



Writing Studio

Program Guide

Grade 1

Grade 1

Program Guide

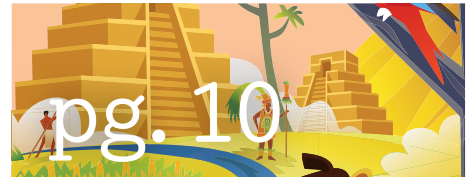


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Welcome to Writing Studio



Welcome to Writing Studio, a companion program to Core Knowledge Language Arts (CKLA™)! Along with the Teacher Guide, this Program Guide contains everything you will need to implement Writing Studio in your classroom.

In developing Writing Studio, we worked with a number of educators and students. Their feedback has been an important part of our development process, but we always welcome additional insights from people using our programs. If you would like to share feedback on how Writing Studio works in your classroom, please feel free to contact us at edsupport@amplify.com.



Program Overview

Writing Studio, the companion writing program to CKLA, builds on the content knowledge developed in CKLA primary instruction, using it as a springboard for students to strengthen and practice their writing skills. With Writing Studio, students in Grades K-5 apply the skills and knowledge they have gained in the core program while focusing deeply on the three CCSS text types—opinion, informative/explanatory, and narrative writing.

Each grade level in Writing Studio consists of seven units: two devoted to each CCSS text type and a culminating unit that presents students with a problem and asks them, with appropriate guidance and scaffolding, to select an appropriate text type with which to respond to that problem. This carefully scaffolded progression helps students become independent writers by building their confidence with writing each text type. The culminating project allows students to apply their knowledge of content domains and each text type to create unique, authentic responses to a writing opportunity.

As a companion program, Writing Studio does not replace CKLA primary instruction, which offers a strong foundation for writing. Rather, it extends that instruction, offering students more opportunities to apply and deepen the content knowledge they gain in CKLA knowledge domains (Grades K–2) and units (Grades 3–5). Writing Studio lessons push students to grapple with content and apply domain vocabulary in new contexts, endowing students with further mastery of domain content.

Writing Studio extends CKLA core instruction with meaningful writing assignments, standards-driven instruction with thorough scaffolding, and extensive models to help students grasp each step of the writing process. Authentic writing projects spark creativity by calling on students to engage deeply with rich topics and sources. Lessons implement careful design and provide rubrics so that students' growth in writing skills can be visibly tracked throughout the year and their elementary school careers.

Why Writing Studio?

A heightened need for Americans with proficiency in written communication, coupled with a limited number of students (24 percent) who demonstrate that proficiency, has created a writing crisis (National Assessment Governing Board, 2016; Graham & Perin, 2007; National Center for Educational Statistics, 2012). In response, many schools have added writing time outside the core ELA block, requiring teachers either to develop additional instruction or to incorporate instruction from writing programs that may not fit well with the strategies and content covered in ELA core instruction. This means that all too often, students receive one of two things: either they have a time for free writing or journaling on the topic of their choice without any additional writing instruction or feedback, or they have writing instruction that does not align with the approaches of their ELA curriculum and that results in cognitive dissonance and overload. Rather than experiencing meaningful instruction that offers opportunities for authentic discourse, students grow disinterested or burn out.

Principles of Effective Writing Instruction

1. Its assignments allow students to draw on topic or content knowledge.

Rationale: Writing and reading about the same topic develops students' skills in both realms and “tends to provide a richer learning experience” (Shanahan, 2013, p. 335). Prior knowledge about a particular topic or content set has been found to predict the proficiency of student writing on that topic or content (Olinghouse, Graham, & Gillespie, 2015).

Where This Principle Is Applied in Writing Studio:

Because Writing Studio is a companion program to CKLA primary instruction, each unit aligns to CKLA content domains, offering students the opportunity to write on topics about which they already know a great deal. For more information on this element of Writing Studio, please see The Core Connection, which appears later in this guide.

2. It includes explicit instruction in the writing text types.

Rationale: Olinghouse, Graham, & Gillespie (2015) conclude that discourse knowledge—which includes conventions of writing text types—predicts the proficiency of student writing regardless of the writing topic. Shanahan concurs that teaching students about generic convention by modeling in specific text types is an effective approach to writing instruction (2013). Graham et al. (2012) advocate a gradual release model of writing instruction that includes explicit discussion of text type conventions.

Where This Principle Is Applied in Writing Studio:

Writing Studio devotes two instructional units per grade to each CCSS text type. Students learn not only to write opinions, narratives, and informative writing; they learn the essential elements of each text type and how they compare to and contrast with the other types. Writing Studio lessons also inform students about how these text types may be used for various purposes and audiences.

3. It instills rhetorical flexibility.

Rationale: Authentic writing opportunities arise from many aspects of life, but they rarely contain explicit instructions. More often, writing opportunities appear in the form of problems to be solved: how to increase a customer base, change a law, or recruit a new colleague to your business. In most cases, writers must consider the purpose and audience of writing in order to determine the genre or text type best suited to that purpose and audience. Writing assessments increasingly take a similar approach, not asking students to write a specific kind of text (such as a narrative, opinion, or informative piece) but instead presenting a writing opportunity and expecting students to possess enough rhetorical awareness to select an appropriate text type. The National Assessment of Educational Progress (NAEP) writing framework reinforces this need, as “rhetorical flexibility” is one of its “key features” (National Assessment Governing Board, 2016 p. vi).

Where This Principle Is Applied in Writing Studio:

The final, culminating unit in each grade of Writing Studio specifically targets this principle by presenting students with a writing opportunity and asking them, with appropriate scaffolding, to select the text type with which they will respond to that opportunity. For further discussion of this culminating task, see Purposeful Writing later in this guide.

4. It provides students with models of exemplar texts and explicit modeling of the writing strategies used to produce those texts.

Rationale: See Shanahan (2013) for a discussion of modeling with exemplar texts. Graham et al. (2012) advocate a gradual release model of writing instruction that includes seeing a teacher model writing within a text type. For additional discussion of the role of model texts aligned to student writing aims, see Graham & Perin (2007).

Where This Principle Is Applied in Writing Studio:

Writing Studio instruction includes extensive modeling of each CCSS text type. Thorough exemplars are provided to equip teachers in demonstrating the skills before students apply them to their own writing. For further discussion of the modeling in Writing Studio, please see Writing Studio Structure: Within a Lesson—Lesson Structure later in this guide.

5. It incorporates strategies for approaching different elements of the writing process.

Rationale: In a meta-analysis of instructional approaches to writing, Graham & Perin (2007) found that explicitly teaching such process-based strategies held a greater positive effect on student writing than any other factor they evaluated.

Where This Principle Is Applied in Writing Studio:

Writing Studio students receive explicit instruction in and modeling of various aspects of the writing process in each text type. Teachers not only explain each step of the process; they also demonstrate the process with exemplar texts. For example, before students revise their own writing, they see teachers model revision strategies in authentic texts produced specifically for Writing Studio instruction.

6. It requires students to work collaboratively.

Rationale: Graham et al. (2012) advocate a gradual release model of writing instruction that includes collaborative planning and, depending on grade level, production of writing. Boscolo & Gelati recommend collaborative writing as a means of developing student engagement in writing activities (2013). Graham & Perin (2007) determined that collaborative writing “activities have a strong impact on the quality of what students write” (p. 466).

Where This Principle Is Applied in Writing Studio:

In each text type, students work in whole groups, small groups, and pairs before producing work independently.



Writing Studio
Teacher Guide

Writing Studio Components

- The Teacher Guide includes instruction for an entire grade of Writing Studio lessons.
- The Program Guide includes
 - Program Overview
 - Pacing Guide
 - Teacher Resources
 - Projectable versions of instructional materials
 - Standards-based rubrics for each CCSS text type
 - Blackline Masters of student Activity Pages
- Each lesson contains citations for the aligned CCSS writing standard. Alignment charts for the entire Writing Studio program are available on the CKLA website.

The Core Connection

Writing Studio builds on CKLA students' rich content knowledge to further develop their writing abilities, approaching writing and reading as interconnected tasks. Writing Studio expands and deepens CKLA's extensive writing instruction, offering additional writing opportunities aligned to each CCSS writing standard. Diverse and engaging writing activities allow students to hone and highlight what they have learned from content domains in primary instruction, which prepares them for the authentic writing with real-world stakes that they will tackle in subsequent grades.

Each Writing Studio unit aligns to a specific CKLA content domain, ensuring that students not only have a reason for writing but also have something to say. Writing Studio activities equip students to express and share the rich content they have learned and explore content knowledge in new ways, gaining additional mastery of both writing skills and core content knowledge. The alignment of Writing Studio activities and CKLA content domains equips students to craft engaging and authentic written work. Students recognize that they have important things to say, and they gain the ability to communicate those things to a range of audiences for many different purposes.

Writing Studio aligns with CKLA 1st Edition in Grades K–2 and CKLA 2nd Edition in Grades K–5. In Grades K–2, Writing Studio aligns to domains within the Knowledge Strand. Because each grade has seven Writing Studio units, teachers have instructional flexibility for extending the content of domains and units without a corresponding Writing Studio unit.

As a companion program to CKLA, Writing Studio helps students extend and apply the extensive content knowledge they gain from primary instruction. Writing Studio offers many new ways for students to access or apply content knowledge. For example, in Grade 4, CKLA students learn about poetry in Unit 3 of primary instruction. That unit's writing activities ask students to apply that knowledge by writing their own poems. In the Writing Studio aligned to this unit, students further develop their knowledge of poetry for a new purpose: to create informative texts that explain the elements of a poem. Therefore, students who receive both primary and Writing Studio instruction practice thinking about the core content in different ways, gaining more depth and breadth in understanding that content.

Writing Studio Alignment

Shaded domains and units align to a Writing Studio unit.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Nursery Rhymes and Fables	Fables and Stories	Fairy Tales and Tall Tales	Classic Tales: <i>The Wind in the Willows</i>	Personal Narratives	Personal Narratives
The Five Senses	The Human Body	Early Asian Civilizations	Animal Classification	Empires in the Middle Ages	Early American Civilizations
Stories	Different Lands, Similar Stories	The Ancient Greek Civilization	The Human Body: Systems and Senses	Poetry	Poetry
Plants	Early World Civilizations	Greek Myths	The Ancient Roman Civilization	Eureka! Student Inventor	Adventures of Don Quixote
Farms	Early American Civilizations	The War of 1812	Light and Sound	Geology	The Renaissance
Native Americans	Astronomy	Cycles in Nature	The Viking Age	Contemporary Fiction with excerpts from <i>The House on Mango Street</i>	The Reformation
Kings and Queens	The History of the Earth	Westward Expansion	Astronomy: Our Solar System and Beyond	American Revolution	Shakespeare's <i>A Midsummer Night's Dream</i>
Seasons and Weather	Animals and Habitats	Insects	Native Americans: Regions and Cultures	Treasure Island	Native Americans
Columbus and the Pilgrims	Fairy Tales	The U.S. Civil War	Early Explorations of North America		Chemical Matter
Colonial Towns and Townspeople	A New Nation: American Independence	Human Body: Building Blocks and Nutrition	Colonial America		
Taking Care of the Earth	Frontier Explorers	Immigration	Ecology		
Presidents and American Symbols		Fighting for a Cause			

Writing Studio Structure

Across the Writing Studio Program

Each grade of Writing Studio contains seven units: two units dedicated to each CCSS writing text type (opinion, informative/explanatory, and narrative), followed by a cumulative unit in which students select the text type they believe to be best aligned to a particular writing purpose and audience. Each unit contains eight 30-minute lessons for a total of 56 Writing Studio lessons per grade level.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Unit 1	Introducing Opinion Writing	Introducing Narrative Writing	Introducing Narrative Writing	Introducing Narrative Writing	Introducing Narrative Writing	Introducing Informative Writing
Unit 2	Developing Opinion Writing	Developing Narrative Writing	Developing Narrative Writing	Introducing Opinion Writing	Introducing Informative Writing	Introducing Opinion Writing
Unit 3	Introducing Narrative Writing	Introducing Opinion Writing	Introducing Opinion Writing	Introducing Informative Writing	Introducing Opinion Writing	Introducing Narrative Writing
Unit 4	Developing Narrative Writing	Developing Opinion Writing	Developing Opinion Writing	Developing Informative Writing	Developing Narrative Writing	Developing Opinion Writing
Unit 5	Introducing Informative Writing	Introducing Informative Writing	Introducing Informative Writing	Developing Narrative Writing	Developing Informative Writing	Developing Informative Writing
Unit 6	Developing Informative Writing	Developing Informative Writing	Developing Informative Writing	Developing Opinion Writing	Developing Opinion Writing	Developing Narrative Writing
Unit 7	Purposeful Writing	Purposeful Writing	Purposeful Writing	Purposeful Writing	Purposeful Writing	Purposeful Writing

Writing Studio units offer a clear progression through the text types in each grade. Grades K–2 introduce and establish the key elements of each text type, allowing students to gain comfort and confidence writing narratives, opinions, and informative texts about a content domain. Grade 3 instruction helps students explore a text type and domain knowledge introduced in CKLA primary instruction, while Grades 4–5 equip students to apply their domain knowledge and deep familiarity with text types to write in several different ways about the same general subject.

