

# Writing Rubric First Grade

<b>1. Writes a brief personal story with a beginning, middle, and end, using pictures words, and sentences.</b>		
<b>Opportunities to Teach Include:</b>		<b>Examples/Opportunities to Assess Include:</b>
<ul style="list-style-type: none"> <li>• Interactive Writing</li> <li>• Shared Writing</li> <li>• LC: <i>Launching the Writing Workshop</i>, Sessions 1-4, 6-12, 15</li> <li>• LC: <i>Small Moments</i>, Sessions 1,2,4, 6-9</li> </ul>		<ul style="list-style-type: none"> <li>• Writing Samples</li> </ul>
<b>Beginning Behaviors Include:</b>	<b>Developing Behaviors Include:</b>	<b>Secure Behaviors Include:</b>
*Student writing consists of labels, lists, and known words.	*Student writing begins to take on story form, but there is not a clear beginning, middle, and end.	*Student writes stories from personal experience. *Student writes three or more sentences showing a sequence of events.

<b>2. Reads and tries to copy different styles of poetry based on reading a wide variety of grade appropriate poetry.</b>		
<b>Opportunities to Teach Include:</b>		<b>Examples/Opportunities to Assess Include:</b>
<ul style="list-style-type: none"> <li>• Read-alouds</li> <li>• Shared and Interactive reading of a large variety of poems. Examples: Nursery Rhymes, Sing a Song of Poetry, collections of a particular poet's work, poetry center</li> <li>• LC: <i>Poetry: Powerful Thoughts in Tiny Packages</i> – entire book</li> <li>• Poetry center during workshops</li> <li>• LC: <i>The Craft of Revision</i>, Session 13</li> <li>• Writing weather poem in Lesson 3 of the science unit.</li> <li>• Poem of the week/poetry folder</li> </ul>		<ul style="list-style-type: none"> <li>• Observations of student work.</li> </ul>
<b>Beginning Behaviors Include:</b>	<b>Developing Behaviors Include:</b>	<b>Secure Behaviors Include:</b>
*Student's attempt at poetry takes on story form.	*With teacher guidance, student shows evidence of some attempt at poetic language or structure.	*Student can name a poem s/he enjoys. *Student independently approximates poetic language and experiments with structure.

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<b>3. Writes a brief informational piece that addresses a focus question.</b>		
<b>Opportunities to Teach Include:</b>		<b>Examples/Opportunities to Assess Include:</b>
<ul style="list-style-type: none"> <li>• Content area reports</li> <li>• Class books</li> <li>• Nonfiction Read alouds</li> <li>• LC: <i>Nonfiction Writing: Procedures and Reports</i>, Sessions 1, 2-4, 7-11</li> </ul>		<ul style="list-style-type: none"> <li>• Writing samples</li> <li>• <i>How To</i> books.</li> </ul>
<b>Beginning Behaviors Include:</b>	<b>Developing Behaviors Include:</b>	<b>Secure Behaviors Include:</b>
*Student writing is on topic, but does not give information. (ie. shares opinions)	*Student writing contains information, but lacks structure and organization.	*Student writes a focused piece that includes headings, titles, or pictures to help readers understand the ideas.

<b>4. Helps with a class research project by adding key information gathered from materials supplied by the teacher.</b>		
<b>Opportunities to Teach Include:</b>		<b>Examples/Opportunities to Assess Include:</b>
<ul style="list-style-type: none"> <li>• Nonfiction in guided reading</li> <li>• Content area reading</li> <li>• LC: <i>Nonfiction Writing: Procedures and Reports</i>, Sessions 7-11, 13</li> <li>• Time for Kids, Scholastic News</li> </ul>		<ul style="list-style-type: none"> <li>• Writing Samples</li> </ul>
<b>Beginning Behaviors Include:</b>	<b>Developing Behaviors Include:</b>	<b>Secure Behaviors Include:</b>
*Student needs teacher assistance to write a sentence that addresses a focus question.	*Student can list related facts or write a sentence about the topic.	*Student writes three or more sentences that address a focus question.

