

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 1

W.1.1

Write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.

CCR Anchor Standard:

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

Essential Understanding

- Readers must understand the topic they wish to write about.
- Writers communicate their opinions about texts to an audience.
- Opinions supported by specific reasons are considered valid
- Introduction and closure help ensure clarity of writer's perspective.

Academic Vocabulary

- Topic
- Title
- Details
- **Opinion***
- Reasons
- Closure/Closing

Content Elaborations

"Students need to develop a basic knowledge of the writing process and to know how to vary the process for different genres and purposes" (Fountas and Pinnell, 2017). Opinion pieces in first grade include students writing independently, giving supporting reasons, and adding a sense of closure to their writing. Opinion pieces can overlap into informative/explanatory and narrative writing. Opinion writing is a precursor to argumentative writing that occurs in later grades.

Next Grade Level Progression Statement

In 2nd grade, student broaden their experiences with opinion, explanatory and informational writing. They add more factual information and support that information with details from texts they have read.

Question Ideas

- Why did you choose this book?
- What is your opinion about the text?
- What information supports your opinion?
- What did you like best about the book?
- How will you end your writing?

Ohio's Learning Standards for English Language Arts Supports: Appendix C

Appendix C: Samples of Students Writing: Includes writing samples that have been annotated to illustrate the criteria required to meet the Ohio's Learning Standards for particular types of writing. Examples of Grades K-3 Argument (Opinion) writings with annotations can be found on pages 7 and 16-17.

Ohio's Model Curriculum Instructional Supports

Strategies: Writer's Workshop

[Writer's Workshop](#) is a structure that creates a community of learners who support one another throughout the writing process. Students are part of a group of peers who see themselves as writers because they are treated as serious writers. Students are talking, sharing, reading and writing for real purposes with collaboration and honest, considerate feedback being highly valued. Students are engaged in writing daily. Students are given the opportunity to choose topics and are offered paper choice, including blank books (blank pages or lined pages with room for pictures). Anchor charts and a word wall are displayed in the room to support writers. Students need a writing folder to store ongoing writing pieces.

Resources: The book Heard, Georgia. *Heart Maps: Helping Students Create and Craft Authentic Writing*. Portsmouth, NH: Heinemann, 2016

Shows teachers how to devote time to helping students write with purpose and meaning and how to guide students into more authentic writing experiences by using heart maps to explore what we all hold inside: feelings, passions, vulnerabilities, and wonderings. The book shares 20 unique, multi-genre heart maps to help your students write from the heart.

W.K.1 (Prior Grade Standard)

Use a combination of drawing, dictating, and writing to compose opinion pieces **that** tell a reader the topic or the name of the book **being written** about and **express** an opinion or preference about the topic or book (e.g., My favorite book is...).

W.2.1 (Future Grade Standard)

Write opinion pieces **that** introduce the topic or book **being written** about, **express** 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.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 1

W.1.2

Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.

CCR Anchor Standard:

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Essential Understanding

- Identify a topic.
- Select important and interesting information about the topic.
- Communicate ideas clearly to the audience.
- Provide a concluding statement.

Academic Vocabulary

- Nonfiction/Informational
- Informative/Explanatory
- Text
- Topic
- Details
- Facts
- Closure/Closing

Content Elaborations

Opinion pieces in first grade include students writing independently, giving supporting reasons, and adding a sense of closure to their writing. Opinion pieces can overlap into informative/explanatory and narrative writing. Opinion writing is a precursor to argumentative writing that occurs in later grades.

Next Grade Level Progression Statement

In 2nd grade, student broaden their experiences with opinion, explanatory and informational writing. They add more factual information and support that information with details from texts they have read.

Question Ideas

- What is the topic or your writing?
- How will you organize your ideas?
- What details do you have to support your topic?
- Where will you get your information?
- How will you end your writing?

Ohio's Learning Standards for English Language Arts Supports: Appendix C

Appendix C: Samples of Students Writing: Includes writing samples that have been annotated to illustrate the criteria required to meet the Ohio's Learning Standards for particular types of writing. The sample Informative/Explanatory Pieces: "My Big Book about Spain" on pages 12-13 demonstrates at least the level of quality required to meet the Writing Standards for 1st grade.

