

CCSS	Grade 1 Writing Standards	
W.1.1	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.	✓
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	✓
W.1.3	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.	✓
W.1.4	(Begins in grade 3)	
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.	✓
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.	✓
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).	✓
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	✓
W.1.9	(Begins in grade 4)	
W.1.10	(Begins in grade 3)	

Common Core Writing to Texts

Table of Contents

Common Core Standards	Mini-Lessons, Practice, and Assessments	Page
	Introduction	2
	Using This Book	4
W.1.1	Opinion/Argument Writing Mini-Lessons	
	Mini-Lesson 1: Respond to Literature	6
	Mini-Lesson 2: Respond to Informational Text	10
W.1.2	Informative/Explanatory Writing Mini-Lessons	
	Mini-Lesson 3: Respond to Literature	14
	Mini-Lesson 4: Respond to Informational Text	18
W.1.3	Narrative Writing Mini-Lessons	
	Mini-Lesson 5: Respond to Literature	22
	Mini-Lesson 6: Respond to Informational Text	26
W.1.1–W.1.8	Practice Texts with Prompts	
	How to Use Practice Texts with Prompts	30
	1. My Lost Ring (realistic fiction)	32
	2. Luke’s Problem (science fiction)	36
	3. The Camping Trip (realistic fiction)	40
	4. Jack and the Beanstalk (fairy tale)	44
	5. Why Rabbit Has a Short Tail (pourquoi tale)	48
	6. Coco’s Bath (realistic fiction)	52
	7. Baby’s Birthday (poem)	56
	8. Missed the Bus (realistic fiction)	60
	9. The Baby Bird (realistic fiction)	64
	10. The New Fish (fantasy/play)	68
	11. Rain Forests (science text)	72
	12. Dolphins (science text)	76
	13. Maps (social studies text)	80
	14. The Talent Show (newspaper article)	84
	15. How to Care for an Ant Farm (procedural)	88
	16. Desert (digital resource)	92
	17. Helen Keller (biography)	96
	18. The Sun (science text)	100
19. The Pilgrims (social studies text)	104	
20. Get Moving! (science text)	108	
W.1.1–W.1.3, W.1.5	Student Checklists	112
	Rubrics and Assessments	114

Introduction

What Is the Common Core?

The Common Core State Standards are an initiative by states to set shared, consistent, and clear criteria for what students are expected to learn. This helps teachers and parents know what they need to do to help students. The standards are designed to be rigorous and pertinent to the real world. They reflect the knowledge and skills that young people need for success in college and careers.

If your state has joined the Common Core State Standards Initiative, then teachers are required to incorporate these standards into their lesson plans. Students need targeted practice in order to meet grade-level standards and expectations, and thereby be promoted to the next grade.

What Does It Mean to Write to Texts?

One of the most important instructional shifts in the Common Core State Standards is writing to texts, or sources. What exactly does this mean? Haven't standardized assessments always used reading texts as a springboard to writing? Yes, but the required writing hasn't always been **DEPENDENT** on the key ideas and details in a text.

A prompt that is non-text-dependent asks students to rely on prior knowledge or experience. In fact, students could likely carry out the writing without reading the text at all. The writing does not need to include ideas, information, and key vocabulary from the text.

Writing to texts requires students to analyze, clarify, and cite information they read in the text. The writing reveals whether students have performed a close reading, because it is designed to elicit ideas, information, and key vocabulary from the text as well as students' own evidence-based inferences and conclusions. These are all skills that prepare them for the grades ahead, college, the workplace, and real-world applications in their adult daily lives.

An example of a passage with non-text-dependent and text-dependent sample prompts is provided on page 3.

Simple Machines

1. A simple machine is a tool that does work with one movement. It has few or no moving parts.
2. You use simple machines all the time, too. If you have opened a door, eaten with a spoon, cut with scissors, or zipped up a zipper, you have used a simple machine.
3. Life would be very different if we did not have machines. Work would be much harder, and playing wouldn't be as fun.

Standard	Sample Prompt: Non-Text-Dependent	Sample Prompt: Text-Dependent
W.1.1 (Opinion/ Argument)	Do you prefer zippers, buttons, buckles, or another type of fastener for your clothing? Why?	The author makes three claims in the last paragraph. Choose one and tell whether you agree or disagree. Support your opinion with facts from the text.
W.1.2 (Informative/ Explanatory)	Think about a machine you have used to do a task. How did you use it? How did using the machine make the task easier?	Explain what a simple machine is. Use details from the text to support your explanation.
W.1.3 (Narrative)	Write a story in which a character invents a machine that no one has seen or heard of before.	Imagine that all the machines mentioned in the passage disappeared one day. Write a story about how your life was different that day.

