**GRADE 1- Text Types and Purposes**

**Writing Standard 1**

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| **College and Career Readiness (CCR) Anchor Writing Standard Key Ideas and Details (1):**  Write arguments to support claim(s)s in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | | |
| **CCSS – Grade Specific Writing Standard 1: Text Types and Purposes** | | |
| **Grade K:** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is…). | **Grade 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.** | **Grade 2:** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. |
| **KNOW**  **(Factual)** | **UNDERSTAND**  **(Conceptual)** | **DO**  **(Procedural, Application and Extended Thinking)** |
| * How to persuade * Reason(s) * Evidence (e.g., examples, facts) * Difference between important and unimportant reasons/facts/examples * Opinion * Resources (e.g., teacher selected) * Effective introduction/hook (e.g., one that includes the writer’s opinion) * How to logically order ideas most of the time * Audience * Format choices (e.g., friendly letter, advertisements) * Conclusion/ closure/ concluding statement | * Good persuasive writers address the needs of the audience by giving reasons to support an opinion. * Good authors use model/examples texts to guide them as they compose their own persuasive pieces. | * Form an opinion about a topic or a text * Use teacher selected resources to locate and choose facts and/or examples * differentiating between important and unimportant reasons * addressing the needs of the audience * Use/select an appropriate writing format * Organize writing with a beginning, middle and end * Write opinion pieces by * introducing a topic or naming a book * stating an opinion * providing reasons that support the opinion * ordering reasons by importance * providing a sense of closure |

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**Writing Standard 2**

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| **College and Career Readiness (CCR) Anchor Writing Standard Key Ideas and Details (2):**  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | | |
| **CCSS – Grade Specific Writing Standard 2: Text Types and Purposes** | | |
| **Grade K:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | **Grade 1:** Write informative/  explanatory texts in which they  name a topic, supply some facts  about the topic, and provide  some closure. | **Grade 2:** Write informative/  explanatory texts in which they  introduce and a topic, use facts  and definitions to develop  points, and provide concluding  statement or section. |
| **KNOW**  **(Factual)** | **UNDERSTAND**  **(Conceptual)** | **DO**  **(Procedural, Application and Extended Thinking)** |
| * Informative/explanatory writing * Topic * Relevant information/facts * Beginning, middle, end * Simple transitions (e.g., first, second, third) * Closure/ending/conclusion (e.g., one that moves beyond *The End*) | * Good informative/ explanatory authors provide information to help the reader understand a topic. * Good authors use informative/explanatory writing to communicate information related to real-world tasks. * Good authors use model/example texts to guide them as they compose informative/expository texts. * Good readers and writers write to make meaning of what they read. | * Select/name an interesting topic for writing * Provide some facts about the topic * Organize writing with a beginning, middle and end, sequencing the ideas most of the time * Provide some closure/ ending * Write informative/   explanatory texts in which  they name a topic, supply  some facts about the topic,  and provide some closure |

**GRADE 1- Text Types and Purposes**

**Writing Standard 3**

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| **College and Career Readiness (CCR) Anchor Writing Standard Key Ideas and Details (3):**  Write narratives to develop real or imagined experiences or events using effective technique, well  chosen details, and well-structured event sequences. | | |
| **CCSS – Grade Specific Writing Standard 3: Text Types and Purposes** | | |
| **Grade K:** Use a combination  of drawing, dictating, and  writing to narrate a single event  or several loosely linked events,  tell about the events in the order  in which they occurred, and  provide a reaction to what  happened. | **Grade 1: 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.** | **Grade 2:** Write narratives in  which they recount a well-  elaborated event or short  sequence of events, include  details to describe actions,  thoughts, and feelings, use  temporal words to signal event  order, and provide a sense of  closure. |
| **KNOW**  **(Factual)** | **UNDERSTAND**  **(Conceptual)** | **DO**  **(Procedural, Application and Extended Thinking)** |
| * Narrative writing * Event(s) (topic and situation-what happened. For example, “my dog” is a topic; “my dog ate my homework” is an event) * Relevant details/examples (e.g., how things look, feel, smell, sound, taste) * Temporal/time order words (e.g., first, next, then) * Reaction/response (e.g., Why was the event important? How did the event make you feel?) * Order of events (e.g., beginning, middle, end) * Closure/ending/conclusion * Forms (e.g., stories, journal entries) | * Good authors include details that bring events/people to life for the reader. * Good authors use model/example texts to guide them as they compose their own narrative pieces. * Good authors use narrative elements to tell about events and reflect upon those events. | * Select/identify two or more events to tell about * Provide relevant details about the event (s) * Organize writing in the order in which the events occurred, appropriately sequencing events * Use temporal words to signal event order and transition from one event to another * Provide a sense of closure/ending/conclusion * 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 |