Ohio's Model Curriculum Instructional Supports

Strategies: Focused Mini Lesson

A mini lesson is a short lesson usually lasting 5-15 minutes that is explicit and clear. A mentor text may be used to show an exemplar of the teaching point. The lesson is focused to teach students one important component of writing. The teacher demonstrates the teaching point. Students then practice the skill with teacher support. If a mentor text is used, students may participate in the mini lesson by discussing their thinking about the mentor text, what they notice in the mentor text, and their ideas about how to compose their own writing. Using a digital tool such (ex. LMS, SeeSaw, Educreations) teachers can flip mini lessons as part of homework or station rotation and then work with students directly on the application part of mini lesson. When planning to use an exemplar text to teach an aspect of writing, hearing the story read at least once (if not multiple times) before the lesson would benefit your diverse learners.

Resources: Ohio's Learning Standards for English Language Arts & Literacy in History/ Social Studies, Science, and Technical Subjects Appendix C

Samples Of Student Writing, 2017 Student Samples: Grade 1, Informative/Explanatory "My Big Book About Spain" (page 12) and Grade 1, Narrative "I bot a little cotton ball" (page 14).

W.K.2 (Prior Grade Standard)

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.

W.2.2 (Future Grade Standard)

Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 1

W.1.3

Write narratives to 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.

CCR Anchor Standard:

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

Essential Understanding

- Determine the major events and important details readers will need in order to understand a narrative.
- Use time order words to help the reader follow the sequence of story events.
- Provide a concluding statement.

Academic Vocabulary

- **Narrative***
- Recount
- Sequence of events
- Temporal words
- Event order
- Closure

Content Elaborations

Narrative writing in first grade is told like a story with a beginning, a sequential series of events, and an ending. An appropriate form of narrative for first grade is the personal narrative. Writers may tell stories from their own lives. Writers may include thoughts and feelings, dialogue, and descriptive details to make the story more interesting.

Next Grade Level Progression Statement

In 2nd grade, when writing narratives, students are expected to become more proficient at organizing story events and providing details that show more about characters they include.

Question Ideas

- What is your main event?
- When did the events happen?
- What event happened first, next, last?
- Can you organize your thoughts using sequencing?
- How will you provide closure to your story?

Ohio's Learning Standards for English Language Arts Supports: Appendix C

Appendix C: Samples of Students Writing: Includes writing samples that have been annotated to illustrate the criteria required to meet the Ohio's Learning Standards for particular types of writing. The *sample Narrative Piece: "I bot a little cotton ball"* on pages 14-15 demonstrates at least the level of quality required to meet the Writing Standards for 1st grade.

Ohio's Model Curriculum Instructional Supports

Strategies: Graphic Organizers

Graphic organizers are effective visual maps or diagrams in which students record their thoughts and connect their ideas in the prewriting stage. *(This instructional strategy also connects to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: STRAND: INITIATIVE: Begin to practice skills purposefully in order to improve performance or for enjoyment. It also connects to the STRAND: INITIATIVE: Begin to organize information or ideas into categories as a first step in reaching a goal or solving a problem).* A variety of digital graphic organizer templates could be made available for students to choose from electronically to provide the student choice, to help them identify the purpose of a graphic organizer and how to identify a graphic organizer to best meet their need.

Resources: Laminack, Lester L., *Cracking Open the Author's Craft: Teaching the Art of Writing*. New York: Scholastic, 2016.

By observing the deep study of one book, teachers will learn how to explore any text with a greater appreciation for and understanding of author's craft, which they can use to support students' development as writers. Fifteen ready-to-use mini-lessons introduce students to techniques and literary elements they can use to craft their own writing.

W.K.3 (Prior Grade Standard)

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.

W.2.3 (Future Grade Standard)

Write narratives to 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.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 1

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.

CCR Anchor Standard:

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

Essential Understanding

- Focus their writing on a topic and be able to respond to questions and suggestions.
- Understand how to add descriptive words to their writing to strengthen their piece.
- Need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance.
- Generate a topic to write about.
- Know how to take ideas from a graphic organizer or chart to write about.
- Organize the writing so that it moves logically.
- Write sentences with details.

Academic Vocabulary

- **Revise***
- Purpose
- Grammar
- Punctuation
- Descriptive
- Details
- Sequence

Content Elaborations

First graders are being asked to revisit and revise their writing pieces. Peers and teachers are supporting the students through this part of the writing process. Students are not being asked to recopy a finished piece, but revise as they are drafting to complete a piece of writing. This process is not linear, but recursive. Students are gaining understanding that a writer can change a text or drawing to make it clearer or more interesting to their audience.

