




Primary Writing Rubric

(for teacher purposes only, NOT for the student)

Grade	Low	Medium	High Language Arts Florida Standards (LAFS)
K	<p><u>Drawing/Scribbling</u></p> <p>AND</p> <p>orally explains the drawing/scribbles which demonstrates the student is ON-topic</p>	<p><u>Emergent Writer Characteristics:</u></p> <p>Understands writing communicates ideas Uses pictures Scribbles, letter- like symbols, or random letters</p> <p>Does not connect letters to sounds Pretends to read</p> <p>May randomly copy print from around the room</p> <p>AND</p> <p>orally points to letters/symbols to pretend to read the piece which demonstrates the student is ON-topic</p>	<p>Writing Standards – Cluster 1 (Text Types and Purposes)</p> <p>Using a combination of drawing, dictating, and writing to....</p> <p><u>LAFS.K.W.1.1 Opinion</u></p> <ul style="list-style-type: none"> - Tell a topic or name a book - State an opinion or preference about topic/book <p><u>LAFS.K.W.1.2 Informative/Explanatory</u></p> <ul style="list-style-type: none"> - Name what they are writing about - Supply some information about the topic <p><u>LAFS.1.W.1.3 Narrative</u></p> <ul style="list-style-type: none"> - Narrate a single event or several loosely linked events - Tell about the events in the order in which they occurred - Provide a reaction to what happened <p>Language Standards – Cluster 1 (Conventions of Standard English)</p> <p><u>LAFS.1.L.1.2</u> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize the first word of a sentence and the pronoun I b. Recognize and name end punctuation c. Write a letter or letters for most consonant and short vowel sounds d. Spell simple words phonetically, drawing on knowledge or sound-letter relationships

Developmental Levels of Writing

Characteristics	GR. K	Instructional Focus	Example
<p>Emergent Writers:</p> <ul style="list-style-type: none"> ■ understands writing communicates ideas ■ uses pictures to communicate ideas ■ scribbles, letter-like symbols, or random letters ■ adding writing to pictures ■ does not connect letters and sounds ■ pretends to read the text ■ does not understand writing is permanent in meaning 		<ul style="list-style-type: none"> ■ oral language development: vocabulary and storytelling ■ telling stories with pictures and words ■ letter and sounds ■ knowing and using the language of writers 	
<p>Early Writers:</p> <ul style="list-style-type: none"> ■ writes more than one detail on a topic ■ chooses topics that are generally related to experience ■ has many concepts about print e.g. <i>directionality</i> ■ may not understand spaces around words ■ connects letters to sounds ■ has a small repertoire of high-frequency words 		<ul style="list-style-type: none"> ■ generating several details on a topic ■ readable phonetic spellings representing every sound in a word ■ conventional spelling of high-frequency words ■ concept of "word boundaries" ■ revision by "adding on" ■ should be moved from writing words to sentences to groups of sentences 	
<p>Developing Writers:</p> <ul style="list-style-type: none"> ■ writes many details on a topic ■ can write about topic beyond personal experience ■ begins to experiment with description and word choice ■ uses mostly simple and complex sentences ■ spells many words conventionally or uses phonetic spelling ■ uses punctuation 		<ul style="list-style-type: none"> ■ organizing information and details ■ planning—beginning, middle, end ■ expanding descriptive language ■ writing with personality and voice ■ spelling patterns and strategies ■ sentence combining 	<p style="text-align: center;">Pets Are Fun</p> <p>My pet is a puppy. His name is Spot. He is white with brown and black spots. He sleeps on my bed. He is little and soft. He comes to me when I call him. Spot.</p>



MY friend I do you want to be my friend
the mas and the his is you will
be my FRIEND the has said No the
the is a FRIEND the has said the is
just mas if you will be my FRIEND
the with mas said Yes the
is a boy in the gate my
friend is the boy

Persuasive Exemplar

Frogs

To day before we had
ride grass Mrs John
red as a Strawberry a
beaut frogs. We had
to rick a beaut frogs.
We had a tadpol in
the Sciens Centr.
It has 2 bee

1

ligs and wen it
has 2 frunt ligs
its tal disuples
and it can not ept
wen its maot is
Chejn. Then the
Sckan gets to little
and The frogs pol
off thru Sckan an

2

the ept it. Some
of the frogs bloo
beabols. Frogs kid
eyes that look like
jets and the fish ept
some but some
hach to tadpoos.
It gros bigr and
bigr and bigr.

