

## Writing Grade 1 CCCs

For comprehensive views of the relationships of the CCCs to each other, see the Instructional Families at [https://wiki.ncscpartners.org/index.php/Instructional\\_Families](https://wiki.ncscpartners.org/index.php/Instructional_Families).

Writing Families/ Anchor Standards	CCC									
Across Text Types	1.WA.1 With guidance and support from adults, use a variety of digital tools (e.g., word processing, internet) to produce and publish writing, including collaborating with	1.WA.2 Use drawings or visual displays to add detail to written products or oral discussions. 1.SL.5	1.WA.3 Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation. 1.SL.6	1.WA.4 Print upper- and lowercase letters. 1.L.1	1.WA.5 Use frequently occurring nouns in dictating or writing. 1.L.1b	1.WA.6 Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) in writing. 1.L.1b	1.WA.7 Use frequently occurring adjectives in dictating or writing. 1.L.1f	1.WA.8 Use singular and plural nouns with matching verbs in basic sentences. 1.L.1c	1.WA.9 Use verbs to convey a sense of past present or future in writing. 1.L.1e	1.WA.10 Use frequently occurring prepositions (e.g., on, in) in dictating or writing. 1.L.1

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	peers. 1.W.6									
	1.WA.14 Use capitalization of first word in sentence, pronoun "I," dates, and names of people. 1.L.2	1.WA.15 Use end punctuation for sentences. 1.L.2	1.WA.17 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, or when adding captions or simple sentences to illustrations or drawings, including using frequently occurring conjunctions to							

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			signal simple relationships (e.g., 'because'). 1.L.6							
Informational Text	1.WI.a1 Describe factual information about familiar people, places, things, and /or events with relevant details orally or in writing. 1.SL.4	1.WI.b1 Write or select simple statements that name a topic and supply some facts about the topic. 1.W.2	1.WI.c1 When writing information/explanatory texts represent facts and descriptions through the use of illustrations and captions. 1.W.2	1.WI.g1 Present, orally or in writing, factual information about familiar people, places, things, and/or events describing subtopics of larger topics. 1.SL.4	1.WI.h1 Provide a concluding statement or section to a permanent product. 1.W.2	1.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing. 1.W.5	1.HD.g3 With guidance and support from adults, respond to questions and suggestions from others to strengthen writing. 1.W.5	1.HD.g4 With guidance and support from adults, work with a peer to evaluate a permanent product. 1.W.5	1.HD.g2 With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills. 1.W.6	1.WI.d4 Participate in shared research and writing projects (e.g., drawings, visual displays, labels). 1.W.7
	1.HD.c6 Participate in shared	1.WI.a2 With guidance and	1.WI.d1 Identify various sources	1.WI.d2 Use illustrations and	1.WI.d3 With guidance and	1.HD.d2 With guidance and				

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	research or writing projects. 1.W.7	support from adults, recall information (e.g., quote or paraphrase from source) from experiences to answer a question. 1.W.8	(e.g., word wall, book talks, visuals/images, Internet) that can be used to gather information or to answer a question (e.g., How do we find out?). 1.W.8	details in a text to obtain facts and compose information on a topic. 1.W.8	support from adults, gather information (e.g., highlight, take notes) from provided sources to answer a question. 1.W.8	support from adults, recall information from experience that relates to topic within text or answers question. 1.W.8				
Persuasive Text	1.WP.a1 Draw, dictate, or write an idea or opinion about a topic or text. K.W.1	1.WP.a3 Describe familiar people, places, things, and/or events with details orally or in writing. 1.SL.4	1.WP.b1 Use descriptions and details of familiar people, places, things, and/or events to support an	1.WP.f1 Write, draw, or dictate an opinion statement using accurate information as reasoning about a topic or	1.WP.g1 Organize an opinion piece starting with a topical or opinion statement followed by a reason. 1.W.1	1.WP.g2 Write an opinion piece that includes a sense of closure. 1.W.1	1.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen	1.HD.g3 With guidance and support from adults, respond to questions and suggestions from	1.HD.g4 With guidance and support from adults, work with a peer to evaluate a permanent product. 1.W.5	1.HD.g2 With guidance and support from adults, use a writing template, tool, or mentor text to

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			opinion. 1.W.1	book of interest. 1.W.1			n writing. 1.W.5	others to strengthe n writing. 1.W.5		develop writing skills. 1.W.6
	1.WP.a2 With guidance and support from adults, recall informatio n from experienc es to answer a question. 1.W.8	1.WP.e1 With guidance and support from adults, gather informatio n from provided sources (e.g., highlight in text, quote or paraphras e from text or discussion ) to answer a question. 1.W.8								
Literacy Text	1.WL.a3 Describe ideas	1.WL.b1. Describe people,	1.WL.c1 Describe orally or	1.WL.d1 When appropriat	1.WL.d2 Write a narrative	1.WL.f1 Provide a title for	1.WL.g1 With guidance	1.HD.g2 With guidance	1.WL.a1 Generate ideas and	1.WL.a2 With guidance

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	about familiar people, places, things, and/or events with details orally or in writing. 1.SL.4	places, things, and/or events with relevant details. 1.SL.4	in writing a single event or a series of events that includes details about what happened. 1.W.3	e, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next). 1.W.3	that includes a sense of closure. 1.W.3	writing that tells the central idea or focus. 1.W.3	and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing. 1.W.5	and support from adults, use a writing template, tool, or mentor text to develop writing skills. 1.W.6	or opinions when participating in shared writing projects. 1.W.7	and support, recall information from experiences to answer a question. 1.W.8
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