Using This Book

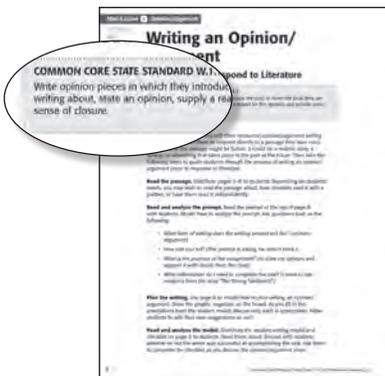
How Does This Book Help Students?

This book is organized into three main sections: Writing Mini-Lessons, Practice Texts with Prompts, and Rubrics and Assessments. All mini-lessons and practice pages are self-contained and may be used in any order that meets the needs of students. The elements of this book work together to provide students with the tools they need to be able to master the range of skills and application as required by the Common Core.

1. Mini-Lessons for Opinion/Argument, Informative/Explanatory, and Narrative Writing

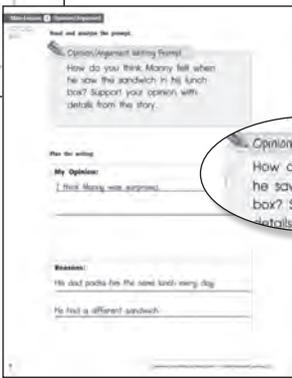
Writing mini-lessons prepare students to use writing as a way to state and support opinions, demonstrate understanding of the subjects they are studying, and convey real and imagined experiences. The mini-lessons are organized in the order of the standards, but you may wish to do them with your class in an order that matches your curriculum. For each type of writing the first mini-lesson covers responding to literature, while the second mini-lesson models how to respond to informational text.

Each mini-lesson begins with a lesson plan that provides step-by-step instruction.



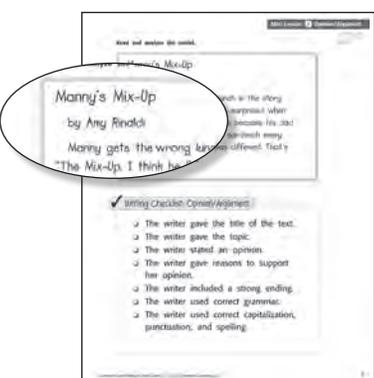
◀ Distribute the passages and prompts. Model how to analyze the prompt. Sample questions are provided to help guide the discussion.

◀ All passages fall within grade-appropriate text-complexity bands as required by the Common Core State Standards. Passages also provide exposure to a variety of genres.



◀ All prompts require a close reading of text and text-dependent responses.

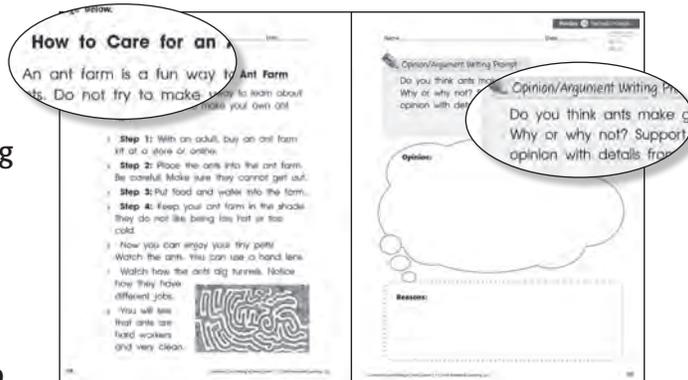
◀ Student model shows how to fill out a graphic organizer to plan a response to the prompt.



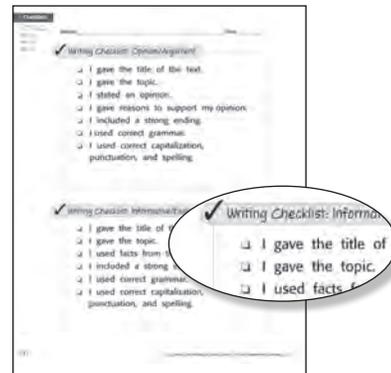
◀ Distribute a grade-level student model response to the prompt. This model is followed by a checklist that students can use to help them analyze how successful the writing is in accomplishing the task.

2. Practice Texts with Prompts

Passages and prompts provide students with real experience writing to a text. Each passage is followed by three text-dependent prompts: Opinion/Argument, Informative/Explanatory, and Narrative. On each prompt page, students are also provided with a graphic organizer to help them plan their writing.



You may wish to assign a particular prompt, have students choose one, or have them execute each type of writing over a longer period of time. For each type of writing, you can distribute a corresponding checklist to help students plan and evaluate their writing.

