** Grade 1: Writing Informational Text Rubric Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(Description and Explanation)**

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|  |  | **Enriched Understanding**  **(EU)** | **Proficient**  **(FM)** | **Exploring**  **(MM)** | **Building Readiness**  **(NY)** |
| **Message/**  **Meaning** | **Specific and Clear** | Your message is very interesting and clear. You may be:   * Adding details to make it more specific * Taking out words that are confusing   Writing a more complicated informational text. | Your information makes sense. It has a clear message and your reader can understand what you are saying all the way through. | You are exploring how to make a specific and clear message. You are:   * Deciding what your writing is about * Thinking about your information from beginning to end * Making sure you are using words and pictures that explain and describe * Checking to make sure there are no confusing parts | You are building readiness for writing information that is specific and clear.   * What do we mean by a “clear” message? * How does our writing get more specific? * What do we need to do to plan to share information? |
| **Relevant Details with Picture** | You have 3+ relevant details to support your main idea. You may be:   * Adding details to make a more interesting story * Thinking about senses and feelings * Adding pictures and getting creative | Your 2+ details are related to the main idea of your story. Your picture is related to the object or person or place in your writing. | You are exploring relevant details. You are:   * Thinking about what details need to be part of your writing * Thinking about how to make details interesting * Figuring out where to put details in your writing * Matching details to the information you are sharing * Deciding which parts to write and which parts to draw | You are building readiness for details.   * What is a detail? * How do I know good details from not-so-good details? * How do details help my message? * How do pictures help my message? |
| **Organization and**  **Coherence** | **Sequence** | Wow! You have a great beginning, middle and end to your writing. You may be:   * Planning a more exciting beginning * Adding information * Working on an exciting ending | Your writing has a beginning, middle and end. Your details are in an order that makes sense. | You are working on your organization. You are:   * Planning how to start your writing * Planning the information in the writing * Planning a good ending for your writing | You are building organizational readiness.   * Why does writing have a beginning, middle and end? * What happens if our information is not organized? |
| **Sentence Structure** | You have written more than five sentences. You may be:   * Writing longer texts * Writing longer sentences * Trying to add details * Adding pictures | You have written a minimum of five sentences with six words in each sentence. | You are exploring writing information and sentence length. You are:   * Practicing writing sentences after saying them * Adding words to describe and inform * Planning parts of writing to increase length | You are building readiness to write longer sentences and texts.   * Can you add some more sentences? * Does drawing help you think of more details? * Can you put words together to make sentences? * How do you recognize a sentence? |
| **Style and**  **Language Choice** | **Capitalization** | Your sentences are written with a capital letter. You can explain when and why you use capital letters and you use capitals on all proper nouns. You may:   * Explore other times to use capital letters (dialogue, proper nouns) | You are using capital letters for “I”, names, days of the week and months, and beginning of sentences. | You are exploring how to use capital letters. You are:   * Practicing using capitals at the beginning of sentences * Practicing using capitals for “I” * Practicing using capitals for days of the week and months | You are building readiness for capitalization.   * What do we do with the first letter of a sentence? Why? * How do we recognize a capital letter? What does it mean? * How do we know when to use capital letters? What happens when we don’t? |
| **Punctuation**  **(periods)** | Your sentences are written with a period at the end, on your own. You may:   * Use other forms of punctuation * Experiment with question and exclamation marks | Your sentences are written with a period at the end of a complete sentence. | You are exploring punctuation. You are:   * Practicing ending sentences with periods. * Practicing writing complete thoughts. * Combining periods with capital letters * Learning about the kinds of punctuation | You are building readiness for punctuation.   * What is a punctuation mark? How do we recognize it? * When you read, can you find punctuation marks? What do you do when you find one? |
| **Descriptors** | You use appropriate and descriptive words to add greater detail and interest to your writing. Ex: shaggy brown bear You may:   * Use more than one adjective or adverb at a time * Think about all the senses instead of just one * Practice using new words, gained through reading | You use appropriate and descriptive words in your writing.  Ex: brown bear | You are exploring using descriptors in your writing. You are:   * Recognizing a descriptor (adjective/ adverb) in what you read * Practicing listing possible descriptors and looking for new words * Writing descriptors in several sentences * Practicing using the “right” word based on what you want to say | You are building readiness to be able to use descriptors in writing.   * What do we mean by descriptor? * How do we recognize a descriptor? * How do descriptors making writing interesting? * Where do we go for ideas about words to use? * How can I add descriptors to writing I have already done? |

**Feedback:**