

<b>Writing (Level 3)</b>	
<b>Text Types and Purposes</b>	
<i>Student Goal:</i>	<i>What it looks like:</i>
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 o	<p>Students at Level 2 should be able to express their opinion and demonstrate the ability to share their opinion with others. In first grade, students write opinion pieces that clearly state their preferences and supply a reason for their thinking. In doing so, students need multiple opportunities to express opinions and develop writing behaviors.</p> <p>Students need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking learning centers) that lead to the expression of ideas both verbally and in writing: Students will also need a purposeful focus on choice-making throughout ELA.</p> <p>For example, at this level students are expected to be able to select a reason that supports their opinion and be able to share their thinking.</p> <p>Students at Level 2 are required to include both an introduction and a sense of closure or a closing statement in their writing. Students will need to build strategies for introducing concepts (such as beginning with a fact or question) and concluding their thoughts (learning to write a summary statement) when writing. They will begin to use temporal words (now, when, then) to show order of events.</p>
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	
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.	
<b>Production and Distribution of Writing</b>	
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>
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.	
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
<b>Research to Build and Present Knowledge</b>	
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>Students at Level 3 are required to participate in shared research projects. Students will need to understand their role (job on the team) and how they will contribute (work they will do) on the project from beginning to end. Items, such as, task charts, check sheets, and graphic organizers will be helpful to students as they learn to work together.</p> <p>At this level, students are working with provided research. They need to know how to scan the information provided (words, pictures, digital sources) and/or recall from their own background knowledge the pieces they need to answer research questions and take notes. Students do this work with prompting and support.</p>
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)	
<b>Range of Writing</b>	
10. (Begins at Level 4)	