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<b>5. As s/he plans to write, with help from the teacher, considers the audience and purpose for writing.</b>		
<b>Opportunities to Teach Include:</b>		<b>Examples/Opportunities to Assess Include:</b>
<ul style="list-style-type: none"> <li>• LC: <i>Writing for Readers</i>, Session 1, 2, 6, 9-12</li> <li>• LC: <i>Nonfiction Writing</i>, Sessions 2, 3, 5</li> <li>• Individual Writing Conferences</li> <li>• LC: <i>Revision</i>, Session 7</li> </ul>		<ul style="list-style-type: none"> <li>• Writing Samples</li> <li>• Writing conferences</li> </ul>
<b>Beginning Behaviors Include:</b>	<b>Developing Behaviors Include:</b>	<b>Secure Behaviors Include:</b>
<p>*Student needs teacher assistance to make writing possible for others to understand.</p> <p>*Student needs considerable teacher assistance to write for different purposes such as Small Moments stories and How-To books.</p>	<p>*Student writing makes sense to the student, but is not always clear to the reader.</p> <p>*Student needs teacher prompts and encouragement to consider the purpose for writing.</p>	<p>*Student writing is clear and easy to follow and makes sense to the reader.</p> <p>*Student understands the differences between different genres such as Small Moments and How-To books.</p>

<b>6. Begins to develop a plan to generate and structure ideas for narrative and informational text, including graphic organizers.</b>		
<b>Opportunities to Teach Include:</b>		<b>Examples/Opportunities to Assess Include:</b>
<ul style="list-style-type: none"> <li>• LC: <i>Launching the Writing Workshop</i>: Session 1</li> <li>• LC: <i>Small Moments</i>: Sessions 1, 2, 4, 7-9, 11</li> <li>• LC: <i>Nonfiction Writing</i>: Sessions 1, 7-11</li> <li>• LC: <i>Authors as Mentors</i>: Session 10</li> </ul>		<ul style="list-style-type: none"> <li>• Observation of pre-writing Behavior</li> <li>• Writing conferences</li> <li>• Writing samples</li> <li>• Writing notebook</li> </ul>
<b>Beginning Behaviors Include:</b>	<b>Developing Behaviors Include:</b>	<b>Secure Behaviors Include:</b>
<p>*Student needs teacher assistance to plan ideas and organize information.</p>	<p>*Student writing shows evidence of some planning, but may lack structure or logical organization.</p>	<p>*Student generates ideas for narrative and informational text.</p> <p>*Student plans writing before beginning (can be done orally).</p> <p>*Student's finished piece has a logical structure.</p>

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<b>7. Writes three or more connected sentences using first grade punctuation and spelling.</b>		
<b>Opportunities to Teach Include:</b>		<b>Examples/Opportunities to Assess Include:</b>
<ul style="list-style-type: none"> <li>• Daily shared and interactive writing</li> <li>• LC: <i>Launching the Writing Workshop</i>, Sessions 7-9</li> <li>• LC: <i>Writing for Readers</i>: Sessions 3, 4, 7-8, 12-14</li> <li>• LC: <i>Authors as Mentors</i>, Session 15</li> <li>• LC: <i>Small Moments</i>, session 5, 10</li> <li>• F &amp; P: HF Lessons 1-8, SP Lessons 1-10</li> </ul>		<ul style="list-style-type: none"> <li>• Writing Conferences</li> <li>• LC: Resources CD: Editing Checklist</li> </ul>
<b>Beginning Behaviors Include:</b>	<b>Developing Behaviors Include:</b>	<b>Secure Behaviors Include:</b>
<p>*Student's finished piece has little or no appropriate punctuation.</p> <p>*Student's finished piece is one sentence.</p>	<p>*Student writing has some appropriate spelling and punctuation.</p> <p>*Student's finished piece has fewer than three sentences.</p> <p>*Student's finished piece has sentences that are not connected, or incomplete.</p>	<p>*Student's finished piece has 3 or more connected sentences.</p> <p>*Student's finished piece has appropriate punctuation, and appropriate spelling (see spelling GLCE).</p>

<b>8. Uses book language when writing stories.</b>		
<b>Opportunities to Teach Include:</b>		<b>Examples/Opportunities to Assess Include:</b>
<ul style="list-style-type: none"> <li>• LC: <i>The Craft of Revision</i>, Sessions 8-10, 14</li> <li>• LC: <i>Authors as Mentors</i>, Sessions 3-14</li> <li>• LC: <i>Small Moments</i>: Session 13</li> <li>• Read alouds</li> <li>• Shared Writing Experiences</li> <li>• Shared Reading</li> </ul>		<ul style="list-style-type: none"> <li>• Writing samples</li> <li>• Writing conferences</li> <li>• Writing class stories</li> </ul>
<b>Beginning Behaviors Include:</b>	<b>Developing Behaviors Include:</b>	<b>Secure Behaviors Include:</b>
<p>*Student's writing shows no evidence of story language.</p>	<p>*Student's writing shows a beginning awareness of story language, ie. may contain one or two words.</p>	<p>*Student's writing has evidence of story language, ie. Transitional words, dialogue, and feeling words.</p>

