

Narrative Writing Rubric for _____

Date: _____

Attached are your child's prewriting and revised rough draft of a narrative written during Writing Workshop. The final draft will stay at school in his/her writing portfolio.

	Does Not Meet (1)	Progressing (2)	Meets (3)	Exceeds (4)
Text Types and Purposes	My writing is not a narrative.	Part of my writing is a narrative, but part of my writing is not a narrative.	My writing is a narrative that tells about an event or short sequence of events.	
	The order of events in my story does not make sense.	Some of the events in my story are in an order that does not make sense.	The events in my story happen in an order that makes sense.	
	My story does not have any transition words or phrases.	My story has a few different transition words or phrases.	My story has different transition words and phrases to show the event order.	My story uses complex (more than one-word) transition words and phrases.
	My story does not have many details that describe actions, thoughts, and feelings.	My story has some details that describe actions, thoughts, and feelings.	My story has lots of details that describe actions, thoughts, and feelings.	My story also has dialogue to show how characters respond to situations.
	My story is missing an ending.	My story has a simple ending that may not quite fit my story.	My story has an ending that is satisfying for readers.	I also wrote an introduction that introduces the character, setting, and situation.
Production of Writing	I did not keep my focus on one event or a connected sequence of events.	I mostly focused on one event or a connected sequence of events.	I focused on one event or a connected sequence of events.	
	I did not use prewriting in a way that helped me with my writing.	I used some prewriting to help me plan my writing.	I used prewriting effectively to help me plan my writing.	
	I did not really revise or edit my writing at all.	I revised and edited my writing and made a few changes to make it better.	I revised and edited my writing and made several changes to make it better.	I carefully revised and edited my writing to work on its development and organization.

Common Core Writing Rubric Of 2nd Grade

N Colangelo



Common Core Writing Rubric Of 2nd Grade:

A Student's Guide to Academic and Professional Writing in Education Katie O. Arosteguy, Alison Bright, Brenda J. Rinard, 2019-06-07 This concise handbook helps educators write for the rhetorical situations they will face as students of education and as preservice and practicing teachers It provides clear and helpful advice for responding to the varying contexts audiences and purposes that arise in four written categories in education classroom research credential and stakeholder writing The book moves from academic to professional writing and chapters include a discussion of relevant genres mentor texts with salient features identified visual aids and exercises that ask students to apply their understanding of the concepts Readers learn about the scholarly and qualitative research processes prevalent in the field of education and are encouraged to use writing to facilitate change that improves teaching and learning conditions Book Features Presents a rhetorical approach to writing in education Includes detailed student samples for each of the four major categories of writing Articulates writing as a core intellectual responsibility of teachers Details the library and qualitative research process using examples from education Includes many user friendly features such as reflection questions and writing prompts **Literacy Assessment and Intervention for Classroom Teachers** Beverly A. DeVries, 2023-04-25 The Sixth Edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed DeVries thoroughly explores all major components of literacy offering an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Substantively updated to reflect the needs of teachers in increasingly diverse classrooms the Sixth Edition addresses scaffolding for English language learners and the importance of using technology and online resources It presents appropriate instructional strategies and tailored teaching ideas to help both teachers and their students The valuable appendices feature assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities plus other resources New to the Sixth Edition Up to date and in line with national state and district literacy standards this edition covers the latest shifts in teaching and the evolution of these standards New material on equity and inclusive literacy instruction understanding the science of reading using technology effectively and reading and writing informational and narrative texts New intervention strategies and activities are featured in all chapters and highlight a stronger technology component Revamped companion website with additional tools videos resources and examples of teachers using assessment strategies [Writing Strategies That Work](#) Lori G. Wilfong, 2015-04-24 Learn the ten keys to effective writing instruction In this dynamic book bestselling author Lori G Wilfong takes you through today s best practices for teaching writing and how to implement them in the classroom She also points out practices that should be avoided helping you figure out how to update your teaching so that all students can reach success You ll discover how to Make sure students have enough work in a genre before you assign writing

Develop thoughtful short writing prompts that are infinite and not finite Have students read and learn from master authors in the genre they are writing Create a writing community so that writing is not an isolated activity Use anchor charts and minilessons along with rubrics and checklists Implement revising strategies not just editing strategies taught in context Use conferencing to grow students as thoughtful reflective writers Let narratives be personal and creative focusing on details and imagery Let informational writing explore a topic creatively and in depth Let argument writing be situated in real world application and not be limited to one sided what if debates Every chapter begins with an engaging scenario includes the why behind the practice and how it connects to the Common Core and clearly describes how implement the strategy The book also contains tons of handy templates that you can reproduce and use in your own classroom You can photocopy these templates or download them from our website at <http://www.routledge.com/books/details/9781138812444> *Read to Achieve Teacher's Resource* ,2015-06-08 The Read to Achieve Teacher s Resource Guide provides complete instruction for the defined standards but also provides scaffolded instruction for the standards leading up to 3rd grade *Big6, Large and in Charge* Annette C.H. Nelson,Danielle N. DuPuis,2013-03-21 This book helps teachers and teacher librarians effectively collaborate to teach students the concept of the Big6 and complete research projects in meaningful and memorable ways Utilizing the popular and familiar illustrated graphic novel format that appeals to young learners Big6 Large and in Charge Project Based Information Literacy Lessons for Grades 3 6 is a book of collaborative unit plans for teacher librarians and teachers that includes all the reproducible materials needed to implement the units The units are based around the Common Core State Standards AASL Standards for the 21st Century Learner and other national content standards Developed by two library media specialists with extensive experience in creating educational and entertaining lesson plans for teachers the book takes the concept of Big6 a step further by transforming the process into an engaging character who drops in to help students solve the problems The exercises presented are based on interesting realistic situations and are specifically designed to encourage critical thinking **Apprenticeship in Literacy** Linda Dorn,Tammy Jones,2023-10-10 Grounded in social and cognitive learning theories the second edition of Apprenticeship in Literacy Transitions Across Reading and Writing K 4 still details the seven principles of apprenticeship learning and helps K 4 teachers implement and assess guided reading assisted writing literature discussion groups word study lessons and literacy centers across an integrated curriculum The new edition also features the following Updated research emphasizing the importance of early reading as a road map for successInformation on how behaviors from emergent to fluent align to the Common Core State StandardsDozens of new classroom examples students work photographs transcripts teacher student conferences and reproducible resourcesLanguage prompts that promote self regulated learnersSchedules for implementing a workshop framework in whole group small group and one to one settingsSuggestions for incorporating information texts into a balanced literacy programStronger emphasis on the importance of the writing processAdditional ideas on establishing routines and organizing

the classroom The theme of apprenticeship in literacy resonates throughout the book children learn from teachers and teachers learn from one another as they promote children s transfer of knowledge across multiple contexts The final chapter provides real world examples of teachers working together to ensure that all children become literate Since its original publication in 1998 Apprenticeship in Literacy has become a teacher favorite covering all aspects of a balanced literacy program in an integrated manner and showing how all components are differentiated to address the needs of diverse learners An apprenticeship approach to literacy emphasizes the role of the teacher in providing demonstrations engaging children monitoring their understanding providing timely support and ultimately withdrawing that support as the child gains independence

Creating Literacy Instruction for All Students Thomas G. Gunning, 2005 With its inclusive view of literacy Creating Literacy Instruction for All Students emphasizes methods that have been validated by research and practice while delivering the basics of all major aspects of reading and writing The Fifth Edition of this best selling book continues to be a comprehensive practical text that provides its readers with step by step guidance for teaching reading and writing Written by distinguished author Tom Gunning this text features sample lessons for virtually every major literacy skill strategy and offers numerous reinforcement suggestions and generous listings of materials With its careful balance between the theory and the practice readers are always given the theories behind the methods encouraging them to choose adapt and construct their own approaches as they create a balanced program of literacy instruction Special emphasis has been given to adapting instruction for English language learners struggling readers and writers and special needs students throughout the book Unlike comparable texts the new edition stresses effective steps for closing the gap between achieving and struggling readers as mandated by the No Child Left Behind legislation and Reading First