Next Grade Level Progression Statement

In 2nd grade, students are expected to produce texts that reflect planning, organization and evidence of revision and editing. In addition, students are expected to use appropriate technologies to further enhance their messages.

Question Ideas

- | | |
|--|--|
| <ul style="list-style-type: none">• What is your topic?• What details will you add to support the topic?• What happened first? Second? Last?• Can you tell a friend what you will be writing in the correct sequence? | <ul style="list-style-type: none">• How will you revise your writing to make it stronger?• What details are the most important to include in your writing?• Swap papers with a partner, focus on editing and revising each other's papers. |
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Ohio's Learning Standards for English Language Arts Supports: Appendix C

Appendix C: Samples of Student Writing – This document provides writing samples that have been annotated to illustrate the criteria required to meet Ohio's English Language Arts Learning Standards for particular types of writing.

Ohio's Model Curriculum Instructional Supports

Strategies: Peer Review

In Peer Review, students share their writing piece with a peer for feedback. Partners can use a checklist to help guide the peer review process. The students are then to use the feedback to edit and revise their pieces. *(This instructional strategy also connects to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: STRAND: ENGAGEMENT AND PERSISTENCE: Carry out tasks, activities, projects, or experiences that are increasingly challenging).* This opportunity would be great for teachers to have students use a digital tool (SeeSaw, Educreations) to record themselves sharing their writing, allowing for students to comment, and providing feedback. [Peer Review Strategy Guide](#) from [ReadWriteThink.org](#).

Resources: Ray, Katie W, and Lisa B. Cleveland. *About the Authors: Writing Workshop with Our Youngest Writers.* Portsmouth, NH: Heinemann, 2004

Resource shows teachers how to launch writing workshop with young writers.

W.K.5 (Prior Grade Standard)

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.2.5 (Future Grade Standard)

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 1

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.

CCR Anchor Standard:

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Essential Understanding

- Students will need to be able to “log on” to programs, computer stations, and hand-held devices to engage with digital media.
- Understand how to use a computer.
- With guidance, know how to use PowerPoint.
- Understand how to print.
- Know how to use the computer toolbar.
- Know how to use a mouse.
- Understand how to save materials.

Academic Vocabulary

- Digital
- Publish
- Revise
- Produce
- Collaborate
- Keyboarding

Content Elaborations

Direct instruction in keyboarding skills begins in grade 1 in the technology standards and progresses each year to make students more comfortable using the hardware involved with using technology. The intention of this standard is not to encourage keyboarding instruction in a separate setting or context. Teachers should encourage keyboarding skills as students use digital tools for various purposes that fulfill relevant ELA standards. This standard provides the ideal opportunity for teachers to allow students to become familiar with the keys on a keyboard. Multiple opportunities like these will increase a student's “command of keyboarding skills.”

Next Grade Level Progression Statement

In 2nd grade, students are expected to produce texts that reflect planning, organization and evidence of revision and editing. In addition, students are expected to use appropriate technologies to further enhance their messages.

Question Ideas

- Can you turn on your computer?
- Do you know how to save information?
- Would you rather present your information using PowerPoint?

- Where will you look for information?
- Did you find a site that was most helpful?
- What information are you looking for?
- Can you drag this image to your writing paper?

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Ohio's Model Curriculum Instructional Supports

Strategies: Student Writing Portfolios

Student portfolios can be used to evaluate learning. Portfolios illustrate the writing capabilities and growth a student makes, as well as their critical thinking. Portfolios should be a collection of student writing over time.

Resources: Storybird

Storybird is a digital tool that uses illustrations to inspire students to write stories and turn them into digital picture books or poetry. Students can share their published pieces with an authentic audience and receive feedback. Only members in their class can view the stories, but the published pieces can be uploaded to a public forum. Storybird protects the privacy of the students by not collecting email address or full names.

W.K.6 (Prior Grade Standard)

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.6 (Future Grade Standard)

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 1

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).

CCR Anchor Standard:

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

Essential Understanding

- Students will need to understand their role (on the team) and how they will contribute (work they will do) on the project from beginning to end.
- Write simple sentences.
- Understand informational texts structure.
- Locate information within text.
- Identify sequence in how to guide.

