response.</li> <li><input type="checkbox"/> includes some specific, interesting, or vivid details to describe actions, thoughts, and feelings.</li> </ul>	<p><b>(Ideas &amp; Content) The writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> addresses the prompt/task with some drift in focus.</li> <li><input type="checkbox"/> offers some simple details to describe actions, thoughts, and feelings.</li> </ul>	<p><b>(Ideas &amp; Content) The writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> does not address the prompt/task; lacks focus.</li> <li><input type="checkbox"/> fails to include details to describe actions, thoughts, or feelings.</li> </ul>	<p>5-6 = Meets 4 = Approaching &lt; 4 = Below</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">Subtotal:</div>
<b>Language</b>	<b>L.2.1</b>	<p><b>(Sentence Fluency) The writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> uses a variety of sentences that flow smoothly and/or a variety of sentence beginnings; enjoyable to read.</li> </ul>	<p><b>(Sentence Fluency) The writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> has simple sentence patterns with little variety, begins sentences in the same way; message can be understood when read.</li> </ul>	<p><b>(Sentence Fluency) The writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> includes part of a sentence that may be decodable and/or uses disconnected words that cannot be read as writing.</li> </ul>	<p>7-9 = Meets 5-6 = Approaching &lt;5 = Below</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">Subtotal:</div>
	<b>L.2.2</b>	<p><b>(Conventions) The writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor (0-3 errors).</li> </ul>	<p><b>(Conventions) The writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding (4-6 errors).</li> </ul>	<p><b>(Conventions) The writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand (7 or more errors).</li> </ul>	
	<b>(L.2.5) (L.2.6)</b>	<p><b>(Word Choice &amp; Vocabulary) The writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> accurately uses a variety of colorful words and phrases that make the writing interesting.</li> </ul>	<p><b>(Word Choice &amp; Vocabulary) The writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> incorporates basic words and phrases; features functional vocabulary that communicates the message.</li> </ul>	<p><b>(Word Choice &amp; Vocabulary) The writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> uses a limited range of words making the message unclear.</li> </ul>	

## 2<sup>nd</sup> Grade Narrative Writing Rubric (Continued)

**W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events.

\*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.  
( ) = partially meets requirements of the standard.

**Score “0”** - The writing is scored with “0” when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.

**19 – 24 = Meets Grade Level Expectations**

**14 – 18 = Approaching Grade Level Expectations**

**< 14 = Below Grade Level Expectations**

**Overall Score:**

**L.2.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., *group*).
- b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- c. Use reflexive pronouns (e.g., *myself, ourselves*).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

**L.2.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**L.2.5.** Demonstrate understanding of word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
- b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

**L.2.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).