

2nd Grade Narrative Instructional Analytic Writing Rubric

Name _____ Date _____ Mode _____

Narrative: Stories about real or imagined experiences.

	4—Meets Standards			3—Approaching Standards			2--Developing			1—Emergent		
Content /Ideas	<ul style="list-style-type: none"> ▪ Narrow, focused and developed topic ▪ “Heart” of the Message evident ▪ Specific details that are topic appropriate and create mental images, clarify content, or provide information ▪ Ideas read smoothly and flow naturally 			<ul style="list-style-type: none"> ▪ Narrow and focused topic ▪ Three or more different yet relevant types of details that support the “Heart” of the Message (setting, internal thinking, physical description, character action, and dialogue) 			<ul style="list-style-type: none"> ▪ Focused topic ▪ Topic developed with details that support main idea ▪ Three or more different yet relevant types of details (setting, internal thinking, physical description, character action, and dialogue) 			<ul style="list-style-type: none"> ▪ Unreadable ▪ Undeveloped topic ▪ Focus may wander ▪ May be list like 		
	H (24)	M (22)	L (20)	H (18)	M (16)	L (14)	H (12)	M (10)	L (8)	H (6)	M (4)	L (2)
Organization	<ul style="list-style-type: none"> ▪ Well elaborated sequence of events ▪ Smooth transitions between ideas and/or appropriate use of transition ▪ Sense of closure that links back to the “Heart” of the Message ▪ May begin to use paragraphs to organize ideas (<i>may demonstrate spaces or lines between ideas</i>) 			<ul style="list-style-type: none"> ▪ An effective lead ▪ Beginning to write a well elaborated sequence of events ▪ Sense of closure that may to link back to the “Heart” of the Message ▪ Story/sentences reads smoothly and flows naturally 			<ul style="list-style-type: none"> ▪ Lead ▪ Beginning, middle, and end present, but underdeveloped middle ▪ Sense of closure unrelated to “Heart” of the Message ▪ Evidence of temporal and linking words <u>when appropriate</u> 			<ul style="list-style-type: none"> ▪ Incorrect Text Type (opinion or informational) ▪ Shows little direction and vocabulary ▪ Sentence structures are limited ▪ Sentences lack relation to one another in an organized way 		
	H (12)	M (11)	L (10)	H (9)	M (8)	L (7)	H (6)	M (5)	L (4)	H (3)	M (2)	L (1)
Style/Voice	<ul style="list-style-type: none"> ▪ Writer is aware of audience and purpose ▪ Personalizes writing by using a variety of the following: --descriptive detail, precise word choice, strong verbs, humor ▪ Takes risks with strong verbs, interesting language, and/or dialogue ▪ Creates emotion with author’s craft ▪ Uses punctuation as a craft 			<ul style="list-style-type: none"> ▪ Writer is aware of audience ▪ Personalizes writing by using two of the following: --descriptive detail, precise word choice, strong verbs, humor ▪ Variety of word choice: Descriptive vocabulary (strong adjectives), strong verbs, and/or creative language ▪ Uses a variety of sentence structures; sentences more complex ▪ Adds a personal reflection to writing 			<ul style="list-style-type: none"> ▪ Variety of word choice: Must have at least one of the following: descriptive vocabulary (strong adjectives), strong verbs, and/or creative language ▪ Personalizes writing by using one of the following: --descriptive detail, precise word choice, strong verbs, humor ▪ Takes risks with interesting words (gigantic vs big) 			<ul style="list-style-type: none"> ▪ No clear voice ▪ Limited vocabulary 		
	H (12)	M (11)	L (10)	H (9)	M (8)	L (7)	H (6)	M (5)	L (4)	H (3)	M (2)	L (1)
Conventions See grade level CCSS Grade Level Standards Pg. 26	<ul style="list-style-type: none"> ▪ Well controlled grade appropriate language ▪ Demonstrates command of Standard English (See Common Core State Language Standards) ▪ Uses information from experiences and/or other sources when applicable 			<ul style="list-style-type: none"> ▪ High frequency words used are spelled correctly ▪ Well controlled grade appropriate language; may have occasional lapses in writing conventions ▪ Use of conventional spelling and spelling patterns with occasional lapses ▪ Demonstrates command of Standard English with occasional lapses (See Common Core State Language Standards) 			<ul style="list-style-type: none"> ▪ Inconsistent spelling of high frequency words ▪ Basic capitalization and punctuation generally correct ▪ Understanding of basic grammar rules 			<ul style="list-style-type: none"> ▪ Few grade level high frequency words spelled correctly ▪ No capitalization/incorrect capitalization ▪ No punctuation/incorrect punctuation ▪ Surface errors may make understanding difficult 		
	H (12)	M (11)	L (10)	H (9)	M (8)	L (7)	H (6)	M (5)	L (4)	H (3)	M (2)	L (1)
Holistic	60 59 58 57 56	55 54 53 52 51	50 49 48 47 46	45 44 43 42 41	40 39 38 37 36	35 34 33 32 31	30 29 28 27 26	25 24 23 22 21	20 19 18 17 16	15 14 13 12 11	10 9 8 7	6 5