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.

### ELA Strand & Grade Level or Course

<table>
<thead>
<tr>
<th>Writing: 1st Grade</th>
</tr>
</thead>
</table>

### Common Core Anchor Standard

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

### Clarify Standard (written in own words)

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.

### Task Analysis

1. Identify and clarify the skills (verbs) – students should be able to do
2. Identify and clarify the concepts (nouns) – students should know
3. After addressing any misconceptions or “need to know” questions determine essential learnings and sequence them from the prior grade level standard to the end of year standard in order of simple to complex.

- **[Begin with standard from prior grade level]**

  - (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...).
  - Brainstorm a topic (include an illustration).
  - Formulate an opinion on topic.
  - Justify opinion with two or more supporting details using a resource.
  - Conclude by stating topic in different words.
  - Revise and edit draft for content and correct language conventions
  - [End with standard from heading]

- **(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.

### Vocabulary

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<tr>
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<td>Idea/topic</td>
<td>topic, fact vs. opinion, argument, closure, draft, prewrite, revise, edit, publish</td>
<td>introductory sentence (introduction), conclusion</td>
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### End-of-Year/Course Summative Assessment

1. Write an argumentative/opinion piece in which you introduce the topic or name the book/source you are writing about. State an opinion, support reasons for opinion from the book or source, and provide a strong closure (conclusion).
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.

2. Write an argumentative/opinion piece on a given topic (by your teacher or district) in which you introduce the topic or name the book/source you are writing about. State an opinion, support reasons for opinion from the book or source, and provide a strong closure (conclusion).

**Benchmark Assessment(s)**

- **Writing GLE 1.2.1** Produces a draft in sentences.
- **Writing GLE 2.1.1** Knows that an audience exists outside of self.
- **Writing GLE 2.2.1** Demonstrates understanding that writing has different purposes.
- **Writing GLE 3.1.1** Analyzes ideas, selects topic, adds detail, and elaborates.
- **Writing GLE 3.1.2** Organizes multiple sentences on one topic showing beginning, middle, and ending.
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.

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<tr>
<td>Writing: 1st Grade</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Clarify Standard** (written in own words)

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.

**Task Analysis**

1. Identify and clarify the skills (verbs) – students should be able to do
2. Identify and clarify the concepts (nouns) – students should know
3. After addressing any misconceptions or “need to know” questions determine essential learnings and sequence them from the prior grade level standard to the end of year standard in order of simple to complex.

- **[Begin with standard from prior grade level]**
  - (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.
  - Select an informative/explanatory topic.
  - Research or investigate topic.
  - Identify and organize the most essential supporting facts/details.
  - Create a draft which includes an introductory sentence, supporting details, and a concluding statement.
  - Revise and edit draft for content and correct language conventions
  - See language standards: L.1.1.a-j and L.1.2.a-e
  - Share writing with audience.

- **(1): Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.**

*Note: Integrate into nonfiction writing pieces for social studies/science units/lessons

- **[End with standard from heading]**

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### ELA Standard

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.

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<tbody>
<tr>
<td>1. Develop an informative/explanatory text in which you name a topic in your introductory sentence, supply facts about the topic, and provide strong closure (conclusion).</td>
</tr>
<tr>
<td>2. Develop an informative/explanatory text in which your teacher or district names a topic. Write an introductory sentence in which you name the topic, supply facts about the topic, and provide strong closure (conclusion).</td>
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<td>• Writing GLE 1.2.1 Produces a draft in sentences.</td>
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<tr>
<td>• Writing GLE 2.1.1 Knows that an audience exists outside of self.</td>
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<tr>
<td>• Writing GLE 2.2.1 Demonstrates understanding that writing has different purposes.</td>
</tr>
<tr>
<td>• Writing GLE 2.3.1 Understands there is more than one form/genre of writing.</td>
</tr>
<tr>
<td>• Writing GLE 3.1.1 Analyzes ideas, selects topic, adds detail, and elaborates.</td>
</tr>
<tr>
<td>• Writing GLE 3.1.2 Organizes multiple sentences on one topic showing beginning, middle, and ending.</td>
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</table>
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.

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<td>Writing: 1st Grade</td>
<td>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
</tr>
</tbody>
</table>

**Clarify Standard** (written in own words)

Write narratives in which they retell two or more appropriately sequenced events, include some details regarding what happened, use transitional words, and provide strong sense of closure.

