## 1<sup>st</sup> Grade Narrative Descriptive Text-Based Writing Rubric – Unit 1

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

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

## 1<sup>st</sup> 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.

writing prompt and/or task.

( ) = partially meets requirements of the standard.

<u>Underlined text</u> = the focus of instruction and assessment in this unit.

L = Learned M = Mastered A = Applied

**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:

e:

- **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*).

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

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

# 1<sup>st</sup> Grade Informative/Explanatory Text-Based Writing Rubric – Unit 2 (Continued) W.1.2. Write informative/explanatory text to examine a topic.

		W.1.2. Write in	nformative/expla	natory text to examin	ne a topic.	
	L.1.1 (L)	(Sentence Fluency) The writing:  uses a variety of sentences that flow smoothly and/or a variety of sentence beginnings; enjoyable to read.		patterns with little variety, the same way; message can be	(Sentence Fluency) The writing: 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
Language	L.1.2 (L)	(Conventions) The writing:  demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor (0-3 errors).	punctuation, and sp	ng: errors in capitalization, elling, however, it does not rstanding (4-6 errors).	(Conventions) The writing:  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).	Sciow .
	(L.1.6)	(Word Choice & Vocabulary) The writing:  accurately uses a variety of words and phrases that make the writing interesting.		ary) The writing: words and phrases; features ry that communicates the	(Word Choice & Vocabulary) The writing:  uses a limited range of words making the message unclear.	Subtotal:
writing pr Underline	ompt and/o	t portion of the standard that is the focus of instruction and	andard.		d with <b>"O"</b> when there is no response, the response decipherable, and/or the response is not written in E	
14 – 1	8 = App	ets Grade Level Expectations roaching Grade Level Expectations ow Grade Level Expectations			Overall Score:	

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

	~	1 <sup>st</sup> Grade Informative/Ex W.1.2. Write in	•	Based Writing Rubric - natory text to examin		
Language	L.1.1 (L)	(Sentence Fluency) The writing:  uses a variety of sentences that flow smoothly and/or a variety of sentence beginnings; enjoyable to read.	begins sentences in the same way; message can be understood when read.  (Conventions) The writing:  contains occasional errors in capitalization, punctuation, and spelling, however, it does not  decodable and/or uses disconnected words that cannot be read as writing.  (Conventions) The writing:  numerous errors in capitalization, punctuation, and spelling throughout the		includes part of a sentence that may be decodable and/or uses disconnected	7-9 = Meets 5-6= Approaching <5 = Below
	L.1.2 (L)	(Conventions) The writing:  demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor (0-3 errors).			numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand (7 or more	
	(L.1.6) (L)	(Word Choice & Vocabulary) The writing:  accurately uses a variety of words and phrases that make the writing interesting.	functional vocabular message.	ary) The writing: yords and phrases; features ry that communicates the	(Word Choice & Vocabulary) The writing:  uses a limited range of words making the message unclear.	Subtotal:
writing pro	ompt and/or	t portion of the standard that is the focus of instruction and a	andard.	_	d with <b>"O"</b> when there is no response, the response ecipherable, and/or the response is not written in E	
14 – 18	3 = App	rts Grade Level Expectations roaching Grade Level Expectations ow Grade Level Expectations			Overall Score:	

## 1st Grade Narrative Story Writing Rubric – Unit 4

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

	struct isured	3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded 7-9 = Meets 5-6 = Approaching <5 = Below  Subtotal:
Writing	W.1.3 (L/M)	I I ELICCLIVELY LECGUILLS 2 OF THOSE ADDITIONALES	(Organization & Structure) The writing:  recounts 1 or more story events; sequencing may appear out of order.  uses 1 - 2 temporal words to signal event order.  provides a simple sense of closure.	(Organization & Structure) The writing:  fails to recount story events; sequencing appears random.  does not use transition words.  does not provide a sense of closure.	
8		(Ideas & Content) The writing:  effectively addresses the prompt/task with a clear, focused, engaging response.	(Ideas & Content) The writing:  addresses the prompt/task with some drift in focus.	(Ideas & Content) The writing:  does not address the prompt/task; lacks	5-6 = Meets 4 = Approaching < 4 =
	W.1.3 (L)	includes some specific, interesting, or vivid details regarding what happened.	offers some simple details regarding what happened.	focus.  does not include details regarding what happened.	Below Subtotal:
	L.1.1 (L)	(Sentence Fluency) The writing:  uses a variety of sentences that flow smoothly and/or a variety of sentence beginnings; enjoyable to read.	(Sentence Fluency) The writing:  has simple sentence patterns with little variety, begins sentences in the same way; message can be understood when read.	(Sentence Fluency) The writing: 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
Language	L.1.2 (L)	(Conventions) The writing: demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor (0-3 errors).	(Conventions) The writing:  contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding (4-6 errors).	(Conventions) The writing:  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)	(Word Choice & Vocabulary) The writing:  accurately uses a variety of colorful words and phrases that make the writing interesting.	(Word Choice & Vocabulary) The writing:  incorporates basic words and phrases; features functional vocabulary that communicates the message.	(Word Choice & Vocabulary) The writing:  uses a limited range of words making the message unclear.	Subtotal:

## 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.

<u>Underlined text</u> = the focus of instruction and assessment in this unit.

L = Learned M = Mastered A = Applied

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.

### 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*).

## 1<sup>st</sup> Grade Narrative Story Writing Rubric – Unit 5

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

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

## 1<sup>st</sup> 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.

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

## 1<sup>st</sup> Grade Opinion Text-Based Writing Rubric – Unit 6 (continued)

W.1.1 Write opinion pieces about topics or books.

Construct Measured				oproaching el Expectations	1 = Below Grade Level Expectations	Points Awarded
	L.1.1 (L/M)	(Sentence Fluency) The writing:  uses a variety of sentences that flow smoothly and/or a variety of sentence beginnings; enjoyable to read.		e patterns with little variety, the same way; message can	(Sentence Fluency) The writing:  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
Language	L.1.2 (L/M)	(Conventions) The writing:  demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor (0-3 errors).	punctuation, and sp	g: errors in capitalization, elling, however, it does not standing (4-6 errors).  (Conventions) The writing:  numerous errors in capitalization, punctuation, and spelling throughout serve to distract the reader and make difficult to understand (7 or more err		
	(L.1.6) (L/M)	(Word Choice & Vocabulary) The writing:  accurately uses a variety of words and phrases that make the writing interesting.		nlary) The writing: words and phrases; features ary that communicates the	(Word Choice & Vocabulary) The writing:  uses a limited range of words making the message unclear.	Subtotal:
me expecta	artially eets ations of andard.			red with "O" when there is no response, the response is not written in Endecipherable, and/or the response is not written in Endecipherable.  Overall Score:		