

## Explanatory (How-To) Writing Rubric - Grade 1 – Oak Grove Primary

**Directions:** For Organization/Focus & Development/Support circle the 4,3,2,1 box that best describes the child's piece. Not all descriptors/bullets in the shaded areas must be evident – circle the best match.

Writing Craft				
<input type="checkbox"/> Secure = 6-8 points		<input type="checkbox"/> Developing = 4-5 points		<input type="checkbox"/> Beginning = 2-3 points
Organization/Focus	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<p>Piece has an <u>effective complete structure</u>, is <u>fully sustained</u> and <u>focused</u>. Below are the descriptors:</p>	<p>Piece has a <u>structure</u>, may contain minor flaws, but piece is <u>coherent</u>, and is <u>generally focused</u>. Below are the descriptors:</p>	<p>Piece has <u>inconsistent structure</u>, with some flaws. May have some <u>loosely connected ideas</u> and <u>minor drifts in focus</u>. Below are the descriptors:</p>	<p>Piece has <u>little or no organizational structure</u>. May be <u>related to the topic but has little or no focus</u>. Below are the descriptors:</p>
	<p><input type="checkbox"/> All info in steps is on topic.</p>	<p><input type="checkbox"/> Most info in steps is on topic.</p>	<p><input type="checkbox"/> Off topic information in two or more steps.</p>	<p><input type="checkbox"/> Off topic information in three or more steps.</p>
<p><input type="checkbox"/> Effective sequencing of steps. All steps are in sequence with no missing steps.</p>	<p><input type="checkbox"/> Adequate sequencing of steps. All steps are in sequence, but one step may be missing.</p>	<p><input type="checkbox"/> Attempted sequencing of steps, but steps may be missing, or a step may be out of order.</p>	<p><input type="checkbox"/> Disorganized sequencing of steps.</p>	
Development/Support	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<p>The piece provides <u>thorough, effective elaboration of the topic</u> and <u>effectively develops ideas</u>, using <u>precise language</u>. Below are the descriptors:</p>	<p>The piece provides <u>adequate elaboration of the topic</u> and <u>adequately develops ideas</u> with a <u>mix of precise and more general language</u>. Below are the descriptors:</p>	<p>The informative piece provides <u>uneven or brief elaboration of the topic</u>, &amp; <u>develops ideas unevenly</u>, using <u>simplistic language</u>. Below are the descriptors:</p>	<p>The informative piece provides <u>minimal elaboration of the topic</u>, is <u>vague</u>, <u>lacks clarity</u>, or is <u>confusing</u>. Below are the descriptors:</p>
	<p><input type="checkbox"/> Effective use of detail in each step.</p>	<p><input type="checkbox"/> Adequate use of detail in each step.</p>	<p><input type="checkbox"/> Minimal use of detail in each step.</p>	<p><input type="checkbox"/> Very little use of detail in each step.</p>
<p><input type="checkbox"/> Effectively uses specific words that are related to the topic.</p>	<p><input type="checkbox"/> Adequate use of specific words that are related to the topic.</p>	<p><input type="checkbox"/> Weak or minimal use of specific words that are related to the topic.</p>	<p><input type="checkbox"/> Little or no use of specific words that are related to the topic.</p>	

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		<input type="checkbox"/> Secure	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning
Conventions/Skills	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<b>Effective command of conventions.</b>	<b>Adequate command of conventions.</b>	<b>Partial command of conventions.</b>	<b>Poor command of conventions.</b>
	Uses correct conventions 90-100% of the time.	Uses correct conventions 80-89% of the time.	Uses correct conventions 60-79% of the time.	Uses correct conventions 0-59% of the time.
<p><u>K-1<sup>st</sup> Grade GLE Convention Expectations:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write legibly.</li> <li><input type="checkbox"/> Spacing within &amp; between words is correct.</li> <li><input type="checkbox"/> Sentences are complete &amp; make sense.</li> <li><input type="checkbox"/> Correct capitalization of: the word I, beginnings of sentences, names of people.</li> <li><input type="checkbox"/> Correct punctuation at the ends of sentences.</li> <li><input type="checkbox"/> Correctly spelled high-frequency words taught to this point (“Word Wall” Words).</li> <li><input type="checkbox"/> Mix of phonetic (sounds recorded in order) and spelling pattern words (w-ill/p-ill)</li> <li><input type="checkbox"/> Correct use of subject/verb agreement. (She has <u>some</u> dogs. We have <u>a</u> dog.)</li> <li><input type="checkbox"/> Correct use of commas to separate words in a list.</li> <li><input type="checkbox"/> Correct use of inflectional endings (-s, -ed, -ing) to designate past, present, and future in sentences.</li> <li><input type="checkbox"/> Correct use of past, present, and future tense verbs.</li> </ul>				

# Grade 1 Anchor Examples for Explanatory (How-to) Writing

Secure		Developing	Beginning
4	3	2	1
Piece has an <u>effective complete structure</u> , is <u>fully sustained</u> and <u>focused</u> . Below are the descriptors:	Piece has a <u>structure</u> , may contain minor flaws, but piece is <u>coherent</u> , and is <u>generally focused</u> . Below are the descriptors:	Piece has <u>inconsistent structure</u> , with some flaws. May have some <u>loosely connected ideas</u> and <u>minor drifts in focus</u> . Below are the descriptors:	Piece has <u>little or no organizational structure</u> . May be <u>related to the topic</u> but has <u>little or no focus</u> . Below are the descriptors:
4	3	2	1
The piece provides <u>thorough, effective elaboration of the topic</u> and <u>effectively develops ideas</u> , using <u>precise language</u> . Below are the descriptors:	The piece provides <u>adequate elaboration of the topic</u> and <u>adequately develops ideas</u> with <u>a mix of precise and more general language</u> . Below are the descriptors:	The informative piece provides <u>uneven or brief elaboration of the topic</u> , & <u>develops ideas unevenly</u> , using <u>simplistic language</u> . Below are the descriptors:	The informative piece provides <u>minimal elaboration of the topic</u> , is <u>vague</u> , <u>lacks clarity</u> , or is <u>confusing</u> . Below are the descriptors:
<p><b>How to Feed a Dog</b></p> <ol style="list-style-type: none"> <li>1. First, buy some healthy food for your dog that you can feed it every day. Dry food works best to keep your dog's teeth healthy.</li> <li>2. Next, pour the food into your dog's dish. Small dogs only need a half a cup. Larger dogs need more, like two cups.</li> <li>3. Third, put the dish on the floor. Dogs like their dish to be in the same place every day.</li> <li>4. Call your dog to let him know it's dinner time!</li> </ol>	<p><b>How to Feed a Dog</b></p> <ol style="list-style-type: none"> <li>1. First, buy some food for your dog at a pet store. You can buy wet or dry food.</li> <li>2. Next put the right amount of food in a bowl for your dog to eat.</li> <li>3. Last, call your dog to come eat the food. Then you can play with your dog!</li> </ol>	<p><b>How to Feed a Dog</b></p> <ol style="list-style-type: none"> <li>1. Give food to your dog.</li> <li>2. Buy good food.</li> <li>3. Put the food in a bowl or a dish and put a leash on your dog.</li> <li>4. Take your dog for a walk when he's done eating.</li> </ol>	<p><b>How to Feed a Dog</b></p> <ol style="list-style-type: none"> <li>1. Get food.</li> <li>2. Buy food.</li> <li>3. Play with your dog. Brush your dog.</li> <li>4. Give water to your dog.</li> </ol>