

# **Current CDE Writing Standards** (1997)

**Plus**



**and**  
**Anchor Papers**

# **First Grade**

## Current CDE Writing Standards First Grade 1997

<b>Strategies</b>	
<b>Organization</b>	Select a focus when writing.
<b>Evaluation and Revision</b>	None
<b>Use Reference Materials/ Research and Technology</b>	None
<b>Focus</b>	Use <b>descriptive words</b> when writing.
<b>Format/ Penmanship</b>	Print legibly and space letters, words, and sentences appropriately.
<b>Applications</b>	
<b>Narrative</b>	Write brief narratives <b>describing an experience</b> (e.g., fictional, autobiographical).
<b>Expository</b>	Write brief <b>expository descriptions</b> of a <b>real object</b> , person, place, or event, using <b>sensory details</b> .
<b>Response to Literature</b>	None
<b>Letter</b>	None
<b>Persuasive</b>	None
<b>Conventions</b>	
<b>Punctuation</b>	Distinguish between <b>declarative, exclamatory, and interrogative sentences</b> . Use a period, exclamation point, or question mark at the end of sentences. Use knowledge of the basic rules of punctuation and capitalization when writing.
<b>Capitalization</b>	Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i> .
<b>Spelling</b>	Spell three- and four-letter short-vowel words and grade level appropriate sight words correctly.
<b>Grammar</b>	Write and speak in complete, coherent sentences. Identify and correctly use contractions (e.g., <i>isn't, aren't, can't, won't</i> ) and singular possessive pronouns (e.g., <i>my/mine, his/her, hers/yours</i> ) in writing and speaking. Identify and correctly use singular and plural nouns.

# Grade 1 Writing Standards – New California Common Core Standards

Source: [www.cde.ca.gov/ci/cr/cf/suptsupmatreview.asp](http://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 <b>2</b> )	
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 <b>4</b> )	
Range of Writing		
1. W 10.	(Begins in grade <b>2</b> )	
Language: Conventions of Standard English		
<b>1. L 1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>	
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 ( <b>subject, object</b> ), 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](http://knoxeducation.com) inside the Standards Toolkit/Common Core Standards in each grade level, grades K-8.

## Grade 1 Writing Standards – New California Common Core Standards

Source: [www.cde.ca.gov/ci/cr/cf/suptsupmatreview.asp](http://www.cde.ca.gov/ci/cr/cf/suptsupmatreview.asp)

Language: Conventions of Standard English (continued)		
<b>1. L 2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>	
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		
<b>1. L 4</b>	<b>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.</b>	
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> ).	
<b>1. L 5</b>	<b>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b>	
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> ).	

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](http://knoxeducation.com) inside the Standards Toolkit/Common Core Standards in each grade level, grades K-8.

## 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.

## Permissions

The following student writing samples have been reprinted for the Common Core State Standards Initiative with the express permission of the following organizations and individuals.

ACT, Inc.:

Untitled essay on dress codes

California Department of Education:

“Football”; “Miss Sadie”

The *Concord Review*:

“In the Wake of the Spanish Lady: American Economic Resilience in the Aftermath of the Influenza Epidemic of 1918” by Brooke Granowski, *Concord Review*, 20(1), 203–216 (©2009 Concord Review, Inc.)

Massachusetts Department of Elementary and Secondary Education:

“Dear Mr. Sandler”; “A Pet Story About My Cat . . . Gus”; “Animal Farm”

Monte Vista High School in California:

“The True Meaning of Friendship”; “Lives on Mango, Rides the Whale”; untitled essay on civil disobedience in India; “Marching to His Own Beat”; “Summary of Key Points”

The National Center on Education and the Economy, on behalf of New Standards:

“My fabit Book is do you Want to be my FRIEND”; “Fraggs (Frogs)”; “I Went to Disnand”; “My Big Book About Spain”; “I bot a little cotton ball”; “Owl Moon”; “My first tooth is gone”; “Horses”; “When my Puppys Ranaway”; “Zoo Field Trip”; “Author Response: Roald Dahl”; “Getting Shot and Living Through It”; “A Geographical Report”; “The Old Man and the Sea”; “\_\_\_\_\_ School Bond Levy”

Randolph Technical Career Center in Vermont:

“Wood Joints”; “TIG/GTAW Welding”

Washington State Office of Superintendent of Public Instruction:

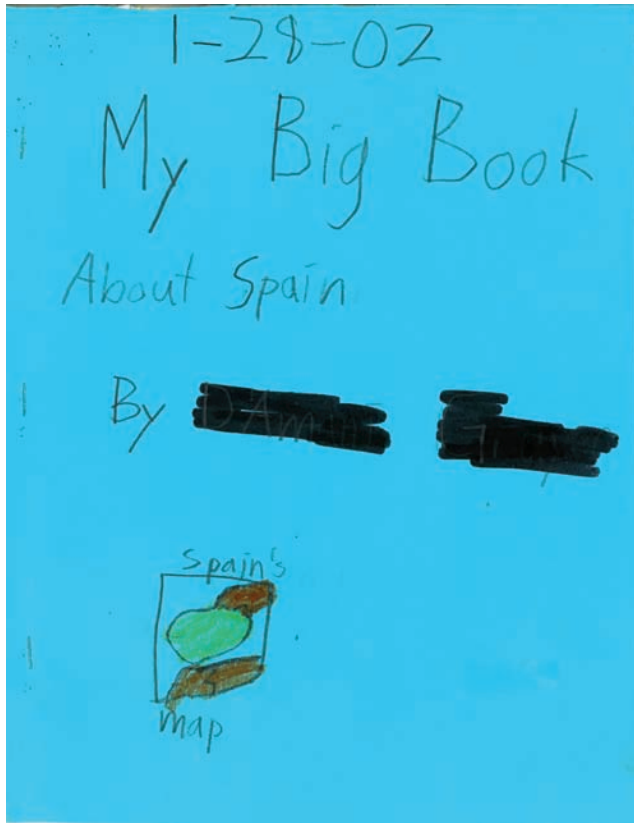
“Glowing Shoes”; “Video Cameras in Classrooms”

Permission to reprint each of the following samples was granted by its author:

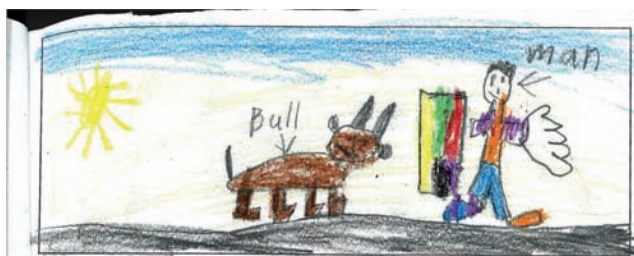
“Freedom From Structure”; “Fact vs. Fiction and All the Grey Space in Between”; “The Making of a Human Voice and How to Use It”

## 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 alot of fiestas. In some of the fiestas they make mask and make special food too. Spain has ball 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 alot 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



Spain's neighbors are France, Andorra, Algeria, Portugal and Morocco. One day when I am a resercher 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

Dad come home he sedi was is that.  
Noys it is my hamster I sedi my  
mom sedi probly the pup he bot  
this hamster was probly men to  
her. 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) wont (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.