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<b>9. Rereads own writing and makes changes to make the meaning more clear for the intended audience.</b>		
<b>Opportunities to Teach Include:</b>		<b>Examples/Opportunities to Assess Include:</b>
<ul style="list-style-type: none"> <li>• LC: <i>The Craft of Revision</i>: entire book</li> <li>• LC: <i>Writing for Readers</i>, Sessions 9-11, 15</li> <li>• LC: <i>Nonfiction Writing</i>: Sessions 2-3, 5, 8-13</li> </ul>		<ul style="list-style-type: none"> <li>• Writing Samples</li> <li>• Sharing Writing</li> <li>• Writing conferences</li> </ul>
<b>Beginning Behaviors Include:</b>	<b>Developing Behaviors Include:</b>	<b>Secure Behaviors Include:</b>
*Student is unable or unwilling to make changes to his/her writing.	*Student can make changes after a writing conference with the teacher.	*Student makes changes to writing independently. *Student can revise after a peer conference.

<b>10. Uses first grade resources when editing own writing, ie. word lists and class checklists.</b>		
<b>Opportunities to Teach Include:</b>		<b>Examples/Opportunities to Assess Include:</b>
<ul style="list-style-type: none"> <li>• LC: <i>Launching the Writing Workshop</i>: Session 10</li> <li>• LC: <i>Writing for Readers</i>, Sessions 8, 12, 13</li> <li>• LC: <i>Nonfiction Writing</i>, Session 14</li> <li>• LC: <i>Authors as Mentors</i>, Session 15</li> <li>• Word walls</li> <li>• Word chunk charts</li> </ul>		<ul style="list-style-type: none"> <li>• Group writing</li> <li>• Observation during writing</li> </ul>
<b>Beginning Behaviors Include:</b>	<b>Developing Behaviors Include:</b>	<b>Secure Behaviors Include:</b>
*Student is unable to use class resources to edit own writing.	*With teacher guidance, student is able to use resources such as word lists, and class checklists.	*Student is able to independently use resources such as word lists, and class checklists to edit own writing.

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<b>11. Develops a personal style in oral, written, or acted out messages in both narrative and informational writing. Example: Expresses feelings, uses details, and shows examples</b>		
<b>Opportunities to Teach Include:</b>		<b>Examples/Opportunities to Assess Include:</b>
<ul style="list-style-type: none"> <li>• LC: <i>Small Moments</i>, Sessions 11-13</li> <li>• LC: <i>Revision</i>, Sessions 3, 6, 8-10</li> <li>• LC: <i>Nonfiction Writing</i>, Sessions 9-11</li> <li>• Writing Conferences</li> </ul>		<ul style="list-style-type: none"> <li>• Writing Samples.</li> </ul>
<b>Beginning Behaviors Include:</b>	<b>Developing Behaviors Include:</b>	<b>Secure Behaviors Include:</b>
*Student writing does not include details or descriptive words.	*With teacher guidance, student is able to show what a character feels, thinks, or notices. *Student begins to include descriptive words and details.	*Student shows what a character feels, thinks, or notices., ie. "show not tell". *Student consistently uses descriptive words and details in written work.

<b>12. Writes with complete sentences beginning with a capital letter and ending with a period, question mark, or exclamation point.</b>		
<b>Opportunities to Teach Include:</b>		<b>Examples/Opportunities to Assess Include:</b>
<ul style="list-style-type: none"> <li>• Daily shared and interactive writing</li> <li>• LC: <i>Authors as Mentors</i>: Session 15</li> <li>• LC: <i>Writing for Readers</i>, Session 14</li> <li>• LC: <i>Nonfiction Writing</i>, Session 6</li> </ul>		<ul style="list-style-type: none"> <li>• LC: Editing Checklist (CD Resources)</li> </ul>
<b>Beginning Behaviors Include:</b>	<b>Developing Behaviors Include:</b>	<b>Secure Behaviors Include:</b>
*Student writing shows little or no evidence of appropriate capitalization and punctuation.	*Student begins to use capital letters and ending punctuation appropriately but is inconsistent.	*Student consistently begins sentences with a capital letter and ends with correct punctuation.

