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

Grade Level: 2nd Grade Writing

Domain: Opinion Writing

Opinion Writing Common Core Standard: CCSS.ELA-Literacy.W.2.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, 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 designed to assess 2nd-grade students' opinion writing skills, aligning with Lucy Calkins' approach and the Common Core Standards.
- It focuses on the key elements of introducing a topic, stating an opinion, providing reasons, using linking words, and concluding effectively.

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.

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Criteria	4	3	2	1
Introduction and Topic (CCSS.ELA-Literacy.W.2.1.A)	Introduces the topic or text in a creative way that sparks interest. Clearly states the opinion.	Begins by telling the topic and shares their opinion.	Starts with the topic but may need a clearer opinion statement.	The introduction is unclear, and the opinion is not easily understood.
Reasons and Support (CCSS.ELA-Literacy.W.2.1.B)	Provides several compelling reasons that strongly support the opinion. Includes relevant details and examples.	States an opinion and gives some reasons to support it.	Offers an opinion but may need more reasons or details to support it.	Lacks a clear opinion or supporting reasons.
Linking and Transition Words (CCSS.ELA-Literacy.W.2.1.C)	Effectively uses a variety of linking words (e.g., because, and, also) to connect opinion and reasons.	Uses simple linking words to connect ideas.	Attempts to use linking words but may need more variety or accuracy.	Rarely uses linking words, making the text feel disconnected.

Student Name_____ **Date**_____

Criteria	4	3	2	1
Concluding Statement (CCSS.ELA-Literacy.W.2.1.D)	Concludes with a powerful statement that reinforces the opinion and leaves a lasting impression.	Includes a concluding sentence that summarizes the opinion.	Has a simple ending but may need more connection to the opinion.	Lacks a clear conclusion or ending.
Language and Conventions (CCSS.ELA-Literacy.W.2.2.E)	Demonstrates excellent command of language and writing conventions. Uses expressive vocabulary and varied sentence structures.	Uses appropriate language and mostly correct conventions to convey their opinion.	Some errors in language or conventions that may occasionally distract the reader.	Frequent errors in conventions and language usage that hinder understanding.

Student Name_____ **Date**_____

Name_____

Student Check List

Introduction and Topic:

- [ ] I start my writing with a fun and interesting idea.
- [ ] I clearly tell my readers what I think about the topic.

Reasons and Support:

- [ ] I give good reasons why I think this way.
- [ ] My reasons make my opinion stronger.

Linking and Transition Words:

- [ ] I use words like "because," "and," and "also" to connect my ideas.
- [ ] My writing flows nicely from one thought to the next.

Concluding Statement:

- [ ] I end my writing with a powerful sentence that sums up my opinion.
- [ ] My conclusion makes my readers remember my opinion.

Language and Conventions:

- [ ] I use exciting words to make my writing fun to read.
- [ ] I check my spelling and punctuation to make my writing look neat.

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