



Writing Studio

Grade 2

Program Guide

Grade 2

Program Guide



Table of Contents

pg. 2

Welcome to Writing Studio

Program Overview	4
Why Writing Studio?	5
Principles of Effective Writing Instruction	5
Writing Studio Components	7
The Core Connection	8

pg. 10

Writing Studio Structure

Across the Writing Studio Program	10
Purposeful Writing	11
Text Types Across Grades	12
Within a Text Type	14
Within a Lesson	14
Differentiation	17
Lesson Facilitation	18
Writing Studio and Classroom Technology	18





Assessment

Pre-assessment	26
Formative Assessment	26
Summative Assessment	26
CCSS Standards Alignment	27
References	28



Pacing

Keeping Pace with Primary Instruction	30
Pacing Guides	31



Teacher Resources

Unit 1: Introducing Narrative Writing	41
Unit 2: Developing Narrative Writing	59
Unit 3: Introducing Opinion Writing	77
Unit 4: Developing Opinion Writing	95
Unit 5: Introducing Informative Writing	111
Unit 6: Developing Informative Writing	127
Unit 7: Purposeful Writing	143

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 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 text 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	<p>The composition</p> <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 	<p>The composition</p> <ul style="list-style-type: none"> • states an opinion about a topic or text • supports the opinion with reasons 	<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
Organization	<p>The composition</p> <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 	<p>The composition</p> <ul style="list-style-type: none"> • introduces a topic and opinion about that topic • groups related reasons together • provides a concluding statement or section 	<p>The composition does not do one or more of the following:</p> <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	<p>The composition</p> <ul style="list-style-type: none"> • uses linking words and phrases to connect opinions and reasons • Uses language to add subtlety through connotative meanings 	<p>The composition uses linking words and phrases to connect opinions and reasons.</p>	<p>The composition does not use linking words and phrases to connect opinions and reasons.</p>

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.

References

- Boscolo, P. & Gelati, C. (2013). Best practices in promoting motivation for writing. In S. Graham, C. A. McArthur, and J. Fitzgerald (Eds.), *Best Practices in Writing Instruction* (2nd ed.; pp. 284-308). New York: The Guilford Press.
- Graham, S., Bollinger, A., Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). *Teaching Elementary School Students to Be Effective Writers: A Practice Guide*. What Works Clearinghouse. Retrieved from <http://files.eric.ed.gov/fulltext/ED533112.pdf>
- Graham, S., & Perin, D. (2007). A meta-analysis of writing instruction for adolescent students. *Journal of Educational Psychology*, 99(3), 445-476.
- McNamara, T. F. (1990). Item response theory and the validation of an ESP test for health professionals. *Language Testing*, 7(1), 52-75.
- National Assessment Governing Board. (March 2016). *Writing Framework for the 2017 National Assessment of Educational Progress*. Retrieved from <http://www.nagb.org/publications/frameworks/writing/2017-writing-framework.html>
- National Center for Educational Statistics. (2012). *The Nation's Report Card: Writing 2011*. Retrieved from <https://nces.ed.gov/nationsreportcard/pdf/main2011/2012470.pdf>
- Olinghouse, N., Graham, S., & Gillespie, A. (2015). The relationship of discourse and topic knowledge to fifth grades' writing performance. *Journal of Educational Psychology*, 107(2), 391-406.
- Rezaei, A. R., & Lovorn, M. (April 2010). Reliability and validity of rubrics for assessment through writing. *Assessing Writing* 15(1), 18-39.
- Shanahan, T. (2013) Best practices in writing about text. In S. Graham, C. A. McArthur, and J. Fitzgerald (Eds.), *Best Practices in Writing Instruction* (2nd ed.; pp. 334-50). New York: The Guilford Press.
- Thompson, Christine Love. (April 2011). A dose of writing reality: helping students become better writers. *Phi Beta Kappan* 92(7), 57-61.
- Troia, G. (2013). Writing instruction within a response-to-intervention framework: prospects and challenges for elementary and secondary classrooms. In S. Graham, C. A. McArthur, and J. Fitzgerald (Eds.), *Best Practices in Writing Instruction* (2nd ed.; pp. 403-27). New York: The Guilford Press.