In Grades K–2, students always encounter the two units on each text type consecutively, allowing them extended immersion in that text type. This deep dive into each text type helps students build a thorough understanding of each kind of writing.

In Grades 3–5, students complete all units introducing the text types before moving to the units in which they deepen their knowledge of the text types. This requires upper elementary students to demonstrate greater retention of discourse knowledge, including knowledge about texts types and their conventions. By spiraling this content across the school year, Writing Studio helps students master this knowledge and also reinforces a reality students increasingly face: people are rarely asked to produce only one type of writing at a time, and often they face writing challenges in which genres are not neatly subdivided—or even named. Indeed, even many standardized writing assessments require students to produce writing in several different text types in a single test. By asking students to return to a text type throughout the year, and by teaching them to write about different content domains in several different text types, Writing Studio prepares students for the rigorous writing demands they will face as they move toward college and career.

Purposeful Writing

In each grade, Writing Studio culminates with a unit, *Purposeful Writing*, that presents students a writing opportunity tied to a specific purpose and/or audience. Students consider the writing opportunity, then determine which writing text type they will use

to respond. For example, students in Kindergarten consider what would most interest their family members in the American presidents: a story about a president, a biography of a president, or an opinion piece about a student's favorite president.

This unit is not designed to push students to select a particular text type; indeed, the prompts are crafted in such a way that any CCSS text type could work well. Rather, this challenge requires that students apply their knowledge of each text type and of rhetorical situations in order to consider how to align their writing with the purpose and audience for which it is being produced. By instilling this kind of “rhetorical flexibility” (National Assessment Governing Board, 2016, p. vi), Writing Studio equips students for the more advanced writing opportunities they will encounter later in their academic careers, such as the PARCC assessment and other standardized writing assessments that prompt students to write essays for a specific purpose without naming the text type that must be used in a response.

Although students apply their text type selection in the culminating unit, the entire Writing Studio program prepares them for this choice by instilling awareness of the CCSS text types and the rhetorical elements involved in each writing opportunity. Writing Studio instruction also instills deeper understanding so that students learn, over time and with support, how to align text type with the audience and purpose of writing. In the culminating unit, rather than command students to write a narrative, opinion, or informative/explanatory piece, the Writing Studio program empowers students to draw on the extensive knowledge they have gained and make their own decision about their writing. In Writing Studio, students learn not only how to write each text type but how to determine thoughtfully which text type will be most appropriate to each writing opportunity they encounter. This prepares them for writing in later grades and equips them to align their writing to a discipline-specific task, purpose, or audience.

Text Types Across Grades

In keeping with the CCSS standards, Writing Studio tasks gain increasing complexity as students advance from Kindergarten through Grade 5. However, by establishing consistent approaches to the writing process, Writing Studio allows students to work within a known framework and focus on developing their writing skills rather than learning new instructional routines. Many Writing Studio lessons incorporate the same kind of graphic organizers students already use in core instruction. For example, many units ask students to use a story map to plan narratives. The story maps students use in Grade 2 resemble those used in Grade 5, but the organizer gains complexity in conjunction with the CCSS writing standards.

Grade 2

 Title	
 Character(s)	 Setting(s)
 Plot	Beginning
	Middle
	End
 Final Thought	
Fill in the blank to indicate where your narrative should include concrete words and details to describe things:	

Grade 5

Title:	
Character you are writing about:	
Problem or conflict in the story:	
Additional characters:	
Setting:	
Plot	Beginning
	Middle
	End

Final Thought:
List some temporal words you will use in your narrative:
List at least one place where your narrative will include dialogue:
List where you should include descriptive words to show how the character felt about or reacted to the events in the story:

Writing opportunities also build across grades, preparing students to craft more sophisticated and nuanced texts as they gain discourse knowledge. For example, Kindergarten students learning about narratives use their own experiences and content knowledge on the seasons to write stories about a perfect day in a particular season. Grade 1 students retell familiar tales in the form of narratives. In Grade 2, students apply their knowledge of domain content and of character development and other text features to craft narratives that describe a character's experience during the War of 1812. Grade 3 students further develop those analytical skills by writing new scenes for narratives they have read in core instruction lessons. Students in Grade 4 synthesize content and discourse knowledge in myths that people in the early twentieth century might have used to explain the discovery of ocean fossils on Mount Everest. Writing Studio's narrative writing instruction culminates in Grade 5, where students apply their critical reading of *Adventures of Don Quixote* to write narratives about how Don Quixote might act if he came to their elementary schools.

As illustrated, Writing Studio students learn to write about a wide range of topics in each text type. Therefore, they are not just writing narratives about narrative texts; they also learn to write narratives about informational content. Similarly, they write opinions and informative/explanatory texts about a range of content, including informational and literary subjects. This prepares students to communicate about any topic in a range of forms, and it also makes them better readers, equipped to grapple with texts of all kinds. For example, they learn that someone can write about a narrative in each text type: a summary of a book (informative/explanatory text), a book review (opinion), or a story about the time they read a particular book (narrative). Thus, Writing Studio prepares students for reading challenges (including assessments that present paired texts on a single topic) even as it trains students to grapple with many different writing challenges.

Within a Text Type

Writing Studio's two-unit model of instruction on every CCSS text type instills deep familiarity in the conventions and features of each text type. Within each text type, students complete a pre-assessment, observe extensive modeling of relevant strategies for various steps of the writing process, practice those steps, and draft numerous texts in a gradual-release model that incorporates whole group, small group, and independent practice. Each developing unit culminates with students independently producing a text that may be evaluated with the relevant rubric and compared to the pre-assessment to assess student growth on the CCSS writing standards for that text type.

Within a Lesson

Each Writing Studio unit contains eight 30-minute lessons; some lessons contain suggestions for extension activities.

Writing Studio lessons typically reflect a consistent instructional routine that

- highlights connections to primary instruction and background knowledge
- offers instruction on a key component of the writing process, such as planning, research, drafting, revising, editing, and publishing
- allows students time to apply and practice the content knowledge acquired during primary instruction and the writing process skills instilled in Writing Studio instruction
- provides opportunities for reflection, sharing student work, and metacognition

Writing Studio lessons contain many of the same components as lessons in CKLA primary instruction.

Primary Focus Statements

Primary Focus statements identify the lesson objective and the corresponding CCSS writing standards.

PRIMARY FOCUS OF LESSON

Students compose a narrative about Don Quixote visiting their elementary school. [W.5.3, W.5.3a, W.5.3b, W.5.3e]

Formative Assessment Opportunities

Each lesson contains multiple opportunities for formative assessment.

Check for Understanding moments allow teachers to assess instruction in the moment.



Check for Understanding

Ask students to explain the elements necessary in a narrative.

- » Narratives should include characters who experience and react to a series of events (the plot). Narratives should include good description, and they may also include some dialogue and careful pacing.

The Formative Assessment Table identifies work students produce within the lesson that may be used for formative assessment.

FORMATIVE ASSESSMENT

Activity Page 6.1 Drafting Paper Students compose a narrative about Don Quixote visiting their elementary school. [W.5.3, W.5.3a, W.5.3b, W.5.3e]

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Narrative Writing (30 min.)			
Connecting Narrative Elements	Whole Group	2 min.	
Modeling: Drafting Narratives	Whole Group	7 min.	<input type="checkbox"/> Completed Story Map for “Mia Meets Otis” <input type="checkbox"/> “Mia Meets Otis”
Drafting Narratives	Independent	18 min.	<input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> Activity Page 6.1
Wrap-Up	Whole Group	3 min.	

Lesson Segments

Writing Studio lessons typically contain four main elements, each identified in the Lesson at a Glance table.

- In the Connections section, students complete activities that prepare them for the lesson’s main activity. Depending on the lesson objective, students may use the Connections activity to review content knowledge, describe the work they did in a previous lesson and prepare to connect it to the next step of the writing process, access discourse knowledge, or perform other tasks that will equip them to fulfill the lesson objective.
- In the Modeling section, teachers demonstrate one aspect of the writing process, using exemplar texts. For example, teachers may demonstrate how to start drafting a narrative using a story map on which they planned that narrative in a previous lesson. This section is identified by the word *Modeling* before a description of the activity modeled, e.g., *Modeling: Drafting Narratives*.

Exemplar texts often develop throughout a unit of instruction. For example, in Grade 5, Unit 3, *Introducing Narrative Writing*, the first exemplar, in Lesson 2, introduces students to a character named Mia. In Lesson 3, teachers model planning a new narrative

about Mia using a blank story map as a graphic organizer. In Lesson 4, teachers use that story map to model how to draft a narrative from notes on a graphic organizer, and an exemplar narrative is included in the Lesson. In Lessons 7 and 8, teachers model how to revise the exemplar narrative based on feedback. In each case, the exercise modeled aligns to the work students practice later in the lesson.

- The student practice section of each lesson allows students to apply what they observed in the Modeling section. For example, students may start drafting their own narratives using a story map on which they planned that narrative.

Although this section of the lesson is designed for student practice, it is typically titled for the activity being practiced, e.g., *Drafting Narratives*, and aligned to the lesson’s primary focus objective.

- The Wrap-Up section allows students to review the work they have completed, asks them to conduct metacognitive activities reflecting on that work, or provides information needed for the following lesson.

ping from his chair. "I hear a voice,
y. There's a ghost in this school!"
outed that the classroom had
without him.

d if their narratives include the following:

an Don Quixote

sson they will continue drafting their
l more words to create good descriptions

End Lesson

Challenge

Ask students to incorporate temporal words to help show pacing in their narratives.

Support

Guide students in drafting complete sentences and paragraphs from the notes on their story map.



Access

Entering/Emerging

In a preteaching session, have students narrate the events on their story maps to a peer or teacher.

Transitioning/Expanding

In a preteaching session, have students narrate the events on their story maps to small group.

Bridging

In a preteaching session, have students narrate the events on their story maps to others.

Differentiation

Writing Studio lessons allow teachers to differentiate through Support and Challenge prompts for all students and Access Supports for English Language Learners (ELLs).

Lesson Facilitation

The following notes contain suggestions for lesson facilitation.

