**First Baptist Christian School**

**Narrative Writing Rubric**

**Grade 2**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **4**  **(Above Grade Level)** | **3**  **(At Grade Level)** | **2**  **(Approaching Grade Level)** | **1**  **(Below Grade Level)** |
| **Focus/**  **Setting**   * VSS - 2.10 | * Responds skillfully to all parts of the prompt * Establishes a situation in a well-elaborated recount of an event or short series of events | * Responds to all parts of the prompt * Recounts a well-elaborated event or short sequence of events | * Responds to most parts of the prompt * Attempts to recount an event or a short sequence of events. Missing information creates confusion. | * Responds to some or no parts of the prompt * Fails to recount an event or a short series of events |
| **Organization/Plot**   * VSS: 2.10 * VSS: 2.11 | * Uses temporal words and phrases to signal event order * Provides clear closure. | * Uses temporal words to signal event order * Provides a sense of closure | * Limited use of temporal words to signal event order * Attempts to provide closure | * No use of temporal words or only uses temporal words without events. * Does not provide closure |
| **Narrative Techniques**   * VSS: 2.10 * VSS: 2.11 * VSS: 2.12 | * Includes vivid details that describe actions, thoughts, and feelings | * Includes details that describe actions, thoughts, and feelings | * Includes few or irrelevant details to describe actions, thoughts, and feelings | * Insufficient or no details |
| **Language-**  **Conventions of Grammar and Usage**   * VSS: 2.11 | * Uses a variety of adjectives and adverbs strategically * Uses a variety of prior and current grade-level pronouns correctly * Uses verb tenses and plural nouns correctly, including irregular forms * Produces correct simple, compound, and complex sentences | * Uses adjectives and adverbs appropriately * Uses prior and current grade-level pronouns correctly (e.g., I, me, my, they, them, their, myself) * Uses verb tenses and plural nouns correctly, including some irregular forms (e.g., is/was; child/children) * Produces correct simple and compound sentences | * Uses some simple adjectives and adverbs appropriately * Uses prior and current grade-level pronouns correctly some of the time * Uses some regular verb tenses and common plural nouns correctly * Produces mostly correct and complete sentences | * Uses adjectives and adverbs inappropriately or not at all * Uses pronouns incorrectly or not at all * Uses verb tenses and plural nouns incorrectly * Produces mostly incorrect sentences |
| **Language – Conventions of Capitalization, Punctuation, and  Spelling**   * VSS: 2.9 * VSS: 2.11 | * Capitalizes correctly and consistently with no errors: first word in a sentence, “I,” proper nouns, and titles * Uses commas, apostrophes, and end punctuation correctly all the time * Applies above grade-level spelling rules and patterns correctly, including irregular high-frequency words ; no errors | * Capitalizes correctly and consistently with a minor error: first word in a sentence, “I,” proper nouns, and titles * Uses commas, apostrophes, and end punctuation correctly most of the time * Applies grade-level spelling rules and patterns correctly (reference core sound/spelling resources); few to no errors | * Capitalizes correctly and consistently with some errors: first word in a sentence, “I,” proper nouns, and titles * Uses commas, apostrophes, and end punctuation correctly some of the time * Applies some grade-level spelling rules and patterns correctly; some errors and phonetic spelling interfere with readability | * Capitalizes incorrectly with many errors * Uses commas, apostrophes, and end punctuation incorrectly or not at all * Misapplies grade-level spelling rules through phonetic spelling; excessive errors interfere with readability |

**English Standards of Learning for Virginia Public Schools - January 2017**

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| **Strand** | **1st** | **2nd** | **3rd** |
| **Writing** | 1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion.  a) Identify audience and purpose.  b) Use prewriting activities to generate ideas.  c) Focus on one topic.  d) Organize writing to suit purpose.  e) Revise by adding descriptive words when writing about people, place, things, and events.  f) Write to express an opinion and give a reason.  g) Use letters to phonetically spell words.  h) Share writing with others.  1.13 The student will edit writing for capitalization, punctuation, and spelling.  a) Use complete sentences.  b) Begin each sentence with a capital letter and use ending punctuation.  c) Use correct spelling for commonly used sight words and phonetically regular words. | 2.10 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.  a) Understand writing as a process.  b) Identify audience and purpose.  c) Use prewriting strategies to generate ideas before writing.  d) Use strategies for organization according to the type of writing.  e) Organize writing to include a beginning, middle, and end.  f) Write facts about a subject to support a main idea.  g) Write to express an opinion and provide a reason for support.  h) Expand writing to include descriptive detail.  i) Revise writing for clarity. | 3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.  a) Engage in writing as a process.  b) Identify audience and purpose.  c) Use a variety of prewriting strategies.  d) Use organizational strategies to structure writing according to type.  e) Write a clear topic sentence focusing on main idea.  f) Elaborate writing by including supporting details.  g) Use transition words to vary sentence structure.  h) Express an opinion about a topic and provide fact-based reasons for support.  i) Write a well-developed paragraph focusing on the main idea.  j) Revise writing for clarity of content using specific vocabulary and information. |
| **Language** | 1.11 The student will print legibly in manuscript.  a) Form letters accurately.  b) Space words within sentences. | 2.9 The student will maintain legible printing and begin to make the transition to cursive.  a) Begin to write capital and lowercase letters of the alphabet.  b) Begin to sign his/her first and last names.  2.11 The student will edit writing for capitalization, punctuation, spelling and Standard English.  a) Recognize and use complete sentences.  b) Use and punctuate declarative, interrogative, and exclamatory sentences.  c) Capitalize all proper nouns and the word I.  d) Use singular and plural nouns and pronouns.  e) Use apostrophes in contractions and possessives.  f) Use contractions and singular possessives.  g) Use knowledge of simple abbreviations.  h) Use correct spelling for commonly used sight words, including compound words and regular plurals.  i) Use commas in salutation and closing of a letter.  j) Use past and present verbs.  k) Use adjectives correctly. | 3.7 The student will write legibly in cursive.  a) Write capital and lowercase letters of the alphabet.  b) Sign his/her first and last names.  3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English.  a) Use complete sentences.  b) Use the word I in compound subjects.  c) Use past and present verb tense.  d) Use adjectives correctly.  e) Use singular possessives.  f) Use commas in a simple series.  g) Use simple abbreviations.  h) Use apostrophes in contractions with pronouns and in possessives.  i) Use the articles a, an, and the correctly.  j) Use correct spelling including irregular plurals.  k) Indicate paragraphing by indenting or skipping a line. |

NOTES: In the left criterion boxes of the rubric, the Virginia Standards have been identified. As a resource for teachers, below are the standards for the current grade (2nd) as well as the preceding and subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 4th grade standards were referenced.