

1st Grade Narrative Descriptive Text-Based Writing Rubric – Unit 1

W.1.3 Write narratives in which they recount sequenced events.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Reading Comprehension	(RL.1.1) (L/M)	<p>(Citing Text) The writing:</p> <input type="checkbox"/> demonstrates understanding of the story by accurately <u>answering</u> 2 or more questions about key details in a text.	<p>(Citing Text) The writing:</p> <input type="checkbox"/> demonstrates some understanding of the story by <u>answering</u> 1 question about key details in a text.	<p>(Citing Text) The writing:</p> <input type="checkbox"/> demonstrates little understanding of the story by failing to <u>answer</u> any questions about key details in a text.	<p>3 = Meets 2 = Approaching 1 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;">Subtotal:</div>
	W.1.3 (L)	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> effectively recounts 2 or more appropriately sequenced story events. <input type="checkbox"/> accurately uses 2 or more temporal words to signal event order (<i>e.g., first, next, last</i>). <input type="checkbox"/> provides a sense of closure that is effective, interesting or thoughtful.	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> recounts 1 or more story events; sequencing may appear out of order. <input type="checkbox"/> uses 1 - 2 temporal words to signal event order. <input type="checkbox"/> provides a simple sense of closure.	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> fails to recount story events; sequencing appears random. <input type="checkbox"/> does not use transition words. <input type="checkbox"/> does not provide a sense of closure.	<p>7-9 = Meets 5-6 = Approaching <5 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;">Subtotal:</div>
Writing	W.1.3 (L)	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> effectively addresses the prompt/task with a clear, focused, engaging response. <input type="checkbox"/> includes some specific, interesting, or vivid details regarding what happened.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> addresses the prompt/task with some drift in focus. <input type="checkbox"/> offers some simple details regarding what happened.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> does not address the prompt/task; lacks focus. <input type="checkbox"/> does not include details regarding what happened.	<p>5-6 = Meets 4 = Approaching < 4 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;">Subtotal:</div>
	L.1.1 (L) L.1.2 (L)	<p>(Sentence Fluency) The writing:</p> <input type="checkbox"/> uses a variety of sentences that flow smoothly and/or a variety of sentence beginnings; enjoyable to read. <p>(Conventions) The writing:</p> <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor (0-3 errors).	<p>(Sentence Fluency) The writing:</p> <input type="checkbox"/> has simple sentence patterns with little variety, begins sentences in the same way; message can be understood when read. <p>(Conventions) The writing:</p> <input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding (4-6 errors).	<p>(Sentence Fluency) The writing:</p> <input type="checkbox"/> includes part of a sentence that may be decodable and/or uses disconnected words that cannot be read as writing. <p>(Conventions) The writing:</p> <input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand (7 or more errors).	<p>7-9 = Meets 5-6 = Approaching <5 = Below</p>
Language	(L.1.5) (L.1.6) (L)	<p>(Word Choice & Vocabulary) The writing:</p> <input type="checkbox"/> accurately uses a variety of colorful <u>words</u> and phrases that make the writing interesting.	<p>(Word Choice & Vocabulary) The writing:</p> <input type="checkbox"/> incorporates basic <u>words</u> and phrases; features functional vocabulary that communicates the message.	<p>(Word Choice & Vocabulary) The writing:</p> <input type="checkbox"/> uses a limited range of <u>words</u> making the message unclear.	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;">Subtotal:</div>

1st Grade Narrative Descriptive Text-Based Writing Rubric – Unit 1 (Continued)

W.1.3 Write narratives in which they recount sequenced events.

*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.

() = partially meets requirements of the standard.

Underlined text = the focus of instruction and assessment in this unit.

L = Learned M = Mastered A = Applied

Score "0" - The writing is scored with "0" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.