**Task Analysis**

1. Identify and clarify the skills (verbs) – students should be able to do
2. Identify and clarify the concepts (nouns) – students should know
3. After addressing any misconceptions or “need to know” questions determine essential learnings and sequence them from the prior grade level standard to the end of year standard in order of simple to complex.

- **[Begin with standard from prior grade level]**

  - **(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 occur, and provide a reaction to what happened.
  - Brainstorm story ideas.
  - Select a topic and events.
  - Organize events in sequence.
  - Create a draft which includes an introductory sentence, events, supporting details, transitional words, and concluding statement.
  - Revise and edit draft for content and correct language conventions
  - See language standards: L.1.1.a-j and L.1.2.a-e
  - Share writing with audience.

- **(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.

- **[End with standard from heading]**

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<td>Idea/topic</td>
<td>topic, narrative, sequence, events, supporting details, transitional words, beginning, middle, end, concluding statement, draft, prewrite, revise, edit, publish</td>
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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.

### End-of-Year/Course Summative Assessment

1. Write a narrative in which you select a topic and events. Write the events in sequential order (including transitional words). Include supporting details and close with a concluding statement.

2. Write a narrative on a teacher or district prompt, state topic and events. Write the events in sequential order (including transitional words). Include supporting details and close with a concluding statement.

### Benchmark Assessment(s)

- **Writing GLE 1.2.1** Produces a draft in sentences.
- **Writing GLE 2.1.1** Knows that an audience exists outside of self.
- **Writing GLE 2.2.1** Demonstrates understanding that writing has different purposes.
- **Writing GLE 2.3.1** Understands there is more than one form/genre of writing.
- **Writing GLE 3.1.1** Analyzes ideas, selects topic, adds detail, and elaborates.
- **Writing GLE 3.1.2** Organizes multiple sentences on one topic showing beginning, middle, and ending.
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<tr>
<td>Writing: 1st Grade</td>
<td>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
</tbody>
</table>

**Clarify Standard** (written in own words)

**Task Analysis**
1. Identify and clarify the skills (verbs) – students should be able to do
2. Identify and clarify the concepts (nouns) – students should know
3. After addressing any misconceptions or “need to know” questions determine essential learnings and sequence them from the prior grade level standard to the end of year standard in order of simple to complex.

- [Begin with standard from prior grade level]

- [End with standard from heading]

<table>
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<tr>
<th>Vocabulary</th>
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</thead>
<tbody>
<tr>
<td><strong>Prior</strong> (should already know)</td>
</tr>
</tbody>
</table>

**End-of-Year/Course Summative Assessment**

**Benchmark Assessment(s)**
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.

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<tr>
<td>Writing: 1st Grade</td>
<td>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</td>
</tr>
</tbody>
</table>

**Clarify Standard** (written in own words)

In writing, with teacher support, focus on a topic and respond to peer-feedback by adding details and incorporating suggestions (content).

**Task Analysis**

1. Identify and clarify the skills (verbs) – students should be able to do
2. Identify and clarify the concepts (nouns) – students should know
3. After addressing any misconceptions or “need to know” questions determine essential learnings and sequence them from the prior grade level standard to the end of year standard in order of simple to complex.

- [Begin with standard from prior grade level]

  - (K): With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
  - Collaborate as a class to generate a list of adjectives and adverbs to improve quality of writing.
  - Examine writing sample and generate a list of questions or suggestions to improve peers writing.
  - Utilize questions from peers to clarify story details.
  - Demonstrate the rewriting process with students by incorporating suggestions into writing in a clear and concise manner.

- (1): 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.

- [End with standard from heading]

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<tbody>
<tr>
<td>draft, revise, edit, adjectives, story details, elaborate, suggestion,</td>
<td></td>
<td>adverbs</td>
</tr>
</tbody>
</table>

**End-of-Year/Course Summative Assessment**

1. With assistance from teacher and/or peers, review your writing and respond to questions and suggestions to strengthen your writing.

**Benchmark Assessment(s)**

- **Writing GLE 1.3.1** Revises text by adding words and/or phrases to draft.
- **Writing GLE 3.1.1** Analyzes ideas, selects topic, adds detail, and elaborates.
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.

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<td>Writing: 1st Grade</td>
<td>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</td>
</tr>
</tbody>
</table>

**Clarify Standard** (written in own words)

With guidance and support from adults, use a variety of hardware and software digital tools (Keyboarding, Microsoft Word, Powerpoint, Publisher, iPad, scanner, Smart Board, online tools, camera, etc.) to produce and publish writing (printed book, brochure, flyer/poster, powerpoint presentation, etc.), including in collaboration with peers.

