



Informative/Explanatory Writing Rubric-Grades 1-2

Writing Descriptors Score Points	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Minimal Command
<p style="text-align: center;">Statement of Purpose/Focus Instructional Strategies to support development</p> <ul style="list-style-type: none"> • Use mentor text to support the form of writing. • Model this form of writing using the primary SURE student rubric for informative/explanatory writing 	<p>The student:</p> <ul style="list-style-type: none"> • Responds skillfully with all statements related to the topic/text • Demonstrates a strong understanding of the topic/text • Response may/or may not include illustrations to enhance the writing 	<p>The student:</p> <ul style="list-style-type: none"> • Responds with all statements related to the topic/text • Demonstrates an understanding of the topic/text 	<p>The student:</p> <ul style="list-style-type: none"> • Responds with most statements and/or drawings related to the topic/text • Demonstrates limited understanding of the topic/text 	<p>The student:</p> <ul style="list-style-type: none"> • Responds with little or no statements and/or drawings related to the topic/text • Demonstrates little or no understanding of the topic/ text
<p style="text-align: center;">Organization Instructional Strategies to support development</p> <ul style="list-style-type: none"> • Use the student primary SURE rubric and teach the components of Informative/Explanatory writing. • Teach text features (graphics, bold type) & structure(s) (sequence description, definition, problem-solution) • Teach signal words, first, next, 	<ul style="list-style-type: none"> • Organizes ideas and information into a paragraph structure using a clear topic sentence, facts and definitions, and concluding sentence • Uses linking words to connect ideas 	<ul style="list-style-type: none"> • Organizes ideas and information into paragraph structure using a clear topic sentence, facts and a sense of closure 	<ul style="list-style-type: none"> • Writes ideas and information in an incomplete paragraph structure (e.g. missing sense of closure) 	<ul style="list-style-type: none"> • Writes information with no evidence of paragraph structure

Grade 1 Writing Descriptors Informative/Explanatory	4- Deep Command	3- Sufficient Command	2- Partial Command	1- Minimal Command
<p>Elaboration of Evidence Instructional Strategies to support Elaboration</p> <ul style="list-style-type: none"> • Use non-fiction text on a consistent basis. • Frequently model conducting close reads of texts. • Frequently engage students in discussions of texts with text dependent questions (DOK Levels 1, 2, ,3 & 4) • Teach imagery, simile, point of view, theme • Teach vocabulary in picture and text context. 	<ul style="list-style-type: none"> • Develops the topic skillfully with facts and definitions from the text(s) 	<ul style="list-style-type: none"> • Develops the topic with facts from the text(s) 	<ul style="list-style-type: none"> • Develops the topic with limited facts from the text(s) 	<ul style="list-style-type: none"> • Uses few to no facts from the text(s)
<p>Language & Vocabulary Instructional Strategies to support development</p> <ul style="list-style-type: none"> • Pair vocabulary with pictures • Use the READ primary strategy (picture clues) 	<ul style="list-style-type: none"> • Clearly communicates ideas about the topic, using specific vocabulary from the text(s) 	<ul style="list-style-type: none"> • Adequately communicates ideas about the topic, using some specific vocabulary and general language from the text(s) 	<ul style="list-style-type: none"> • Barely communicates ideas about the topic, using simple language and limited vocabulary from the text(s) 	<ul style="list-style-type: none"> • Does not communicate a clear message about the topic using specific vocabulary from the text(s)

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<p data-bbox="220 203 562 316">Conventions Instructional Strategies to support development</p> <ul data-bbox="184 324 598 698" style="list-style-type: none"> • Teach handwriting • Conduct interactive writing sessions • Embed lessons on punctuation, capitalization and usage in actual writing tasks. • Confer with students about writing. • Engage students in peer editing & revising using student friendly rubrics. 	<ul data-bbox="625 203 934 1429" style="list-style-type: none"> • Uses common, proper, possessive, and collective nouns correctly • Use verb tenses and plural nouns correctly, including irregular forms • Produces, expands, and rearranges simple and compound sentences • Capitalizes first word in a sentence, “I,” proper nouns and titles correctly • Use commas, apostrophes, and end punctuation correctly all the time • Applies conventional spelling for words with common spelling patterns and irregular sight words • Spells with learned spelling patterns of untaught words 	<ul data-bbox="961 203 1260 1242" style="list-style-type: none"> • Uses common, proper, and possessive nouns correctly • Uses singular and plural nouns with correctly matching verbs • Produces correct simple and compound sentences • Capitalizes first word in a sentence, “I,” and proper nouns correctly • Applies conventional spelling for words with common spelling patterns and frequently occurring irregular words • Spells untaught words phonetically 	<ul data-bbox="1283 203 1575 1396" style="list-style-type: none"> • Uses some common, proper, and possessive nouns correctly • Uses some singular and plural nouns with correctly matching verbs • Produces mostly correct simple and compound sentences • Capitalizes first word in a sentence, “I,” and some proper nouns correctly • Uses commas, apostrophes, and end punctuation correctly some of the time • Applies conventional spelling for most consonant and short-vowel sounds • Spells simple words phonetically 	<ul data-bbox="1604 203 1900 1242" style="list-style-type: none"> • Use few common, proper, and possessive nouns correctly • Uses few singular and plural nouns with correctly matching verbs • Produces mostly incorrect simple and compound sentences • Capitalizes inconsistently • Uses, commas, apostrophes, and end punctuation incorrectly or not at all • Applies little to no sound/spelling correspondence of consonants and short vowels • Spells few to no simple words phonetically

