

Grade 1 Writing Standards



GEORGIA

DOMAIN: Texts (T)

II. BIG IDEA: Structures & Style (SS)

Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.

STANDARD K-2.T.SS.1: Organization

Identify and use organizational structures to craft meaning.

Standard Code	Standard	Top Score Writing Lessons
1.T.SS.1.c	Use transition words or phrases, such as once upon a time, next, and last, to sequence events and actions.	16-90

STANDARD K-2.T.SS.2: Craft

Identify and use descriptive and engaging language.

Standard Code	Standard	Top Score Writing Lessons
1.T.SS.2.b	Use descriptive words to craft engaging texts.	16-90

III. BIG IDEA: Techniques (T)

Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.

STANDARD K-2.T.T.1: Narrative Techniques

Identify and use narrative techniques to shape understanding.

Standard Code	Standard	Top Score Writing Lessons
1.T.T.1.e	Use knowledge of narrative techniques (e.g., characters, settings, events) to create texts that share real or imagined experiences and events with a sense of closure.	48-67

STANDARD K-2.T.T.2: Expository Techniques

Identify and use expository techniques to shape understanding.

Standard Code	Standard	Top Score Writing Lessons
1.T.T.2.c	Use knowledge of expository techniques to introduce a topic, supply facts about the topic, and provide a sense of closure.	16-47, 68-79

STANDARD K-2.T.T.3: Opinion Techniques

Identify and use opinion techniques to shape understanding.

Standard Code	Standard	Top Score Writing Lessons
1.T.T.3.c	Use knowledge of opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, and provide two or more reasons to support the opinion with linking words “and” and “because.”	80-90

DOMAIN: Practices (P)

I. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC)

Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.

STANDARD K-12.P.EICC.1: Reader & Writer Identity

Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.

Standard Code	Standard	Top Score Writing Lessons
K-12.P.EICC.1.e	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.	Teacher-directed during modeled and guided practice
K-12.P.EICC.1.f	Develop independence and autonomy as a reader and writer.	Gradual release of responsibility across daily lessons

STANDARD K-12.P.EICC.2: Engagement & Intention

Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.

Standard Code	Standard	Top Score Writing Lessons
K-12.P.EICC.2.a	Share real or imagined experiences by interpreting and constructing texts that tell or include stories.	48-67
K-12.P.EICC.2.b	Explain and learn concepts and processes by interpreting and constructing texts.	16-47, 68-79

STANDARD K-12.P.EICC.4: Writing Processes

Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.

Standard Code	Standard	Top Score Writing Lessons
K-12.P.EICC.4.a	Establish a purpose and goals for writing and identify a target audience.	17, 20, 23, 26, 29, 33, 36, 39, 42, 45, 49, 52, 56, 60, 64, 69, 72, 76, 80, 83, 87
K-12.P.EICC.4.b	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.	17, 20, 23, 26, 29, 33, 36, 39, 42, 45, 49, 52, 56, 60, 64, 69, 72, 76, 80, 83, 87
K-12.P.EICC.4.c	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.	17, 20, 23, 26, 29, 33, 36, 39, 42, 45, 49, 52, 56, 60, 64, 69, 72, 76, 80, 83, 87
K-12.P.EICC.4.d	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.	16-90
K-12.P.EICC.4.e	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.	16-90
K-12.P.EICC.4.f	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.	19, 22, 25, 28, 31, 35, 38, 41, 44, 47, 51, 55, 59, 63, 67, 71, 75, 79, 82, 86, 90
K-12.P.EICC.4.g	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.	19, 22, 25, 28, 31, 35, 38, 41, 44, 47, 51, 55, 59, 63, 67, 71, 75, 79, 82, 86, 90

STANDARD K-12.P.EICC.4: Writing Processes (continued)

Standard Code	Standard	Top Score Writing Lessons
K-12.P.EICC.4.h	Edit the text, ensuring it adheres to the conventions of written language.	19, 22, 25, 28, 31, 35, 38, 41, 44, 47, 51, 55, 59, 63, 67, 71, 75, 79, 82, 86, 90; Grammar: Days 1-84

III. BIG IDEA: Author's Craft (AC)

Students apply knowledge of author's craft to enhance the interpretation and construction of texts.

STANDARD K-12.P.AC.2: Writing Like a Reader

Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.

Standard Code	Standard	Top Score Writing Lessons
K-12.P.AC.2.a	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.	16-90
K-12.P.AC.2.b	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.	16-90
K-12.P.AC.2.d	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.	16-90

STANDARD K-12.P.AC.3: Text Design

Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.

Standard Code	Standard	Top Score Writing Lessons
K-12.P.AC.3.a	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.	16-90
K-12.P.AC.3.b	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.	16-90
K-12.P.AC.3.c	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.	16-90