- Teachers should review each unit prior to beginning instruction. In some cases, teachers will want to decide in advance how to approach specific lessons. For example, culminating lessons may outline possibilities for publishing student work, but teachers are encouraged to adapt these as desired to take advantage of their specific classroom situation.
- An Advance Preparation section in each lesson alerts teachers to any materials they need to prepare prior to instruction.
- Universal Access suggestions identify strategies teachers may use to help all students access instructional content.
- Exemplar texts are provided for the Modeling activities, but teachers may wish to customize these. Please note that these exemplars often develop across lessons, so if you replace an exemplar in one lesson, you may need to update the other exemplars throughout the unit. Teachers will often draft or display an exemplar in one lesson, then continue to display it in subsequent lessons, so it is advisable not to get rid of these documents without previewing the entire unit.
- Although all Writing Studio units align to CKLA core content domains, some specific lessons directly incorporate materials from primary instruction. These materials, which include Flip Books and Image Cards, are highlighted within Advance Preparation sections.

Writing Studio and Classroom Technology

As part of its fulfillment of each CCSS writing standard, the Writing Studio Program provides suggestions for incorporating technology in writing instruction. However, because each school and classroom has different technologies available to it, Writing Studio lessons also include suggestions for adapting digital instruction so that students may work on paper.

If your students have access to individual devices, either in the school computer lab or in the classroom, they may compose work on word processors rather than the drafting paper specified in many lessons.



Assessment



Research shows that using a variety of assessment methods best equips teachers to monitor and evaluate student progress in writing (Troia, 2013). Accordingly, Writing Studio contains a multi-tiered approach to assessing student writing and evaluating students' growth as writers. Pre-assessment, formative, summative, and benchmark assessment opportunities appear throughout the program.

Each text produced in Writing Studio is assessed by a standards-based rubric, which appears in Teacher Resources. Each piece of writing within a text type is assessed with the same rubric, rendering student progress within that text type readily apparent.

Writing Studio rubrics emerge from the corresponding Common Core writing standards for the relevant text type. Students are evaluated on ideas, organization, and conventions; in each category, they are marked as basic, proficient, or advanced—the same “Achievement Level Descriptions” used by the NAEP Writing Framework (National Assessment Governing Board, 2016). Students who participate in Writing Studio across multiple years of schooling will generate assessment data that records their growth relative to grade-specific writing standards over time.

It is important to note that while Writing Studio rubrics do generally consider developmentally appropriate writing conventions, the emphasis in Writing Studio is on content and organization—having something to communicate and understanding the best rhetorical choices for communicating it to a specific audience and purpose—rather than on grammar and mechanics. While CKLA primary instruction does include substantial instruction on these skills, they are not a specific focus of Writing Studio. Instead, Writing Studio follows a similar approach to the NAEP writing framework, which prioritizes the meaning of a written text over its grammatical or mechanical correctness (National Assessment Governing Board, 2016).

Writing Studio rubrics for each text type build across grades, enabling teachers to evaluate student growth throughout their elementary school careers.

Kindergarten Writing Rubric: Opinion Writing			
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>) [W.K.1]			
	Advanced	Proficient	Basic
Ideas	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • an opinion or preference about the topic • a reason for the opinion 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • an opinion or preference about the topic 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • an opinion or preference about the topic
Organization	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • words or phrases that clearly state the topic • words or phrases that clearly state the opinion about the topic 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • drawings, words, or dictation that identifies the topic • drawings, words, or dictation that identifies the opinion about the topic 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • drawings, words, or dictation that identifies the topic • drawings, words, or dictation that identifies the opinion about the topic
Conventions	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete sentences 	<p>The writing contains:</p> <ul style="list-style-type: none"> • a combination of writing, drawing, and/or dictation 	<p>The writing does not contain:</p> <ul style="list-style-type: none"> • a combination of writing, drawing, and/or dictation that demonstrates understanding of the topic or writing type

Third Grade Writing Rubric: Opinion Writing

Write opinion pieces on topics or texts, supporting a point of view with reasons. **[W.3.1]**

- a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **[W.3.1a]**
- b) Provide reasons that support the opinion. **[W.3.1b]**
- c) Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. **[W.3.1c]**
- d) Provide a concluding statement or section. **[W.3.1d]**

	Advanced	Proficient	Basic
Ideas	The composition <ul style="list-style-type: none"> • states an opinion about a topic or text • supports the opinion with reasons • demonstrates awareness of audience and purpose 	The composition <ul style="list-style-type: none"> • states an opinion about a topic or text • supports the opinion with reasons 	The composition does not do one or more of the following: <ul style="list-style-type: none"> • state an opinion about a topic or text • support the opinion with reasons
Organization	The composition <ul style="list-style-type: none"> • introduces a topic and opinion about that topic clearly and in an engaging fashion • creates a logical organizational structure for listing reasons • provides a concluding statement that connects the topic to a big question or the purpose for writing 	The composition <ul style="list-style-type: none"> • introduces a topic and opinion about that topic • groups related reasons together • provides a concluding statement or section 	The composition does not do one or more of the following: <ul style="list-style-type: none"> • introduce a topic and opinion about that topic • group related reasons together • provide a concluding statement or section
Conventions	The composition <ul style="list-style-type: none"> • uses linking words and phrases to connect opinions and reasons • Uses language to add subtlety through connotative meanings 	The composition uses linking words and phrases to connect opinions and reasons.	The composition does not use linking words and phrases to connect opinions and reasons.

Fifth Grade Writing Rubric: Opinion Writing

Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **[W.5.1]**

- a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **[W.5.1a]**
- b) Provide logically ordered reasons that are supported by facts and details. **[W.5.1b]**
- c) Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*). **[W.5.1c]**
- d) Provide a concluding statement or section related to the opinion presented. **[W.5.1d]**

	Advanced	Proficient	Basic
Ideas	<p>The composition</p> <ul style="list-style-type: none"> • states an opinion about a topic or text • supports the opinion with reasons that are themselves supported by facts and details • demonstrates awareness of audience and purpose 	<p>The composition</p> <ul style="list-style-type: none"> • states an opinion about a topic or text • supports the opinion with reasons that are themselves supported by facts and details 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • state an opinion about a topic or text • support the opinion with reasons that are themselves supported by facts and details
Organization	<p>The composition</p> <ul style="list-style-type: none"> • introduces a topic or text and opinion about that topic or text clearly and in an engaging fashion • logically groups related ideas in an organizational structure that supports the writer's purpose • arranges reasons for the opinion in a logical order • provides a concluding statement or section related to the opinion presented and to the audience or purpose for writing 	<p>The composition</p> <ul style="list-style-type: none"> • introduces a topic or text and opinion about that topic or text clearly • logically groups related ideas in an organizational structure that supports the writer's purpose • arranges reasons for the opinion in a logical order • provides a concluding statement or section related to the opinion presented 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • introduce a topic or text and opinion about that topic or text clearly • logically group related ideas in an organizational structure that supports the writer's purpose • arrange reasons for the opinion in a logical order • provide a concluding statement or section related to the opinion presented
Conventions	<p>The composition</p> <ul style="list-style-type: none"> • links opinion and reasons using words, phrases, and clauses • uses language to add subtlety through connotative meanings 	<p>The composition</p> <ul style="list-style-type: none"> • links opinion and reasons using words, phrases, and clauses 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • link opinion and reasons using words, phrases, and clauses

Pre-assessment

Writing Studio instruction in each text type begins with a pre-assessment, located in Lesson 1 of each “Introducing” unit. By design, students complete this pre-assessment prior to receiving specific Writing Studio instruction in the CCSS text type. In some cases, the lesson offers a brief review of background concepts, but typically students receive a writing prompt and complete the pre-assessment without substantial instruction. While teachers should ensure that students understand the prompt, they should not offer additional time for writing. They should also not provide students with scaffolding or support during the pre-assessment, as this activity aims to establish a student’s baseline performance within the text type prior to Writing Studio instruction.

Pre-assessments should be evaluated with the appropriate rubric from the Teacher Resources, but they should not be assigned a formal grade. Teachers may use the evaluation to determine the best kind of support and differentiation to offer individual students as they work on writing the text type that has been pre-assessed. Teachers will use the same rubric to evaluate each assignment within a text type, which facilitates the monitoring of student progress in that text type throughout the Writing Studio program.

Formative Assessment

Each Writing Studio lesson offers opportunities for formative assessment of student understanding and mastery. Lessons include in-the-moment opportunities for assessment, including Check For Understanding opportunities. Teachers may gather observational data on student performance in whole and small group work, and they may also wish to collect the Activity Pages students complete for various steps of the writing process. Students also produce multiple texts within each text type, and these offer additional opportunities to conduct formative assessment to monitor student progress on writing that text type.

Teachers may evaluate student work in progress and offer actionable feedback on how students may improve their writing. For example, if students struggle in planning or researching their essays, it is likely that they will struggle to write successful essays. By reviewing formative assessment items, such as the graphic organizers or Activity Pages on which students research and plan, teachers may prepare appropriate intervention before students complete drafting their final work.

Summative Assessment

• Within Each Text Type

In each “Developing” unit, students produce a piece of informative, opinion, or narrative writing. These texts should be evaluated with the appropriate rubric. Because each assignment within a text type is evaluated with the same rubric (e.g., all Grade 3 opinion essays are assessed with the Third Grade Writing Rubric: Opinion Writing), teachers may easily compare the final writing produced within the text type with the pre-assessment for that text type in order to measure student growth throughout the Writing Studio program.

• Rhetorical Flexibility

By presenting students with an authentic writing task and asking them to determine the best text type for responding to that task, Writing Studio’s final unit, Unit 7, offers students a unique rhetorical challenge. Students must synthesize the knowledge they have gained in each text type with their understanding of a rhetorical situation, creating a coherent piece of writing that addresses the appropriate purpose and audience with a relevant approach and text type. This unit offers additional opportunities for teachers to assess student understanding of the text type they select; it also allows for evaluation of students’ rhetorical flexibility—a quality the NAEP framework identifies as crucial for success in college and career writing (National Assessment Governing Board, 2016).

CCSS Standards Alignment

Writing Studio focuses, by design, on developing global qualities of written communication, as represented by the CCSS writing standards. Lessons are necessarily brief and focused only on those writing standards; Writing Studio instruction aligns to all CCSS writing standards.

Although other CCSS skills may be implicitly addressed in Writing Studio, those skills are always utilized in the service of meeting the writing standards. For example, students routinely practice speaking and listening skills during discussions in Writing Studio, but those discussions help students explore ideas before completing the written work that is aligned to the lesson objective. Because Writing Studio does not incorporate explicit instruction on skills addressed in non-writing standards, it does not assess student performance on those skills. In particular, Writing Studio rubrics do not incorporate assessment of student grammar and mechanics, as these skills are explicitly addressed and assessed in CKLA core instruction but are not explicitly taught in Writing Studio.

This decision regarding grammar is supported by research suggesting that many students and educators over-emphasize grammar and mechanics in evaluating writing, and students' overall communicative ability suffers as a result (McNamara, 1990). Readers are frequently overly influenced by grammar in student writing, to the point that in some studies, evaluators gave a higher rating to an essay with excellent grammar that did not fully answer the assigned question than they did to an essay that contained grammatical mistakes but fully and persuasively answered the assigned question (Rezaei & Lovorn, 2010). Indeed, for many teachers, it is easier to use a red-pen approach, marking errant commas and problems with subject-verb agreement,

than it is to evaluate whether or not a piece of writing effectively meets its rhetorical aims. As a result, students believe that effective writing is less about their work's global qualities—ideas and organization—than about local qualities such as grammar or adherence to a particular citation style (Thompson, C.L., 2011). In fact, some composition experts recommend rubrics that focus 80 percent on global aspects of writing and only 20 percent on local aspects. The Writing Studio program follows this model, offering a limited role to writing conventions on rubrics.

