

Grade 2 Narrative Writing Rubric

W2 CCR Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

	3- Above Grade-Level Expectations * Expectations for the end of 3rd grade	2- Meets Grade-Level Expectations * Expectations for the end of 2nd grade	1-Approaching Grade-Level Expectations * Expectations for the end of 1st grade	0- Below Grade-Level Expectations
Written Expression Development of Ideas	<ul style="list-style-type: none"> Establish a situation and introduce a narrator and/or characters Use dialogue (<i>when applicable</i>) and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations <ul style="list-style-type: none"> <i>Apply knowledge of characterization</i> <p>(When writing to text, the student response addresses the prompt and demonstrates accurate and full comprehension of the central ideas expressed in the text(s) and references the text explicitly.)</p>	<ul style="list-style-type: none"> Recount a well-elaborated event or short sequence of events. <ul style="list-style-type: none"> <i>Draft an opening sentence that introduces the narrative</i> Include details to describe actions, thoughts, and feelings <p>(When writing to text, the student response demonstrates accurate comprehension of the central ideas expressed in the text(s) and references the text explicitly to address the prompt.)</p>	<ul style="list-style-type: none"> Recount two or more appropriately sequenced events. Include some details regarding what happened. <p>(When writing to text, the student response makes reference to the topic of the prompt and may reference the text explicitly, but demonstrates limited comprehension of the central ideas expressed in the text(s).)</p>	<ul style="list-style-type: none"> Lacks clear events or ideas Lacks details related to what happened <p>(When writing to text, the student response does not demonstrate comprehension of the ideas expressed in the text(s).)</p>
Written Expression Organization	<ul style="list-style-type: none"> Organize an event sequence that unfolds naturally <ul style="list-style-type: none"> <i>Order the events by sequence</i> Use temporal words and phrases to signal event order Provide a sense of closure <p>(When writing to text, the student response is largely appropriate to task and purpose.)</p>	<ul style="list-style-type: none"> Recount a well-elaborated event or short sequence of events Use temporal words to signal event order Provide a sense of closure <p>(When writing to text, the student response is somewhat appropriate to task and purpose.)</p>	<ul style="list-style-type: none"> Recount two or more appropriately sequenced events. Use temporal words to signal event order. Provide a sense of closure <p>(When writing to text, the student response is limited in its appropriateness to the task and purpose.)</p>	<ul style="list-style-type: none"> Events are not sequenced appropriately or not enough events Lacks temporal words to signal event order Lacks a sense of closure <p>(When writing to text, the student response may not address the prompt and therefore is inappropriate to the task and purpose.)</p>
Written Expression Clarity (Word Choice, Voice, Sentence Fluency) W3.3.c.L.3.3.a	<ul style="list-style-type: none"> Choose words and phrases for effect <ul style="list-style-type: none"> Characters and events are clearly described Choose words and phrases for effect Produce simple, compound, and complex sentences 	<ul style="list-style-type: none"> Use appropriate vocabulary. <ul style="list-style-type: none"> Use specific nouns and verbs Use adjectives and/or adverbs <i>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).</i> 	<ul style="list-style-type: none"> Use words and phrases acquired through conversations, reading, and being read to <ul style="list-style-type: none"> Use frequently occurring adjectives Begin to use specific nouns and verbs to clarify meaning (look, peek, glare) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 	<ul style="list-style-type: none"> Lacks words and phrases acquired through conversations, reading, and being read to <ul style="list-style-type: none"> Lacks adjectives Lacks specific nouns and verbs Only simple sentences or incomplete thoughts and/or sentences
Knowledge of Language and Convention 5	<ul style="list-style-type: none"> There may be a few minor errors in grammar and usage, meaning is clear throughout the response.* 	<ul style="list-style-type: none"> There may be a few distracting errors in grammar and usage, but meaning is clear throughout the response.* 	<ul style="list-style-type: none"> There are multiple distracting errors in grammar and usage that sometimes impede meaning.* 	<ul style="list-style-type: none"> There are frequent distracting errors in grammar and usage that often impede meaning.*

The italics indicate that the wording was taken from the Essential Skills and Knowledge. The bold print indicates the change in expectations. Refer to the [Maryland Common Core Writing Frameworks](#) for additional grade-level expectations. *Please refer to the [MD Common Core Language Frameworks](#) for specific teaching points.

Next Teaching Points: