

## 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 2**

<b>College and Career Readiness (CCR) Anchor Writing Standard Key Ideas and Details (2):</b>		
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
<b>CCSS – Grade Specific Writing Standard 2: Text Types and Purposes</b>		
<b>Grade K:</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<b>Grade 1:</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some closure.	<b>Grade 2:</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide concluding statement or section.
<b>KNOW (Factual)</b>	<b>UNDERSTAND (Conceptual)</b>	<b>DO (Procedural, Application and Extended Thinking)</b>
<ul style="list-style-type: none"> <li>• Informative/explanatory writing</li> <li>• Topic</li> <li>• Relevant information/facts</li> <li>• Beginning, middle, end</li> <li>• Simple transitions (e.g., first, second, third)</li> <li>• Closure/ending/conclusion (e.g., one that moves beyond <i>The End</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Good informative/explanatory authors provide information to help the reader understand a topic.</li> <li>• Good authors use informative/explanatory writing to communicate information related to real-world tasks.</li> <li>• Good authors use model/example texts to guide them as they compose informative/expository texts.</li> <li>• Good readers and writers write to make meaning of</li> </ul>	<ul style="list-style-type: none"> <li>• Select/name an interesting topic for writing</li> <li>• Provide some facts about the topic</li> <li>• Organize writing with a beginning, middle and end, sequencing the ideas most of the time</li> <li>• Provide some closure/ending</li> <li>• Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some closure</li> </ul>

**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 is fully developed
  - **Organization:** The text exhibits a discernible progression of ideas.
  - **Style:** The writer demonstrates 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.

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