



Core Ready Writing Rubric

Grade 2 5Ws and 1H: Advertising and Promotional Writing

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
Compose a clear opinion statement and provide reasons to back up that opinion in complete sentences.	Student demonstrates little or no evidence of composing a clear opinion statement and providing reasons to back it up in complete sentences. May lack opinion, reasons, and/or complete sentences.	Student composes an opinion statement and provides one or more reasons to back it up with some success. Generally uses complete sentences. May provide only one reason or reasons may not be clearly relevant.	Student composes a clear opinion statement and provides two or more relevant reasons to back up if up. Uses complete sentences.	Student composes a clear opinion statement and provides several well-developed and relevant reasons to back it up. Uses complete sentences.	RI.2.1 RL.2.1 RI.2.10 RL.2.10 W.2.1 SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.4 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.6
Expand upon provided reasons by using specific details.	Student shows little or no evidence of successfully expanding upon provided reasons by using specific details.	Student attempts to expand upon provided reasons by using specific details. Some details may be unclear or lack relevance. May need prompting and support to be successful.	Student expands upon provided reasons by using specific details. Details are relevant and clear.	Student expands upon provided reasons by using specific details. Details are well-developed and may be particularly thoughtful.	W.2.1 W.2.5 SL.2.1a SL.2.1b SL.2.1c SL.2.4 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.6
Compose an opinion piece with an introduction, an opinion statement, reasons with details, a conclusion, and linking words.	Student shows little or no evidence of composing an opinion piece. May lack an introduction or opinion statement, reasons with details, a conclusion, and linking words.	Student shows inconsistent evidence of composing an opinion piece. May not include an introduction or opinion statement, reasons with details, a conclusion, and linking words. Writing may lack clarity or focus.	Student shows solid evidence of successfully composing an opinion piece. Includes a clear introduction or opinion statement, reasons with details, a conclusion, and linking words. Some components may be more developed than others.	Student shows outstanding evidence of composing a successful opinion piece. Includes a clear, detailed, and thoughtful introduction or opinion statement, reasons with details, a conclusion, and linking words. Ideas may be particularly thoughtful or sophisticated.	W.2.1

Core Ready Writing Rubric, Grade 2, *continued*

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
Create a visual advertisement that expresses an opinion and reasons with illustration and relevant, concise use of text.	Student shows little or no evidence of creating a visual advertisement that expresses an opinion and reasons with illustration and concise use of text. Lacks most or all of the required elements.	Student shows limited evidence of successfully creating a visual advertisement that expresses an opinion and reasons with illustration and concise use of text. Images may lack relevance or details. Text may not be concise.	Student shows solid evidence of successfully creating a visual advertisement that expresses an opinion and reasons with illustration and concise use of text. Includes all required elements. Some components may be more developed than others.	Student shows outstanding evidence of successfully creating a thoughtfully persuasive visual advertisement that expresses an opinion and reasons with illustration and concise use of text. All components are accurate, clear, and effective.	W.2.1 SL.2.5
With guidance and support from adults and peers, share writing with others in meaningful ways.	Student shows little or no evidence of attempting to share writing with others in meaningful ways.	Student attempts to share writing with others but may lack focus and sense of purpose at times.	Student successfully shares writing with others in meaningful ways. In most or all instances, student uses a variety of tools and effective collaboration to prepare the piece for presentation.	Student clearly, thoroughly, and effectively shares writing with others in meaningful ways. Student accurately uses a variety of tools and proactively seeks collaboration, when necessary, in order to prepare the piece for presentation.	W.2.6
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Student shows little or no evidence of asking and answering questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Student demonstrates some evidence of understanding key details in the text through asking and answering questions such as who, what, where, when, why, and how. May provide some textual evidence to support thinking.	Student shows solid evidence of understanding key details in the text through asking and answering questions such as who, what, where, when, why, and how. Provides sufficient textual evidence to support thinking.	Student consistently shows solid evidence of understanding key details in the text through asking and answering high-level questions such as who, what, where, when, why, and how. Provides solid textual evidence to support thinking.	RI.2.1 RL.2.1
By the end of year, read and comprehend a variety of informational texts in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Student shows little or no evidence of reading and comprehending texts appropriate for the grade 2–3 text complexity band.	Student shows inconsistent evidence of reading and comprehending texts appropriate for the grade 2–3 text complexity band.	Student shows solid evidence of reading and comprehending independently and proficiently texts appropriate for the grade 2–3 text complexity band. May need scaffolding at the grade 3 level.	Student shows solid evidence of reading and comprehending independently and proficiently complex texts above the grade 2–3 text complexity band.	RI.2.10
By the end of year, read and comprehend a variety of literature texts in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Student shows little or no evidence of reading and comprehending texts appropriate for the grade 2–3 text complexity band.	Student shows inconsistent evidence of reading and comprehending texts appropriate for the grade 2–3 text complexity band.	Student shows solid evidence of reading and comprehending independently and proficiently texts appropriate for the grade 2–3 text complexity band. May need scaffolding at the grade 3 level.	Student shows solid evidence of reading and comprehending independently and proficiently complex texts above the grade 2–3 text complexity band.	RL.2.10

Core Ready Writing Rubric, Grade 2, *continued*

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
In collaborative discussions, exhibit responsibility for the rules and roles and purpose of conversation.	Student makes little or no attempt to participate in collaborative discussions and build on others' talk by linking his or her comments to others. Often disregards the rules and roles of conversation even with prompting.	Student inconsistently participates in collaborative discussions and builds on others' talk by linking his or her comments to others. Student observes the rules and roles of conversation but needs frequent prompting.	Student usually participates in collaborative discussions and builds on others' talk by linking his or her comments to others. Student observes the rules and roles of conversation. May need some prompting.	Student consistently participates in collaborative discussions and builds on others' talk by linking his or her comments to others. Student observes the rules and roles of conversation with little or no prompting.	SL.2.1a SL.2.1b
In collaborative discussions, ask questions in a manner that enhances understanding of topic.	Student makes little or no attempt to ask questions that enhance understanding of the topic.	Student occasionally asks questions to clarify or build understanding of the topic or text under discussion but usually requires support or prompting.	Student asks questions that effectively clarify or build understanding of the topic or text under discussion. May need occasional support or prompting.	Student often asks effective and focused questions to clarify or build understanding of the topic or text under discussion. Proactively uses this strategy to support own learning.	SL.2.1c
Speak in complete sentences when appropriate.	Student shows little or no evidence of speaking in complete sentences when appropriate.	Student shows some evidence of attempting to speak in complete sentences when appropriate.	Student shows solid evidence of speaking in complete sentences when appropriate.	Student shows exceptional evidence of speaking in complete sentences when appropriate.	SL.2.6
Demonstrate knowledge of standard English and its conventions.	Student demonstrates little or no knowledge of standard English and its conventions.	Student demonstrates some evidence of knowledge of standard English and its conventions.	Student consistently demonstrates knowledge of standard English and its conventions.	Student demonstrates an exceptional understanding of standard English and its conventions. Use of conventions is sophisticated for grade level and accurate.	L.2.1 L.2.2 L.2.3
Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Student shows little or no evidence of the acquisition and/or use of grade-appropriate words and phrases.	Student shows some evidence of acquiring and using grade-appropriate words and phrases.	Student shows solid evidence of acquiring and using grade-appropriate words and phrases.	Student shows a high level of sophistication and precision when using grade-appropriate words and phrases.	L.2.6

Note: See the Core Ready Rubrics chart in the Walkthrough at the beginning of the book for descriptions of category headers.