

## Grade 1 Writing

2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Writing - Stage II		
Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.		
1.W.01 - 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. <b>(Essential)</b>	HI-8: writing a short response to a literary selection that connects text to self, text to world, or text to other text.	Literary Response
1.W.02 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <b>(Essential)</b>	HI-3: completing a written summary of the key events or ideas of informational text using simple sentences.	Expository
	HI-4: creating expository text (e.g., labels, lists observations, and journals) using simple sentences based on research, observation, and/or experience.	Expository
1.W.03 - 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>(Essential)</b>	HI-1: writing a narrative or short story that includes a main idea, character, setting and a sequence of events.	Narrative
	HI-7: writing a response to a literary selection that identifies the characters, setting, and sequence of events, main idea, problem and solution.	Literary Response
1.W.04 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3)		

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above). <b>(Essential)</b>		
AZ.1.W.4 - With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose.	HI-2: writing simple rhymes, chants and poetry. <b>(Only in reference to a skill area.)</b>	Narrative
	HI-5: creating a variety of functional texts (e.g., classroom rules, letters, notes, messages, directions, etc.) using complete sentences.	Functional
	HI-6: writing a friendly letter or thank-you note that is organized and uses a proper format (e.g., heading, greeting, body, closing, etc.)	Functional
1.W.05 - 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.06 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		
1.W.07 - 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). <b>(Essential)</b>		
1.W.08 - With guidance and support from adults, recall information from experiences		

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1.W.08 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a		
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<b>Writing - Stage II</b>		
<b>Standard 2: The student will identify and apply conventions of standard English in his or her communications.</b>		
	HI-1: legibly writing all upper and lower case letters and numerals attending to form and spatial alignment.	Penmanship
	HI-2: using mechanics of writing to organize writing.	Penmanship
	HI-3: using common spelling patterns, simple prefixes (re-, un-), suffixes and regular inflectional endings (-ed) to spell words.	Spelling
	HI-4: using resources to spell words.	Spelling
	HI-5: spelling high frequency words.	Spelling
	HI-6: capitalizing the pronoun "I," the first word of a sentence, proper nouns (names, days, months, and titles).	Capitalization
	HI-7: using periods, question marks, exclamation points, commas for items in a series (e.g., eggs, milk, bread, bananas etc.), and apostrophes (possessives, contractions).	Punctuation
	HI-8: using various subjects (common nouns, singular and plural proper nouns, pronouns, possessive nouns and pronouns) in sentences in a variety of writing applications.	Grammar/Parts of Speech

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	HI-9: using verb tenses (i.e., simple-present, past, future; present and past progressive) in a variety of writing.	Grammar/Parts of Speech
	HI-10: using subject-verb agreement in sentences in a variety of writing applications with instructional support.	Grammar/Parts of Speech
	HI-11: using noun, adverbial and/or prepositional phrases in sentences.	Grammar/Parts of Speech
	HI-12: using declarative sentences (S-V, S-V-C, S-V-O), positive (I am tall.) and negative (I am not tall.) sentence construction forms, in a variety of writing applications.	Syntax/Sentence Construction
	HI-13: using interrogative sentences in a variety of writing applications.	Syntax/Sentence Construction
	HI-14: using exclamatory sentences in a variety of writing applications.	Syntax/Sentence Construction
	HI-15: using imperative sentences in a variety of writing applications.	Syntax/Sentence Construction

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<b>Writing - Stage II</b>		
<b>Standard 3: Students use the steps of the writing process as a writing piece moves toward completion.</b>		
1.W.01 - 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. <b>(Essential)</b>		
1.W.02 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <b>(Essential)</b>		
1.W.03 - 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>(Essential)</b>		
1.W.04 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above). <b>(Essential)</b>		
AZ.1.W.4 - With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables, directions, posters) in which	HI-2: determining the purpose and intended audience of a writing piece. <b>(Only in reference to a skill area.)</b>	Pre-Writing

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<p>the development and organization are appropriate to task and purpose.</p>		
<p>1.W.05 - 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.</p>	<p>HI-1: generating ideas through student-led prewriting activities (e.g., advanced graphic organizers, etc.) and student recording of the ideas. <b>(Only in reference to a skill area.)</b></p>	<p>Pre-Writing</p>
	<p>HI-3: writing a student generated draft with a main idea and supporting details in a logical sequence. <b>(Only in reference to a skill area.)</b></p>	<p>Drafting</p>
	<p>HI-4: re-reading a student generated draft orally for clarity and changing or adding relevant details as needed. <b>(Only in reference to a skill area.)</b></p>	<p>Revising</p>
	<p>HI-5: evaluating a student generated draft for the use of word choice and organization with the assistance of teacher, peer, a checklist, or a rubric. <b>(Only in reference to a skill area.)</b></p>	<p>Revising</p>
	<p>HI-6: using simple resources (e.g., word walls, primary dictionaries, conventions checklists, etc.) for reviewing and correcting conventions in a student generated draft. <b>(Only in reference to a skill area.)</b></p>	<p>Editing</p>
<p>1.W.06 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>HI-7: finalizing a student generated piece legibly and accurately for sharing with an intended audience.</p>	<p>Publishing</p>

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1.W.07 - 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). <b>(Essential)</b>		
1.W.08 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
1.W.09 - (Begins in grade 4)		
1.W.10 - (Begins in grade 3)		

<b>2010 AZ English Language Arts Standards (ELA)</b>	<b>English Language Proficiency Standards (ELPS)</b>	
<b>Writing - Stage II</b>		
<b>Standard 4: The students will integrate elements of effective writing to develop engaging and focused text.</b>		
1.W.01 - 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. <b>(Essential)</b>	HI-1: writing student generated text that expresses a main idea.	Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency
	HI-2: writing relevant details that support the main idea in a student generated text.	Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency
	HI-3: organizing student generated text to include a clear beginning, middle, and end.	Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency



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	HI-4: organizing a student generated text using transitional words to indicate a beginning, middle, and end.	Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency
1.W.02 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <b>(Essential)</b>	HI-1: writing student generated text that expresses a main idea.	Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency
	HI-2: writing relevant details that support the main idea in a student generated text.	Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency
	HI-3: organizing student generated text to include a clear beginning, middle, and end.	Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency
	HI-4: organizing a student generated text using transitional words to indicate a beginning, middle, and end.	Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency
1.W.03 - 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>(Essential)</b>	HI-1: writing student generated text that expresses a main idea.	Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency
	HI-2: writing relevant details that support the main idea in a student generated text.	Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency

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	<p>HI-3: organizing student generated text to include a clear beginning, middle, and end.</p>	<p>Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency</p>
	<p>HI-4: organizing a student generated text using transitional words to indicate a beginning, middle, and end.</p>	<p>Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency</p>
<p>1.W.04 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above). <b>(Essential)</b></p>		
<p>AZ.1.W.4 - With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose.</p>	<p>HI-5: organizing a student generated text in a selected format (e.g., friendly letter, narrative, expository text, etc.).</p>	<p>Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency</p>
<p>1.W.05 - 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.</p>		
<p>1.W.06 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>		
<p>1.W.07 - Participate in shared</p>		

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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). <b>(Essential)</b>		
1.W.08 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
1.W.09 - (Begins in grade 4)		
1.W.10 - (Begins in grade 3)		