** 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?
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| **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?
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| **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?
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| **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?
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| **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?
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| **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?
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| **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?
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**Feedback:**