

Name _____

Date _____

2nd Grade Narrative Writing Rubric

	CCSS	Meeting Expectations 3	Meeting Progress 2	Some Progress 1	Below Expectations 0
Structure & Sequence	W.2.3	<ul style="list-style-type: none"> - At least 3 events are written in chronological order - Story makes sense 	<ul style="list-style-type: none"> - At least 2 events are written in chronological order - For the most part story makes sense 	<ul style="list-style-type: none"> - At least 1 event is written in chronological order - Story somewhat makes sense 	<ul style="list-style-type: none"> - No events are written in chronological order - Story does not make sense
Details	W.2.3	<ul style="list-style-type: none"> - At least 3 descriptive statements or words are used 	<ul style="list-style-type: none"> - At least 3 descriptive statements or words are used 	<ul style="list-style-type: none"> - At least 1 descriptive statement or word is used 	<ul style="list-style-type: none"> - No descriptive statements or words are used
Temporal or Transition Words	W.2.3	<ul style="list-style-type: none"> - At least 3 temporal words are used to signal event order 	<ul style="list-style-type: none"> - At least 3 temporal words are used to signal event order 	<ul style="list-style-type: none"> - At least 1 temporal word is used to signal event order 	<ul style="list-style-type: none"> - No temporal words are used to signal event order
Closure	W.2.3	<ul style="list-style-type: none"> - Provides a sense of closure or a closing statement 	<ul style="list-style-type: none"> - Closure is sudden or abrupt 	<ul style="list-style-type: none"> - Closure is not related to story 	<ul style="list-style-type: none"> - There is no sense of closure

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Narrative Writing Rubric 2nd Grade

Barbara J. Guzzetti

Narrative Writing Rubric 2nd Grade:

Assessing and Teaching Reading Comprehension and Writing, K-3 K. Michael Hibbard, Elizabeth A. Wagner, 2003 First Published in 2003 Routledge is an imprint of Taylor Francis an informa company *180 Days: Writing for Second Grade* Brenda A. Van Dixhorn, 2015-10-01 180 Days of Writing is a fun and effective daily practice workbook designed to help students become better writers This easy to use second grade workbook is great for at home learning or in the classroom The engaging standards based writing activities cover grade level skills with easy to follow instructions and an answer key to quickly assess student understanding Each week students are guided through the five steps of the writing process prewriting drafting revising editing and publishing Watch student confidence grow while building important writing grammar and language skills with independent learning Parents appreciate the teacher approved activity books that keep their child engaged and learning Great for homeschooling to reinforce learning at school or prevent learning loss over summer Teachers rely on the daily practice workbooks to save them valuable time The ready to implement activities are perfect for daily morning review or homework The activities can also be used for intervention skill building to address learning gaps

Grade 2, Personal Narrative: the Call of Stories, 2007 Using Rubrics for Teaching and Learning Heidi L. Andrade, Susan M. Brookhart, 2026-03-02 Using Rubrics for Teaching and Learning offers practical evidence based ideas for how rubrics can serve the multifaceted needs of students Research shows that under the right conditions rubrics can promote learning scaffold effective peer and self assessment and even support self regulated learning while also expediting an informative grading process Built on four principles of effective application this accessible book posits that rubrics must be developmentally and pedagogically appropriate illuminate the learning goals enable constructive feedback and produce fair grades Critiques of common shortcomings in rubric design and implementation offer guidance for positive purposeful classroom experiences Pre and in service teachers who read this book will come away with skills in using rubrics to support learning

Ensuring High-Quality Curriculum Angela Di Michele Lalor, 2016-11-10 We know that curriculum is the core of the classroom experience but what makes a quality curriculum How can educators be sure that what they teach is strongly aligned to the specific standards that their district or school has adopted What kinds of lessons learning experiences and assessments are most effective and how should they be embedded within the curriculum You'll find the answers to these and many other questions in this definitive step by step guide to curriculum design and evaluation Drawing from her work with teachers and administrators to facilitate curriculum development Angela Di Michele Lalor offers targeted advice and real life examples from elementary and secondary units of study across a variety of content areas and standards as well as field tested rubrics protocols and other tools She provides criteria for evaluating each component of a curriculum and end of chapter checklists to help you ensure that the criteria are met Relevant to anyone who is creating or revising curriculum or evaluating options among published alternatives Ensuring High Quality Curriculum is a comprehensive and accessible

roadmap to developing a solid foundation for teaching and learning and better results in the classroom **Writer's Choice**

Writing Assessment and Evaluation Rubrics Grade 8 McGraw-Hill Staff,2000-09 **180 Days to Successful Writers**

Karen Donohue,Nanda N. Reddy,2005-12-08 Lesson plans linked to national standards help students develop lifelong writing skills and confidence as writers while preparing them for standardized writing tests **How to Align Literacy**

