

English Language Arts KUD Concept Organizer

These **ELA KUD Concept Organizers** are not replacements for teachers' individual unit KUDs. Rather, they are deconstructions of the concepts inherent in each of the Common Core State Standards. These are a resource from which teachers should select appropriate *Knowledge, Understandings, and Dos* (skills) to develop their own unit KUDs to guide planning for instruction.

GRADE 1- Text Types and Purposes Writing Standard 1

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| College and Career Readiness (CCR) Anchor Writing Standard Key Ideas and Details (1): Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | | |
| CCSS – Grade Specific Writing Standard 1: Text Types and Purposes | | |
| Grade K: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). | Grade 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. | Grade 2: Write opinion pieces in which they introduce the topic or book they are writing about, state 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. |
| KNOW (Factual) | UNDERSTAND (Conceptual) | DO (Procedural, Application and Extended Thinking) |
| <ul style="list-style-type: none"> • How to persuade • Reason(s) • Evidence (e.g., examples, facts) • Difference between important and unimportant reasons/facts/examples • Opinion • Resources (e.g., teacher selected) • Effective introduction/hook (e.g., one that includes the writer's opinion) • How to logically order ideas most of the time • Audience | <ul style="list-style-type: none"> • Good persuasive writers address the needs of the audience by giving reasons to support an opinion. • Good authors use model/examples texts to guide them as they compose their own persuasive pieces. | <ul style="list-style-type: none"> • Form an opinion about a topic or a text • Use teacher selected resources to locate and choose facts and/or examples <ul style="list-style-type: none"> • differentiating between important and unimportant reasons • addressing the needs of the audience • Use/select an appropriate writing format • Organize writing with a beginning, middle and end • Write opinion pieces by |

Recursive Strategies:

- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
 - **Development:** The topic, theme, stand/perspective, argument or character is fully developed
 - **Organization:** The text exhibits a discernible progression of ideas.
 - **Style:** The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
 - **Word Choice:** The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
 - **Sentence Formation:** Sentences are complete and varied in length and structure.
 - **Conventions:** Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

Recursive strategies are foundational skills that students should know but may not require an explicit lesson plan.

Often these skills do not appear explicitly in the Common Core State Standards for ELA.

Adopted from the Delaware Department of Education

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| <ul style="list-style-type: none"> • Format choices (e.g., friendly letter, advertisements) • Conclusion/ closure/ concluding statement | | <ul style="list-style-type: none"> • introducing a topic or naming a book • stating an opinion • providing reasons that support the opinion • ordering reasons by importance • providing a sense of closure |
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