3

Informative Exemplar

Sept 30, 2007

I went to Disney We went
from the desert.
I had a fun vacation.
at Disney I see lot of rids.
I went to the house.
Sept 20, 2007

I went on the reader here.
I went to see wale
I went to a weene 30 towerd
I went to a rids.
I I went my house


Narrative Exemplar

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Grade	Low	Medium	High Language Arts Florida Standards (LAFS)
1	<p><u>Draws a picture</u> about the topic</p> <p>AND/OR</p> <p>Writes 1 sentence which demonstrates the student is ON-topic</p>	<p><u>Draws a picture</u> about the topic</p> <p>AND/OR</p> <p>Writes 2 or more sentences BUT not a complete thought or paragraph which demonstrates the student is ON-topic</p>	<p style="text-align: center;">Writing Standards – Cluster 1 (Text Types and Purposes)</p> <p><u>LAFS.1.W.1.1 Opinion</u></p> <ul style="list-style-type: none"> - Introduce topic or book - State an opinion - Supply a reason for the opinion - Provide some sense of closure <p><u>LAFS.1.W.1.2 Informative/Explanatory</u></p> <ul style="list-style-type: none"> - Name a topic - Supply some facts about the topic - Provide some sense of closure <p><u>LAFS.1.W.1.3 Narrative</u></p> <ul style="list-style-type: none"> - Recount two or more appropriately sequenced events - Include some details regarding what happened - Use temporal words to signal event order - Provide some sense of closure <p style="text-align: center;">Language Standards – Cluster 1 (Conventions of Standard English)</p> <p><u>LAFS.1.L.1.2</u> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize dates and names of people b. Use end punctuation for sentences c. Use commas in dates and to separate single words in a series d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

Developmental Levels of Writing



Characteristics	GR. 1	Instructional Focus	Example
<p>Early Writers:</p> <ul style="list-style-type: none"> ■ writes more than one detail on a topic ■ chooses topics that are generally related to experience ■ has many concepts about print e.g. <i>directionality</i> ■ may not understand spaces around words ■ connects letters to sounds ■ has a small repertoire of high-frequency words 		<ul style="list-style-type: none"> ■ generating several details on a topic ■ readable phonetic spellings representing every sound in a word ■ conventional spelling of high-frequency words ■ concept of "word boundaries" ■ revision by "adding on" ■ should be moved from writing words to sentences to groups of sentences 	
<p>Developing Writers:</p> <ul style="list-style-type: none"> ■ writes many details on a topic ■ can write about topic beyond personal experience ■ begins to experiment with description and word choice ■ uses mostly simple and complex sentences ■ spells many words conventionally or uses phonetic spelling ■ uses punctuation 		<ul style="list-style-type: none"> ■ organizing information and details ■ planning – beginning, middle, end ■ expanding descriptive language ■ writing with personality and voice ■ spelling patterns and strategies ■ sentence combining 	<p style="text-align: center;">Pets Are Fun</p> <p>My pet is a puppy. His name is Spot. He is white with brown and black spots. He sleeps on my bed. He is little and soft. He comes to me when I call him. Spot.</p>
<p>Fluent Writers:</p> <ul style="list-style-type: none"> ■ creates writing that has a flow and sounds fluent ■ writes about imaginative ideas beyond personal experience ■ prewrites using a variety of organizational and planning tools ■ accesses a variety of text forms for different purposes ■ uses descriptive language and complex sentences ■ demonstrates a writer's voice appropriate to purpose and audience. ■ has age appropriate mastery of conventions 		<ul style="list-style-type: none"> ■ increasing control of conventions ■ increasing sophistication of vocabulary and sentences ■ precise word choice energized by powerful verbs ■ figurative language ■ variety in text forms, audience, perspective ■ independent revision and editing ■ attention to writer's craft 	<p>Mrs. Stern was the meanest teacher in the world. She never let her students go on field trips or watch videos. Worst of all, while the rest of the school had parties, we sat and worked. Work, work, work! That's all we ever did. She was also boring and wore the same jet black dress everyday. She was worse than a dragon. A dragon is probably better.</p>

1-23-02

My Big Book


About Spain.

