** 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?
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| **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?
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| **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?
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| **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?
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| **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?
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| **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?
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