Grade 2

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 2 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 the purpose of narrative text and identify its common features. Students study an exemplar text, see a teacher model how to write a narrative, then collaboratively write several different narrative pieces, culminating in a writing activity in which they draw on Knowledge Strand Domain 4, *Greek Myths*, to retell a Greek myth.

Pacing Guide

Writing Studio Unit 1	Domain 4, <i>Greek Myths</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 historical events described in Knowledge Strand Domain 5, *The War of 1812*. Students use their understanding of that period of American history to write a narrative journal entry from the perspective of Dolley Madison.

Pacing Guide

Writing Studio Unit 2	Domain 5, <i>The War of 1812</i>
Lesson 1	Lesson 3
Lesson 2	Lesson 4
Lesson 3	Pausing Point 1
Lesson 4	Pausing Point 2
Lesson 5	Lesson 5
Lesson 6	Lesson 6
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. Students study exemplar texts, see a teacher model how to write an opinion piece, then collaboratively and independently write several different opinion pieces, culminating in a writing activity in which they draw on Knowledge Strand Domain 7 to write a persuasive essay convincing their family to let them take a favorite object in a move west.

Pacing Guide

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

Why This Unit Is Important

This unit helps students deepen their understanding of and ability to construct opinion texts. Using extensive scaffolding and modeling, it guides students through a review of domain knowledge, then draws on the what they have already learned about insects in the Knowledge Strand, Domain 8. Students use their understanding of insects and their characteristics to write an opinion piece describing which insect they would most like to have in their neighborhood.

Pacing Guide

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

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 to identify its common features. Students study an exemplar text, see a teacher model how to write an informative piece, then collaboratively research and write an informational text in which they draw on Knowledge Strand, Domain 9 to compose an informative piece about Harriet Tubman.

Pacing Guide

Writing Studio Unit 5	Domain 9, <i>The U.S. Civil War</i>
Lesson 1	Pausing Point 1
Lesson 2	Pausing Point 2
Lesson 3	Lesson 6
Lesson 4	Lesson 7
Lesson 5	Lesson 8
Lesson 6	Lesson 9
Lesson 7	Lesson 10
Lesson 8	Lesson 11

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 11. Students use their understanding of this domain to craft informative texts comparing and contrasting the lives of immigrants living in cities and the lives of immigrants living on farms in the United States during the 1800s–1900s.

Pacing Guide

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

Why This Unit Is Important

Grade 2 Writing Studio culminates in a unit that presents students with an authentic writing opportunity—to compose a text that will interest a reader in fighting for a cause. 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 12, <i>Fighting for a Cause</i>
Lesson 1	Lesson 5
Lesson 2	Pausing Point 1
Lesson 3	Pausing Point 2
Lesson 4	Lesson 6
Lesson 5	Lesson 7
Lesson 6	Lesson 8
Lesson 7	Lesson 9
Lesson 8	Domain Review 1

Grade 2

Teacher Resources



Teacher Resources

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

Teacher Resources

- Writing Prompt for Activity Page 1.1
- Second Grade Writing Rubric: Narrative Writing
- “Seasons”
- Writing Prompt for Activity Page 3.1
- Writing Prompt for Activity Page 5.1
- Sample Paragraph from “In the Labyrinth”

Activity Pages

- Activity Page 1.1
- Blank Story Map
- Drafting Paper
- Activity Page 5.1

Writing Prompt

Write a narrative about someone who is a hero. This narrative may be true or fictional. You may write about a hero you know or one you imagine.