**Task Analysis**

1. Identify and clarify the skills (verbs) – students should be able to do
2. Identify and clarify the concepts (nouns) – students should know
3. After addressing any misconceptions or “need to know” questions determine essential learnings and sequence them from the prior grade level standard to the end of year standard in order of simple to complex.

- **[Begin with standard from prior grade level]**
  - (K): With guidance and support from adults, explore a variety of digital tools to produce and publish writing, in peers.
  - Collaboratively or independently, prepare a writing piece that will be ready for publishing (a piece that has undergone the revising, and editing).
  - Select a digital tool based on the purpose of the writing assignment.
  - Demonstrate understanding of how to “log on” to programs, computer stations, and hand held devices to engage with digital tools.
  - Demonstrate ability to keyboard and utilize word processing skills.
  - (1): With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

- **[End with standard from heading]**

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<tr>
<td>produce, publish, collaboration, “log on”, keyboard, mouse, icon, cursor, menu</td>
<td></td>
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</table>

**End-of-Year/Course Summative Assessment**

1. Produce a published writing piece using a digital tool that is appropriate to the purpose of the assignment?

**Benchmark Assessment(s)**
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).

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<td>Writing: 1st Grade</td>
<td>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</td>
</tr>
</tbody>
</table>

**Clarify Standard** (written in own words)

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).

**Task Analysis**

1. Identify and clarify the skills (verbs) – students should be able to do
2. Identify and clarify the concepts (nouns) – students should know
3. After addressing any misconceptions or “need to know” questions determine essential learnings and sequence them from the prior grade level standard to the end of year standard in order of simple to complex.

- **[Begin with standard from prior grade level]**
  Each task will be accomplished through collaboration
  *see: Speaking/Listening Standard 1.a-c., 2, 3, and 6
  - (K): Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
    - Identify topic of research.
    - Gather appropriate sources from which to derive information.
    - Gather information (checklist, task charts, and graphic organizers) from these sources.
    - Identify and organize the essential steps for a sequence of instructions.
    - Create a draft which includes an introductory sentence, sequential details, and a concluding statement.
    - If appropriate and materials are present, follow instructions and evaluate sequential steps.
      If needed, revise your steps.
    - Revise and edit draft for content and correct language conventions
    - See language standards: L.1.1.a-j and L.1.2.a-e
    - Share writing with audience.
  - (1): 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).

- **[End with standard from heading]**

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<tr>
<td>sequence, research,</td>
<td>instructions/procedures, topic, informative,</td>
<td></td>
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**End-of-Year/Course Summative Assessment**
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).

1. Given the topic, work with your partner or team to create a “how-to” writing piece.
2. Present your work to your audience using digital tools.

Benchmark Assessment(s)
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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<td>Writing: 1st Grade</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Clarify Standard (written in own words)**

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

**Task Analysis**

1. Identify and clarify the skills (verbs) – students should be able to do
2. Identify and clarify the concepts (nouns) – students should know
3. After addressing any misconceptions or “need to know” questions determine essential learnings and sequence them from the prior grade level standard to the end of year standard in order of simple to complex.

- **[Begin with standard from prior grade level]**

  - (K): With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
  *With guidance and support...*
  - Determine the important components of the question asked (“What do I need to know or look for?”).
  - Relate prior experience.
  - Identify most relevant research tools (i.e. digital tools, text, etc.)
  - Scan and analyze information (words, pictures, and digital sources) to identify information needed to answer the question.
  - Paraphrase information and generate notes important to answer the given question.
  - (1): With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

- **[End with standard from heading]**

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<td>Question and answer</td>
<td>scan, recall, prior experience, research</td>
<td>Paraphrase</td>
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**End-of-Year/Course Summative Assessment**

*Note to teacher: These will be based off information learned in content areas. Questions can be generated by teacher or additional source. Information can be gathered from more than one text or digital source of information.

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<td>Writing: 1st Grade</td>
<td>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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**Clarify Standard** (written in own words)

**Task Analysis**
1. Identify and clarify the skills (verbs) – students should be able to do
2. Identify and clarify the concepts (nouns) – students should know
3. After addressing any misconceptions or “need to know” questions determine essential learnings and sequence them from the prior grade level standard to the end of year standard in order of simple to complex.

- [Begin with standard from prior grade level]

- [End with standard from heading]

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<td>Writing: 1st Grade</td>
<td>10. 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.</td>
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**Clarify Standard** (written in own words)

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End-of-Year/Course Summative Assessment

Benchmark Assessment(s)