

TCRWP Informational Reading and Information/Explanatory Writing Rubric-First Grade

| 1 st Grade Reading Rubric | <u>Level 1-</u> Novice | <u>Level 2-</u> Intermediate | <u>Level 3-</u> Proficient | <u>Level 4-</u> Above Proficient |
|--|---|--|---|--|
| <p>Interpreting words and phrases as they are used in a text</p> <p>RI. Standard 1.4 Ask and answer questions about unknown words in a text.</p> | <p>When prompted to do so, student is unable to answer a question about the meaning of an unknown word, and does not ask questions to help figure it out.</p> | <p>With the support of a small group, student asks but does not answer questions about unknown words in a text.</p> | <p>Asks and answers questions about unknown words in a text.</p> <p>[Teachers take notes to record students' questions and answers.]</p> <p>i.e. "What is litter?" "In the picture, the people are throwing trash out the window. I think it means trash."</p> | <p>Student's questions and answers are unprompted, and gesture towards clarifying the meaning of the word, or involve some elaboration.</p> |
| <p>Delineating and Evaluating Argument and Claims</p> <p>R. Standard K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> | <p>Student's drawing, writing and dictation do not offer a reason that the author gives for " why we should protect nature ."</p> <p>May demonstrate confusion between point and reasons, or offer only extraneous information.</p> | <p>Through drawing, writing and dictation, student names one reason the author gives for "why we should protect nature."</p> <p>May also include extraneous information.</p> | <p>With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>Through drawing, writing and dictation, student names more than one reason the author gives for " why we should protect nature ."</p> | <p>Without prompting or support beyond the task itself, student identifies more than one reason the author gives for " why we should protect nature ."</p> |

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| 1 st Grade Writing Rubric | Level 1- Novice | Level 2- Intermediate | Level 3- Proficient | Level 4- Above Proficient |
|---|---|---|---|---|
| | <p>R.I. Standard 1.8: Identify the reasons an author gives to support points in a text.</p> <p>W. Standard 1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> | | | |
| <p>W. Standard 1.2:</p> <p>Names topic; provides some sense of closure</p> <p>Write informative/explanatory texts in which they <u>name a topic</u>, supply some facts about the topic, and <u>provide some sense of closure</u>.</p> | <p>Does not name the topic (or text); does not provide a sense of closure.</p> <p>The focus of the explanation is unclear due to this omission.</p> | <p>Attempts to focus the response either by naming the topic at the outset <u>or</u> providing a sense of closure.</p> <p>i.e. “We should protect nature.” (intro)</p> <p><u>Or</u></p> <p>“Nature is great!” (closure)</p> | <p>Names the topic Provides a sense of closure</p> <p>Begins by naming the topic and/or the text and provides a concluding statement.</p> <p>i.e. “We should protect nature.” (intro)</p> <p><u>And</u></p> <p>“Nature is great!” (closure)</p> | <p>Names the topic and provides a sense of closure in a more elaborate way.</p> <p>May orient the reader to the topic by referencing the text (or prompt). May provide a concluding statement or section that fits with the topic or with most of the information.</p> <p>“The book tells us that we should protect nature.” <u>And</u> “This shows that we should protect nature.”</p> |
| <p>Write informative/explanatory texts in which they name a topic, <u>supply some facts about the topic</u>, and provide some sense of closure.</p> | <p>Offers no information to develop a point; instead repeats the prompt or copies text exactly as it appears with no interpretation.</p> | <p>Response is brief and underdeveloped. Writer names at least one fact or text example to show how an author supported the point in question.</p> <p>May list information that does not support the topic.</p> | <p>Supplies some facts about the topic.</p> <p>Names at least two facts from the text that an author gives to support a specific point.</p> <p>“To protect nature, we shouldn’t pick flowers and swat bees.”</p> | <p>Develops a point with some facts and elaborates on these by explaining how they support the author’s point.</p> <p>The book says we shouldn’t pick flowers and swat bees. If we did, there would be no flowers left.”</p> |

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