

### Grade 2 Opinion Writing Rubric

**W1 CCR Anchor Standard:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W2.1:** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

|   | <b>3- Above Grade-Level Expectations</b><br>* Expectations for the end of 3rd grade   | <b>2- Meets Grade-Level Expectations</b><br>* Expectations for the end of 2nd grade   | <b>1-Approaching Grade-Level Expectations</b><br>* Expectations for the end of 1st grade  | <b>0- Below Grade-Level Expectations</b>  |
|---|---|---|---|---|
| <b>Written Expression</b><br>Development of Ideas | <ul style="list-style-type: none"> <li>Introduce a <b>focused</b> topic</li> <li>State an opinion</li> <li>Provide reasons that support the opinion</li> </ul> <p>(When writing to text, the student response <b>addresses the prompt</b> and demonstrates <b>accurate and full</b> comprehension of the central ideas expressed in the text(s) and references the text explicitly.)</p>  | <ul style="list-style-type: none"> <li>Introduce the topic or book                             <ul style="list-style-type: none"> <li><i>Develop a <b>clear, focused topic sentence</b></i></li> </ul> </li> <li>State an opinion</li> <li>Supply <b>reasons</b> that support the opinion</li> </ul> <p>(When writing to text, the student response demonstrates <b>accurate</b> comprehension of the central ideas expressed in the text(s) and references the text explicitly to <b>address the prompt.</b>)</p>  | <ul style="list-style-type: none"> <li><b>Introduce the topic</b> or name the book                             <ul style="list-style-type: none"> <li>Develop a <b>simple sentence</b> that states the topic</li> </ul> </li> <li><b>State an opinion</b></li> <li>Supply a <b>reason</b> that supports the opinion</li> </ul> <p>(When writing to text, the student response <b>makes reference to the topic</b> of the prompt and <b>may reference the text explicitly</b>, but demonstrates <b>limited comprehension</b> of the central ideas expressed in the text(s).)</p> | <ul style="list-style-type: none"> <li><b>Lacks</b> a topic</li> <li><b>Lacks</b> a stated opinion</li> <li><b>Lacks</b> reasons that support the stated opinion</li> </ul> <p>(When writing to text, the student <b>response does not demonstrate comprehension</b> of the ideas expressed in the text(s).)</p>  |
| <b>Written Expression</b><br>Organization         | <ul style="list-style-type: none"> <li><b>Introduce the topic by stating an opinion</b></li> <li>Create an <b>organizational structure</b> that lists <b>reasons</b></li> <li>Use linking/transition words and <b>phrases</b> to connect opinion and reasons</li> <li>Provide a concluding statement or section                             <ul style="list-style-type: none"> <li><i>Drafts a conclusion that <b>paraphrases the opinion or point of view.</b></i></li> </ul> </li> </ul> <p>(When writing to text, the student response is <b>largely appropriate</b> to task and purpose.)</p> | <ul style="list-style-type: none"> <li>State an opinion <i>in a <b>clear, focused topic sentence</b></i></li> <li>Supply <b>reasons</b></li> <li>Use <b>linking words/conjunctions</b> to connect opinion and reasons (because, and, also)</li> <li>Use <b>transition words</b> to organize ideas</li> <li>Provide a <b>concluding statement or section</b> <ul style="list-style-type: none"> <li><i>Drafts a concluding statement that <b>restates the opinion</b></i></li> </ul> </li> </ul> <p>(When writing to text, the student response is <b>somewhat appropriate</b> to task and purpose.)</p> | <ul style="list-style-type: none"> <li><b>State an opinion in a simple topic sentence</b></li> <li><b>Supply a reason</b> to support the opinion</li> <li>Use <b>frequently occurring conjunctions to signal simple relationships</b> (e.g. because)</li> <li>Begin to use <b>transition words</b> to organize ideas as appropriate</li> </ul> <p>Provide some <b>sense of closure</b></p> <p>(When writing to text, the student response is <b>limited</b> in its appropriateness to the task and purpose.)</p>  | <ul style="list-style-type: none"> <li><b>Lacks</b> a stated opinion and/or reasons that support the stated opinion</li> <li>Lacks linking words to connect opinion and reason</li> <li><b>Lacks</b> a sense of closure</li> </ul> <p>(When writing to text, the student response <b>may not address the prompt</b> and therefore is <b>inappropriate</b> to the task and purpose.)</p> |
| <b>Written Expression</b><br>Clarity              | <ul style="list-style-type: none"> <li><i>Apply <b>academic vocabulary</b> to express relationships correctly</i></li> <li><i>Apply <b>domain-specific vocabulary</b> to clarify ideas</i></li> <li><i>Choose words and phrases <b>for effect</b></i></li> <li><i>Produce simple, compound, and <b>complex</b> sentences</i></li> </ul>   | <ul style="list-style-type: none"> <li>Use <b>facts and definitions</b> <ul style="list-style-type: none"> <li>Use <b>appropriate vocabulary</b> <ul style="list-style-type: none"> <li>Use <b>specific</b> nouns and verbs</li> <li>Use <b>adjectives</b> and <b>adverbs</b> (as appropriate to topic and purpose)</li> </ul> </li> </ul> </li> <li><i>Produce, expand, and <b>rearrange</b> complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.</i>)</i></li> </ul>                         | <ul style="list-style-type: none"> <li>Use <b>words and phrases acquired through conversations, reading, and being read to</b> <ul style="list-style-type: none"> <li>Use <b>frequently occurring adjectives</b> (as appropriate to topic and purpose)</li> <li>Begin to use <b>specific verbs</b> to clarify meaning (<i>look, peek, glare</i>)</li> </ul> </li> <li><i><b>Produce and expand</b> complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</i></li> </ul>  | <ul style="list-style-type: none"> <li><b>Lacks</b> words and phrases acquired through conversations, reading, and being read to</li> <li>Only <b>simple or incomplete</b> thoughts and/or sentences</li> </ul>   |
| <b>Knowledge of Language and Conventions</b>      | <ul style="list-style-type: none"> <li>There may be a few <b>minor</b> errors in grammar and usage, meaning is clear throughout the response.*</li> </ul>   | <ul style="list-style-type: none"> <li>There may be a <b>few</b> distracting errors in grammar and usage, but meaning is clear throughout the response.*</li> </ul>   | <ul style="list-style-type: none"> <li>There are <b>multiple</b> distracting errors in grammar and usage that <b>sometimes</b> impede meaning.*</li> </ul>  | <ul style="list-style-type: none"> <li>There are <b>frequent</b> distracting errors in grammar and usage that <b>often</b> impede meaning.*</li> </ul>  |

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: