

# **CC WRITING RUBRIC – GRADE 2** **NARRATIVE WRITING**

Standard	4 Exceeds Grade Level	3 At Grade Level	2 Approaching Grade Level	1 Below Grade Level
<b>W.1. CONTENT</b> <ul style="list-style-type: none"> <li>Writes narratives in which they recount a well-elaborated event or short sequence of events.</li> </ul>	<ul style="list-style-type: none"> <li>Effectively writes a narrative with well-elaborated event or short sequence of events.</li> </ul>	<ul style="list-style-type: none"> <li>Writes a narrative with well-elaborated event or short sequence of events.</li> </ul>	<ul style="list-style-type: none"> <li>Writes an underdeveloped narrative. Minimal elaboration of event or short sequence of events is very limited.</li> </ul>	<ul style="list-style-type: none"> <li>Writes underdeveloped or no narrative. There is no elaboration of event or no evidence of sequence to event description.</li> </ul>
<b>W.2. ORGANIZATION</b> <ul style="list-style-type: none"> <li>Uses temporal words to signal event order.</li> <li>Provides a general sense of closure.</li> </ul>	<ul style="list-style-type: none"> <li>Uses strong temporal words to signal event order.</li> <li>Provides a proper sense of closure.</li> </ul>	<ul style="list-style-type: none"> <li>Uses temporal words to signal event order.</li> <li>Provides a sense of closure.</li> </ul>	<ul style="list-style-type: none"> <li>Uses limited temporal words to signal event order.</li> <li>Provides a limited or unclear sense of closure.</li> </ul>	<ul style="list-style-type: none"> <li>Does not use temporal words to signal event order.</li> <li>Does not provide a sense of closure.</li> </ul>
<b>W.3. CLARITY/DETAILED</b> <ul style="list-style-type: none"> <li>Includes details to describe actions, thoughts and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Uses vivid and precise details to describe actions, thoughts and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Uses details to describe actions, thoughts and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Uses limited details to describe actions, thoughts and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Does not provide details to describe actions, thoughts and feelings.</li> </ul>
<b>W.5. PROCESS</b> <ul style="list-style-type: none"> <li>With guidance and support from adults and peers, strengthens writing as needed by revising and editing.</li> </ul>	<ul style="list-style-type: none"> <li>With guidance, greatly improves writing through revision and editing techniques.</li> </ul>	<ul style="list-style-type: none"> <li>With guidance, improves writing through revision and editing techniques.</li> </ul>	<ul style="list-style-type: none"> <li>With guidance, minimally improves writing through revision and editing techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Does not use revision and/or editing to improve writing.</li> </ul>
<b>CONVENTIONS</b> <ul style="list-style-type: none"> <li>Writes to complete sentences.</li> <li>Uses a variety of appropriate nouns, verbs, etc.</li> <li>Uses correct grammar and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>Writes to complete complete and compound sentences.</li> <li>Uses a variety of appropriate nouns, verbs, etc. in polished writing.</li> <li>Uses correct grammar and grade-level spelling.</li> </ul>	<ul style="list-style-type: none"> <li>Writes to complete sentences.</li> <li>Uses a variety of appropriate nouns, verbs, etc.</li> <li>Uses correct grammar and grade-level spelling.</li> </ul>	<ul style="list-style-type: none"> <li>Writes mostly to complete sentences.</li> <li>Uses appropriate nouns, verbs, etc.</li> <li>Uses mostly correct grammar and grade-level spelling.</li> </ul>	<ul style="list-style-type: none"> <li>Includes only incomplete sentences in writing.</li> <li>Uses some inappropriate nouns, verbs, etc.</li> <li>Uses incorrect grammar and/or spelling.</li> </ul>

# Common Core Writing Standards Grade 2 Rubric

**G Thomas**



## **Common Core Writing Standards Grade 2 Rubric:**

Mapping Comprehensive Units to the ELA Common Core Standards, K-5 Kathy Tuchman Glass, 2012-04-26 Consultant and former teacher Glass helps K 5 teachers make sense of the new Common Core State Standards in English language arts ELA and presents numerous classroom activities differentiation ideas and rubrics She introduces a process for developing a unit of study using the ELA Common Core Standards and includes a template with each key component explained in detail There is also a lesson design template and sample lessons using the template The website provides reproducibles for classroom use Annotation 2012 Book News Inc Portland OR booknews com *From Standards to Rubrics in Six Steps* Kay Burke, 2010-10-18 Featuring a comprehensive six step process for moving from standards to rubrics this updated bestseller helps teachers build tasks checklists and rubrics differentiate for special needs and more 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 *Handbook of Formative Assessment in the Disciplines* Heidi L. Andrade, Randy E. Bennett, Gregory J. Cizek, 2019-05-14 The Handbook of Formative Assessment in the Disciplines meaningfully addresses current developments in the field offering a unique and timely focus on domain dependency Building from an updated definition of formative assessment the book covers the integration of measurement principles into practice the operationalization of formative assessment within specific domains beyond generic strategies evolving research directions including student involvement and self regulation and new approaches to the challenges of incorporating formative assessment training into pre service and in service educator training As supporters of large scale testing programs increasingly consider the potential of formative assessments to improve teaching and learning this handbook advances the subject through novel frameworks intersections of theory research and practice and attention to discernible disciplines Written for instructors graduate students researchers and policymakers each chapter provides expert perspectives on the procedures and evaluations that enable teachers to adapt teaching and learning in process toward

student achievement      *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

**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 success Information on how behaviors from emergent to fluent align to the Common Core State Standards Dozens of new classroom examples students work photographs transcripts teacher student conferences and reproducible resources Language prompts that promote self regulated learners Schedules for implementing a workshop framework in whole group small group and one to one settings Suggestions for incorporating information texts into a balanced literacy program Stronger emphasis on the importance of the writing process Additional 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 *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 *Lesson Plans & Assessments for the California Writing Standards: Writers express : grade five* ,1999 WPA, Writing Program Administration ,2005 **Classroom Literacy Assessment** Jeanne R. Paratore, Rachel L. McCormack, 2007-04-04 Showcasing assessment practices that can help teachers plan effective instruction this book addresses the real world complexities of teaching literacy in grades K 8 Leading contributors present trustworthy approaches that examine learning processes as well as learning products that yield information on how the learning environment can be improved and that are conducted in the context of authentic reading and writing activities The volume provides workable nuts and bolts ideas for incorporating assessment into instruction in all major literacy domains and with diverse learners including students in high poverty schools and those with special learning needs It is illustrated throughout with helpful concrete examples *Evidence-Based Writing, Grade 2* Spencer, 2015-01-05 Evidence Based Writing for grade 2 offers 64 pages of writing practice and prompts It is aligned with the Common Core State Standards and includes a writing rubric a student writing checklist a five page writing process practice packet and pages of writing prompts to encourage higher level thinking and thoughtful writing Each writing prompt is paired with a graphic organizer to help students plan research and prewrite Specific writing types taught are opinion argumentative informative explanatory narrative and research writing Grade 2 writing prompts include spending money video games the perfect pet Rosa Parks healthy bodies and types of homes The Applying the Standards Evidence Based Writing series emphasizes the reading writing connection by requiring students to read and use facts from literary and informational texts This is a series of six 64 page books for students in kindergarten to grade 5 Various writing skills are taught in correlated activities such as prewriting drafting revising editing and publishing writing Of particular emphasis throughout the series are the Common Core State Standards and the teaching of evidence based writing *Illinois Reading Council Journal* ,2017 SRA Open Court Reading ,2002 **Illinois Standards Achievement Test** ,2000 SRA Open Court Reading

WrightGroup/McGraw-Hill,2001-06      **Resources in Education** ,1997      *More Than Meets the Eye* Donna Skolnick,2000

*More than Meets the Eye* focuses on the fascinating web of relationships that define the classroom environment      *Social Science Record* ,1993      Finish Line New York ELLs Continental Press Staff,2015-10-01 The annotated teacher s edition for Finish Line New York ELLs Bilingual Common Core includes teacher directions for each student page instructional notes for teachers a reproducible parent letter classroom learning activities to support speaking listening reading and writing skills answer sheets with rubrics NYSESLAT Anchors and Targets of Measurement at grade level and NYS Common Core Learning Standards for ELA at grade level      Bridging English Joseph O'Beirne Milner,Lucy Floyd Morcock Milner,2008 Bridging English fourth edition is a comprehensive English methods text that is structured on James Moffett s conception of the universe of discourse in the teaching of English talking and listening writing and reading The textbook combines theory and practice that is overarching structures with particular instructional strategies It provides prospective teachers with a huge array of approaches and activities that are active constructivist and student centered It mirrors that emphasis with boxed Invitations to Reflection that continually survey its readers about their experiences of English classrooms their new learnings as they read the text and their projection into classroom teaching of their own It takes into account the range of student learners a teacher will teach from the gifted to the reluctant and struggling It addresses the special needs of English language learners It also anticipates the need of its readers prospective teachers to put theory and method into practice by designing and delivering effective units and lessons In several chapters on pedagogy it helps them answer questions such as How do I actually teach writing design a unit evaluate student learning This edition also addresses many of the most persistent issues that arise within the field issues that bubble up in individual classrooms English departments and school communities and in the general culture

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## **Table of Contents Common Core Writing Standards Grade 2 Rubric**

1. Understanding the eBook Common Core Writing Standards Grade 2 Rubric
  - The Rise of Digital Reading Common Core Writing Standards Grade 2 Rubric
  - Advantages of eBooks Over Traditional Books
2. Identifying Common Core Writing Standards Grade 2 Rubric
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Common Core Writing Standards Grade 2 Rubric
  - User-Friendly Interface

4. Exploring eBook Recommendations from Common Core Writing Standards Grade 2 Rubric
  - Personalized Recommendations
  - Common Core Writing Standards Grade 2 Rubric User Reviews and Ratings
  - Common Core Writing Standards Grade 2 Rubric and Bestseller Lists
5. Accessing Common Core Writing Standards Grade 2 Rubric Free and Paid eBooks
  - Common Core Writing Standards Grade 2 Rubric Public Domain eBooks
  - Common Core Writing Standards Grade 2 Rubric eBook Subscription Services
  - Common Core Writing Standards Grade 2 Rubric Budget-Friendly Options
6. Navigating Common Core Writing Standards Grade 2 Rubric eBook Formats
  - ePub, PDF, MOBI, and More
  - Common Core Writing Standards Grade 2 Rubric Compatibility with Devices
  - Common Core Writing Standards Grade 2 Rubric Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Common Core Writing Standards Grade 2 Rubric
  - Highlighting and Note-Taking Common Core Writing Standards Grade 2 Rubric
  - Interactive Elements Common Core Writing Standards Grade 2 Rubric
8. Staying Engaged with Common Core Writing Standards Grade 2 Rubric
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Common Core Writing Standards Grade 2 Rubric
9. Balancing eBooks and Physical Books Common Core Writing Standards Grade 2 Rubric
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Common Core Writing Standards Grade 2 Rubric
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Common Core Writing Standards Grade 2 Rubric
  - Setting Reading Goals Common Core Writing Standards Grade 2 Rubric
  - Carving Out Dedicated Reading Time

12. Sourcing Reliable Information of Common Core Writing Standards Grade 2 Rubric
  - Fact-Checking eBook Content of Common Core Writing Standards Grade 2 Rubric
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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