

1ST GRADE WRITING STANDARDS BREAKDOWN

Anchor Standard/ Domain Name: Writing

Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Standard Text:

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Students who can demonstrate understanding can:

- formulate an opinion and provide reasons for their thinking.
- understand and define opinion, conclusion
- write an introductory sentence in which students state the topic or book and provide an opinion.
- add details to strengthen writing.
- use transition words such as *and* and *because*.
- provide a sense of closure.
- use appropriate grade 1 language conventions.

Vertical Alignment to Previous Grades:

W.K.1

Vertical Alignment to Future Grades:

W.2.1, W.3.1

Clarification Statement:

Students use appropriate first grade writing conventions to create opinion pieces about particular topics or books. The writing must include an opinion statement, reasons to support the opinion and a sense of closure.

Vocabulary for Teacher Development:

- **closure** – a resolution at the end of an event or literary work
- **reasons/reasoning** – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic
- **respond** – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc.
- **strengthen** – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.

	<ul style="list-style-type: none"> ● topic – the subject or matter being discussed or written about in a text, speech, etc.
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><u>Text Types and Purposes:</u> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
<p>Standard Text:</p> <p>W.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>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● create a piece of writing that teaches by explaining, informing and/or describing a topic using facts. ● distinguish between facts and opinions. ● name topic, supply some facts and provide a sense of closure in their writing. ● use labels, diagrams, and captions to add details to strengthen writing. ● write an introduction stating the topic and capturing the readers’ attention. ● organize writing with use of transition words or phrases. ● provide a statement that gives a sense of closure. ● use appropriate grade 1 language conventions.
<p>Vertical Alignment to Previous Grades:</p> <p>W.K.2</p> <p>Vertical Alignment to Future Grades:</p> <p>W.2.2, W.3.2</p>	<p>Clarification Statement:</p> <p>Students select topics of interest or research topics chosen by the teacher. Students use their previous knowledge about the topic and use classroom materials or online sources to gather facts.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> ● closure – a resolution at the end of an event or literary work ● respond – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc. ● strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.

	<ul style="list-style-type: none"> ● text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more ● topic – the subject or matter being discussed or written about in a text, speech, etc.
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><u>Text Types and Purposes:</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>	
<p>Standard Text:</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● write to tell an organized story with details (thoughts, feelings, actions, etc.) that includes characters, settings and events. ● correctly use temporal words. ● write a narrative in three separate parts (beginning, middle, end) about one moment in time. ● add details to strengthen writing. ● provide a sense of closure. ● use appropriate grade 1 language conventions.
<p>Vertical Alignment to Previous Grades:</p> <p>W.K.3</p> <p>Vertical Alignment to Future Grades:</p> <p>W.2.3, W.3.3</p>	<p>Clarification Statement: First grade students develop their voices as narrative writers by writing about two or more sequenced events. They use some details to help bring their stories to life, use temporal words to show the order of events, and leave the reader with a sense of closure.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> ● closure – a resolution at the end of an event or literary work ● event – a thing that happens; an occurrence recount – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing) ● respond – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc. sequence/sequence of ● strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value

	<p>statements; eliminating wordiness, redundancy, and confusion; etc.</p> <ul style="list-style-type: none"> • temporal transition words/phrases – words and phrases that are used to indicate a shift from one topic, idea, point, step, etc. to another where the timing of events is important (e.g., first, next, last; previously; etc.) • topic – the subject or matter being discussed or written about in a text, speech, etc.
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><u>Production and Distribution of Writing:</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
<p>Standard Text: (W.1.4 begins in grade 3)</p>	
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><u>Production and Distribution of Writing:</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	
<p>Standard Text:</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • create a writing piece in response to a question or prompt that is focused on a topic with guidance and support. • listen to, consider and incorporate suggestions from adults and peers to add details to improve their piece of writing. • use feedback and suggestions from adults and peers to make editing decisions on capitalization, punctuation, and spelling.
<p>Vertical Alignment to Previous Grades:</p> <p>W.K.5</p> <p>Vertical Alignment to Future Grades:</p> <p>W.2.5, W.3.5</p>	<p>Clarification Statement:</p> <p>Students in first grade practice the steps of the writing process (planning, revising, editing, publishing) and learn how those steps are necessary to help develop and strengthen their writing. Students should focus on one topic in their writing piece, respond to feedback from adults as well as their peers and add details as needed.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • editing – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more • publish – to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either

	physically or digitally in order to make something generally known or available
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><u>Production and Distribution of Writing:</u> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	
<p>Standard Text:</p> <p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● use a variety of digital tools to create, edit and publish writing. ● collaborate with peers to create, edit and publish writing using digital tools.
<p>Vertical Alignment to Previous Grades:</p> <p>W.K.6</p> <p>Vertical Alignment to Future Grades:</p> <p>W.2.6, W.3.6</p>	<p>Clarification Statement:</p> <p>First grade students will use digital tools and platforms for writing to allow them to adapt and thrive in an increasingly digital era. They collaborate with peers to share ideas and develop their technology skills.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> ● digital tools – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc. ● editing – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more ● publish – to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either physically or digitally in order to make something generally known or available
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><u>Production and Distribution of Writing:</u> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	
<p>Standard Text: 1st grade students will apply digital tools to gather, evaluate, and use information.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● Understand how to use digital tools such as programs, online resources, and websites ● Apply knowledge of digital tools to gather information. ● Apply digital tools to evaluate information for validity, quality, and relevance.

	<ul style="list-style-type: none"> Use the information gathered from digital tools for specific purposes.
<p>Vertical Alignment to Previous Grades: n/a</p> <p>Vertical Alignment to Future Grades: n/a</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students will navigate digital tools including programs, online resources, and websites to gather, evaluate, or use information, given a purpose. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> Digital tools: programs, online resources, and websites that contain information. Evaluate: form an idea, assess
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><u>Research to Build and Present Knowledge:</u> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	
<p>Standard Text:</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> contribute to shared projects. create a piece of writing that demonstrates new learning or understanding gained through research or investigation. use various resources, with assistance, to gain information to include in their writing. engage in whole group and small group discussions about a research topic. share completed writing projects.
<p>Vertical Alignment to Previous Grades: W.K.7</p> <p>Vertical Alignment to Future Grades: W.2.7, W.3.7</p>	<p>Clarification Statement:</p> <p>Students take part in research and writing projects as a class or in groups.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> shared research – a collaborative approach to research where different researchers investigate various aspects of the topic under consideration in order to come back together to create a collaborative whole

<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><u>Research to Build and Present Knowledge:</u> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	
<p>Standard Text:</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● recall and use information learned to answer questions. ● listen to and incorporate suggestions from adults when receiving support regarding research, editing or revising. ● refer to mentor texts for improving their own writing. ● use information from various sources to answer questions about a topic. ● engage in conversations with peers and adults in which students share and reflect on personal experiences to answer a question.
<p>Vertical Alignment to Previous Grades:</p> <p>W.K.8</p> <p>Vertical Alignment to Future Grades:</p> <p>W.2.8 W.3.8</p>	<p>Clarification Statement:</p> <p>Students think about and use personal experiences and/or collected information to provide answers to a specific question. The teacher provides support and guidance.</p>
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><u>Research to Build and Present Knowledge:</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>Standard Text: (W.1.9 begins in grade 4)</p>	
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><u>Range of Writing:</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	
<p>Standard Text: (W.1.10 begins in grade 3)</p>	