

CCSU Comprehensive Curriculum for Writing Literacy

Grade Level 1

Power Standard #1: Students use the writing process of prewriting, drafting, revising, editing and critiquing to produce final drafts that show appropriate command of purpose, organization, details, and voice/tone. (Aligns with Vermont Standard 1.5)

Power Standard #2: Students demonstrate command of conventions and understanding of structures of the English language. (Aligns with Vermont Standard 1.6 and 5.18)

Power Standard #3: Students write in response to literary and informational text to show understanding, make connections, and make analytical judgments. (Aligns with Vermont Standards 1.3, 1.7, and 5.13)

Power Standard #4: Students write to inform accurately and persuade credibly. (Aligns with Vermont Standards 1.8, 1.11, and 1.19)

Power Standard #5: Students use literary elements to write a coherent story or reflect on a personal experience. (Aligns with Vermont Standards 1.9, 5.11, 1.12)

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Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Writing Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.5	<p>W1: 1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.</p> <p><i>Note: Students at this level will only be prewriting and drafting.</i></p>	Writing Process	Prewrite and draft in whole group and individual settings. (1a)
1.5	<p>W1: 2 In independent writing, students demonstrate command of appropriate English conventions by...</p> <p><i>No formal assessment at this grade; classroom assessment should be done in instructional, supported writing</i></p>	Writing Conventions	
1.5	<p>W1: 3 In independent writing, students demonstrate command of conventional English spelling by...</p> <ul style="list-style-type: none"> • <u>Correctly spelling own first name</u> • <u>Correctly spelling grade-appropriate, high-frequency words that include phonetically regular words (e.g., “had,” “can”)</u> • Using phonemic awareness and letter knowledge to spell independently (using phonetic or temporary spelling when needed) 	Writing Conventions	<p>Spell own first and last name. (2a)</p> <p>Spell grade-appropriate, high-frequency words that include phonetically regular words. (2b)</p>
5.18	<p>W1: 4 Students demonstrate command of the structures of the English language by...</p> <ul style="list-style-type: none"> • <u>Distinguishing between letters, words, and sentences</u> 	Structures of Language	Distinguish among letters, words, and sentences. (2c)

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1.7, 5.11, 5.13	<p>W1: 5 In response to literary or informational text, students show understanding of plot /ideas/ concepts by...</p> <p><i>No formal assessment at this grade; classroom assessment should be done in instructional, supported writing</i></p>	Writing in Response to Literary or Informational Text	Supply appropriate pictures, words, or some combination of pictures and words to show understanding of a text when given a focus for independent writing. (3a)
1.7, 5.11, 5.13	<p>W1: 6 In response to literary or informational text, students make and support analytical judgments about text by...</p> <ul style="list-style-type: none"> Using prior knowledge or references to text to support a given focus (<u>evidence may take the form of pictures, words, sentences, or some combination</u>) 	Writing in Response to Literary or Informational Text	Provide pictures and writing as evidence from text to show understanding when given an introduction, focus, and group-written conclusion for scaffolded/guided writing. (3b)
1.7, 5.11, 5.13	<p>W1: 7 In response to literary or informational text, students engage readers by...</p> <p><i>No GLE at this grade level</i></p>	Writing in Response to Literary or Informational Text	
1.8, 1.19	<p>W1: 8 In reports, students organize information by...</p> <p>No GLE at this grade level</p>	Informational Writing: Reports	
1.8, 1.19	<p>W1: 9 In reports, students effectively convey a perspective on a subject by...</p> <p><i>No formal assessment at this grade; classroom assessment should be done in instructional, supported writing</i></p>	Informational Writing: Reports	

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1.8, 1.19	<p>W1: 10 In reports, students demonstrate use of a range of elaboration strategies by ...</p> <ul style="list-style-type: none"> Identifying details/information relevant to topic and/or given focus (<u>details/information may take the form of pictures with captions, words, sentences, or some combination</u>) 	<p>Informational Writing: Reports</p>	<p>Supply appropriate pictures, words, or some combination of pictures and words relevant to focus when given a focus for independent writing. (4a)</p> <p>Provide details and information relevant to focus when given an introduction, focus, and group-written conclusion for scaffolded/ guided writing. (4b)</p>
1.9, 5.11	<p>W1: 11 In written narratives, students organize and relate a story line plot/series of events by...</p> <ul style="list-style-type: none"> Creating a <u>clear</u> understandable story line, when given a structure (<u>may take form of words or pictures or some combination</u>) 	<p>Expressive Writing: Narratives</p>	<p>Use pictures to create a clear, understandable story line when given a structure for both independent and scaffolded/guided writing. (5a)</p> <p>Identify/label some main elements from pictures for scaffolded/guided writing. (5e)</p>
1.9, 5.11	<p>W1: 12 Students demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> <u>Using details</u> (may be in form of words or pictures) Identifying character(s) 	<p>Expressive Writing: Narratives</p>	<p>Use some details in the form of words and/or pictures for independent writing. (5c)</p> <p>Use some details for scaffolded/guided writing. (5d)</p> <p>Identify or name characters for both independent and scaffolded/guided writing. (5b)</p>
1.10	<p>W1: 13 In written procedures, students organize steps of procedures by...</p> <p><i>No GLE at this grade level</i></p>	<p>Informational Writing: Procedures</p>	
1.10	<p>W1: 14 In written procedures, students anticipate the readers' needs by...</p> <p><i>No GLE at this grade level</i></p>	<p>Informational Writing: Procedures</p>	

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1.11	<p>W1: 15 In persuasive writing, students define a significant problem, issue, topic, or concern by...</p> <p><i>No GLE at this grade level</i></p>	<p>Informational Writing: Persuasive Writing</p>	
1.11	<p>W1: 16 In persuasive writing, students present and coherently support judgments or solution(s) by...</p> <p><i>No GLE at this grade level</i></p>	<p>Informational Writing: Persuasive Writing</p>	
1.12	<p>W1: 17 In reflective writing, students make connections between personal experiences and ideas by...</p> <p><i>No GLE at this grade level</i></p>	<p>Expressive Writing: Reflective Essay</p>	
1.23, 5.11	<p>W1: 18 In writing poetry, demonstrate awareness of purpose by...</p> <p><i>No formal assessment at this grade; classroom assessment should be done in instructional, supported writing</i></p>	<p>Expressive Writing: Poetry</p>	
1.23, 5.11	<p>W1: 19 In writing poetry, use language effectively by...</p> <p><i>No formal assessment at this grade; classroom assessment should be done in instructional, supported writing</i></p>	<p>Expressive Writing: Poetry</p>	