**GRADE K-Text Types and Purposes**

**Writing Standard 1**

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| **College and Career Readiness (CCR) Anchor Writing Standard (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. | |
| **KNOW**  **(Factual)** | **UNDERSTAND**  **(Conceptual)** | | **DO**  **(Procedural, Application and Extended Thinking)** |
| * How to persuade * Opinion * Preference * Topic(s) * Book title(s) * Reason(s) * Example(s)/fact(s) | * Good persuasive writers address the needs of the audience by giving reasons to support an opinion or preference. * Good authors use model/examples texts to guide them as they compose their own persuasive pieces. | | With prompting and support…   * tell about a topic or name a book * state an opinion or preference about a book or topic * combine drawing, dictating and writing to create an opinion piece * Support the opinion or preference with reason(s), example(s), and/or fact(s) * 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 |

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**Writing Standard 2**

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| **College and Career Readiness (CCR) Anchor Writing Standard (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. | |
| **KNOW**  **(Factual)** | **UNDERSTAND**  **(Conceptual)** | | **DO**  **(Procedural, Application and Extended Thinking)** |
| * Informative/explanatory writing, drawing, dictating * Topic * Information/facts/examples * Beginning, middle, end * Closure/ending/conclusion | * 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. | | With prompting and support…   * Select/name an interesting topic for writing * Provide some information about the topic * Organize writing with a beginning, middle and end, sequencing the ideas most of the time * Provide some closure/ ending * 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 |

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**Writing Standard 3**

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| **College and Career Readiness (CCR) Anchor Writing Standard (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. | |
| **KNOW**  **(Factual)** | **UNDERSTAND**  **(Conceptual)** | | **DO**  **(Procedural, Application and Extended Thinking)** |
| * Narrative writing, drawing, dictating * 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) * Reaction (e.g., How did the event make you feel?) * Order of events (e.g., beginning, middle, end) * Closure/ending/conclusion * Forms (e.g., stories and story boards, journal entries) | * Good authors of narrative writing inform and entertain the reader by using descriptive words, putting them in the midst of the action. * Good authors use model/example texts to guide them as they compose their own narrative pieces. | | With prompting and support…   * Select/identify an event or several loosely linked events to tell about * Select a form for the narrative * Provide some details about the event * Organize writing in the order in which the events occurred * Provide a reaction to the event(s) * Provide some closure/ ending * 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 |