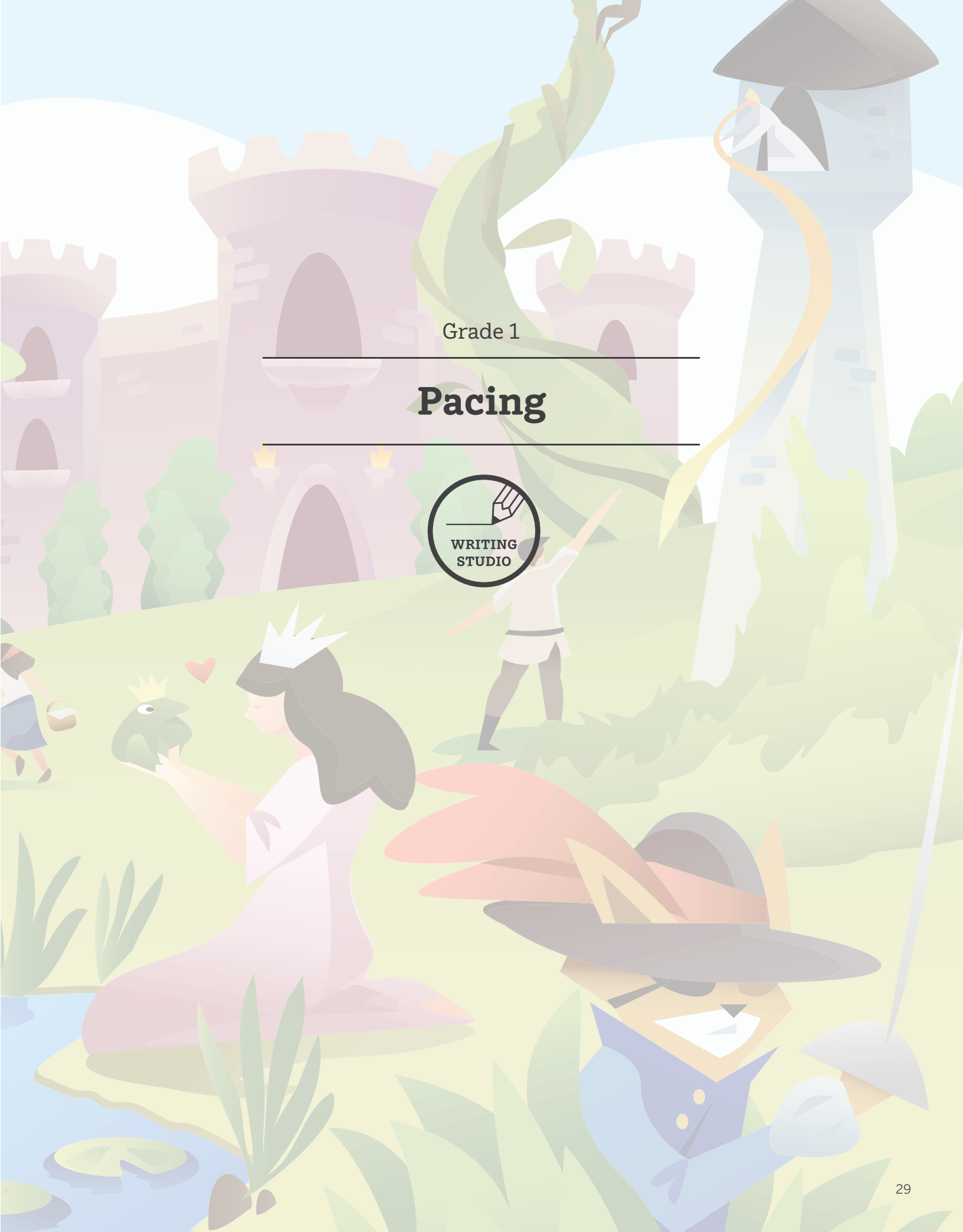
Of course, grammar is an important part of any comprehensive ELA program, and it constitutes a significant component of CKLA core instruction. If teachers observe students struggling with grammar on Writing Studio assignments, they may always devote additional core instructional time, such as the Pausing Point days, to reteach CKLA grammar lessons.

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Grade 1

Pacing



Keeping Pace with Primary Instruction

Writing Studio offers teachers flexibility in writing instruction. Because it covers each CCSS writing standard in every grade, it provides a complete, scaffolded approach to writing. Many teachers may wish to incorporate Writing Studio activities in addition to the writing activities in primary instruction. However, if classroom ELA time is limited, teachers may choose to use Writing Studio for supplemental support on specific writing types or in flexible instructional time, such as Pausing Point days.

Each Writing Studio unit aligns to the content of a domain in the Knowledge Strand (Grades K–2) or a unit of study (Grades 3–5). This alignment allows students to apply the rich content knowledge gained in primary instruction as they write narrative, informative/explanatory, and opinion texts in response to authentic opportunities.

Each unit overview includes specific pacing recommendations.

The Pacing Guide pairs each Writing Studio lesson with a lesson from primary instruction. Once students cover the primary instruction lesson, they have the requisite background knowledge to complete the corresponding Writing Studio lesson. If classroom schedules demand adjustments, Writing Studio lessons may be taught after the recommended day, although lengthy delays may require substantial review of domain content. However, do not teach Writing Studio prior to the recommended time, as students may not have the knowledge needed to complete the writing activities.

Grade 1 Unit Overviews

UNIT 1: INTRODUCING NARRATIVE WRITING

Why This Unit Is Important

This unit introduces narrative writing, using a variety of approaches to help students learn about narrative text and identify its common features. In this gradual release model, students study an exemplar text, watch a teacher model writing a narrative, then collaboratively write several different narrative pieces, culminating in a small group writing activity in which they draw on Knowledge Strand Domain 2, *The Human Body*, to compose a narrative about solving a problem.

Pacing Guide

Writing Studio Unit 1	Domain 2, <i>The Human Body</i>
Lesson 1	Lesson 5
Lesson 2	Lesson 6
Lesson 3	Pausing Point 1
Lesson 4	Pausing Point 2
Lesson 5	Lesson 7
Lesson 6	Lesson 8
Lesson 7	Lesson 9
Lesson 8	Lesson 10

Why This Unit Is Important

In this unit, students continue to develop their understanding of and ability to craft narratives. Using extensive scaffolding, it guides students through a review of domain knowledge, then draws on the work they have already done to understand the narratives in Knowledge Strand, Domain 3, *Different Lands, Similar Stories*. Student use their understanding of these texts to a craft a narrative in which they retell one of these stories using appropriate sequencing and transition words.

Pacing Guide

Writing Studio Unit 2	Domain 3, <i>Different Lands, Similar Stories</i>
Lesson 1	Lesson 2
Lesson 2	Lesson 4
Lesson 3	Lesson 5
Lesson 4	Lesson 6
Lesson 5	Pausing Point 1
Lesson 6	Pausing Point 2
Lesson 7	Lesson 7
Lesson 8	Lesson 8

Why This Unit Is Important

This unit introduces opinion writing, using a variety of approaches to help students learn the purpose of opinion text and to identify its common features. Student study an exemplar text, see a teacher model how to write an opinion piece, then collaboratively write several different opinion pieces, culminating in an activity in which they draw on Knowledge Strand Domain 4 to write an opinion essay on whether King Tut or Hatshepsut is their favorite Egyptian.

Pacing Guide

Writing Studio Unit 3	Domain 4, <i>Early World Civilizations</i>
Lesson 1	Lesson 7
Lesson 2	Lesson 8
Lesson 3	Lesson 9
Lesson 4	Lesson 10
Lesson 5	Lesson 11
Lesson 6	Lesson 12
Lesson 7	Pausing Point 2
Lesson 8	Pausing Point 3

Why This Unit Is Important

This unit helps students deepen their understanding of and ability to construct opinion texts. Using scaffolding that allows for increasing writing independence, it guides students through a review of domain knowledge, then draws on what they have learned in Knowledge Strand, Domain 5. Students use their understanding of *Early American Civilizations* to craft an opinion text explaining which civilization they would like to travel back in time to visit and giving a reason for their choice.

Pacing Guide

Writing Studio Unit 4	Domain 5, <i>Early American Civilizations</i>
Lesson 1	Lesson 5
Lesson 2	Lesson 6
Lesson 3	Lesson 7
Lesson 4	Lesson 8
Lesson 5	Pausing Point 2
Lesson 6	Lesson 9
Lesson 7	Lesson 10
Lesson 8	Lesson 11

Why This Unit Is Important

This unit introduces informative writing, using a variety of approaches to help students learn the purpose of informational text and identify its common features. Students study an exemplar text, see a teacher model how to write an informative piece, and then collaboratively write several informational texts, including a small group writing activity in which they draw on Knowledge Strand, Domain 8 to compare and contrast two animal habitats.

Pacing Guide

Writing Studio Unit 5	Domain 8, <i>Animals and Habitats</i>
Lesson 1	Lesson 4
Lesson 2	Pausing Point 1
Lesson 3	Pausing Point 2
Lesson 4	Lesson 5
Lesson 5	Lesson 6
Lesson 6	Lesson 7
Lesson 7	Lesson 8
Lesson 8	Lesson 9

Why This Unit Is Important

In the final unit expressly devoted to informative writing, students continue to develop their understanding of and ability to craft informational texts. Using extensive scaffolding, this unit guides students through a review of domain knowledge, then draws on the work they have already done in Knowledge Strand, Domain 9. Students use their understanding of this domain to craft an informative text describing the elements of a fairy tale.

Pacing Guide

Writing Studio Unit 6	Domain 9, <i>Fairy Tales</i>
Lesson 1	Lesson 4
Lesson 2	Lesson 5
Lesson 3	Pausing Point 1
Lesson 4	Pausing Point 2
Lesson 5	Lesson 6
Lesson 6	Lesson 7
Lesson 7	Lesson 8
Lesson 8	Lesson 9

Why This Unit Is Important

Grade 1 Writing Studio culminates in a unit that presents students with an authentic writing opportunity—to compose a text that students can use to tell their families about life on the American frontier. Students select one of three previously studied text types to compose their final piece of writing, then share it with peers and with the work’s intended audience.

Pacing Guide

Writing Studio Unit 7	Domain 11, <i>Frontier Explorers</i>
Lesson 1	Pausing Point 2
Lesson 2	Lesson 5
Lesson 3	Lesson 6
Lesson 4	Lesson 7
Lesson 5	Lesson 8
Lesson 6	Lesson 9
Lesson 7	Lesson 10
Lesson 8	Lesson 11

Grade 1

Teacher Resources



Teacher Resources

Grade 1	Writing Studio 1
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Teacher Resources

Contents

- Writing Prompt for Activity Page 1.1
- First Grade Writing Rubric: Narrative Writing
- Parts of a Narrative poster
- Parts of a Narrative poster Icons
- “Addison’s Apple” – Image Cards

Activity Pages

- Activity Page 1.1
- Blank Story Map
- Drafting Paper

Writing Prompt

Most people enjoy a special treat—something they love to eat, do, or play with, but that they only get at a special time. Write a story about a day when someone gets a special treat. Remember that your story may be true or fictional.

First Grade Writing Rubric: Narrative Writing

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. **[W.1.3]**

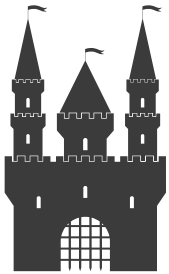
	Advanced	Proficient	Basic
Ideas	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a well-elaborated recounting of two or more events • descriptive language and details 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a recounting of two or more events • details describing what happens 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a recounting of two or more events • details describing what happens
Organization	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a structure that enhances the recounting of the sequence of events • temporal words and phrases that signal event order • a clear ending or closure 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a logical structure that sequences the events • temporal words that signal event order • sense of closure 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a logical structure that sequences the events • temporal words that signal event order • a sense of closure
Conventions	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • simple and compound sentences 	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • complete sentences 	<p>The writing does not include the following:</p> <ul style="list-style-type: none"> • complete sentences

Parts of a Narrative



Title

hints at what the narrative is about



Setting

where and when the narrative takes place



Character

who is in the narrative



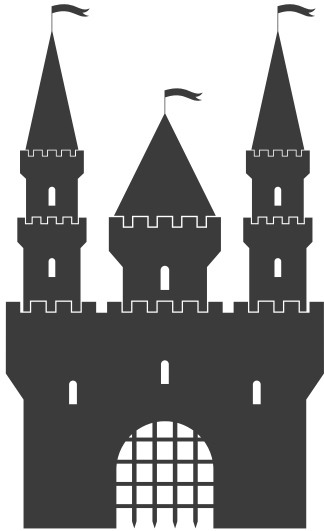
Plot

what happens in the narrative



Conclusion

the narrative's last thought



"Addison's Apple" – Image Cards



Activity Pages

Grade 1	Writing Studio 1
---------	------------------

NAME: _____

DATE: _____




Eating My Favorite Food

Follow your teacher’s instructions and use the space below to write a story responding to the following prompt.