Instruction, Assessment, and Standards Nancy L. Akhavan,2004 In this book Nancy Akhavan details the stories and strategies that enabled her school to move from under performing status to one in which students achieve and teachers have a whole new understanding of targeted instruction sensitive assessment and meaningful curriculum There is much to appreciate in what she says from her attention to thinking small and understanding the power of the details her emphasis on planning and goal setting to the seriousness with which she takes the standards and incorporates them into the life of the classroom Drawing on the work of the best in the business Lucy Calkins David and Yvonne Freeman and Tony Alvarado Akhavan made professional development the heartbeat of her school as she helped her faculty understand that their work begins and ends with continuous assessment of their students Now she helps readers of her book learn how child centered assessment leads to strategic instruction how to best support multilingual learners how to organize for yearlong learning how to think through precise workshop instruction in minilessons how to develop meaningful curriculum around units of study how to create a vibrant school community where standards and accountability stem from regular assessment and examination of instructional practices Akhavan provides immediately useful information for any elementary teacher principal or curriculum developer Read her book and understand how to use standards as a way to connect meaningful instruction to students not as a bar that students have to reach or a barrier to real teaching and learning **Writing Essentials** Regie Routman,2005 Accompanying DVD includes videos of the author working with student writers

Teaching Writing Gail E.

Tompkins,2008 Accessible and reader friendly this is the definitive book on teaching writing to children in grades K 8 the only title on the market to thoroughly address both theprocessand theproductof writing Covers strategies for teaching prewriting drafting revising editing and publishing through writing workshops literature focus units and thematic units techniques for helping children develop ideas organize writing choose vocabulary apply stylistic devices and correct mechanical errors and five levels of scaffolded composition instruction modeled shared interactive guided and independent writing AddressingProcess and Product NEW AWriting Workshop CD now included in every copy of the bookgives you specific insight into classroom teaching in a workshop model illustrating both the writing process and product

MeetingIndividual Student Needs NEW How to Address Struggling Writers Problems this step by step analysis explains what issues cause writers to struggle provides clear examples of the problem and clarifies the steps to take to help writers overcome their obstacles Planning forAccountability NEW Preparing for Writing Tests this new feature will help you prepare students for high stakes testing by clearly defining each type of writing providing prompts to generate a writing sample and

outlining possible pitfalls writers may face when writing in this specific genre *Weaving Pictures Into Words* Natalie C. Smith,2008 *Mapping Comprehensive Units to the ELA Common Core Standards, K-5* Kathy Tuchman Glass,2012-04-26 Translating the Common Core State Standards CCSS into an effective curriculum is at the top of many educators to do lists and this book shows you how Master teacher and curriculum specialist Kathy T Glass familiarizes teachers and curriculum designers with the key points of the ELA Common Core Standards and demonstrates how to design effective curriculum units to align with them She provides practical and accessible tools for developing a unit map and for making the important connections among all map components including differentiated instruction Also included are A rationale for each component of unit and lesson design Practical quality instruments to plan exciting content rich units of study aligned to the CCSS Reproducible templates and examples of unit curriculum maps and sample lessons In addition this practitioner friendly guide provides templates exercises rubrics and assessment tools and instructional strategies A companion website offers helpful online resources that readers can download and use Teachers curriculum designers or directors administrators PLC members and others who plan to use the Common Core State Standards to write meaningful and effective curriculum will find valuable navigational assistance from a skilled and experienced professional throughout these pages *Literacy in America* Barbara J. Guzzetti,2002 Offers comprehensive information about literacy and related instructional and assessment topics *Kindergarten, Personal Narrative* National Center on Education & The Economy,2003 **Engaging Teachers in Assessment of Their Students' Narrative Writing** ,1994 **Elementary Makes the Grade!** Marleen Allin,California. Elementary Grades Task Force (1999),2000 This report provides guidance and information on resources to assist elementary schools parents community members and policymakers in implementing a systemic approach to standards based education It makes clear recommendations on how schools can achieve a coordinated system in which standards assessment accountability and curriculum are aligned and focused on ensuring that all students meet grade level standards Fifteen recommendations are presented related to 5 components of a standards based system Each of the recommendations is followed by a research based Rationale and an example of best practice describing what the successful implementation of the recommendation might look like The five components are 1 rigorous academic content and performance standards 2 assessment and accountability 3 curriculum and instruction 4 professional development and 5 district level leadership and support Although schools and districts may start renewal efforts with particular components no single component will ensure student achievement SLD **Becoming a Teacher of Reading** Susan Davis Lenski,Susan L. Nierstheimer,2004 A core text for introduction to reading and beginning reading courses This new developmentally organized social constructivist reading methods text follows children s literacy progress as they develop from being early readers to being interpretive readers to being independent critically thinking readers It weaves together integrated discussion of skills strategies and assessment procedures The authors place the reader squarely in today s reading classroom grounding theoretical discussions with self

regulating pedagogy and connects ideas to Interstate New Teachers Assessment and Support Consortium INTASC Principles as well as IRA NCTE Standards The result is a polished engaging text that will quickly instill in future teachers the joy of helping children learn to read and read to learn **Linguistics and Language Behavior Abstracts** ,2006

Student-generated Rubrics Larry Ainsworth,Jan Christinson,1998 The model guides students to develop task specific rubrics for evaluating their own and their peers work *Dimensions of Early Childhood* ,2002

Whispering the Techniques of Language: An Psychological Quest through **Narrative Writing Rubric 2nd Grade**

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