Second Grade Writing Rubric: Narrative Writing

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **[W.2.3]**

	Advanced	Proficient	Basic
Ideas	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a recounting of a well-elaborated event or short sequence of events • descriptive language and details that describe actions, thoughts, and feelings • skillful use of dialogue 	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a recounting of a well-elaborated event or short sequence of events • details that describe actions, thoughts, and feelings 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a recounting of a well-elaborated event or short sequence of events • details that describe actions, thoughts, and feelings
Organization	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a structure that enhances the recounting of the event or sequence of events • temporal words and phrases that signal event order • a clear ending or closure 	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a logical structure that recounts the event or sequence of events • temporal words that signal event order • a 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 recounts the event or sequence of events • temporal words that signal event order • a sense of closure
Conventions	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete simple, compound, and complex 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 simple and compound sentences

Seasons

One day Persephone was in the meadow enjoying the beautiful flowers. Her mother, Demeter, the goddess of agriculture, had made sure it was very pretty. Persephone loved to pick flowers, especially the purple ones. When she was picking some of them, Hades snuck up and snatched Persephone. He took her to the underworld, because he wanted her to live there with him.

When Demeter could not find Persephone, she grew frightened. She looked and looked for her daughter. She shouted her name loudly, but Persephone did not answer. Finally, Helios told Demeter that Hades had taken Persephone to the underworld.

Demeter was so sad that she quit taking care of the plants. All the flowers and trees died, and the people had no food. Zeus went to the underworld and made a deal with Hades. They decided Persephone could come back for part of every year. She had to spend part of the year in the underworld, though, because she had eaten some pomegranate seeds there.

When Persephone is back with her mother, Demeter is happy and cares for the flowers and other plants. But when Persephone leaves, Demeter lets the plants die. The different seasons depend on where Persephone is.

Writing Prompt

Retell the Prometheus myth in your own words. You should include the most important information, but you might have some different details from the version in the Read-Aloud.

Make sure that your narrative includes all the elements of good narrative writing.

Writing Prompt

Write a new scene for the Arachne myth, one that shows what Arachne felt, thought, or did after Athena turned her into a spider. Make sure to incorporate dialogue and good descriptive details in your story.

Remember to include all the elements of a narrative in your story.






Sample Paragraph from "In the Labyrinth"

The guards left him in the labyrinth. Theseus slowly unwound the thread Princess Ariadne had given him. He walked slowly and carefully, trying to stay quiet so the Minotaur would not know he was there. He turned a corner and saw the beast! Theseus surprised him and was able to avoid his attacks by jumping over his horns. The Minotaur ran into the wall, hurting himself. Theseus was then able to defeat him.

Activity Pages

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

Handwriting practice lines consisting of 10 sets of three horizontal lines (top solid, middle dashed, bottom solid).

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

NAME: _____

DATE: _____

LESSON _____

Drafting Paper

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

NAME: _____

DATE: _____

A New Scene

Answer the following questions to help you think about what might happen if the narrative had a new scene.

1. What will be the main idea of the new scene?

2. Who is the main character of the new scene?

3. Who else is involved in the new scene?

NAME: _____

DATE: _____

4. How will these characters act in the new scene? What do they do that is different from the original?

5. How does this new scene end?

6. What will you title the new scene?

7. List any other interesting ideas about the new scene's main character, plot, or other elements in the space that follows.

Teacher Resources

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

Teacher Resources

- Narrative Writing Prompt
- “Dear Diary, Love Adele”
- Sample Answers for Activity Page 1.1
- Story Map — “Dear Diary, Love Adele”
- Sample Paragraph from “Dear Diary, Love Adele”
- Writing Prompt for “Dear Diary, Love Dolley, Part Two”
- Second Grade Writing Rubric: Narrative Writing

Activity Pages

- Activity Page 1.1
- Blank Story Map
- Drafting Paper
- Activity Page 7.1

Narrative Writing Prompt

Dolley Madison lived in such an eventful time, and it is interesting to imagine how she felt about everything she experienced. Imagine what it would have felt like to be Dolley Madison, then write a diary entry from her perspective. To do this, think about how she might have felt when she met James Madison or when he became president. You might also think about the things she tried to do as First Lady. What sort of thoughts, feelings, or descriptions would she want to record in her journal?

Make sure to incorporate dialogue and good descriptive details and to include all the elements of a narrative in your entry.

Dear Diary

Answer the following questions to help you think about how Adele might describe her life in her diary.