Writing Prompt

Most people enjoy a special treat—something they love to eat, do, or play with, but that they only get at a special time. Write a story about a day when someone gets a special treat. Remember that your story may be true or fictional.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated 10 times down the page.

 Title	
 Character(s)	 Setting(s)
 Plot	Beginning
	Middle
	End
 Conclusion	

NAME: _____

DATE: _____

LESSON _____

Drafting Paper

Handwriting practice area consisting of 10 sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

Teacher Resources

Grade 1	Writing Studio 2
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Teacher Resources

Contents

- Parts of a Narrative poster
- “Billy Beg” Story Map
- First Grade Writing Rubric: Narrative Writing

Activity Pages

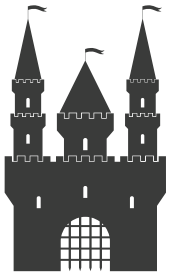
- Drafting Paper
- Blank Story Map
- Activity Page 6.1

Parts of a Narrative



Title

hints at what the narrative is about



Setting

where and when the narrative takes place



Character

who is in the narrative



Plot

what happens in the narrative



Conclusion

the narrative's last thought



Title

Billy Beg



Character(s)

Billy Beg, a prince



Setting(s)

a kingdom in Ireland

Beginning

*Billy is upset that his friend the bull was sold.
The bull gives him three magical objects.*

Middle

*Billy beats a giant.
Billy beats a dragon.*



Plot

End

*Billy leaves his boot behind.
The king's men use the boot to find Billy.*



Conclusion

Billy marries the princess.

First Grade Writing Rubric: Narrative Writing

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. **[W.1.3]**

	Advanced	Proficient	Basic
Ideas	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a well-elaborated recounting of two or more events • descriptive language and details 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a recounting of two or more events • details describing what happens 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a recounting of two or more events • details describing what happens
Organization	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a structure that enhances the recounting of the sequence of events • temporal words and phrases that signal event order • a clear ending or closure 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a logical structure that sequences the events • temporal words that signal event order • sense of closure 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a logical structure that sequences the events • temporal words that signal event order • a sense of closure
Conventions	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • simple and compound sentences 	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • complete sentences 	<p>The writing does not include the following:</p> <ul style="list-style-type: none"> • complete sentences

Activity Pages

Grade 1	Writing Studio 2
---------	------------------






The page contains 10 rows of horizontal lines for drafting. Each row consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for consistent line placement.

NAME: _____

DATE: _____

LESSON _____

Blank Story Map

 Title	
 Character(s)	 Setting(s)
 Plot	Beginning
	Middle
	End
 Conclusion	

NAME: _____

DATE: _____

Writing Checklist: Narrative Writing

Parts of a Narrative



Does my story have a title?



Did I describe the setting?



Did I name and describe the characters?



Does my plot have a
beginning?
middle?
ending?



Did I use temporal words, like *first*, *next*,
then, etc.?



Did I finish my story with a conclusion?

Teacher Resources

Grade 1	Writing Studio 3
---------	------------------

Teacher Resources

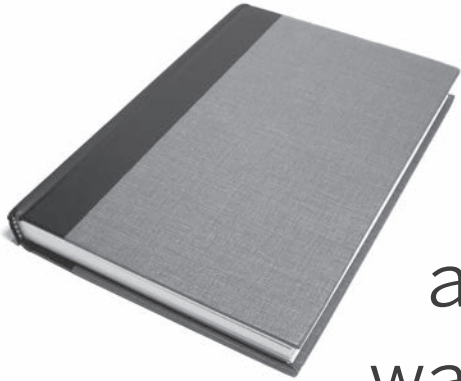
Contents

- “Book or Movie?”
- First Grade Writing Rubric: Opinion Writing
- Writing: Parts of an Opinion poster
- “Apple or Banana?”

Activity Pages

- Activity Page 1.1
- Activity Page 2.1
- Activity Page 3.1
- Activity Page 4.1
- Activity Page 5.1
- Activity Page 6.1
- Activity Page 7.1

Book or Movie?



In my opinion, reading a book is better than watching a movie. When I read a book I can imagine what the characters look like or how they sound when they speak. I can put a book down when I want to take a break and pick it up again when I'm ready to start reading. I would rather read a book than watch a movie.



First Grade Writing Rubric: Opinion Writing			
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. [W.1.1]			
	Advanced	Proficient	Basic
Ideas	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • an opinion that demonstrates deeper understanding of the topic • multiple reasons to support the opinion 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • an opinion about the topic • a reason relevant to the opinion 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • an opinion about the topic • a reason relevant to the opinion
Organization	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a paragraph structure • introduction with topic sentence stating the topic and opinion • multiple reasons to support the opinion • words or phrases that link the opinion and reasons • a strong conclusion 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • introduction that names the topic and opinion • a reason that supports the opinion • a sense of closure 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • introduction that names the topic and opinion • a reason that supports the opinion • a sense of closure
Conventions	<p>The writing contains:</p> <ul style="list-style-type: none"> • simple and compound sentences 	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete sentences 	<p>The writing does not contain:</p> <ul style="list-style-type: none"> • complete sentences

Writing: Parts of an Opinion

Introduction: states your opinion about a topic

Opinion words:

I think

I feel

I believe

In my opinion

The best

The worst

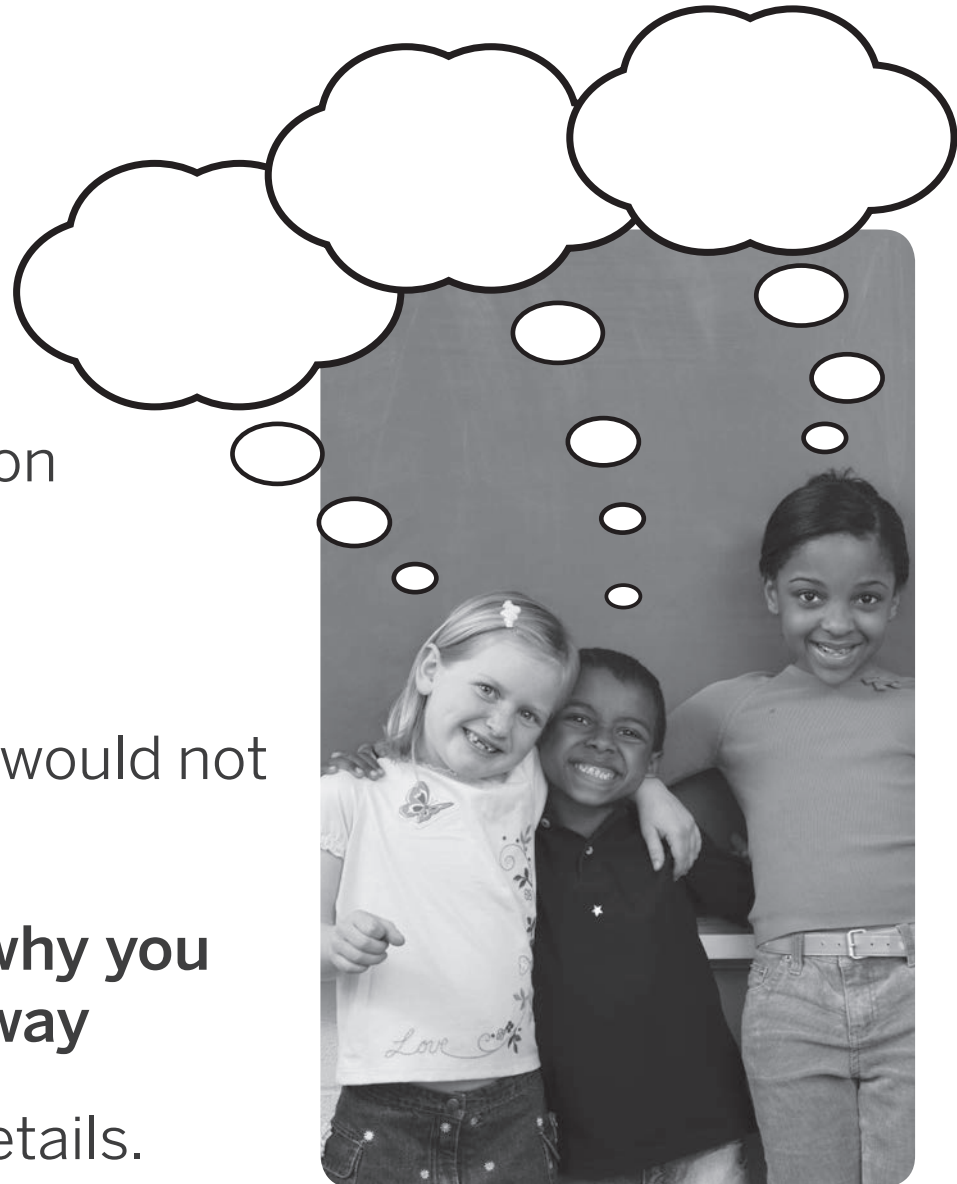
I would or I would not

Reason: explains why you feel that way

Reasons have details.

Reasons have words like *because*.

Closing: restates your opinion





Apple or Banana?



Introduction:

I would rather have an apple in my lunch than a banana.

Reason 1:

The first reason is that an apple doesn't get as mushy as a banana when I carry it in my lunch bag.

Reason 2:

The second reason is that I don't have to peel the apple before I eat it.

Conclusion:

As you can see, I would rather have an apple in my lunch than a banana.

Activity Pages

Grade 1	Writing Studio 3
---------	------------------

NAME: _____

DATE: _____

1.1
CONTINUED

ACTIVITY PAGE

Handwriting practice area consisting of 10 sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

NAME: _____

DATE: _____

Living in Ancient Egypt

Introduction

I would / would not like to live in ancient Egypt.
(Circle your opinion)

Reason 1

Reason 2

Conclusion

That is why I _____ like
to live in ancient Egypt.



NAME: _____

DATE: _____

The Golden Rule

Do you think everyone should follow the Golden Rule?



Introduction

Reason 1

Conclusion

NAME: _____

DATE: _____

Which Structure?

