



Core Ready Writing Rubric

Grade 2 Once Upon a Time: A New Look at Fairy Tales

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
Plan and write an original adaptation of a classic fairy tale that includes the elements common to fairy tales and a logical sequence of events.	Student shows little or no evidence of planning or writing an original adaption of a classic fairy tale with the required plot elements.	Student plans and writes an original adaption of a classic fairy tale. Some of the required elements (elements common to fairy tales and a logical sequence of events) may be missing or underdeveloped.	Student plans and writes a narrative with all required elements (a main character who experiences a series of realistic and imagined events in a logical sequence with a clear beginning, climax, and end). Some components may be more effective than others.	Student plans and writes narrative with all required elements (a main character who experiences a series of realistic and imagined events in a logical sequence with a clear beginning, climax, and end). Narrative is well developed and some elements may be particularly effective or advanced for the grade level.	RL.2.1 RL.2.2 RL.2.3 RL.2.10 W.2.3 W.2.5 W.2.8 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
Include strong details such as dialogue, descriptive language, inner thoughts, and feelings.	Student writing lacks details such as dialogue, descriptive language, inner thoughts, and feelings.	Student attempts to include details such as dialogue, descriptive language, inner thoughts, and feelings. Some details may be unclear or lack obvious connection to fairy tale development.	Student includes strong details such as dialogue, descriptive language, inner thoughts, and feelings. Most details are clear and relevant to the fairy tales.	Student includes several examples of strong details such as dialogue, descriptive language, inner thoughts, and feelings. Details are clear and relevant and effectively serve to develop the fairy tale for the reader.	W.2.3 SL.2.1a SL.2.1b SL.2.1c SL.2.6 L.2.1 L.2.2 L.2.3 L.2.6
Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Student shows little or no evidence of composing a narrative that recounts a well-elaborated event or short sequence of events. May not have or may inaccurately use details to describe actions, thoughts, and feelings; temporal words to signal event order; and a sense of closure.	Student shows inconsistent evidence of composing a narrative piece that recounts a well-elaborated event or short sequence of events. Student attempts to include details to describe actions, thoughts, and feelings; temporal words to signal event order; and a sense of closure.	Student shows solid evidence of successfully composing a narrative piece that recounts a well-elaborated event or short sequence of events. Student includes details to describe actions, thoughts, and feelings; temporal words to signal event order; and a sense of closure. Some components may be more developed than others.	Student shows outstanding evidence of composing a successful narrative piece that recounts a well-elaborated event or short sequence of events. Student includes accurate and insightful details to describe actions, thoughts and feelings; appropriate temporal words to signal event order; and a clear sense of closure. Ideas may be particularly thoughtful or sophisticated.	W.2.3

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With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Student makes little or no attempt to strengthen writing as needed by responding to feedback, focusing on a topic, or revising and editing, even with extensive adult prompting and support.	Student attempts to strengthen writing as needed by responding to feedback, focusing on a topic, and revising and editing. Revisions may not connect to suggestions or strengthen piece effectively.	Student strengthens writing as needed by responding to feedback, focusing on a topic, and revising and editing. Revisions usually connect to feedback and enhance the piece. Some areas of writing may be more developed than others.	Student effectively strengthens writing as needed by responding to feedback, focusing on a topic, and revising and editing. Revisions are responsive and thoughtful and consistently serve to enhance piece. May proactively seek feedback to improve writing.	W.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 a meaningful way. Student accurately uses a variety of tools and proactively seeks collaboration, when necessary, in order to prepare the piece for presentation.	W.2.6
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 their 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 their 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 their 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 their 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