

### Grade 1 Informational Writing Rubric

**W2 CCR Anchor Standard:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**W1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

	<b>3- Above Grade-Level Expectations</b> * Expectations for the end of 2 <sup>nd</sup> grade	<b>2- Meets Grade-Level Expectations</b> * Expectations for the end of 1 <sup>st</sup> grade	<b>1-Approaching Grade-Level Expectations</b> * Expectations for the end of kindergarten	<b>0- Below Grade-Level Expectations</b>
<b>Written Expression of Ideas</b>	<ul style="list-style-type: none"> <li>• <b>Introduce</b> a topic</li> <li>• <b>Use facts and definitions to develop points</b></li> </ul>	<ul style="list-style-type: none"> <li>• Name a topic in the <b>title or a simple introductory sentence</b></li> <li>• Supply some facts about the topic in <b>writing</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Establishes a topic</b></li> <li>• <b>Supply some facts</b> about the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks a topic</li> <li>• Lacks facts</li> </ul>
<b>Written Expression Organization</b>	<ul style="list-style-type: none"> <li>• <i>Develop and write a <b>clear and focused</b> introductory sentence that identifies the topic</i></li> <li>• <i>Organize facts and definitions to write a <b>paragraph or multiple paragraphs</b> related to a topic</i></li> <li>• Uses <b>transition words</b> <ul style="list-style-type: none"> <li>○ Use <b>linking words</b> to connect or expand ideas (<b>conjunctions</b> - e.g., <i>because, and, also</i>)</li> <li>○ Use <b>transition words</b> to organize ideas (first, next, also)</li> </ul> </li> <li>• Provide a <b>concluding statement or section</b></li> </ul>	<ul style="list-style-type: none"> <li>• Develop and write a <b>simple introductory sentence</b> that states the topic</li> <li>• Write <b>several sentences</b> using the facts that are all <b>related</b> to the topic</li> <li>• Begin to use <b>transition words</b> <ul style="list-style-type: none"> <li>○ Use <b>frequently occurring conjunctions to signal simple relationships</b> (e.g. because)</li> <li>○ Begin to use <b>transition words</b> to organize ideas as appropriate (first, next, also)</li> </ul> </li> <li>• Provide some <b>sense of closure</b></li> </ul>	<ul style="list-style-type: none"> <li>• Develop and represent a <b>simple sentence</b> that states the topic</li> <li>• <b>With prompting and support, express orally or via developmentally appropriate</b> writing several sentences using the facts that are all related to the topic</li> <li>• Attempt to use <b>frequently occurring conjunctions to signal simple relationships</b> (e.g. because)</li> <li>• <b>Lacks</b> a sense of closure</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks a topic sentence</li> <li>• Lacks facts related to the topic</li> <li>• Lacks conjunctions</li> </ul>
<b>Written Expression Clarity</b>	<ul style="list-style-type: none"> <li>• Use <b>facts and definitions</b> <ul style="list-style-type: none"> <li>○ Use <b>appropriate vocabulary</b></li> <li>○ Use <b>specific</b> nouns and verbs</li> <li>○ Use <b>adjectives and adverbs</b> (as appropriate to topic and purpose)</li> </ul> </li> <li>• <i>Produce, expand, and <b>rearrange</b> complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.</i>)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>words</b> and phrases acquired through conversations, reading, and being read to <ul style="list-style-type: none"> <li>○ Use <b>frequently occurring adjectives</b> (as appropriate to topic and purpose)</li> <li>○ Begin to use <b>specific verbs</b> to clarify meaning (<i>look, peek, glare</i>)</li> </ul> </li> <li>• <b>Produce and expand</b> complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>With modeling and exposure to a variety of texts, uses words and phrases</b> acquired through conversations, reading and being read to <ul style="list-style-type: none"> <li>○ Use <b>frequently occurring nouns and verbs</b></li> <li>○ <b>Begin to use frequently occurring adjectives</b> (as appropriate to topic and purpose)</li> </ul> </li> <li>• Produce <b>simple sentences</b> <ul style="list-style-type: none"> <li>○ Demonstrate <b>subject/verb agreement</b></li> </ul> </li> <li>• With prompting and support, use <b>frequently occurring prepositions to expand sentences</b> (to, from, of, by, in, with)</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks words and phrases related to the topic</li> <li>• Lacks simple sentences</li> <li>• Lacks subject/verb agreement</li> <li>• Lacks prepositions to expand sentences</li> </ul>
<b>Knowledge of Language and Conventions</b>	<ul style="list-style-type: none"> <li>• There may be a few <b>minor</b> errors in grammar and usage, meaning is clear throughout the response.*</li> </ul>	<ul style="list-style-type: none"> <li>• There may be a <b>few distracting</b> errors in grammar and usage, but meaning is clear throughout the response.*</li> </ul>	<ul style="list-style-type: none"> <li>• There are <b>multiple</b> distracting errors in grammar and usage that <b>sometimes impede meaning</b>.*</li> </ul>	<ul style="list-style-type: none"> <li>• There are <b>frequent</b> distracting errors in grammar and usage that <b>often impede meaning</b>.*</li> </ul>

*The italics indicate that the wording was taken from the Essential Skills and Knowledge. The bold print indicates the change in expectations. Refer to the [Maryland Common Core Writing Frameworks](#) for additional grade-level expectations. \*Please refer to the [MD Common Core Language Frameworks](#) for specific teaching points.*

**Next Teaching Points:**