

Grade: 1		
Writing Claim: Students write to express understandings and using and/or analyzing sources.		
Items designed to measure this claim may address the standards and evidences listed below. Where the standard indicates that guidance and support from adults may be needed, the evidences may not reflect independent student abilities.		
Standards:	Evidences to be measured on PARCC formative assessments. The student's response:	Clarifications:
CCSS.ELA-Literacy.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.	<ul style="list-style-type: none"> • States an opinion in writing. (1) • Includes the topic or name of the book they are writing about when sharing an opinion in writing. (2) • Includes a reason when sharing an opinion in writing. (3) • Provides some sense of closure when sharing an opinion in writing. (4) 	<ul style="list-style-type: none"> ❖ This standard and the evidences are typically elicited by asking students to tell why they think or believe as they do. ❖ At this grade, students often require prompting for all evidences to meet the full demands of the standard. ❖ Students may demonstrate this standard in conjunction with writing standards 2, 5, 6, 7, and 8 and/or reading standards.
CCSS.ELA-Literacy.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.	<ul style="list-style-type: none"> • Names the topic they are writing about in an informational or explanatory writing. (1) • Includes some facts about a topic in an informational or explanatory writing. (2) • Provides some sense of closure in an informational or explanatory writing. (3) 	<ul style="list-style-type: none"> ❖ This standard and the evidences are typically elicited by asking students to tell what they know or understand. ❖ At this grade, students often require prompting for all evidences to meet the full demands of the standard. ❖ Students may demonstrate this standard in conjunction with either writing standard 1, 3, 5, 6, 7, and 8 and/or reading standards.
CCSS.ELA-Literacy.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.	<ul style="list-style-type: none"> • Recounts two or more appropriately sequenced events in a narrative writing. (1) • Includes details regarding what happened in a narrative writing. (2) • Uses temporal words to signal event order in a narrative writing. (3) • Provides some sense of closure in a narrative writing. (4) 	<ul style="list-style-type: none"> ❖ This standard and the evidences are typically elicited by asking students to tell about what happened, and with prompting, to include details and temporal words such as: first, second, then, and/or next. ❖ At this grade, students often require prompting for all evidences to meet the full demands of the standard. ❖ Students may demonstrate this standard in conjunction with writing standards 2, 5, 6, 7, and 8 and/or reading standards.

K-2 reading and writing evidence tables are currently in draft form.

<p>CCSS.ELA-Literacy.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.</p>	<ul style="list-style-type: none"> • Provides writing that is focused on a topic. (1) • Provides a response to questions and suggestions from peers. (2) • Adds details that strengthen writing as needed after review of drafts. (3) 	<ul style="list-style-type: none"> ❖ Students may need guidance and support to meet the evidences for this standard. ❖ Implicit in this standard is the understanding that writing is a process that may include production of multiple drafts. ❖ Students may demonstrate this standard in conjunction with writing standards 1, 2, 3, 6, 7, and 8 and/or reading standards.
<p>CCSS.ELA-Literacy.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</p>	<ul style="list-style-type: none"> • Uses a variety of digital tools to produce and publish writing. (1) • Collaborates with peers to produce and publish writing, using a variety of digital tools. (2) 	<ul style="list-style-type: none"> ❖ Students may need guidance and support to meet the evidences for this standard. ❖ Digital tools may include word processing software, presentation software, grammar and spell checking software, etc. ❖ Students may demonstrate this standard in conjunction with writing standards 1, 2, 3, 5, 7, and 8 and/or reading standards.
<p>CCSS.ELA-Literacy.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).</p>	<ul style="list-style-type: none"> • Participates in shared research and writing projects. (1) 	<ul style="list-style-type: none"> ❖ Shared research and writing projects may require adult support. ❖ Students may demonstrate this standard in conjunction with writing standards 1, 2, 3, 5, 6, and 8 and/or reading standards.
<p>CCSS.ELA-Literacy.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> ❖ Recalls information from experiences to answer questions in writing. (1) ❖ Gathers information from provided sources to answer a question in writing. (2) 	<ul style="list-style-type: none"> ❖ Students may need guidance and support to meet the evidences for this standard. ❖ Students may demonstrate this standard in conjunction with writing standards 1, 2, 3, 5, 6, and 7 and/or reading standards.

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