1. What are the most important things that Adele has experienced or seen?

- a. *Montpelier, the home of James and Dolley Madison*
- b. *spending time with her brother—she wants to be a lot like him*
- c. *learning Spanish at school*

2. What will be the main thing her diary entry will describe?

hearing her grandfather tell stories about history and her visit to Montpelier

3. How do you think Adele would feel about what she has experienced or seen?

She really liked Montpelier. She got to see some chairs that were in the President’s House when George Washington was president!

4. Who else is involved in the things Adele describes?

classmates on the field trip to Montpelier, J.P., grandfather

5. What might Adele write in her diary that she would not say aloud?

She might wish her brother were more interested in history than in his sandwich.

6. List any other interesting ideas about the diary’s author, plot, or other elements in the space that follows.

Adele might list questions she has about Dolley Madison to ask her grandfather later.

Dear Diary

Answer the following questions to help you think about how Dolley Madison might describe her life in her diary.

1. What are the most important things that Dolley Madison has experienced or seen?

- a. *Her first husband and her son died.*
- b. *She married James Madison.*
- c. *She became the First Lady, so she held parties, helped decorate the President's House, and wore fancy dresses.*

2. What will be the main thing her diary entry will describe?

being First Lady

3. How do you think Dolley Madison would feel about what she has experienced or seen?

She was sad about her husband and son dying. But she is also usually cheerful, no matter what. She probably liked being First Lady, because she liked parties and dresses.

4. Who else is involved in the things Dolley Madison describes?

James Madison

5. What might Dolley Madison write in her diary that she would not say aloud?

She might say that sometimes she didn't always feel cheerful, but she tried to act happy and remember that things would get better.

6. List any other interesting ideas about the diary's author, plot, or other elements in the space that follows.

She was outgoing.

	Title <i>Dear Diary, Love Adele</i>										
	Character(s) <i>Adele</i> <i>J.P.</i> <i>Grandfather Lafitte</i>	Setting(s) <i>Grandfather Lafitte’s house</i>									
	<table border="1"> <tr> <td data-bbox="191 688 256 947"></td> <td colspan="2" data-bbox="272 688 1471 947"> Beginning <i>Grandfather Lafitte told us another one of his stories. This one was about James and Dolley Madison. It reminded me of being at Montpelier.</i> </td> </tr> <tr> <td data-bbox="191 955 256 1213">Plot</td> <td colspan="2" data-bbox="272 955 1471 1213"> Middle <i>J.P. was not paying as much attention as I was. He was mostly just eating his sandwich. I wished he were paying attention so I could tell him things about Montpelier.</i> </td> </tr> <tr> <td data-bbox="191 1222 256 1478"></td> <td colspan="2" data-bbox="272 1222 1471 1478"> <p style="text-align: right;">End</p> <i>I would most want to tell J.P. about the Madison’s chairs that came from the President’s house when Washington lived there.</i> </td> </tr> </table>			Beginning <i>Grandfather Lafitte told us another one of his stories. This one was about James and Dolley Madison. It reminded me of being at Montpelier.</i>		Plot	Middle <i>J.P. was not paying as much attention as I was. He was mostly just eating his sandwich. I wished he were paying attention so I could tell him things about Montpelier.</i>			<p style="text-align: right;">End</p> <i>I would most want to tell J.P. about the Madison’s chairs that came from the President’s house when Washington lived there.</i>	
	Beginning <i>Grandfather Lafitte told us another one of his stories. This one was about James and Dolley Madison. It reminded me of being at Montpelier.</i>										
Plot	Middle <i>J.P. was not paying as much attention as I was. He was mostly just eating his sandwich. I wished he were paying attention so I could tell him things about Montpelier.</i>										
	<p style="text-align: right;">End</p> <i>I would most want to tell J.P. about the Madison’s chairs that came from the President’s house when Washington lived there.</i>										
	Final Thought <i>I wonder if Dolley Madison sat in Washington’s chair. I’ll have to tell Grandfather Lafitte about that.</i>										
<p>Fill in the blank to indicate where your narrative should include concrete words and details to describe things:</p> <p style="text-align: center;"><i>J.P. eating his sandwich</i></p>											

Sample Paragraph

When Grandfather mentioned where the Madisons lived, I got excited. I visited Montpelier last month with my class. I wanted to tell J.P. about some of the cool things I saw there. But J.P. was not paying as much attention as I was. He was mostly just eating his sandwich. I wished he were paying attention so I could tell him things about Montpelier.