The Great Pyramid

The Sphinx

NAME: _____

DATE: _____

The structure I would most like to see in Egypt is

because

Research: Hatshepsut



<p>Who?</p>	
<p>What did she do?</p>	
<p>What happened?</p>	

NAME: _____

DATE: _____

6.1

ACTIVITY PAGE

Research: Tutankhamun



<p>Who?</p>	
<p>What did he do?</p>	
<p>What happened?</p>	

NAME: _____

DATE: _____

My Favorite Egyptian



Introduction:

Reason 1:

NAME: _____

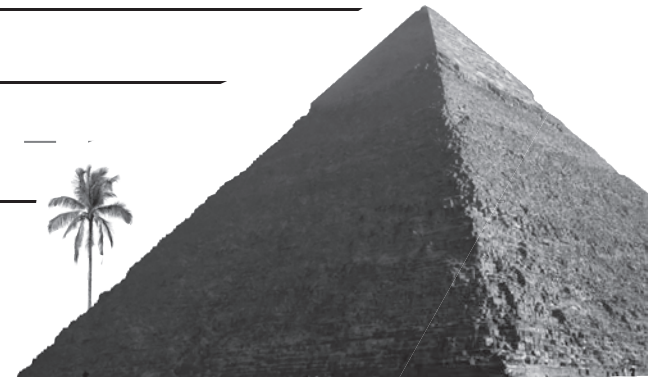
DATE: _____

7.1
CONTINUED

ACTIVITY PAGE

Reason 2:

Conclusion:



Teacher Resources

Grade 1	Writing Studio 4
---------	------------------

Teacher Resources

- Writing: Parts of an Opinion poster
- Opinion Paragraph Puzzle
- Writing Prompt: “Time Machine”
- First Grade Writing Rubric: Opinion Writing

Activity Pages

- Activity Page 1.1
- Activity Page 2.1
- Activity Page 3.1
- Activity Page 4.1
- Activity Page 5.1
- Drafting Paper

Writing: Parts of an Opinion

Introduction: states your opinion about a topic

Opinion words:

I think

I feel

I believe

In my opinion

The best

The worst

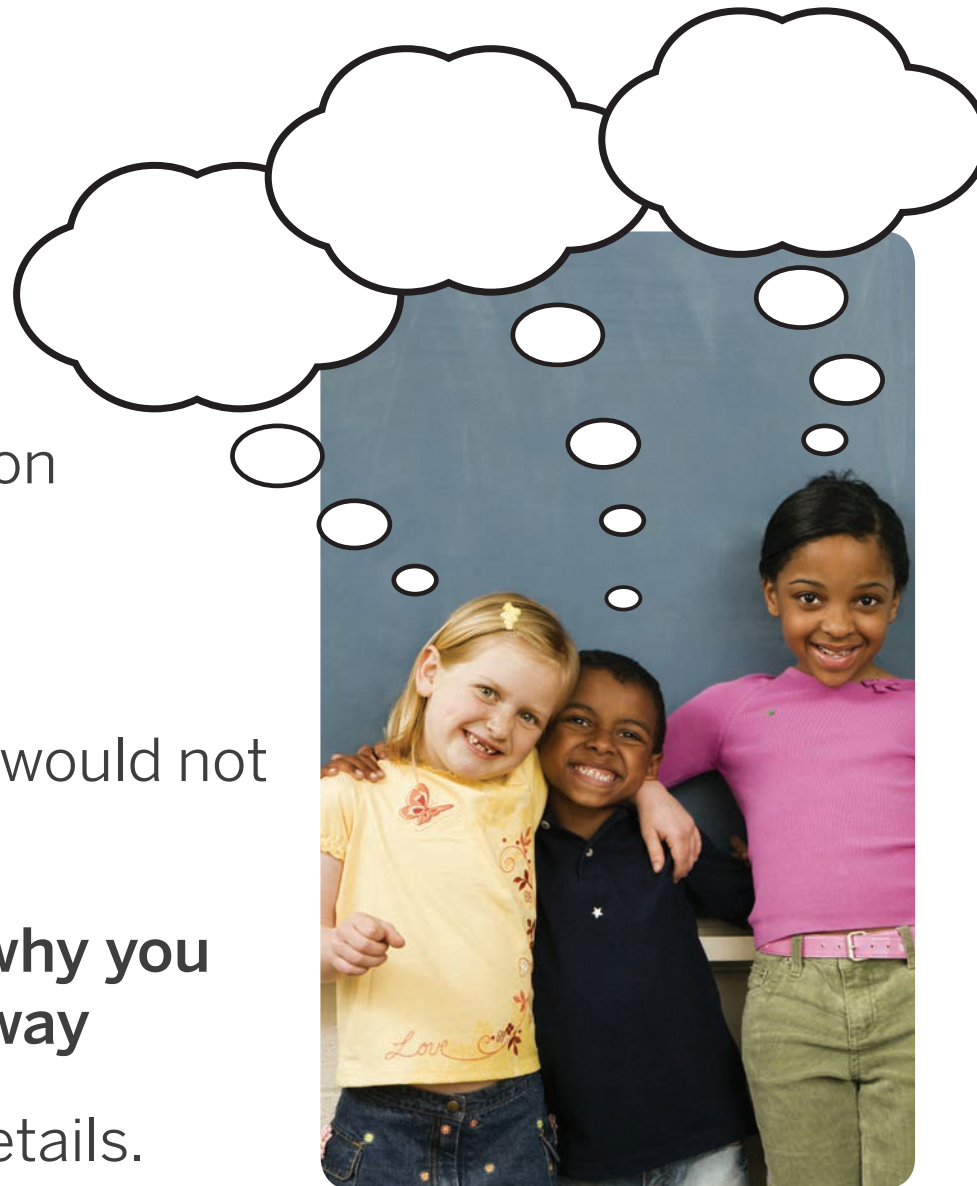
I would or I would not

Reason: explains why you feel that way

Reasons have details.

Reasons have words like *because*.

Closing: restates your opinion



Opinion Paragraph Puzzle

Teacher directions: Make enough copies for several small groups. Cut out the sentence strips, mix them so they are out of order, and put them in an envelope for each group.

I would like to read a book about pet birds.

First, I want to know which birds make good pets.

Then I would like to find out what kind of food and shelter they need.

I think that reading a book about pet birds will help me learn to take care of them.



Writing Prompt: "Time Machine"

Look what we found in the storage room at the school: a time machine! Just in time for our study of ancient American civilizations.

If you could use the time machine to travel back in time, would you rather visit the Maya or the Aztecs? Write a paragraph that states your opinion, gives reasons for your opinion, and has a conclusion.

First Grade Writing Rubric: Opinion Writing			
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. [W.1.1]			
	Advanced	Proficient	Basic
Ideas	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • an opinion that demonstrates deeper understanding of the topic • multiple reasons to support the opinion 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • an opinion about the topic • a reason relevant to the opinion 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • an opinion about the topic • a reason relevant to the opinion
Organization	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a paragraph structure • introduction with topic sentence stating the topic and opinion • multiple reasons to support the opinion • words or phrases that link opinion and reasons • a strong conclusion 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • introduction that names topic and opinion • a reason that supports the opinion • a sense of closure 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • introduction that names topic and opinion • a reason that supports the opinion • a sense of closure
Conventions	<p>The writing contains:</p> <ul style="list-style-type: none"> • simple and compound sentences 	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete sentences 	<p>The writing does not contain:</p> <ul style="list-style-type: none"> • complete sentences

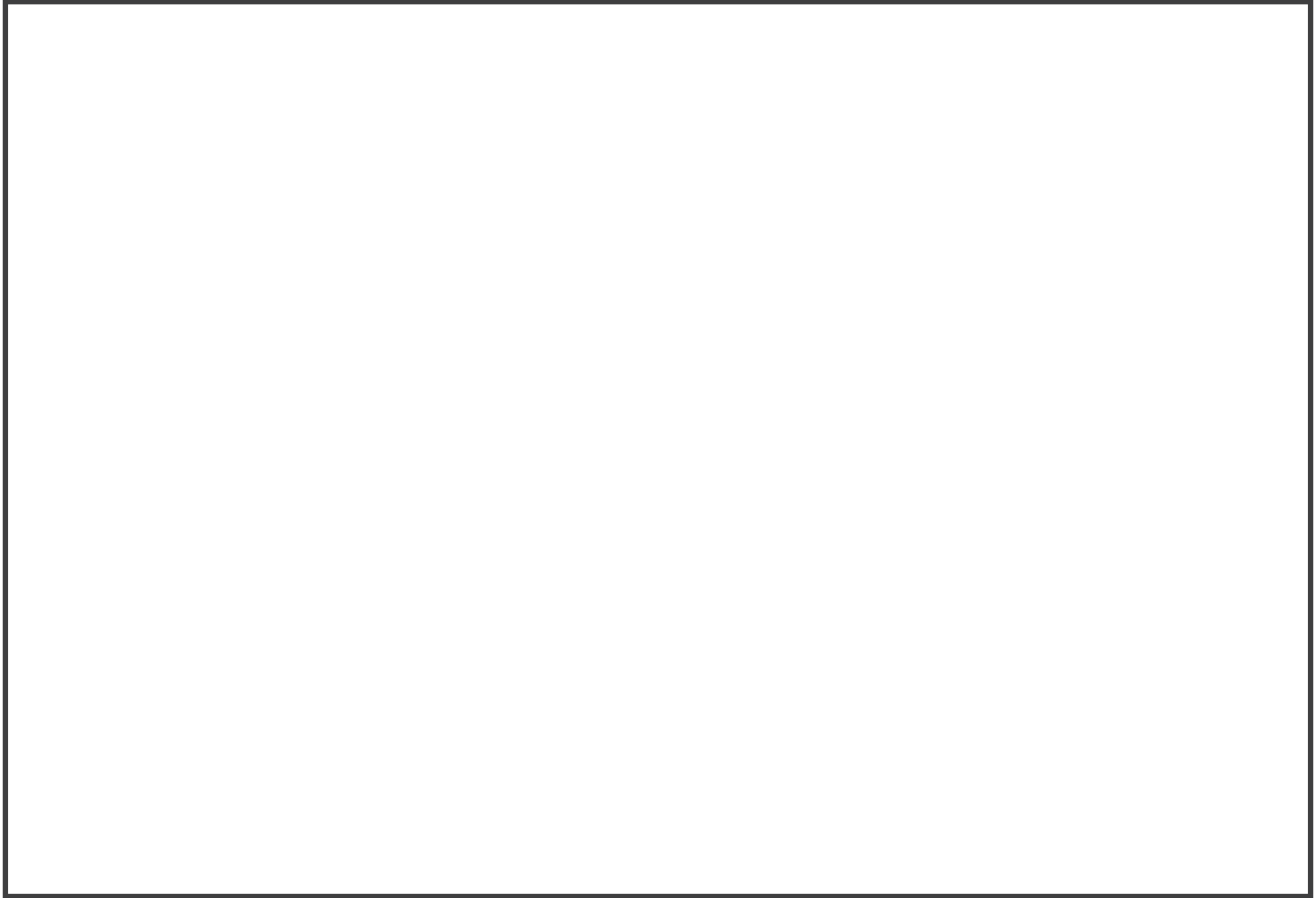
Activity Pages

Grade 1	Writing Studio 4
---------	------------------

NAME: _____

DATE: _____

My Favorite Part of the Story



NAME: _____

DATE: _____

1.1
CONTINUED

ACTIVITY PAGE

Handwriting practice lines consisting of 10 sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

NAME: _____

DATE: _____

School Festival

Topic Sentence _____**Reason 1** _____**Reason 2** _____**Conclusion** _____

NAME: _____

DATE: _____

3.1

ACTIVITY PAGE

Time Machine Research: The Maya

<p>What were they like?</p>	
<p>What did they do for fun?</p>	
<p>What would I see there?</p>	

NAME: _____

DATE: _____

Time Machine Research: The Aztecs

What were they like?

What did they do for fun?

What would I see there?

NAME: _____

DATE: _____

5.1

ACTIVITY PAGE



Time Machine Planning

Introduction

Reason 1

Reason 2

Conclusion



The page contains 10 rows of horizontal lines for writing. Each row is defined by a solid top line, a dashed middle line, and a solid bottom line. The lines are evenly spaced and extend across the width of the page.