22 – 27 = Meets Grade Level Expectations 16 – 21 = Approaching Grade Level Expectations < 16 = Below Grade Level Expectations

Overall Score:

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
- e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

1st Grade Informative/Explanatory Text-Based Writing Rubric – Unit 2
W.1.2. Write informative/explanatory text to examine a topic.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Reading Comprehension*	(RI.1.1) or (RL.1.1) (L)	<p>(Citing Text) The writing:</p> <input type="checkbox"/> demonstrates understanding of the story by accurately answering 2 or more questions about key details in a text.	<p>(Citing Text) The writing:</p> <input type="checkbox"/> demonstrates some understanding of the story by answering at least 1 question about key details in a text.	<p>(Citing Text) The writing:</p> <input type="checkbox"/> does not demonstrate understanding of the story by failing to answer any questions about key details in a text.	3 = Meets 2 = Approaching 1 = Below Subtotal:
	W.1.2 (L)	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> begins with a good topic sentence that names the topic they are writing about. <input type="checkbox"/> provides an effective sense of closure that is interesting or thoughtful.	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> includes a topic sentence that may be unclear or does not name the topic they are writing about. <input type="checkbox"/> provides a simple sense of closure.	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> does not include a topic sentence or does not name the topic they are writing about. <input type="checkbox"/> does not provide a sense of closure.	5-6 = Meets 4 = Approaching < 4 = Below Subtotal:
Writing	W.1.2 (L)	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> maintains a consistent focus on the prompt/task with an engaging response. <input type="checkbox"/> skillfully uses 2 or more facts to tell about the topic.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> addresses the prompt/task with some drift in focus. <input type="checkbox"/> uses at least 1 or more facts to tell about the topic.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> does not address the prompt/task; wanders off task & doesn't return. <input type="checkbox"/> is missing facts about the topic.	5-6 = Meets 4 = Approaching <4 = Below Subtotal:

1st Grade Informative/Explanatory Text-Based Writing Rubric – Unit 2 (Continued)

W.1.2. Write informative/explanatory text to examine a topic.

Language	L.1.1 (L)	<p>(Sentence Fluency) The writing:</p> <input type="checkbox"/> uses a variety of sentences that flow smoothly and/or a variety of sentence beginnings; enjoyable to read.	<p>(Sentence Fluency) The writing:</p> <input type="checkbox"/> has simple sentence patterns with little variety, begins sentences in the same way; message can be understood when read.	<p>(Sentence Fluency) The writing:</p> <input type="checkbox"/> includes part of a sentence that may be decodable and/or uses disconnected words that cannot be read as writing.	<p>7-9 = Meets</p> <p>5-6= Approaching</p> <p><5 = Below</p>
	L.1.2 (L)	<p>(Conventions) The writing:</p> <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor (0-3 errors).	<p>(Conventions) The writing:</p> <input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding (4-6 errors).	<p>(Conventions) The writing:</p> <input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand (7 or more errors).	
	(L.1.6) (L)	<p>(Word Choice & Vocabulary) The writing:</p> <input type="checkbox"/> accurately uses a variety of words and phrases that make the writing interesting.	<p>(Word Choice & Vocabulary) The writing:</p> <input type="checkbox"/> incorporates basic words and phrases; features functional vocabulary that communicates the message.	<p>(Word Choice & Vocabulary) The writing:</p> <input type="checkbox"/> uses a limited range of words making the message unclear.	
<p>*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task. () = partially meets requirements of the standard. <u>Underlined Text</u> = that portion of the standard that is the focus of instruction and assessment in this unit. L = Learned M = Mastered A = Applied</p>			<p>Score "O" - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.</p>		

19 – 24 = Meets Grade Level Expectations

14 – 18 = Approaching Grade Level Expectations

< 14 = Below Grade Level Expectations

Overall Score:

1st Grade Informative/Explanatory Text-Based Writing Rubric – Unit 3
W.1.2. Write informative/explanatory text to examine a topic.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Reading Comprehension*	(RI.1.1) or (RL.1.1) (L/M)	<p>(Citing Text) The writing:</p> <input type="checkbox"/> demonstrates understanding of the story by accurately answering 2 or more questions about key details in a text.	<p>(Citing Text) The writing:</p> <input type="checkbox"/> demonstrates some understanding of the story by answering at least 1 question about key details in a text.	<p>(Citing Text) The writing:</p> <input type="checkbox"/> does not demonstrate understanding of the story by failing to answer any questions about key details in a text.	3 = Meets 2 = Approaching 1 = Below Subtotal:
	W.1.2 (L/M)	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> begins with a good topic sentence that names the topic they are writing about. <input type="checkbox"/> provides an effective sense of closure that is interesting or thoughtful.	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> includes a topic sentence that may be unclear or does not name the topic they are writing about. <input type="checkbox"/> provides a simple sense of closure.	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> does not include a topic sentence or does not name the topic they are writing about. <input type="checkbox"/> does not provide a sense of closure.	5-6 = Meets 4 = Approaching < 4 = Below Subtotal:
Writing	W.1.2 (L/M)	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> maintains a consistent focus on the prompt/task with an engaging response. <input type="checkbox"/> skillfully uses 2 or more facts to tell about the topic.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> addresses the prompt/task with some drift in focus. <input type="checkbox"/> uses at least 1 or more facts to tell about the topic.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> does not address the prompt/task; wanders off task & doesn't return. <input type="checkbox"/> is missing facts about the topic.	5-6 = Meets 4 = Approaching < 4 = Below Subtotal:

1st Grade Informative/Explanatory Text-Based Writing Rubric – Unit 3 (Continued)

W.1.2. Write informative/explanatory text to examine a topic.

Language	L.1.1 (L)	<p>(Sentence Fluency) The writing:</p> <input type="checkbox"/> uses a variety of sentences that flow smoothly and/or a variety of sentence beginnings; enjoyable to read.	<p>(Sentence Fluency) The writing:</p> <input type="checkbox"/> has simple sentence patterns with little variety, begins sentences in the same way; message can be understood when read.	<p>(Sentence Fluency) The writing:</p> <input type="checkbox"/> includes part of a sentence that may be decodable and/or uses disconnected words that cannot be read as writing.	7-9 = Meets 5-6= Approaching <5 = Below
	L.1.2 (L)	<p>(Conventions) The writing:</p> <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor (0-3 errors).	<p>(Conventions) The writing:</p> <input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding (4-6 errors).	<p>(Conventions) The writing:</p> <input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand (7 or more errors).	
	(L.1.6) (L)	<p>(Word Choice & Vocabulary) The writing:</p> <input type="checkbox"/> accurately uses a variety of words and phrases that make the writing interesting.	<p>(Word Choice & Vocabulary) The writing:</p> <input type="checkbox"/> incorporates basic words and phrases; features functional vocabulary that communicates the message.	<p>(Word Choice & Vocabulary) The writing:</p> <input type="checkbox"/> uses a limited range of words making the message unclear.	
<p>*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task. () = partially meets requirements of the standard. <u>Underlined Text</u> = that portion of the standard that is the focus of instruction and assessment in this unit. L = Learned M = Mastered A = Applied</p>			<p>Score "O" - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.</p>		
<p>19 – 24 = Meets Grade Level Expectations 14 – 18 = Approaching Grade Level Expectations < 14 = Below Grade Level Expectations</p>					<p>Overall Score: <div style="border: 1px solid black; width: 60px; height: 40px; display: inline-block; margin-left: 10px;"></div></p>

1st Grade Narrative Story Writing Rubric – Unit 4
W.1.3 Write narratives in which they recount sequenced events.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Writing	W.1.3 (L/M)	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> effectively recounts 2 or more appropriately sequenced story events. <input type="checkbox"/> accurately uses 2 or more temporal words to signal event order (<i>e.g., first, next, last</i>) <input type="checkbox"/> provides a sense of closure that is effective, interesting or thoughtful.	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> recounts 1 or more story events; sequencing may appear out of order. <input type="checkbox"/> uses 1 - 2 temporal words to signal event order. <input type="checkbox"/> provides a simple sense of closure.	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> fails to recount story events; sequencing appears random. <input type="checkbox"/> does not use transition words. <input type="checkbox"/> does not provide a sense of closure.	7-9 = Meets 5-6 = Approaching <5 = Below <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto;">Subtotal:</div>
	W.1.3 (L)	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> effectively addresses the prompt/task with a clear, focused, engaging response. <input type="checkbox"/> includes some specific, interesting, or vivid details regarding what happened.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> addresses the prompt/task with some drift in focus. <input type="checkbox"/> offers some simple details regarding what happened.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> does not address the prompt/task; lacks focus. <input type="checkbox"/> does not include details regarding what happened.	5-6 = Meets 4 = Approaching < 4 = Below <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto;">Subtotal:</div>
Language	L.1.1 (L)	<p>(Sentence Fluency) The writing:</p> <input type="checkbox"/> uses a variety of sentences that flow smoothly and/or a variety of sentence beginnings; enjoyable to read.	<p>(Sentence Fluency) The writing:</p> <input type="checkbox"/> has simple sentence patterns with little variety, begins sentences in the same way; message can be understood when read.	<p>(Sentence Fluency) The writing:</p> <input type="checkbox"/> includes part of a sentence that may be decodable and/or uses disconnected words that cannot be read as writing.	7-9 = Meets 5-6 = Approaching <5 = Below <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto;">Subtotal:</div>
	L.1.2 (L)	<p>(Conventions) The writing:</p> <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor (0-3 errors).	<p>(Conventions) The writing:</p> <input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding (4-6 errors).	<p>(Conventions) The writing:</p> <input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand (7 or more errors).	
	(L.1.5) (L.1.6) (L)	<p>(Word Choice & Vocabulary) The writing:</p> <input type="checkbox"/> accurately uses a variety of colorful words and <u>phrases</u> that make the writing interesting.	<p>(Word Choice & Vocabulary) The writing:</p> <input type="checkbox"/> incorporates basic words and <u>phrases</u> ; features functional vocabulary that communicates the message.	<p>(Word Choice & Vocabulary) The writing:</p> <input type="checkbox"/> uses a limited range of words making the message unclear.	