Academic Vocabulary

- Graphic Organizer
- Resource
- Research
- Explore
- Topic
- Sequence
- Fact
- Fiction

Content Elaborations

Shared research and writing projects can be done with partners, in small groups, or whole class. Students can gather information from a variety of resources, including, but not limited to “just right” information books, read-alouds, magazines, photos, websites, and videos. This standard offers an opportunity to integrate topics from other subject areas, such as science, social studies, math, art, and music.

Next Grade Level Progression Statement

In second grade, students participate in shared research and writing projects with waning adult support. Students recall or collect relevant information from provided sources.

Question Ideas

- Who is the author of the book you read?
- Was this book fact or fiction?
- How do you know if it is fact or fiction?
- What do you do first, second, third, etc.?
- Locate ____ in the text.

Ohio's Learning Standards for English Language Arts Supports: Appendix C

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Ohio's Model Curriculum Instructional Supports

Strategies: Expert Projects

Students choose a topic of their choice that they love and in which they believe themselves to be an expert. The students research their topics and create presentations on the topics to teach the class about it. When first introducing this strategy, group students together to do the research. Initially the 'research' may be as simple as student pictures, photographs and invented spellings about a topic. As they become better readers, they can be encouraged to find books at their independent reading level that includes useful information.

Presentations may include things such as a poster, video, PowerPoint, Google Slides, demonstrations, or artifacts. Expert projects help students see the world from another person's perspective and build empathy along with academic outcomes. *(This instructional strategy connects to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: STRAND: INITIATIVE: Begin to practice skills purposefully in order to improve performance or for enjoyment. It also connects to the STRAND: INITIATIVE: Offers explanations about topics of interest.)*

Resources: Suggested Mentor Texts

It is important to read mentor texts for enjoyment and comprehension before using as a mentor text for writing. Here is a partial list of sample mentor texts to include in research and how-to studies, but this list is not limited to all possible authentic mentor texts.

W.K.7 (Prior Grade Standard)

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.2.7 (Future Grade Standard)

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 1

W.1.8

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

CCR Anchor Standard:

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

Essential Understanding

- Students will be able to answer research questions and take notes.
- Recall from their own background knowledge.
- Locate information within text.
- Know that information can come from different sources, (e.g., books, digital, print).

Academic Vocabulary

- Recall
- Research
- Topics
- Illustration
- Digital
- Prompt
- Reflect
- Select
- Sources

Content Elaborations

Students are supported by adults to recall information from experiences. The teacher serves as a facilitator. These experiences can happen in school or in the student's life outside of school. Students are supported to gather information to answer a question. These questions could be teacher or student generated. Sources could include experts on a topic, texts, videos, and websites. This standard offers an opportunity to integrate topics from other subject areas, such as science, social studies, math, art, and music. This standard also may offer an opportunity for a home-school connection.

Next Grade Level Progression Statement

In second grade, students participate in shared research and writing projects with waning adult support. Students recall or collect relevant information from provided sources.

Question Ideas

- | | |
|---|--|
| <ul style="list-style-type: none">• Can you tell me what happened?• Can you give me information using who, what, when, why, and where?• What sources did you use to find information?• Can you recall the main event idea? | <ul style="list-style-type: none">• Can you retell the main event idea?• Describe why this event or person is important?• How will you rewrite this information in your own words? |
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Ohio's Learning Standards for English Language Arts Supports: Appendix C

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Ohio's Model Curriculum Instructional Supports

Strategies: Integrated Shared Research

The teacher chooses a science or social studies standard and selects books to be used as read-alouds that support this standard and build background knowledge for all students. As the teacher reads students are gaining background knowledge. Teachers can use an [Alpha-box chart](#) to organize topic specific vocabulary pulled from the book. This process is an interactive; students identify "interesting" words. This helps to help create ownership for all students. Teachers can follow this up by collaborating with students to make a list of facts using the vocabulary from the chart. Students can then create their own writing pieces using words/facts that they choose from the collaboratively generated list. Have available texts at, below, and above grade level for students to use for research. The teacher can locate, review, and make available online resources for the social studies or science standard to complement the read-alouds. The read-alouds could also be done digitally to allow more choice for students and the opportunity for more students to listen at one time on different topics.

Resources: Bucknall, Sue. *Children as Researchers in Primary Schools: Choice, Voice, and Participation*. New York: Routledge, 2012

This resource provides teachers with the tools necessary to implement a 'children as researchers' in their classrooms or in the larger context of their schools.

W.K.8 (Prior Grade Standard)

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

W.2.8 (Future Grade Standard)

Recall information from experiences or gather information from provided sources to answer a question.