Teacher Resources

Grade 1	Writing Studio 5
---------	------------------

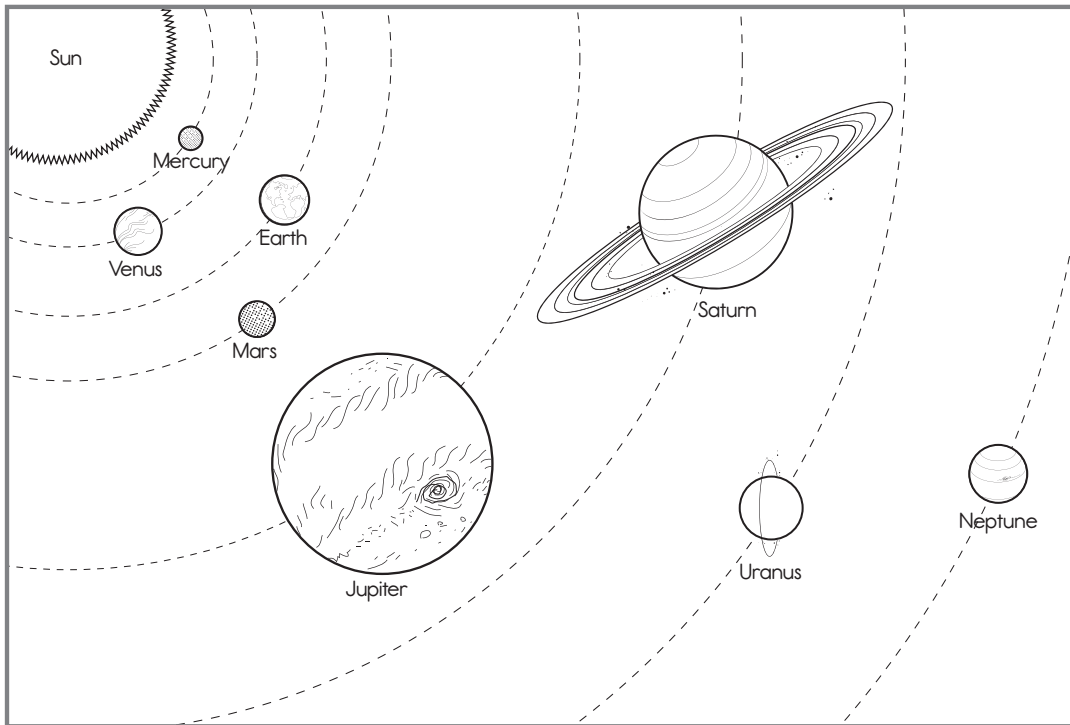
Teacher Resources

- Writing Prompt: Our Solar System
- First Grade Writing Rubric: Informative/Explanatory Writing
- “Arctic Animals”
- Modeling: Desert Animals

Activity Pages

- Activity Page 1.1
- Blank Informative Writing Graphic Organizer
- Activity Page 4.1
- Activity Page 7.1
- Activity Page 7.2

Writing Prompt: Our Solar System



Write an informative essay describing our solar system. You must state the topic, provide some important facts and details, and give a sense of closure by restating the topic.

First Grade Writing Rubric: Informative/Explanatory Writing			
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. [W.1.2]			
	Advanced	Proficient	Basic
Ideas	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • facts and details relevant to the topic • examples and/or definitions 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • facts and details relevant to the topic 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • fact and details relevant to the topic
Organization	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a paragraph structure • an introduction with a topic sentence • facts and details about the topic • a concluding sentence 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • an introduction that names the topic • facts and details about the topic • a sense of closure 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • an introduction that names the topic • facts and details about the topic • a sense of closure
Conventions	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete simple and compound expanded sentences 	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete simple and compound sentences 	<p>The writing does not contain:</p> <ul style="list-style-type: none"> • complete sentences

Arctic Animals



Ice and mountains in an Arctic habitat.

The animals of the Arctic tundra habitat survive in one of the coldest habitats on the planet because their bodies have adapted to the harsh conditions.

One animal that lives on the Arctic tundra is a muskox. A muskox is a large animal with a long, shaggy coat of hair that keeps it warm in the cold temperatures.

Another animal that lives on the tundra is a wolverine. A wolverine has thick fur to keep it warm and large paws that help it move across the ice and snow.

A third animal that lives on the tundra is an Arctic fox. It has a coat of fur that turns white in the winter to help it blend into its surroundings.

In conclusion, there are many different animals that live on the Arctic tundra because they have adapted to their habitat.

Modeling: Desert Animals

Topic:

Desert Animals

Fact 1:

Gila woodpecker

- *bird*
- *makes nest in cacti*
- *omnivore*
- *feathers keep it cool*

Fact 2:

Desert cottontail

- *large ears*
- *long legs*
- *herbivore*
- *small, so they need to watch out for larger animal that might eat them*

Fact 3:

Coyote

- *light-colored fur reflects sun*
- *fur color is camouflage*
- *carnivore*
- *live in dens*

Conclusion:

Desert animals have adapted to live in a hot, desert habitat.

Activity Pages

Grade 1	Writing Studio 5
---------	------------------

NAME: _____

DATE: _____

Our Solar System

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated 10 times.

NAME: _____

DATE: _____

1.1
CONTINUED

ACTIVITY PAGE

Handwriting practice lines consisting of 10 sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

Topic:

Fact 1:

Fact 2:

Fact 3:

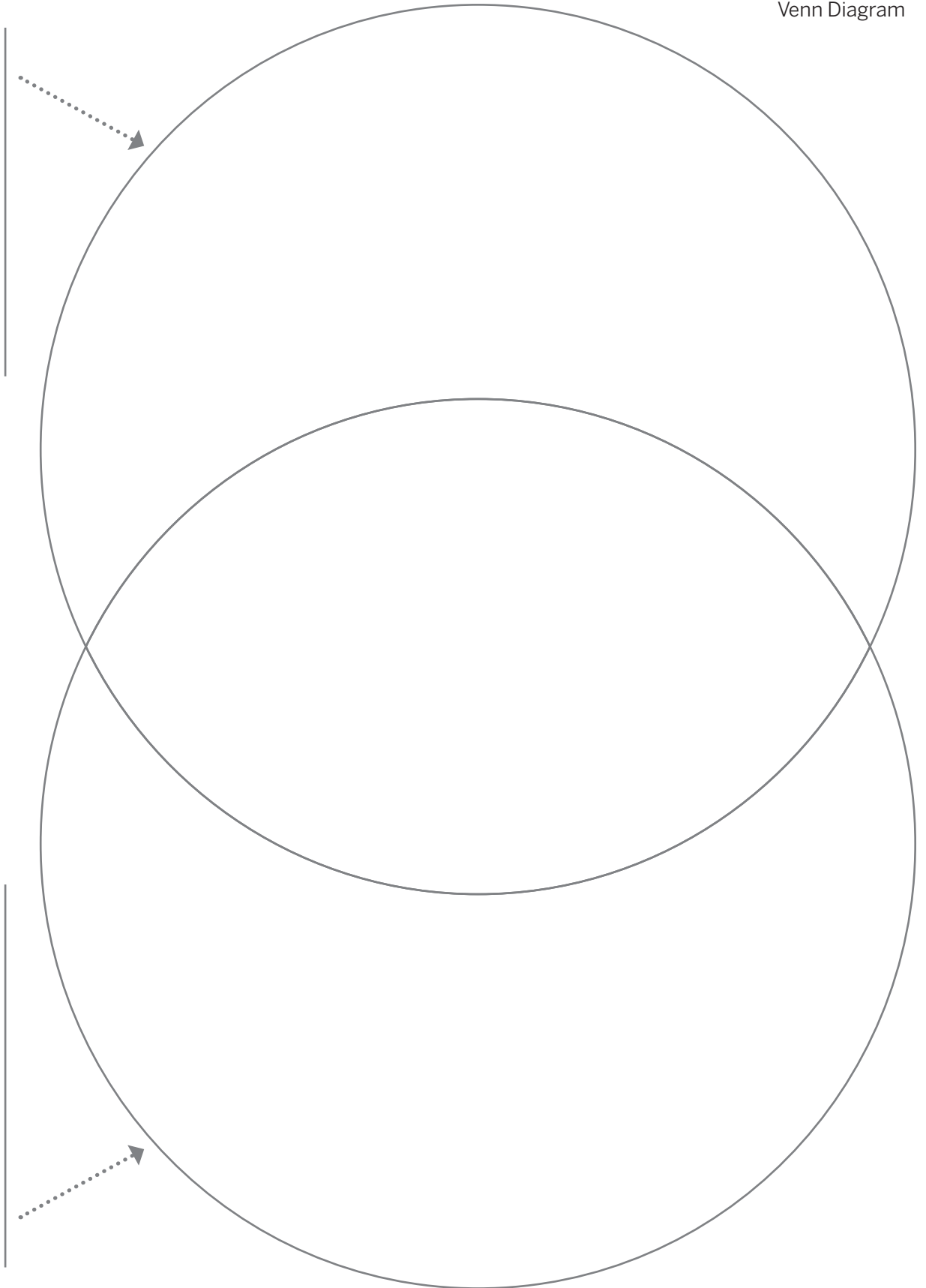
Conclusion:

NAME: _____

DATE: _____

Venn Diagram

Venn Diagram

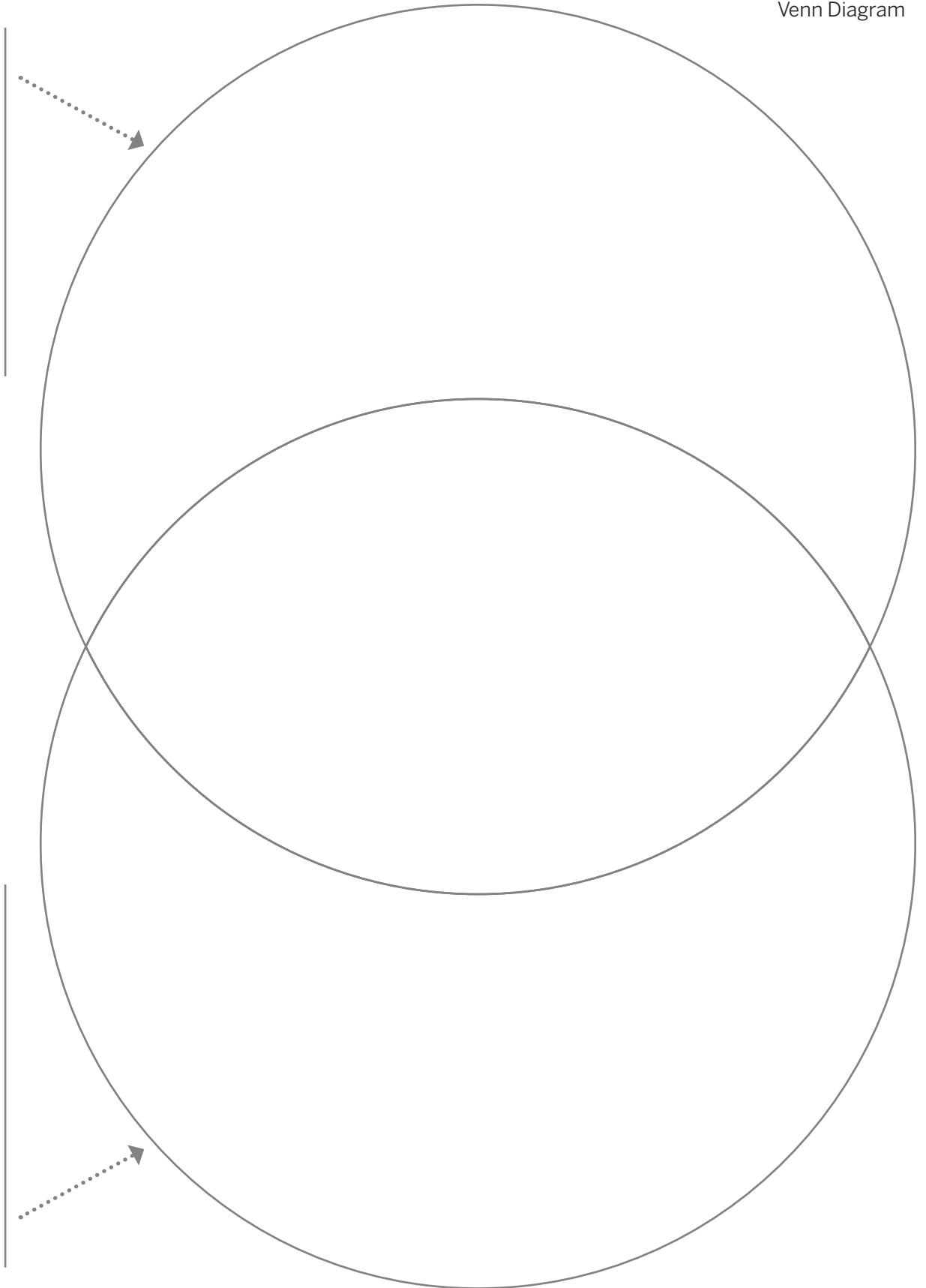


NAME: _____

DATE: _____

Venn Diagram

Venn Diagram



NAME: _____

DATE: _____

7.2

ACTIVITY PAGE

Compare and Contrast

Directions: Complete the sentences below.