1st Grade Narrative Story Writing Rubric – Unit 4 (Continued)

W.1.3 Write narratives in which they recount sequenced events.

*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.

() = partially meets requirements of the standard.

Underlined text = the focus of instruction and assessment in this unit.

L = Learned M = Mastered A = Applied

Score "0" - The writing is scored with "0" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.

19 – 24 = Meets Grade Level Expectations

14 – 18 = Approaching Grade Level Expectations

< 14 = Below Grade Level Expectations

Overall Score:

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
- e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., *a duck is a bird that swims; a tiger is a large cat with stripes*).
- c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

1st Grade Narrative Story Writing Rubric – Unit 5
W.1.3 Write narratives in which they recount sequenced events.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Writing	W.1.3 (M/A)	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> effectively recounts 2 or more appropriately sequenced story events. <input type="checkbox"/> accurately uses 2 or more temporal words to signal event order (<i>e.g., first, next, last</i>). <input type="checkbox"/> provides a sense of closure that is effective, interesting or thoughtful.	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> recounts 1 or more events; sequencing may appear out of order. <input type="checkbox"/> uses 1 - 2 temporal words to signal event order. <input type="checkbox"/> provides a simple sense of closure.	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> fails to recount story events; sequencing appears random. <input type="checkbox"/> does not use transition words. <input type="checkbox"/> does not provide a sense of closure.	7-9 = Meets 5-6 = Approaching <5 = Below <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;">Subtotal:</div>
	W.1.3 (L/M)	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> effectively addresses the prompt/task with a clear, focused, engaging response. <input type="checkbox"/> includes some specific, interesting, or vivid details regarding what happened.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> addresses the prompt/task with some drift in focus. <input type="checkbox"/> offers some simple details regarding what happened.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> does not address the prompt/task; lacks focus. <input type="checkbox"/> does not include details regarding what happened.	5-6 = Meets 4 = Approaching < 4 = Below <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;">Subtotal:</div>
Language	L.1.1 (L)	<p>(Sentence Fluency) The writing:</p> <input type="checkbox"/> uses a variety of sentences that flow smoothly and/or a variety of sentence beginnings; enjoyable to read.	<p>(Sentence Fluency) The writing:</p> <input type="checkbox"/> has simple sentence patterns with little variety, begins sentences in the same way; message can be understood when read.	<p>(Sentence Fluency) The writing:</p> <input type="checkbox"/> includes part of a sentence that may be decodable and/or uses disconnected words that cannot be read as writing.	7-9 = Meets 5-6 = Approaching <5 = Below <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;">Subtotal:</div>
	L.1.2 (L)	<p>(Conventions) The writing:</p> <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor (0-3 errors).	<p>(Conventions) The writing:</p> <input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding (4-6 errors).	<p>(Conventions) The writing:</p> <input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand (7 or more errors).	
	(L.1.5) (L.1.6) (L/M)	<p>(Word Choice & Vocabulary) The writing:</p> <input type="checkbox"/> accurately uses a variety of colorful words and phrases that make the writing interesting.	<p>(Word Choice & Vocabulary) The writing:</p> <input type="checkbox"/> incorporates basic words and phrases; features functional vocabulary that communicates the message.	<p>(Word Choice & Vocabulary) The writing:</p> <input type="checkbox"/> uses a limited range of words making the message unclear.	