Elementary Makes the Grade! Marleen Allin, California. Elementary Grades Task Force (1999), 2000 This report provides guidance and information on resources to assist elementary schools parents community members and policymakers in implementing a systemic approach to standards based education It makes clear recommendations on how schools can achieve a coordinated system in which standards assessment accountability and curriculum are aligned and focused on ensuring that all students meet grade level standards Fifteen recommendations are presented related to 5 components of a standards based system Each of the recommendations is followed by a research based Rationale and an example of best practice describing what the successful implementation of the recommendation might look like The five components are 1 rigorous academic content and performance standards 2 assessment and accountability 3 curriculum and instruction 4 professional development and 5 district level leadership and support Although schools and districts may start renewal efforts with particular components no single component will ensure student achievement

SLD **Resources in Education** , 1997 **Thoughtful Literacy** Janice K. Lawhorn, 1997

Engaging Teachers in Assessment of Their Students' Narrative Writing , 1994 **Early Literacy Assessment as a Catalyst in the Evolution and Function of Shared Leadership and the Execution of Local Reform** Lisa Margherita

Sensale,2009 *A Study on the Effects of a Student-generated Writing Rubric in the Second-grade Classroom* Shanee Lynn Rice,2002 **Market Matters** Locke Carter,2005 Much of the theory underlying technical communication rhetoric composition and college English in general comes from a decidedly socialist Marxist perspective ones that espouses strong anti Capitalist anti competitive statements While members of the academy have learned much about cultural artifacts and practices from these methodologies and critiques they are also disenfranchised from the larger world view free market competitive and capitalistic This volume a collection of 11 scholarly essays begins to fill this gap by asserting a theoretical and practical stance based on free market mechanisms and behaviors Through a variety of approaches from broad argument to specific examples of market behaviors from historical criticism to case studies this collection makes the case that despite fears expressed by numerous critics of capitalism technical communication and rhetoric and composition retain all their force rationale and value when expressed in free market terms Specifically the collection argues that writing disciplines have market value and that Marxist approaches to the fields are not capable of promoting this value It follows then that participants in these fields need to begin viewing themselves as market players instead of reactionaries A second general argument is that markets are inherently rhetorical meaning that they create information are subject to socially constructed trends persuade and communicate values and ideas In other words the market is a natural and logical domain for rhetorical study and participation Finally a third argument is that certain activities distance education foremost among them create value for these academic fields If we see our fields as having market value we do not need to view distance education as a threat to writing disciplines but rather an opportunity for growth and development Locke Carter the editor and lead essayist holds not only a PhD in Rhetoric from the University of Texas at Austin but also an MBA from the University of Texas at Austin **A Field Guide to Using Visual Tools** David Hyerle,2000 Visual tools are explored including brainstorming webs task specific organizers and thinking process maps **Social Science Record** ,1993 Linguistics and Language Behavior Abstracts ,2009 **The Politics of Assessment** Mary Lee Smith,1997 Language Assessment H. Douglas Brown,2004 Survey of principles and tools for second language assessment *The Teaching Portfolio* Peter Seldin,2004 This third edition continues its focus on self reflection and documenting teaching performance and has also been significantly revised and expanded Its straightforward approach practical suggestions step by step instructions and field tested recommendations will prove invaluable to those involved in evaluating and improving teaching Now organized into five parts this edition includes new information on web based electronic teaching portfolios descriptions of how seven colleges and universities have actually implemented portfolios and 22 new sample teaching portfolios from an array of disciplines and institutions All were developed under the guidance of a skilled portfolio mentor

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