

Informational Writing Rubric for 2nd Grade -
Lucy Calkins' Approach (Aligned to Common
Core Standards)

Grade Level: 2nd Grade Writing

Domain: Informational Writing

Informational Writing Common Core Standard: CCSS.ELA-Literacy.W.2.2 - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

How to use this rubric:

This Informational Writing Rubric is pair with a **student facing checklist**. Everything is aligned to both Lucy Calkins and Common Core.

Alignment Notes:

- This rubric is directly aligned with the sub-standards within CCSS.ELA-Literacy.W.2.2, ensuring a comprehensive assessment of 2nd-grade students' informational writing skills.
- It supports Lucy Calkins' approach to informational writing, emphasizing the importance of a clear topic, well-researched facts, and effective organization.

By using this rubric, teachers can assess students' narrative writing skills and provide specific feedback to help them improve their storytelling abilities, all while adhering to the Common Core Standards.

Criteria	4	3	2	1
Introduction and Topic (CCSS.ELA-Literacy.W.2.2.A)	Presents a captivating introduction that clearly states the topic and engages the reader's interest.	Introduces the topic and provides a clear focus for the informational text.	Attempts to introduce the topic but may need more clarity or focus.	The introduction is unclear or does not effectively capture the topic.
Facts and Details (CCSS.ELA-Literacy.W.2.2.B)	Includes a wide range of relevant facts and details that thoroughly develop the topic.	Provides several accurate and supporting facts or definitions to develop the main points.	Some relevant facts are included, but more detail is needed to fully develop the topic.	Lacks sufficient or accurate facts to support the topic.
Organization and Structure (CCSS.ELA-Literacy.W.2.2.C)	Uses a clear and effective organizational structure to present information. Includes headings, subheadings, or other text features.	Presents information in a logical order with a clear beginning and ending.	Information is organized but may lack a consistent structure.	The organization is confusing, making it hard to follow the main points.

Criteria	4	3	2	1
Concluding Statement (CCSS.ELA-Literacy.W.2.2.D)	Provides a powerful concluding statement or section that summarizes the main points and leaves a lasting impression.	Includes a concluding statement that wraps up the main ideas presented.	Attempts a conclusion but may need more clarity or relevance to the topic.	Lacks a clear conclusion or ending to the informational text.
Language and Conventions (CCSS.ELA-Literacy.W.2.2.E)	Demonstrates a strong command of language and writing conventions. Uses precise vocabulary and varied sentence structures.	Uses appropriate language and mostly correct conventions to convey information.	Some errors in language or conventions that may occasionally distract the reader.	Frequent errors in conventions and language usage that hinder understanding.

Name_____

Student Check List

Introduction and Topic:

- ☐ • I have a great opening that makes my readers want to know more.
- ☐ • I clearly tell my readers what my writing is all about.

Facts and Details:

- ☐ • I include lots of interesting and true facts about my topic.
- ☐ • My facts help explain the main idea.

Organization and Structure:

- ☐ • My writing has a clear beginning and ending, and it flows nicely.
- ☐ • I use headings or subheadings to organize my ideas.

Concluding Statement:

- ☐ • I end my writing with a strong final thought or summary.
- ☐ • My conclusion makes my readers remember the important things I wrote about.

Language and Conventions:

- ☐ • I use good words and sentences that make my writing interesting.
- ☐ • I check my spelling and punctuation to make sure my writing looks neat.