

Grade 1 Writing Standards – New California Common Core Standards

Source: www.cde.ca.gov/ci/cr/cf/suptsupmatreview.asp

Text Types and Purposes		
1. W 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.	
1. W 2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	
1. W 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.	
Production and Distribution of Writing		
1. W 4.	(Begins in grade 2)	
1. W 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.	
1. W 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		
1. W 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. W 8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
1. W 9.	(Begins in grade 4)	
Range of Writing		
1. W 10.	(Begins in grade 2)	
Language: Conventions of Standard English		
1. L 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
1. L 1a.	Print all upper- and lowercase letters.	
1. L 1b.	Use common, proper, and possessive nouns.	
1. L 1c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	
1. L 1d.	Use personal (subject, object), possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	
1. L 1e.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	
1. L 1f.	Use frequently occurring adjectives.	
1. L 1g.	Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	
1. L 1h.	Use determiners (e.g., articles, demonstratives).	
1. L 1i.	Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	
1. L 1j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	

These are the California Common Core writing and language standards from the CDE website reformatted and coded with checkbox by Knox Education .
They are available on our website at knoxeducation.com inside the Standards Toolkit/Common Core Standards in each grade level, grades K-8.

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Language: Conventions of Standard English (continued)		
1. L 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
1. L 2a.	Capitalize dates and names of people.	
1. L 2b.	Use end punctuation for sentences.	
1. L 2c.	Use commas in dates and to separate single words in a series.	
1. L 2d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	
1. L 2e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	
Language: Knowledge of Language		
1. L 3.	(Begins in grade 2)	
Language: Vocabulary Acquisition and Use		
1. L 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.	
1. L 4a.	Use sentence-level context as a clue to the meaning of a word or phrase.	
1. L 4b.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. Use frequently occurring affixes as a clue to the meaning of a word.	
1. L 4c.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).	
1. L 5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.	
1. L 5a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	
1. L 5b.	Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	
1. L 5c.	Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	
1. L 5d.	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.	
1. L 6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	