** Grade 1: Writing Story Rubric Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  |  | **Enriched Understanding (EU)** | **Proficient**  **(FM)** | **Exploring**  **(MM)** | **Building Readiness**  **(NY)** |
| **Message/Meaning** | **Specific and Clear** | Your story 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 story | Your story 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 story is about * Thinking about your story from beginning to end * Making sure you are using words and pictures that tell your story * Checking to make sure there are no confusing parts | You are building readiness for writing a story that is specific and clear.   * What do we mean by a “clear” message? * How do our stories get more specific? * What do we need to do to plan a story? |
| **Relevant Details** | You have relevant details. You may be:   * Adding details to make a more interesting story * Thinking about senses and feelings | Your details are related to the main idea of your story. | You are exploring relevant details. You are:   * Thinking about what details need to be part of your story * Thinking about how to make details interesting * Figuring out where to put details in the story * Matching details to the events in the story | 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 story? |
| **Organization and**  **Coherence** | **Organization** | Wow! You have a great beginning, middle and end to your story. You may be:   * Planning a more exciting beginning * Adding events * Working on a surprising ending | Your story has a beginning, middle and end. | You are working on your organization. You are:   * Planning how to start your story * Planning the events of the story * Planning a good ending to your story | You are building organizational readiness.   * Why do stories have a beginning, middle and end? * What happens if our story is not organized? |
| **Coherence** | Your sentences are strong and coherent. You may be:   * Making longer sentences * Adding sentences and remaining coherent * Working on trnasitions. | Your sentences are coherent. They make sense. | You are exploring sentences. You are:   * Practicing making sentences with a complete thought * Working on how sentences fit together * Thinking about order of sentences | You are building readiness for coherence.   * What is a sentence? * How do I recognize a sentence? |
| **Story and sentence length** | You have written more than five sentences. You may be:   * Writing longer stories * Writing longer sentences * Trying to add details * Adding characters * Adding dialogue in some form | You have written a minimum of five sentences with six words in each sentence. | You are exploring story and sentence length. You are:   * Practicing writing sentences after saying them * Adding words to describe * Planning parts of a story to increase length | You are building readiness to write longer sentences and stories.   * 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** | **Word Choice and Cues and Conventions** | Wow! You have creative word choice in your story. All capitals, correct spacing, and all punctuation is correct. You may:   * Be trying increasingly difficult words or new words * Writing smaller * Using new punctuation marks * Practicing capital letters on words inside a sentence. | You have chosen words that are familiar vocabulary. Most capitals, correct spacing, and some punctuation is correct. | You are exploring words and language cues and conventions. You are:   * Choosing interesting words * Practicing using capital letters and punctuation. * Practicing spacing * Practicing sight words on own | You are building readiness for using words, cues and conventions correctly.   * What are the parts of a word? * How do letters make sounds? * Why do we have spaces? * How does punctuation work? |