



# Golden Triangle Cooperative

## Standards for ELA Grade 1

### Writing

**MCCS.W**= Montana Common Core Writing Standards

**CCRA.W**= College and Career Readiness Anchor Standards for Writing

**GTCC**= Golden Triangle Coop Curriculum

#### STANDARD 1

##### Text Types and Purposes

STATE STANDARD--MCCS.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.

STATE ANCHOR STANDARD--CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Please read before using the Golden Triangle Curriculum.** We have divided the curriculum into **FACTS, SKILLS, and CONCEPTS**. Students must know facts and then practice skills to internalize the standards. If they have done this, they are ready for the Concepts where students will tackle higher level thinking. When you see the word Understand, you will know that you can decide how you want your students to show that understanding. Do you want them to do a Compare/Contrast activity that would be Analysis or maybe a letter to the editor that would be Evaluation and Analysis? You will have to become acquainted with Bloom's Taxonomy to do justice to the Concepts Section of the curriculum.



### **GOLDEN TRIANGLE CURRICULUM FOR STANDARD 1**

#### **Writing opinion pieces**

##### **Facts:**

**GTCC.1.W.1.1** Identify a book title to write about.

**GTCC.1.W.1.2** Choose a topic to write about.

**GTCC.1.W.1.3** Identify and define what an opinion is.

**GTCC.1.W.1.4** Identify and define what closure is.

##### **Skills:**

**GTCC.1.W.1.5** Develop an opinion about a book or selected topic and formulate a reason for that opinion.

**GTCC.1.W.1.6** Develop a sense of closure for the stated opinion.

**Concepts: At this level students need to be independently competent using objectives**

- GTCC.1.W.1.7 Introduce the topic or book title in a written opinion piece.**
- GTCC.1.W.1.8 State an opinion about the topic or book title in a written opinion piece.**
- GTCC.1.W.1.9 Provide reasoning for an opinion in a written opinion piece.**
- GTCC.1.W.1.10 Create a sense of closure in a written opinion piece.**

STANDARD 2

Text Types and Purposes

STATE STANDARD--MCCS.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.

STATE ANCHOR STANDARD--CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.



**GOLDEN TRIANGLE CURRICULUM FOR STANDARD 2**

**Writing information and explanatory pieces**

**Facts:**

- GTCC.1.W.2.1 Recognize an informative/explanatory text.**
- GTCC.1.W.2.2 Choose an informative/explanatory writing topic.**
- GTCC.1.W.2.3 Identify and define what a fact is.**

**Skills:**

- GTCC.1.W.2.4 Consider supporting facts about an informative/explanatory topic.**
- GTCC.1.W.2.5 Propose an appropriate closure for an informative/explanatory topic.**

**Concepts: At this level students need to be independently competent using objectives.**

- GTCC.1.W.2.6 Write an informative/explanatory text, stating a topic**
- GTCC.1.W.2.7 Write an informative/explanatory text, providing facts.**
- GTCC.1.W.2.8 Write an informative/explanatory text, supplying a sense of closure.**

STANDARD 3

Text Types and Purposes

STATE STANDARD--MCCS.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.

STATE ANCHOR STANDARD--CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.



**GOLDEN TRIANGLE CURRICULUM FOR STANDARD 3**

**Writing narrative pieces**

**Facts:**

- GTCC.1.W.3.1 Identify a personal narrative.**
- GTCC.1.W.3.2 Identify sequence of events.**

**GTCC.1.W.3.3 Identify transitional words**

**GTCC.1.W.3.4 Recognize relevant details.**

**Skills:**

**GTCC.1.W.3.5 Choose a personal experience about which to write.**

**GTCC.1.W.3.6 Select two or more relevant events that correspond to the chosen personal experience.**

**GTCC.1.W.3.7 Reflect on identified experience to provide some sense of closure.**

**GTCC.1.W.3.8 Arrange events in sequential order using appropriate transitional words.**

**GTCC.1.W.3.9 Produce relevant and elaborated details to support events of narrative.**

**Concepts: At this level students need to be independently competent using objectives.**

**GTCC.1.W.3.10 Write a narrative, recounting two or more events with supporting details.**

**GTCC.1.W.3.11 Write a narrative, recounting two or more events using appropriate transitional words.**

**GTCC.1.W.3.12 Write a narrative, recounting two or more events and including a sense of closure.**

**STANDARD 4**

**Production and Distribution of Writing**

STATE STANDARD--MCCS.W.1.4 Begins in grade 3

STATE ANCHOR STANDARD--CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



**GOLDEN TRIANGLE CURRICULUM FOR STANDARD 4**

**Development, organization, and style of writing.**

**Begins in grade 3**

**STANDARD 5**

**Production and Distribution of Writing**

STATE STANDARD--MCCS.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.