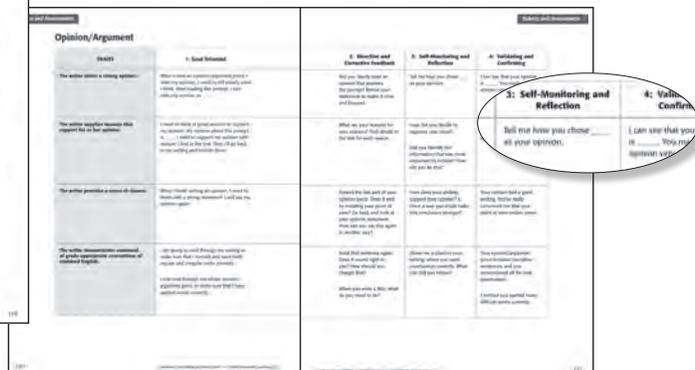
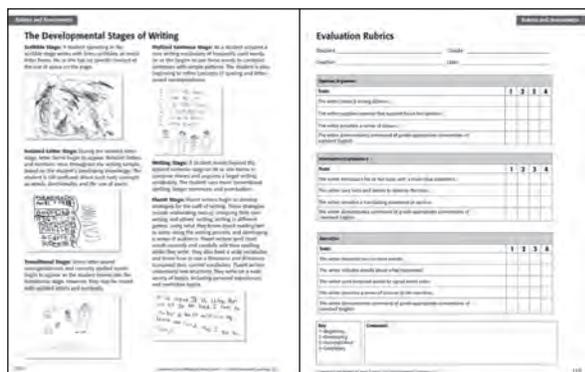


For more information on how to use this section, see page 30. Also see page 115 for how to use the prompts with students in all developmental stages of writing.

3. Rubrics and Assessments

The section includes Evaluation Rubrics to guide your assessment and scoring of students' responses. Based on your observations of students' writing, use the differentiated rubrics. These are designed to help you conduct meaningful conferences with students and will help differentiate your interactions to match students' needs.

For each score a student receives in the Evaluation Rubrics, responsive prompts are provided. These gradual-release prompts scaffold writers toward mastery of each writing type.



Writing an Opinion/ Argument

Mini-Lesson 1: Respond to Literature

COMMON CORE STATE STANDARD W.1.1

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.

Explain to students that an opinion is what someone thinks or believes. It should be supported by facts and details. Tell them that they can write opinion pieces about something they have read. They might have to give an opinion about a realistic story, a fantasy, or something that takes place in the past or the future. Then take the following steps to guide students through the process of writing an opinion/argument piece in response to literature.

Read the passage. Distribute pages 7–8 to students. Depending on students' needs, you may wish to read the passage aloud, have students read it with a partner, or have them read it independently.

Read and analyze the prompt. Read the prompt at the top of page 8 with students. Model how to analyze the prompt. Ask questions such as the following:

- *What form of writing does the writing prompt ask for? (opinion/argument)*
- *How can you tell? (The prompt is asking me what I think.)*
- *What is the purpose of the assignment? (to state my opinion and support it with details from the story)*
- *What information do I need? (I need to use details from the story "The Mix-Up.")*

Plan the writing. Use page 8 to model how to plan writing an opinion/argument. Draw the graphic organizer on the board. As you fill in the annotations from the student model, discuss why each is appropriate. Allow students to add their own suggestions as well.

Read and analyze the model. Distribute the student writing model and checklist on page 9 to students. Read them aloud. Discuss with students whether or not the writer was successful at accomplishing the task. Ask them to complete the checklist as you discuss the opinion/argument piece.

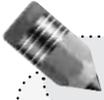
Read the passage below.

The Mix-Up

1. I was very hungry at lunch.
2. I could not wait to eat my sandwich.
3. I eat the same kind every day.
4. Dad puts one in my lunch box each morning.
5. But my sandwich did not look right.
6. I looked at the lunch box.
7. It said Mike, not Manny.
8. I had the wrong lunch!



Read and analyze the prompt.



Opinion/Argument Writing Prompt

How do you think Manny felt when he saw the sandwich in his lunch box? Support your opinion with details from the story.

Plan the writing.

My Opinion:

I think Manny was surprised.

Reasons:

His dad packs him the same lunch every day.

He had a different sandwich.

Read and analyze the model.

Manny's Mix-Up

by Amy Rinaldi

Manny gets the wrong lunch in "The Mix-Up." I think he feels surprised. This is because his dad packs him the same kind of sandwich every day. But on this day it was different. That's why he is surprised.



Writing Checklist: Opinion/Argument

- The writer gave the title of the text.
- The writer gave the topic.
- The writer stated an opinion.
- The writer gave reasons to support her opinion.
- The writer included a strong ending.
- The writer used correct grammar.
- The writer used correct capitalization, punctuation, and spelling.