1st Grade Narrative Story Writing Rubric – Unit 5 (Continued)

W.1.3 Write narratives in which they recount sequenced events.

*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.

() = partially meets requirements of the standard.

Underlined text = the focus of instruction and assessment in this unit.

L = Learned M = Mastered A = Applied

Score "0" - The writing is scored with "0" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.

19 – 24 = Meets Grade Level Expectations

14 – 18 = Approaching Grade Level Expectations

< 14 = Below Grade Level Expectations

Overall Score:

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
- e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

1st Grade Opinion Text-Based Writing Rubric – Unit 6

W.1.1 Write opinion pieces about topics or books.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Reading Comprehension*	(RL.1.1) or (RI.1.1) (M/A)	<p>(Citing Text) The writing:</p> <input type="checkbox"/> demonstrates understanding of the story by accurately answering 2 or more questions about key details in a text.	<p>(Citing Text) The writing:</p> <input type="checkbox"/> demonstrates some understanding of the story by answering at least 1 question about key details in a text.	<p>(Citing Text) The writing:</p> <input type="checkbox"/> does not demonstrate understanding of the story by failing to answer any questions about key details in a text.	3 = Meets 2 = Approaching 1 = Below <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto;">Subtotal:</div>
Writing	W.1.1 (L/M)	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> introduces a topic or book in an engaging way that draws the reader in. <input type="checkbox"/> provides a clearly stated opinion related to the topic or book. <input type="checkbox"/> provides a sense of closure that reminds the reader of their opinion.	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> offers a beginning (or partially developed) introduction to the topic or book. <input type="checkbox"/> states an opinion somewhat related to the topic or book. <input type="checkbox"/> provides a simple sense of closure; may not remind readers of their opinion.	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> does not introduce or reference the topic or book. <input type="checkbox"/> does not state an opinion. <input type="checkbox"/> does not provide a sense of closure.	7-9 = Meets 5-6 = Approaching < 5 = Below <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto;">Subtotal:</div>
Writing	W.1.1 (L/M)	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> skillfully addresses the prompt/task with a clear, focused, engaging response. <input type="checkbox"/> provides 2 or more reasons that strongly support the opinion.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> addresses the prompt/task with some drift in focus. <input type="checkbox"/> provides at least 1 reason that adequately supports the opinion.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> does not address the prompt/task; lacks focus. <input type="checkbox"/> offers no reasons to support the opinion.	5-6 = Meets 4 = Approaching < 4 = Below <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto;">Subtotal:</div>

1st Grade Opinion Text-Based Writing Rubric – Unit 6 (continued)

W.1.1 Write opinion pieces about topics or books.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Language	L.1.1 (L/M)	<p>(Sentence Fluency) The writing:</p> <input type="checkbox"/> uses a variety of sentences that flow smoothly and/or a variety of sentence beginnings; enjoyable to read.	<p>(Sentence Fluency) The writing:</p> <input type="checkbox"/> has simple sentence patterns with little variety, begins sentences in the same way; message can be understood when read.	<p>(Sentence Fluency) The writing:</p> <input type="checkbox"/> includes part of a sentence that may be decodable and/or uses disconnected words that cannot be read as writing.	7-9 = Meets 5-6 = Approaching <5 = Below <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>
	L.1.2 (L/M)	<p>(Conventions) The writing:</p> <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor (0-3 errors).	<p>(Conventions) The writing:</p> <input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding (4-6 errors).	<p>(Conventions) The writing:</p> <input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand (7 or more errors).	
	(L.1.6) (L/M)	<p>(Word Choice & Vocabulary) The writing:</p> <input type="checkbox"/> accurately uses a variety of words and phrases that make the writing interesting.	<p>(Word Choice & Vocabulary) The writing:</p> <input type="checkbox"/> incorporates basic words and phrases; features functional vocabulary that communicates the message.	<p>(Word Choice & Vocabulary) The writing:</p> uses a limited range of words making the message unclear.	
() = partially meets expectations of the standard.		*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task. L = Learned M = Mastered A = Apply		Score "O" - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.	
		22 – 27 = Meets Grade Level Expectations 16 – 21 = Approaching Grade Level Expectations < 16 = Below Grade Level Expectations			Overall Score: <div style="border: 1px solid black; width: 60px; height: 40px; display: inline-block; vertical-align: middle;"></div>