Writing Prompt

Imagine how Dolley Madison’s life changed with the start of the War of 1812. Think about the day she had to leave the President’s House. Imagine how she must have felt that day, then write a diary entry describing that day from her perspective. What sort of thoughts, events or actions, feelings, or descriptions would she want to record in her journal?

Make sure to incorporate dialogue and good descriptive details and to include all the elements of a narrative in your entry.

Second Grade Writing Rubric: Narrative Writing

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **[W.2.3]**

	Advanced	Proficient	Basic
Ideas	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a recounting of a well-elaborated event or short sequence of events • descriptive language and details that describe actions, thoughts, and feelings • skillful use of dialogue 	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a recounting of a well-elaborated event or short sequence of events • details that describe actions, thoughts, and feelings 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a recounting of a well-elaborated event or short sequence of events • details that describe actions, thoughts, and feelings
Organization	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a structure that enhances the recounting of the event or sequence of events • temporal words and phrases that signal event order • a clear ending or closure 	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a logical structure that recounts the event or sequence of events • temporal words that signal event order • a 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 recounts the event or sequence of events • temporal words that signal event order • a sense of closure
Conventions	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete simple, compound, and complex 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 simple and compound sentences

Activity Pages

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

NAME: _____

DATE: _____

Dear Diary

Answer the following questions to help you think about how Dolley Madison might describe her life in her diary.

1. What are the most important things that Dolley Madison has experienced or seen?

a.

b.

c.

2. What will be the main thing her diary entry will describe?

3. How do you think Dolley Madison would feel about what she has experienced or seen?

4. Who else is involved in the things Dolley Madison describes?





5. What might Dolley Madison write in her diary that she would not say aloud?

NAME: _____

DATE: _____

LESSON _____

Blank Story Map

 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:	

NAME: _____

LESSON _____

DATE: _____

Drafting Paper

The page contains 10 rows of horizontal lines for writing. Each row is defined by a solid top line, a dashed midline, and a solid bottom line, providing a guide for letter height and placement.

NAME: _____

DATE: _____

7.1

ACTIVITY PAGE

Narrative Checklist

Review your peer's narrative and look for each element listed below. As you locate each element, make a note describing it on your checklist.

Character(s):

Setting(s):

Plot

Beginning:

Middle:

End:

Final Thought:

NAME: _____

DATE: _____

Good narratives also include strong details or descriptions and temporal words to show the order of events.

Name places in your classmate's narrative that use good details:

Name some temporal words used in your classmate's narrative:

Name the best thing about your classmate's narrative:

Name one thing your classmate could improve about this narrative:

Teacher Resources

Grade 2	Writing Studio 3
---------	------------------

Teacher Resources

- Writing Prompt for Activity Page 1.1
- Second Grade Writing Rubric: Opinion Writing
- “Life on a Flatboat”
- Writing Prompt for Activity Page 3.1
- “Let’s Go Camping”
- Writing Prompt for Activity Page 5.1
- “Heading West”: Before and After Revision

Activity Pages

- Activity Page 1.1
- My Opinion organizer
- Blank Drafting Paper

Writing Prompt

Write an opinion about the one thing you would most like to have. The opinion should be your personal belief and include reasons and a conclusion.

Second Grade Writing Rubric: Opinion Writing

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section. **[W.2.1]**

	Advanced	Proficient	Basic
Ideas	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • an opinion that demonstrates deeper understanding of the topic • thoughtful reasons to support the opinion • a strong conclusion 	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a topic and an opinion • reasons and information relevant to topic and opinion 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a topic and an opinion • reasons and information relevant to topic and opinion
Organization	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a paragraph structure that clearly introduces, develops, and closes the topic • an introduction that states the topic and an opinion • multiple reasons to support the opinion • linking words or phrases to connect reasons to the opinion • a strong conclusion 	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • an introduction that states the topic and an opinion • reasons that support the opinion • linking words to connect reasons to the opinion • concluding statement or section 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • an introduction that states the topic and an opinion • reasons that support the opinion • linking words to connect reasons to the opinion • concluding statement or section
Conventions	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete simple, compound, and complex 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 simple and compound sentences

Life on a Flatboat



I think I would have liked living and working on a flatboat in the 1800s.

