

The purpose of this tool is to help educators understand each of the grade level standards and how those standards connect to the students' overall preparation for college and career readiness.

Standards are defined as the most critical prerequisite skills and knowledge. This document is color-coded to reflect both anchor and priority standards. Though previous emphasis was placed on priority standards to address lost learning due to COVID-19, New Mexico teachers should note that moving forward, while priority standards allow for acceleration of learning, all standards should be addressed in instruction throughout the school year.

In this guide you will find:

- A [breakdown](#) of each of the grade level standards within the Writing strand, including:
 - Vertical alignment guidance
 - Essential vocabulary related to the standard
 - Identification of anchor standards as identified by the CCSS and priority standards as identified by NMPED

Key		
	<i>Anchor Standard</i>	Anchor standards, as identified by the Common Core, are denoted with an anchor icon. Anchor standards are the fundamental skills we want students to have when they graduate. The College and Career Ready (CCR) and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards appear from Kindergarten to 12th grade and are aligned to what colleges and workplaces expect students to be able to do.
	<i>Priority Standard</i>	Priority standards, as identified by NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time.

STANDARDS BREAKDOWN

<ul style="list-style-type: none"> ● Text Types and Purposes <ul style="list-style-type: none"> ○ CCSS.W.3.1 ○ CCSS.W.3.2 ○ CCSS.W.3.3 ○ CCSS.W.3.a ● Production and Distribution of Writing <ul style="list-style-type: none"> ○ CCSS.W.3.5 ○ CCSS.W.3.6 	<ul style="list-style-type: none"> ● Research to Build and Present Knowledge <ul style="list-style-type: none"> ○ CCSS.W.3.7 ○ CCSS.W.3.8
---	--

W.1.1

	<p>Anchor Standard: Writing</p> <p><i>Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</i></p>
---	--

<i>Grade</i>	<i>CCSS Domain</i>	<i>CCSS Strand</i>
--------------	--------------------	--------------------

1	Writing (W)	Text Types and Purposes
----------	--------------------	--------------------------------

Standard	Vertical Alignment
-----------------	---------------------------

<p>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.</p>	<p><i>Previous Grades:</i> W.K.1</p>	<p><i>Future Grades:</i> W.2.1, W.3.1</p>
--	--	---

Clarification Statement	Vocabulary for Teacher Development
--------------------------------	---

<p>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.</p>	<ul style="list-style-type: none"> ● 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. ● topic – the subject or matter being discussed or written about in a text, speech, etc.
--	---

Students Who 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* & *because*.
- provide a sense of closure.
- use appropriate grade 1 language conventions.

W.1.2				
	Anchor Standard: Writing <i>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i>			
Grade	CCSS Domain	CCSS Strand		
1	Writing (W)	Text Types and Purposes		
Standard		Vertical Alignment		
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.		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <i>Previous Grades:</i> W.K.2 </td> <td style="width: 50%; vertical-align: top;"> <i>Future Grades:</i> W.2.2, W.3.2 </td> </tr> </table>	<i>Previous Grades:</i> W.K.2	<i>Future Grades:</i> W.2.2, W.3.2
<i>Previous Grades:</i> W.K.2	<i>Future Grades:</i> W.2.2, W.3.2			
Clarification Statement		Vocabulary for Teacher Development		
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.		<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. ● 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. 		
Students Who Demonstrate Understanding Can...				
<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.

W.1.3				
	<p>Anchor Standard: Writing</p> <p><i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</i></p>			
Grade	CCSS Domain	CCSS Strand		
1	Writing (W)	Text Types and Purposes		
Standard		Vertical Alignment		
<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>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> W.K.3</td> <td style="padding: 5px;"><i>Future Grades:</i> W.2.3, W.3.3</td> </tr> </table>	<i>Previous Grades:</i> W.K.3	<i>Future Grades:</i> W.2.3, W.3.3
<i>Previous Grades:</i> W.K.3	<i>Future Grades:</i> W.2.3, W.3.3			
Clarification Statement		Vocabulary for Teacher Development		
<p>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>		<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 statements; eliminating wordiness, redundancy, and confusion; etc. ● 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.

