CLUSTER: TEXT TYPES AND PURPOSES

Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

Essential Skills:

- **Apply the prewriting and planning stages of the writing process to:**
  - Identify the topic or book.
  - Establish or build upon a personal schema of a topic or book.
  - Gather information on a specific topic.
  - Form an opinion based on prior knowledge and information provided.

- **Draft simple sentences that state the topic and gives an opinion.**

- **Identify facts and opinions.**

- **Provide a reason to support an opinion.**

- **Draft a simple sentence or sentences to express an opinion and reason.**
  - Use common, proper, and possessive nouns.
  - Use personal, possessive, and indefinite pronouns (e.g., *I, me, my*).
  - Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
  - Use end punctuation for sentences.
  - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
  - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

- **Produce writing that is legible, including the correct formation of manuscript letters.**

- **Draft a simple sentence that restates the opinion.**

Standards for Writing: Grade 1

- **Apply the revising and editing stages of the writing process to.**
  - Revise to verify a statement of an opinion and a reason.
  - Expand simple complete sentences.
  - Edit to correct errors in capitalization, punctuation, and spelling.

- **Prepare the final product for presentation and/or publication in a variety of formats.**

- **Rehearse oral performance of a written product with appropriate fluency.**

Benchmarks:

CLUSTER: TEXT TYPES AND PURPOSES

Anchor 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.

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.

Essential Skills:

- **Apply the prewriting and planning stages of the writing process to:**
  - Identify the topic.
  - Establish or build upon a personal schema of a topic.
  - Gather facts and definitions from basic print or multimedia resources.
- **Identify facts and opinions within a specific source.**
- **Gather facts and definitions from basic print and multimedia resources in an ethical and appropriate manner.**
- **Write several sentences using the facts that are all related to the topic to:**
  - Produce complete simple and compound sentences.
  - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - Spell untaught words phonetically, drawing upon phonetic awareness and spelling conventions.
- **Produce writing that is legible, including the correct formation of manuscript letters.**
- **With assistance, draft a concluding simple sentence.**
- **Apply the revising and editing stages of the writing process to.**
  - Revise to ensure a topic sentence and facts related to the topic.
  - Expand complete simple sentences.
  - Correct errors in capitalization, punctuation, and spelling.

- **Prepare the final product for presentation and/or publication in a variety of formats.**
- **Rehearse oral performance of a written product with appropriate fluency.**

Benchmarks:

CLUSTER: TEXT TYPES AND PURPOSES

Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

Essential Skills:

- **Apply knowledge of story structure.**
  - Produce complete simple sentences.
  - Use verbs to convey a sense of past, present, and future.
  - Produce complete simple and compound sentences.
  - Use frequently occurring adjectives.
  - Spell untaught words phonetically, drawing on phonemic awareness.
- **Produce writing that is legible, including the correct formation of manuscript letters**.
- **Define and identify temporal words.**
- **Use words and phrases acquired through conversations and being read to.**
- **Write sentences in a meaningful order using temporal words to identify the sequence.**
- **Provide some sense of closure.**
- **Draft a concluding sentence that brings resolution to the story.**
- **Apply the revising and editing stages of the writing process to.**
  - Revise to ensure that elements of a narrative are present and events are sequenced.

- Expand simple complete sentences.
- Edit to correct errors in capitalization, punctuation, and spelling.

- **Prepare the final product for presentation and/or publication in a variety of formats.**

- **Rehearse oral performance of a written product with appropriate fluency.**

Benchmarks:

NOTE: W 4 begins in Grade 3

CLUSTER: PRODUCTION AND DISTRIBUTION OF WRITING

Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Essential Skills:

- **Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about texts under discussion).**
- **Ask and answer questions about key details in a text read aloud or information presented orally or through other media.**
- **With support, identify how language choices in writing and speaking affect thoughts and feelings.**
  - Use sensory details to express ideas.
  - Identify and use new words to communicate feelings.
  - Acquire and use new vocabulary.
- **With support, use descriptive words and figurative language to expand and improve student's own writing.**

Benchmarks:

CLUSTER: PRODUCTION AND DISTRIBUTION OF WRITING

Anchor Standard 6: **Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.**

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.

Essential Skills:

- **With guidance, select print, online, and multimedia sources.**
- **With guidance, use technology to record and organize data/information.**
- **With guidance, use technology to present findings/conclusions in a variety of formats.**
- **Contribute to a learning community.**

Benchmarks:

CLUSTER: RESEARCH TO BUILD AND PRESENT KNOWLEDGE

Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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.

Essential Skills:

- **With guidance, identify an assigned or personal information need.**
- **Formulate and refine questions to meet an information need.**
- **With guidance, explore and identify human, print, online, and multimedia resources.**
- **With guidance, use technology tools to find data/information within a specific source.**
- **With guidance and support from adults, formulate and refine questions to meet an information need.**
- **Prepare the final product for presentation and/or publication in a variety of formats.**
- **Produce writing that is legible, including the correct formation of manuscript letters.**
- **Contribute to a learning community.**

Benchmarks:

CLUSTER: RESPONDING TO LITERATURE

Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W 1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Essential Skills:

- **Access prior knowledge to formulate and refine questions to meet an information need.**
- **With guidance, select print, online, and multimedia resources.**
- **With guidance, use technology tools to find data/information within a specific source.**
- **Record data/information in a variety of formats.**
- **With guidance and support, draw conclusions from the recorded data/information to create new understandings.**
- **With guidance and support, practice responsible and appropriate use of technology systems, software, and information.**
- **With guidance, explain the idea of giving credit to sources of information.**
- **Introduce the concept of plagiarism by correctly recording information word for word and keeping track of the source.**
- **Produce writing that is legible, including the formation of manuscript letters.**

Benchmarks:

NOTE: W 9 begins in Grade 4 and W 10 starts in Grade 3

CLUSTER: RESPONDING TO LITERATURE
Anchor Standard 11: Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.
W 1.11: Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.
Essential Skills:
Benchmarks: