

Writing Level 1	
Text Types and Purposes	
<i>Student Goal:</i>	<i>What it looks like:</i>
1. 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., <i>My favorite book is...</i>).	<p>Students at Level 1 must be able to express their opinion and demonstrate the ability to share their opinion with others. At Level 1, students learn to dictate their thinking, illustrate their ideas, and write their thoughts across various genres (opinion, informative/explanatory, narrative). In order to do so, students will need multiple opportunities to express opinions and develop writing behaviors.</p> <p>Students will need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking learning centers) that lead to the natural expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA.</p> <ul style="list-style-type: none"> For example, students need to be able to choose words or illustrations to use within their writing that show their thinking. Whether dictating, drawing, or writing, students must be able to articulate their ideas in a way that is purposeful and appropriate to the audience.
2. 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.	
3. 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.	
Production and Distribution of Writing	
4. (Begins at Level 4)	<p>With assistance from adults and peers, students should be able to respond to questions and suggestions about their writing. In order to do so, students need to understand how to add descriptive words to their writing to strengthen their piece. They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (during conferences and peer editing).</p> <p>Students at Level 1 are developing strategies with peers and adults to explore the use of digital tools to publish their writing (use of keyboarding and technology). At this level, students are learning to “log on” to programs, computer stations, and hand-held devices and engage with digital media.</p>
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
Research to Build and Present Knowledge	
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<p>With assistance, students will understand how illustrations help explain the text and discuss similarities and differences in two texts that share the same main idea. At this level, students should also develop the ability to recognize the author’s reasoning by finding support within the text.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> Look at this picture. Can you tell how the author uses this picture to help you understand the topic? What does this picture add to your thinking about what you (we) read? Can you find the reason why the author thinks that...? Can you find the reason why the author believes...? How are these two books showing the same topic in different ways?
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
9. (Begins at Level 5)	
Range of Writing	
10. (Begins at Level 4)	