Students Who Demonstrate Understanding Can...

- 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.

W.1.a				
	<p>Anchor Standard: Writing</p> <p><i>New Mexico State Standards- In grades 3, 4, and 5 students will use digital media environments to communicate and work collaboratively, including at a distance, to support individual learning and to contribute to the learning of others.</i></p>			
Grade	CCSS Domain	CCSS Strand		
1	Writing (W)	Text Types and Purposes		
Standard		Vertical Alignment		
1 st grade students will apply digital tools to gather, evaluate, and use information.		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"><i>Previous Grades:</i> N/A</td> <td style="width: 50%; text-align: center;"><i>Future Grades:</i> N/A</td> </tr> </table>	<i>Previous Grades:</i> N/A	<i>Future Grades:</i> N/A
<i>Previous Grades:</i> N/A	<i>Future Grades:</i> N/A			
Clarification Statement		Vocabulary for Teacher Development		
Students will navigate digital tools including programs, online resources, and websites to gather, evaluate, or use information, given a purpose.		<ul style="list-style-type: none"> Digital tools - programs, online resources, and websites that contain information. Evaluate - form an idea, assess 		
Students Who Demonstrate Understanding Can...				
<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. Use the information gathered from digital tools for specific purposes. 				

W.1.5		
	Anchor Standard: Writing <i>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i>	
Grade	CCSS Domain	CCSS Strand
1	Writing (W)	Production and Distribution of Writing
Standard	Vertical Alignment	
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.	<i>Previous Grades:</i> W.K.5	<i>Future Grades:</i> W.2.5, W.3.5
Clarification Statement	Vocabulary for Teacher Development	
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.	<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 	
Students Who Demonstrate Understanding Can...		
<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. 		

W.1.6				
	Anchor Standard: Writing <i>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i>			
Grade	CCSS Domain	CCSS Strand		
1	Writing (W)	Production and Distribution of Writing		
Standard		Vertical Alignment		
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.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> W.K.6</td> <td style="padding: 5px;"><i>Future Grades:</i> W.2.6, W.3.6</td> </tr> </table>	<i>Previous Grades:</i> W.K.6	<i>Future Grades:</i> W.2.6, W.3.6
<i>Previous Grades:</i> W.K.6	<i>Future Grades:</i> W.2.6, W.3.6			
Clarification Statement		Vocabulary for Teacher Development		
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.		<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 		
Students Who Demonstrate Understanding Can...				
<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. 				

W.1.7				
	<p>Anchor Standard: Writing</p> <p><i>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</i></p>			
Grade	CCSS Domain	CCSS Strand		
1	Writing (W)	Research to Build and Present Knowledge		
Standard		Vertical Alignment		
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).		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><i>Previous Grades:</i> W.K.7</td> <td style="width: 50%;"><i>Future Grades:</i> W.2.7, W.3.7</td> </tr> </table>	<i>Previous Grades:</i> W.K.7	<i>Future Grades:</i> W.2.7, W.3.7
<i>Previous Grades:</i> W.K.7	<i>Future Grades:</i> W.2.7, W.3.7			
Clarification Statement		Vocabulary for Teacher Development		
Students take part in research and writing projects as a class or in groups.		<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 		
Students Who Demonstrate Understanding Can...				
<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. 				

W.1.8				
	Anchor Standard: Writing <i>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</i>			
Grade	CCSS Domain	CCSS Strand		
1	Writing (W)	Research to Build and Present Knowledge		
Standard		Vertical Alignment		
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> W.K.8</td> <td style="padding: 5px;"><i>Future Grades:</i> W.2.8 W.3.8</td> </tr> </table>	<i>Previous Grades:</i> W.K.8	<i>Future Grades:</i> W.2.8 W.3.8
<i>Previous Grades:</i> W.K.8	<i>Future Grades:</i> W.2.8 W.3.8			
Clarification Statement		Vocabulary for Teacher Development		
Students think about and use personal experiences and/or collected information to provide answers to a specific question. The teacher provides support and guidance.		<ul style="list-style-type: none"> ● N/A 		
Students Who Demonstrate Understanding Can...				
<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. 				