



California Common Core Writing Standards and Anchor Papers

From original documents on California Department of Education website cde.ca.gov, in Appendix C of the Common Core Standards for English Language Arts.

Grade 1

These documents are also available on our website www.knoxeducation.com along with student standards checklists and 11x17 posters, as well as teaching units, mini lessons, tools, and resources.

Writing Standards for Grade 1

Opinion/Argument



WRITING STANDARDS: OPINION/ARGUMENT WRITING

Text Types and Purposes		
<input type="checkbox"/>	1W 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.

Informative/Explanatory



WRITING STANDARDS: INFORMATIVE/EXPLANATORY WRITING

Text Types and Purposes		
<input type="checkbox"/>	1W 2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Narrative



WRITING STANDARDS: NARRATIVE WRITING

Text Types and Purposes		
<input type="checkbox"/>	1W 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.

Opinion/Argument

Informative/Explanatory

Narrative



WRITING STANDARDS: ALL GENRES

<input type="checkbox"/>	Number	Standard
Production and Distribution of Writing		
<input type="checkbox"/>	1W 4.	This standard begins in grade 2.
<input type="checkbox"/>	1W 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.
<input type="checkbox"/>	1W 6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge		
<input type="checkbox"/>	1W 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).
<input type="checkbox"/>	1W 8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<input type="checkbox"/>	1W 9.	Standard begins in grade 4.
Range of Writing		
<input type="checkbox"/>	1W 10.	Standard begins in grade 2.

Samples of Student Writing

Following are writing samples that have been annotated to illustrate the criteria required to meet the Common Core State Standards for particular types of writing—argument, informative/explanatory text, and narrative—in a given grade. Each of the samples exhibits at least the level of quality required to meet the Writing standards for that grade.

The range of accomplishment within each grade reflects differences in individual development as well as in the conditions under which the student writers were expected to work. Some of the samples were written in class or as homework; others were written for on-demand assessments; still others were the result of sustained research projects. Where possible, each sample includes information about the circumstances under which it was produced. The samples come from students in kindergarten through grade 12. The students attended school in a number of states and districts across the country.

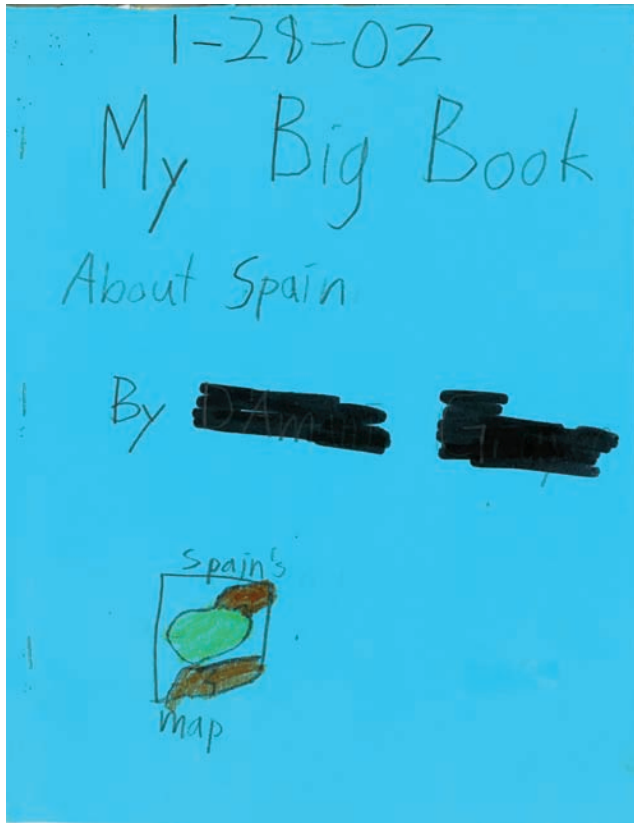
At the lower grades, the samples include “opinion” writing, an elementary type of argument in which students give reasons for their opinions and preferences. Because reasons are required, such writing helps prepare students for drafting the arguments they will be expected to create beginning in grade 6.

Acknowledgment

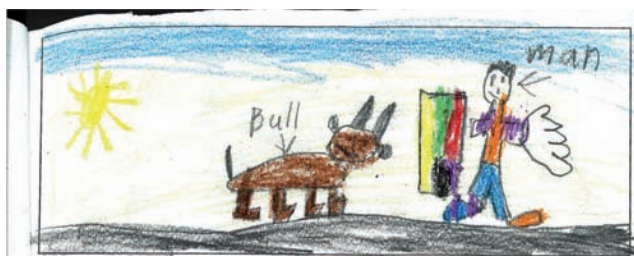
The Standards work group would like to express its appreciation to teachers and students at Monte Vista High School in California and the Randolph Technical Career Center in Vermont; other colleagues in California, Massachusetts, and Washington state; and ACT, Inc., and the *Concord Review*, who helped find and obtain permission for several of the samples included in the set. The group also would like to express its appreciation to the New Standards Project and to the International Reading Association, which allowed the use of several samples from their publications, and to the other student writers who granted permission to reproduce their work here.

Student Sample: Grade 1, Informative/Explanatory

This informative report was produced in class.



Spain is in Europe. Spain is located in the south western tip of Europe. Europe is a far away place from here. Spain has a lot of fiestas. In some of the fiestas they make masks and make special food too. Spain has bull fights and I would want to see one. I think Spain looks like a upside down hat. In



some of the fiestas the people are loud. Some of the fiestas are even beautiful and colorful. Spain has a lot of different people. In the bull fights they make the bulls tired and make them fall out. Spain is very colorful even if you go there you will see it right. Spain has 5 neighbors



Spain's neighbors are France, Andorra, Algeria, Portugal and Morocco. One day when I am a researcher I am going to go to Spain and write about it!