One reason is that I would travel to many different places. I like the idea of seeing new towns and cities along the Erie Canal. I would get to meet new people at each of the stops along the way.

Also, living and working on a flatboat would be a good way to earn money for my family at that time in history. I would have to work hard transporting freight up and down the canal, but it is a quick and easy way to get to all the places where I would buy and sell goods.

Living and working on a flatboat in the 1800s was hard work, but I believe I would have liked it.

Class Field Trip



Imagine that the principal said that our class can take a field trip soon. Where should we go? Why?

Plan an opinion about where you think our class should go on a field trip. You should include reasons to support your opinion and important details.

Make sure your writing includes all the elements of an opinion: an introduction, reasons, and a conclusion.



Title

Let's Go Camping

My Opinion

I would most like to go camping on my next family vacation.



Reason #1

Camping is fun because you get to sleep outside in a tent.



Reason #2

I like sitting around a campfire with my family and telling stories.



Conclusion: Restate Opinion

As you can see, I would like to go camping on my next family vacation.

Heading West



Imagine that your family is planning to pack up and move west like the pioneers. The problem is that you cannot take everything with you when you move! Instead of a covered wagon, you will have to put everything in one small moving truck.

Write an opinion to persuade your family to let you take your favorite object with you on your move west. Include reasons for wanting to take the object that will convince your family that you should be allowed to take it.

Make sure your writing includes all the elements of an opinion: an introduction, reasons, and a conclusion.

Heading West

Before

When I move west, the object I would most like to take with me is my rabbit statue.

I would like to take the rabbit because I am very fond of it. I bought it when I was ten years old. It reminds me of my childhood.

I would want to take the rabbit statue with me because it is cute. It is made of ceramic. The surface has many cracks in it because it is very old. I like the way it looks.

My rabbit statue is the object that I want to take with me the most.

Heading West

After

When I move west, the object I would most like to take with me is my antique rabbit statue.

The first reason I would like to take the rabbit statue is because I am very fond of it. I bought it with my own money when I was only ten years old. I love it because it reminds me of my childhood.

Another reason is because it is very cute. The statue is a pale yellow color that has many small cracks in the surface because it is very old. I like the way it looks and I think it will look nice in my new house.

In conclusion, my antique rabbit statue is the object that I want to take with me the most when I move west.

Activity Pages

Grade 2	Writing Studio 3
---------	------------------

Handwriting practice lines consisting of 10 sets of three horizontal lines (top solid, middle dashed, bottom solid).



Title

My Opinion



Reason #1



Reason #2



Conclusion: Restate Opinion

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 2	Writing Studio 4
---------	------------------

Teacher Resources

- “Insect Habitat”
- Writing Prompt: Insect Neighbors
- Research for Modeling chart
- “Ladybugs Make Good Neighbors”
- Second Grade Writing Rubric: Opinion Writing

Activity Pages

- Blank My Opinion Organizer
- Activity Page 2.1
- Activity Page 3.1
- Activity Page 4.1
- Blank Drafting Paper



Insect Habitat

If I were an insect, I would like to live in an aquatic habitat. One reason is that I would like to live near rivers, ponds, or streams. I think there would be plenty of food for me to eat and places for me to live. I think I would enjoy living in an aquatic habitat if I were an insect.

Writing Prompt: Insect Neighbors



Which insect would you most like to have in your neighborhood?

Write an opinion with an introduction that states the topic and your opinion, two reasons to explain why you feel the way you do, and a conclusion that restates your opinion.

Research for Modeling



Insect: *Ladybug*

Where does it live?

grasslands

What does it eat?

aphids

moth eggs

*other bugs that
harm crops*

Other facts:

helps farmers

They are cute.

