

## 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 3**

<b>College and Career Readiness (CCR) Anchor Writing Standard Key Ideas and Details (3):</b> Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.		
<b>CCSS – Grade Specific Writing Standard 3: Text Types and Purposes</b>		
<b>Grade K:</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<b>Grade 1:</b> 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.	<b>Grade 2:</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
<b>KNOW</b> <b>(Factual)</b>	<b>UNDERSTAND</b> <b>(Conceptual)</b>	<b>DO</b> <b>(Procedural, Application and Extended Thinking)</b>
<ul style="list-style-type: none"> <li>• Narrative writing</li> <li>• Event(s) (topic and situation-what happened. For example, “my dog” is a topic; “my dog ate my homework” is an event)</li> <li>• Relevant details/examples (e.g., how things look, feel, smell, sound, taste)</li> <li>• Temporal/time order words (e.g., first, next, then)</li> <li>• Reaction/response (e.g., Why was the event important? How did the event make you feel?)</li> <li>• Order of events (e.g., beginning, middle, end)</li> <li>• Closure/ending/conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Good authors include details that bring events/people to life for the reader.</li> <li>• Good authors use model/example texts to guide them as they compose their own narrative pieces.</li> <li>• Good authors use narrative elements to tell about events and reflect upon those events.</li> </ul>	<ul style="list-style-type: none"> <li>• Select/identify two or more events to tell about</li> <li>• Provide relevant details about the event (s)</li> <li>• Organize writing in the order in which the events occurred, appropriately sequencing events</li> <li>• Use temporal words to signal event order and transition from one event to another</li> <li>• Provide a sense of closure/ending/conclusion</li> <li>• Write narratives in which they recount two or more appropriately sequenced events, include</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, 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 Delaware Department of Education:

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<ul style="list-style-type: none"> <li>• Forms (e.g., stories, journal entries)</li> </ul>		<p>some details regarding what happened, use temporal words to signal event order, and provide some sense of closure</p>
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