1. Deciduous forests and rainforests are alike because both

NAME: _____

DATE: _____

2. Deciduous forests and rainforests are different because

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines provided for writing.

Teacher Resources

Grade 1	Writing Studio 6
---------	------------------

Teacher Resources

- “Dragonflies”
- “Do-It-Yourself Fairy Tale Manual” Writing Prompt
- Elements of Fairy Tales: Sleeping Beauty
- First Grade Writing Rubric: Informative/Explanatory Writing

Activity Pages

- Activity Page 1.1
- Activity Page 3.1
- Activity Page 4.1
- Do-It-Yourself Fairy Tale Manual
- Blank Drafting Paper

Dragonflies



A dragonfly is just one of the many types of insects that live in a freshwater habitat. Dragonflies can be found around lakes, streams, and rivers, because they lay their eggs in water.

A dragonfly has a long body and wings. Its long wings help it hover over water, where it catches its food. Dragonflies eat other insects like flies, bees, and mosquitoes.

Dragonflies must be careful because there are other animals that like to eat them. Frogs, birds, and turtles eat dragonflies.

If you ever visit a freshwater habitat, look for dragonflies hovering over the water.

Do-It-Yourself Fairy Tale Manual



The Brothers Grimm wrote fairy tales more than two hundred years ago. We read them today because they are fun, exciting, and sometimes scary! If someone to wants to write a fairy tale, how would he or she start? What should go in the story?

From what you've learned about fairy tales and how to write informative text, you are just the right person to write a Do-It-Yourself Fairy Tale Manual! Your manual will help others learn how to write a fairy tale. The manual will explain what goes into a fairy tale and the steps for writing one.

Elements of Fairy Tales Sleeping Beauty	
Setting(s)	
Where king's castle	When once upon a time/ a long time ago
Characters	
Real king queen princess prince	Magical fairies
Fantasy (events)	
<ul style="list-style-type: none"> • the fairies' gifts to the young princess • the evil and good spells • the sleeping enchantment 	
Problems	Solutions
<ul style="list-style-type: none"> • the thirteenth fairy's evil spell • The princess pricks her finger on a spinning wheel and falls asleep for one hundred years. 	<ul style="list-style-type: none"> • The twelfth fairy softens the curse; the king orders that all spindles should be burned. • The prince kisses the princess, and she wakes up.
Ending happily ever after	

First Grade Writing Rubric: Informative/Explanatory Writing			
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. [W.1.2]			
	Advanced	Proficient	Basic
Ideas	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • facts and details relevant to the topic • examples and/or definitions 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • facts and details relevant to the topic 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • fact and details relevant to the topic
Organization	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a paragraph structure • an introduction with a topic sentence • facts and details about the topic • a concluding sentence 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • an introduction that names the topic • facts and details about the topic • a sense of closure 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • an introduction that names the topic • facts and details about the topic • a sense of closure
Conventions	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete simple and compound expanded sentences 	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete simple and compound sentences 	<p>The writing does not contain:</p> <ul style="list-style-type: none"> • complete sentences

Activity Pages

Grade 1	Writing Studio 6
---------	------------------

NAME: _____

DATE: _____

Informative Writing Graphic Organizer

Topic:

Fact 1:

Fact 2:

Fact 3:

Conclusion:

NAME: _____

DATE: _____

3.1

ACTIVITY PAGE

Elements of Fairy Tales	
Setting(s)	
Where	When
Characters	
Real	Magical

NAME: _____

DATE: _____

Elements of Fairy Tales**Fantasy
(events)****Problems****Solutions****Ending**

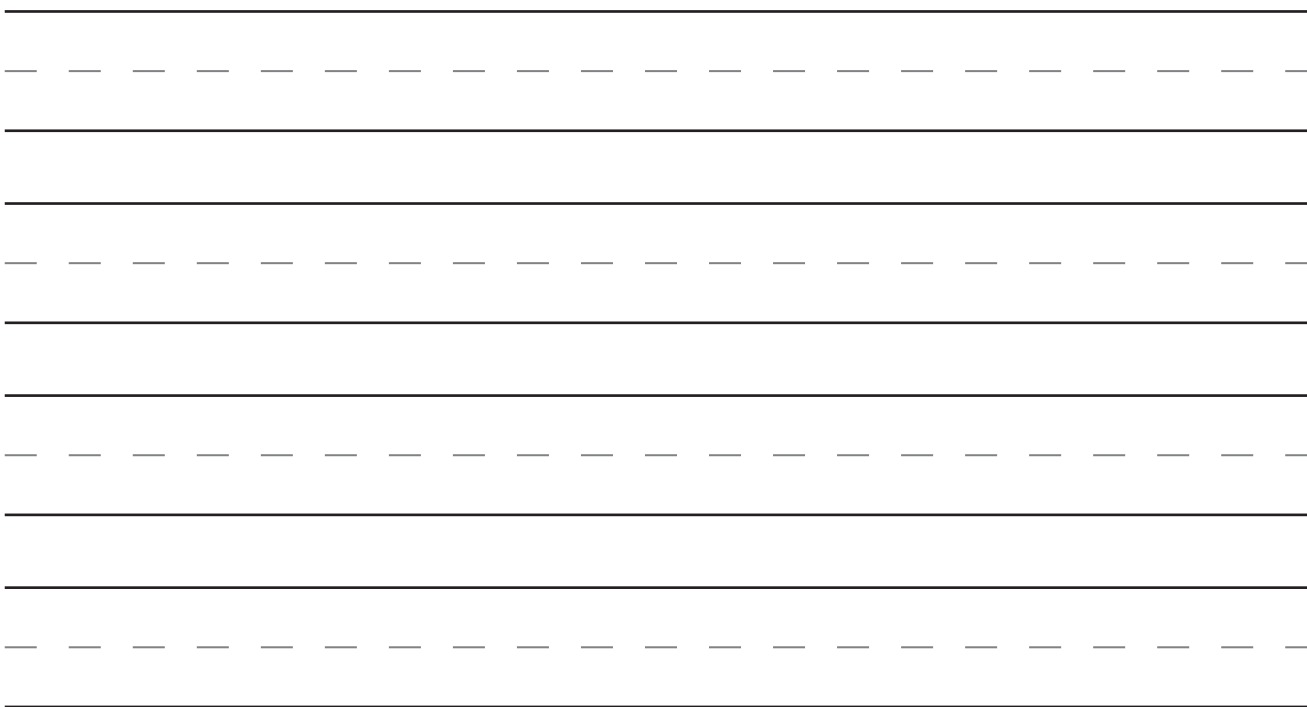
Do-It-Yourself Fairy Tale Manual

By

NAME: _____

DATE: _____

Introduction



NAME: _____

DATE: _____

Setting



NAME: _____

DATE: _____

Characters



Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

NAME: _____

DATE: _____

Problem and Solution

NAME: _____

DATE: _____

Fantasy (Events)



NAME: _____

DATE: _____

Ending



NAME: _____

DATE: _____

Conclusion

NAME: _____

DATE: _____

LESSON _____

Blank Drafting Paper

The page contains 10 rows of horizontal lines for drafting. Each row consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for consistent line placement.

Teacher Resources

Grade 1	Writing Studio 7
---------	------------------

Teacher Resources

- Writing Prompt for Purposeful Writing
- First Grade Writing Rubric: Opinion Writing
- First Grade Writing Rubric: Informative/Explanatory Writing
- First Grade Writing Rubric: Narrative Writing

Activity Pages

- Activity Page 1.1
- Activity Page 2.1
- Activity Page 3.1
- Activity Page 4.1
- Activity Page 5.1 (Blank Drafting Paper)

Writing Prompt for Purposeful Writing



Daniel Boone. Lewis and Clark. Those are just some of the explorers who blazed a trail west across the American frontier. They had many hardships in their journeys, but their sense of adventure and curiosity led them onward. Soon, many others traveled in their paths and settled in new homes across the land.

Do you know who might want to read about life on the frontier? Your family! You will write a piece to that tells your family about frontier life in the days of Daniel Boone, Lewis and Clark, and others. You may choose to write an opinion, narrative, or informative/explanatory piece. Which one will work best?

First Grade Writing Rubric: Opinion Writing			
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. [W.1.1]			
	Advanced	Proficient	Basic
Ideas	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • an opinion that demonstrates deeper understanding of the topic • multiple reasons to support the opinion 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • an opinion about the topic • a reason relevant to the opinion 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • an opinion about the topic • a reason relevant to the opinion
Organization	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a paragraph structure • introduction with topic sentence stating the topic and opinion • multiple reasons to support the opinion • words or phrases that link the opinion and reasons • a strong conclusion 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • introduction that names the topic and opinion • a reason that supports the opinion • a sense of closure 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • introduction that names the topic and opinion • a reason that supports the opinion • a sense of closure
Conventions	<p>The writing contains:</p> <ul style="list-style-type: none"> • simple and compound sentences 	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete sentences 	<p>The writing does not contain:</p> <ul style="list-style-type: none"> • complete sentences

First Grade Writing Rubric: Informative/Explanatory Writing

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **[W.1.2]**

	Advanced	Proficient	Basic
Ideas	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • facts and details relevant to the topic • examples and/or definitions 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • facts and details relevant to the topic 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • fact and details relevant to the topic
Organization	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a paragraph structure • an introduction with a topic sentence • facts and details about the topic • a concluding sentence 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • an introduction that names the topic • facts and details about the topic • a sense of closure 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • an introduction that names the topic • facts and details about the topic • a sense of closure
Conventions	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete simple and compound expanded sentences 	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete simple and compound sentences 	<p>The writing does not contain:</p> <ul style="list-style-type: none"> • complete sentences

First Grade Writing Rubric: Narrative Writing			
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. [W.1.3]			
	Advanced	Proficient	Basic
Ideas	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a well-elaborated recounting of two or more events • descriptive language and details 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a recounting of two or more events • details describing what happens 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a recounting of two or more events • details describing what happens
Organization	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a structure that enhances the recounting of the sequence of events • temporal words and phrases that signal event order • a clear ending or closure 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a logical structure that sequences the events • temporal words that signal event order • sense of closure 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a logical structure that sequences the events • temporal words that signal event order • a sense of closure
Conventions	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • simple and compound sentences 	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • complete sentences 	<p>The writing does not include the following:</p> <ul style="list-style-type: none"> • complete sentences

Activity Pages

Grade 1	Writing Studio 7
---------	------------------

NAME: _____

DATE: _____

Daniel Boone



What type of writing would you use to tell someone about Daniel Boone?

NAME: _____

DATE: _____

Who would be the audience?

NAME: _____

DATE: _____

Writing Text Types

Opinion	
Informative/ Explanatory	
Narrative	

NAME: _____

DATE: _____

3.1

ACTIVITY PAGE

Life on the Frontier

Circle the text type you will use to tell about life on the frontier:

Opinion Informative/explanatory Narrative

I think it will work best because

NAME: _____

DATE: _____

The way I will present my writing is

NAME: _____

DATE: _____

4.1

ACTIVITY PAGE

Writing Ideas

I will write

Words and pictures I want to put in my writing about life on the frontier:

The page contains 10 rows of horizontal lines for drafting. Each row consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for consistent line placement.

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