### Grade 2 Informational Writing Rubric

**W2 CCR Anchor Standard:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**W2.2:** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

#### 3- Above Grade-Level Expectations
*Expectations for the end of 3rd grade*

- Introduce a topic
- Develop the topic with facts, definitions, and details
- Include illustrations when useful to aiding comprehension
- Establish the focus with a topic sentence related to task and purpose
- Draft the body to examine a topic with well-organized facts, definitions, and details
  - Group related information together
- Provide a concluding statement or section
- Identify, select, and/or create supportive text features, as necessary
- Use linking/transition words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information
- Apply academic vocabulary to express relationships correctly
- Apply domain-specific vocabulary to clarify ideas
- Choose words and phrases for effect
- Produce simple, compound, and complex sentences
- Use facts and definitions
  - Use appropriate vocabulary
  - Use specific nouns and verbs
  - Use adjectives and adverbs (as appropriate to topic and purpose)
- 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).
- Use words and phrases acquired through conversations, reading, and being read to
  - Use frequently occurring adjectives (as appropriate to topic and purpose)
  - 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

*There may be a few minor errors in grammar and usage, meaning is clear throughout the response.*

#### 2- Meets Grade-Level Expectations
*Expectations for the end of 2nd grade*

- Introduce a topic
- Use facts and definitions to develop points
- Develop and write a clear and focused introductory sentence that identifies the topic
- Organize facts and definitions to write a paragraph or multiple paragraphs related to a topic
- Provide a concluding statement or section
- Use transition words to organize ideas (first, next)
- Use linking words/conjunctions (e.g., because, and, also)
- Develop and write a simple introductory sentence that states the topic
- Write several sentences using the facts that are all related to the topic
- Provide some sense of closure
- Begin to use transition words to organize ideas as appropriate
- Use frequently occurring conjunctions to signal simple relationships (e.g., because)
- Use facts and definitions to develop points
- Supply some facts about the topic
- Lacks a topic
- Lacks facts and definitions to develop points
- Lacks an introductory sentence or introductory sentence is unclear
- Facts and definitions are not organized or there are not enough facts
- Lacks a sense of closure
- Lacks frequently occurring conjunctions
- Lacks words and phrases acquired through conversations, reading, and being read to
  - Lacks adjectives
  - Lacks specific nouns and verbs
- Only simple sentences or incomplete thoughts and/or sentences

*There may be a few distracting errors in grammar and usage, but meaning is clear throughout the response.*

#### 1- Approaching Grade-Level Expectations
*Expectations for the end of 1st grade*

- Name a topic
- Supply some facts about the topic
- (When writing to text, the student response addresses the prompt and demonstrates accurate comprehension of the central ideas expressed in the text(s) and references the text explicitly.)
- (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).)
- Name a topic
- Supply some facts about the topic
- Lacks a topic
- Lacks facts and definitions to develop points
- Lacks an introductory sentence or introductory sentence is unclear
- Facts and definitions are not organized or there are not enough facts
- Lacks a sense of closure
- Lacks frequently occurring conjunctions
- Lacks words and phrases acquired through conversations, reading, and being read to
  - Lacks adjectives
  - Lacks specific nouns and verbs
- Only simple sentences or incomplete thoughts and/or sentences

*There are multiple distracting errors in grammar and usage that sometimes impede meaning.*

#### 0- Below Grade-Level Expectations

- Lacks a topic
- Lacks facts and definitions to develop points
- Lacks an introductory sentence or introductory sentence is unclear
- Facts and definitions are not organized or there are not enough facts
- Lacks a sense of closure
- Lacks frequently occurring conjunctions
- Lacks words and phrases acquired through conversations, reading, and being read to
  - Lacks adjectives
  - Lacks specific nouns and verbs
- Only simple sentences or incomplete thoughts and/or sentences

*There are frequent distracting errors in grammar and usage that often impede meaning.*

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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 Point:

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5.11.16