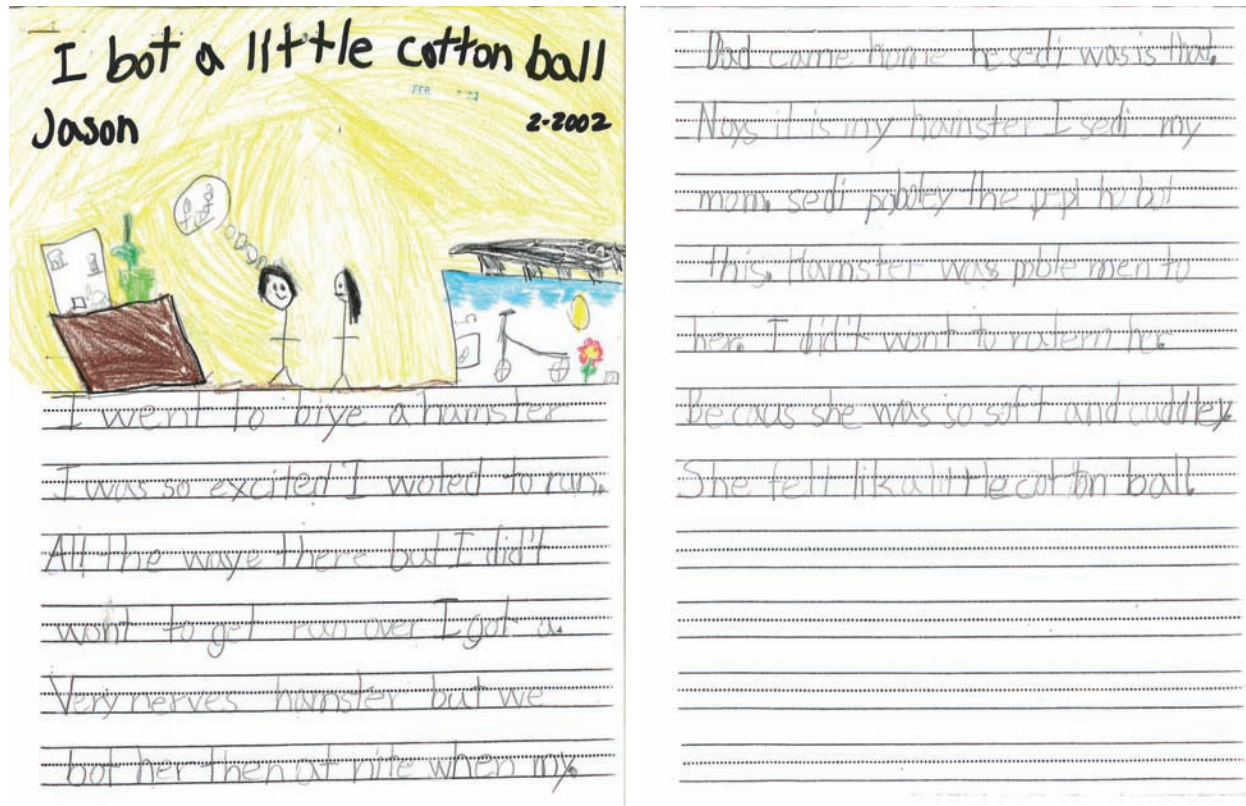
Annotation

The writer of this piece

- **names the topic (in the title).**
 - *My Big Book About Spain*
- **supplies some facts about the topic.**
 - *Spain is loacted (located) in the south western tip of Europe.*
 - *Spain has alot of fiestas.*
 - *Spian . . . has bull fights . . .*
 - *Spain's neighbors are France, Andorra, Algeria, Portugal and Morocco.*
- **provides some sense of closure.**
 - *One day when I am a researcher I am going to go to Spain and write about it!*
- **demonstrates command of some of the conventions of standard written English.**
 - This piece illustrates the writer's awareness of beginning-of-sentence capitalization and end-of-sentence punctuation as well as the use of capital letters for proper nouns.

Student Sample: Grade 1, Narrative

This narrative is a process piece that was produced in class.



I bot a little cotton ball
Jason 2-2002

I went to biye a hamster
I was so excited I woted to run.
All the waye there but I did't
want to get run over I got a.
Very nerves hamster but we
bot her then at nite when my
Dad came home he sedi was is that.
Noys it is my hamster I sedi my
mom sedi probly the pep to bot
this hamster was probly men to
here I did't want to ratern her.
Becaus she was so soft and cuddley
She felt lik a little cotton ball.

Annotation

The writer of this piece

- **establishes the situation with the opening sentence.**
 - *I went to biye (buy) a hamster . . .*
- **recounts two or more appropriately sequenced events.**
 - *I got a. Very nerves (nervous) hamster . . . then at nite (night) when my. Dad came home*
- **includes some detail regarding what happened.**
 - *I was so excited I woted (wanted) to run. All the waye (way) there . . .*
- **uses temporal words to signal event order (though the writer does not consistently include them).**
 - *then at nite (night) when my. Dad came home he sedi (said) was (what) is that. Noys (noise) . . .*
- **provides some sense of closure.**
 - *I Did't (didn't) want (want) to ratern (return) her. Becaus she was so soft and cuddley (cuddly). She felt lik (like) a little cotton ball.*

- **demonstrates growing command of the conventions of standard written English.**
 - There is some evidence in this piece that the writer understands various uses of capital letters: frequently sentences begin with a capital letter, and the pronoun I is consistently capitalized. (However, with the exception of the pronoun I, there are no capital letters in the title.) Periods end some sentences but not all and are sometimes introduced in unconventional places.