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<b>13. Correctly spells one-syllable words s/he sees often from common word families.</b>		
<b>Opportunities to Teach Include:</b>		<b>Examples/Opportunities to Assess Include:</b>
<ul style="list-style-type: none"> <li>• F &amp; P <i>Phonics Lessons</i>: SP Lessons 3-9, WSA Lessons 2, 3, 5</li> <li>• Word work during guided reading</li> <li>• Five day word study</li> <li>• Interactive writing</li> <li>• Word Wall Lessons</li> <li>• F &amp; P: <i>Word Matters</i></li> <li>• ABC Center</li> <li>• LC: <i>Writing for Readers</i>, Session 7</li> </ul>		<ul style="list-style-type: none"> <li>• Writing Samples</li> <li>• Phonics Lessons</li> <li>• ABC Center</li> <li>• Word Study</li> </ul>
<b>Beginning Behaviors Include:</b>	<b>Developing Behaviors Include:</b>	<b>Secure Behaviors Include:</b>
*Student is unable to spell one-syllable words correctly.	*Student spells words correctly in isolation, but is able to transfer this understanding in written work. *Buddy tests show inconsistent evidence of correct spelling of common one-syllable words.	*Student consistently spells one-syllable words correctly in writing. *Student generates multiple words using knowledge of word families. *Buddy tests in word study show evidence of correct spelling for one-syllable words from common word families.

<b>14. Uses beginning sounds, word families, or word lists provided by the teacher to figure out how to spell more words.</b>		
<b>Opportunities to Teach Include:</b>		<b>Examples/Opportunities to Assess Include:</b>
<ul style="list-style-type: none"> <li>• Create and use word wall, word leists, and personal word bank.</li> <li>• F &amp; P: <i>Phonics Lessons</i>, SP Lessons 3-9, WS Lessons 2, 3, 5</li> <li>• LC: <i>Launching the Writing Workshop</i>, Session 10.</li> <li>• LC: <i>Writing for Readers</i>., Sessions 4, 7</li> <li>• LC: <i>Nonfiction Writing</i>, Session 14</li> <li>• F &amp; P: <i>Word Matters</i></li> <li>• ABC Center</li> </ul>		<ul style="list-style-type: none"> <li>• Writing Samples.</li> <li>• Writing Conferences (How did you figure out how to spell that word?)</li> <li>• Observing students write, looking for evidence of word wall, word lists, and/or using a personal word bank</li> <li>• Word study</li> <li>• ABC Center</li> </ul>
<b>Beginning Behaviors Include:</b>	<b>Developing Behaviors Include:</b>	<b>Secure Behaviors Include:</b>
* Student writing is mainly invented or phonetic spelling without evidence of knowledge of word families or high frequency words.	*Student begins to use knowledge of word families to write words. *With teacher guidance student can use word lists or word families to spell words correctly.	*Student explains how he spelled a new word, ie. "I used <i>could</i> to help me spell <i>would</i> ." *Student writes unknown words with known beginning sound or word family. Student's writing shows evidence of word solving.

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<b>15. Forms upper and lower case letters neatly so that people can read them.</b>		
<b>Opportunities to Teach Include:</b>		<b>Examples/Opportunities to Assess Include:</b>
<ul style="list-style-type: none"> <li>• F &amp; P: Verbal Path, LKS Lesson 6 p. 151-158</li> <li>• Daily specific handwriting instruction, ie. <i>Handwriting without Tears</i></li> <li>• Writing Portion of the guided reading lesson</li> </ul>		<ul style="list-style-type: none"> <li>• Writing Samples</li> </ul>
<b>Beginning Behaviors Include:</b>	<b>Developing Behaviors Include:</b>	<b>Secure Behaviors Include:</b>
*Student's handwriting is difficult to read.	*Student is able to make letters neatly, but daily work is inconsistent. Some writing is still not legible.	*Student completes daily work neatly so that teacher and others can read it with ease.

<b>16. Is enthusiastic about writing and learning to write.</b>		
<b>Opportunities to Teach Include:</b>		<b>Examples/Opportunities to Assess Include:</b>
<ul style="list-style-type: none"> <li>• Teacher models excitement of writing.</li> <li>• Sharing stories, learning from published authors and acquiring new writing skills during shared, interactive, and independent writing.</li> <li>• LC: End of Unit Celebrations</li> <li>• Teacher's daily interest, enthusiasm, and approval of student writing.</li> </ul>		<ul style="list-style-type: none"> <li>• Teacher observation during free choice time</li> <li>• Teacher observation during writing workshop</li> <li>• Conferencing with student.</li> </ul>
<b>Beginning behaviors include:</b>	<b>Developing Behaviors Include:</b>	<b>Secure behaviors include:</b>
*Student resists writing activities. *Student needs individual teacher assistance in order to produce writing. *Student is reluctant to share writing with others. *Student is off-task during writing activities.	*Student sometimes shows interest and willingness to write. *Student needs teacher encouragement to begin to write. *Student shares writing with teacher encouragement.	*Student begins writing without hesitation. *Student perseveres with writing. *Student willingly participates in a variety of writing activities each day. *Student wants to share writing with others.

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