By





Spain is in Europe. Spain is located in the south western tip of Europe. Europe is a far away place from here. Spain has alot of fiestas. In some of the fiestas they make and eat special food too. Spain has bull fights and I would want to see one. I think Spain looks like a upside down hat. In Spain's neighbors are France, Andorra, Algeria, Portugal and Morocco. One day when I see a researcher I am going to go to Spain and write about it!

some of the fiestas the people are loud. Some of the fiestas are even beautiful and colorful. Spain has alot of different people. In the bull fights they make the bull tired and make them fall out. Spain is very colorful area. if you go there you will see the right. Spain has 5 neighbors



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Informative Exemplar

I bot a little cotton ball

Jason

2-2002



I went to buy a transter
I was so excited I wanted to run
All the ways there but I didn't
want to get nervous I got a
Very nervous transfer but we
got her then it rite when we

that come from the soft warm thick
Hug it in my hands I want my
mom and daddy they get to be
This transfer was not nice to
how I didn't want to return it
For we she was so soft and cuddly
She felt like a little cat in ball

Narrative Exemplar

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<p style="text-align: center;">2</p> <p>Quarters 1 & 2</p> <p>May fluctuate based on proficiency level of the students.</p>	<p><u>Writes on topic</u></p> <p>WITH NO support (less than 1 paragraph/ not a complete thought about the topic/main idea)</p>	<p><u>Writes on topic</u></p> <p>WITH a main idea AND few details AND/OR little support (1 paragraph containing a complete thought focused on the main idea)</p>	<p style="text-align: center;">Writing Standards – Cluster 1 (Text Types and Purposes)</p> <p><u>LAFS.2.W.1.1 Opinion</u></p> <ul style="list-style-type: none"> - Introduce topic or book - State an opinion - Supply reasons that support the opinion - Use linking words (e.g., because, and, also) to connect opinion and reasons - Provide concluding statement or section <p><u>LAFS.2.W.1.2 Informative/Explanatory</u></p> <ul style="list-style-type: none"> - Introduce the topic - Use facts to develop points - Use definitions to develop points - Provide concluding statement or section <p><u>LAFS.2.W.1.3 Narrative</u></p> <ul style="list-style-type: none"> - Recount WELL elaborated event or sequence of events - Include details to describe actions, thoughts, & feelings - Use temporal words to signal event order - Provide sense of closure <p style="text-align: center;">Language Standards – Cluster 1 (Conventions of Standard English)</p> <p>LAFS.2.L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names b. Use commas in greetings & closings of letters c. Use an apostrophe to form contractions and frequently occurring possessives d. Use learned spelling patterns when writing words
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Developmental Levels of Writing

Characteristics	GR. 2	Instructional Focus	Example
<p>Developing Writers:</p> <ul style="list-style-type: none"> ■ writes many details on a topic ■ can write about topic beyond personal experience ■ begins to experiment with description and word choice ■ uses mostly simple and complex sentences ■ spells many words conventionally or uses phonetic spelling ■ uses punctuation 		<ul style="list-style-type: none"> ■ organizing information and details ■ planning – beginning, middle, end ■ expanding descriptive language ■ writing with personality and voice ■ spelling patterns and strategies ■ sentence combining 	<p style="text-align: center;">Pets Are Fun</p> <p>My pet is a puppy. His name is Spot. He is white with brown and black spots. He sleeps on my bed. He is little and soft. He comes to me when I call him. Spot.</p>
<p>Fluent Writers:</p> <ul style="list-style-type: none"> ■ creates writing that has a flow and sounds fluent ■ writes about imaginative ideas beyond personal experience ■ prewrites using a variety of organizational and planning tools ■ accesses a variety of text forms for different purposes ■ uses descriptive language and complex sentences ■ demonstrates a writer's voice appropriate to purpose and audience. ■ has age appropriate mastery of conventions 		<ul style="list-style-type: none"> ■ increasing control of conventions ■ increasing sophistication of vocabulary and sentences ■ precise word choice energized by powerful verbs ■ figurative language ■ variety in text forms, audience, perspective ■ independent revision and editing ■ attention to writer's craft 	<p>Mrs. Stern was the meanest teacher in the world. She never let her students go on field trips or watch videos. Worst of all, while the rest of the school had parties, we sat and worked. Work, work, work! That's all we ever did. She was also boring and wore the same jet black dress everyday. She was worse than a dragon. A dragon is probably better.</p>

Owl/Moon

When you go owling you don't need words, or worms or any thing, but hope. This is the book of Owl/Moon. This book is written by Jane Yolen. I like that phrase because the boy was happy because he got to go owling and he's been wanted to go owling for a long time and he finally got to go.

When other kids are happy that makes me happy. I like it because it makes me feel good because you don't have to have words to go owling but you have to have hope to see an owl.

Opinion Exemplar

My first tooth is gone

I recall one winter night I was four. My sister and I were running down the hall and something happened. It was my sister and I had run right into each other. Boy! did we cry. But not only did I cry, my tooth was bleeding. Then it felt funny. Then plop! There it was lying in my hand. So that night I put it under my pillow and in the morning I found something. It was not my tooth it was two dollars. So I ran down the hall, like I wasn't supposed to, and showed my mom and dad. They were surprised because when they lost teeth

Narrative Exemplar