STATE ANCHOR STANDARD--CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.



**GOLDEN TRIANGLE CURRICULUM FOR STANDARD 5**

**Focus on topic, Respond to Feedback, and Add Details**

**Facts:**

**GTCC.1.W.5.1 Identify how to focus on a topic.**

**GTCC.1.W.5.2 Identify how to respond to questions and suggestions from peers.**

**GTCC.1.W.5.3 Identify how to add details to strengthen writing.**

**Skills:**

**GTCC.1.W.5.4 Develop and strengthen writing by focusing on a topic.**

**GTCC.1.W.5.5 Develop and strengthen writing by responding to questions and suggestions from peers.**

**GTCC.1.W.5.6 Develop and strengthen writing by adding details.**

**Concepts: At this level students need to be independently competent using objectives.**

**GTCC.1.W.5.7 Understand the process of focusing on a topic and responding to questions and suggestions from peers to add details to strengthen writing.**

**STANDARD 6**

**Production and Distribution of Writing**

STATE STANDARD--MCCS.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.

STATE ANCHOR STANDARD--CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.



**GOLDEN TRIANGLE CURRICULUM FOR STANDARD 6**

**Use digital tools to produce and publish writing**

**Facts:**

**GTCC.1.W.6.1 Use basic digital tool skills.**

**Skills:**

**GTCC.1.W.6.2 Choose appropriate digital tools for producing and publishing writing.**

**Concepts: At this level students need to be independently competent using objectives.**

**GTCC.1.W.6.3 Produce and publish writing individually and with peers, using technology.**

**STANDARD 7**

**Research to Build and Present Knowledge**

STATE STANDARD--MCCS.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). Include sources by and about American Indians.

STATE ANCHOR STANDARD--CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.



**GOLDEN TRIANGLE CURRICULUM FOR STANDARD 7**

**Research including sources by and about American Indians**

**Facts:**

**GTCC.1.W.7.1** Conduct shared research using various sources and tools, including sources by and about American Indians.

**GTCC.1.W.7.2** Examine the format of a variety of texts.

**Skills:**

**GTCC.1.W.7.3** Determine appropriate sources and tools to conduct shared research.

**GTCC.1.W.7.4** Compare the format of a variety of texts.

**GTCC.1.W.7.5** Participate in shared research and writing projects, including sources by and about American Indians.

**Concepts: At this level students need to be independently competent using objectives**

**GTCC.1.W.7.6** Understand how to participate in shared research and writing projects. Include sources by and about American Indians.

**STANDARD 8**

**Research to Build and Present Knowledge**

STATE STANDARD--MCCS.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.

STATE ANCHOR STANDARD--CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.



**GOLDEN TRIANGLE CURRICULUM FOR STANDARD 8**

**Information from experience or from provided sources, including by and about American Indians**

**Facts:**

**GTCC.1.W.8.1** Identify experiences relevant to a given question.

**GTCC.1.W.8.2** Identify source, including sources by and about American Indians.

**Skills:**

**GTCC.1.W.8.3** Gather information from more than one source to answer a question, including sources by and about American Indians.

**GTCC.1.W.8.4** Answer a question using information from experience.

**GTCC.1.W.8.5** Answer a question using information from provided multiple sources.

**Concepts: At this level students need to be independently competent using objectives**

**GTCC.1.W.8.6** Understand how to identify experiences that relate to a given question and then how to gather information from more than one source to do the same. Include sources by and about American Indians.

**STANDARD 9**

**Research to Build and Present Knowledge**

STATE STANDARD--MCCS.W.1.9 Begins at grade 4

STATE ANCHOR STANDARD--CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.



## **GOLDEN TRIANGLE CURRICULUM FOR STANDARD 9**

### **BEGINS AT GRADE 4**

#### STANDARD 10

##### Range of Writing

STATE STANDARD--MCCS.W.1.10 Begins in grade 3

STATE ANCHOR STANDARD--CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



## **GOLDEN TRIANGLE CURRICULUM FOR STANDARD 10**

### **BEGINS IN GRADE 3**