They can fly.

*It is a type of
beetle.*

*has two sets of
wings*

*front wings like
armor*



Ladybugs Make Good Neighbors

I think that the best insect neighbors to have in my neighborhood are ladybugs. Ladybugs are small beetles that live in grasslands or other places where there are plenty of plants and other insects.

One reason I would like to have ladybugs as neighbors is because they eat insects that destroy plants. The ladybugs could eat the aphids that try to eat my rose bushes every year.

Another reason I like ladybugs is because I think they are cute! They are very small, and their front wings are red with black spots. The front wings also protect the ladybug's body like a suit of armor.

In conclusion, I believe that ladybugs would make the best insect neighbors.

Second Grade Writing Rubric: Opinion Writing

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section. **[W.2.1]**

	Advanced	Proficient	Basic
Ideas	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • an opinion that demonstrates deeper understanding of the topic • thoughtful reasons to support the opinion • a strong conclusion 	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a topic and an opinion • reasons and information relevant to topic and opinion 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a topic and an opinion • reasons and information relevant to topic and opinion
Organization	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a paragraph structure that clearly introduces, develops, and closes the topic • an introduction that states the topic and an opinion • multiple reasons to support the opinion • linking words or phrases to connect reasons to the opinion • a strong conclusion 	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • an introduction that states the topic and an opinion • reasons that support the opinion • linking words to connect reasons to the opinion • concluding statement or section 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • an introduction that states the topic and an opinion • reasons that support the opinion • linking words to connect reasons to the opinion • concluding statement or section
Conventions	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete simple, compound, and complex 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 simple and compound sentences

Activity Pages

Grade 2	Writing Studio 4
---------	------------------



Title

My Opinion



Reason #1



Reason #2



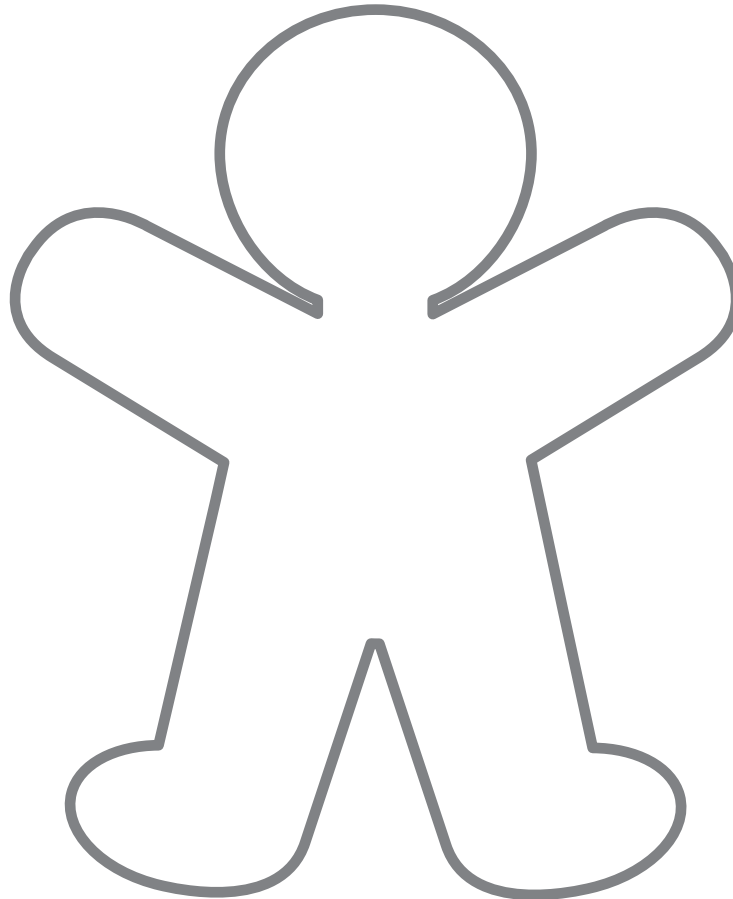
Conclusion: Restate Opinion

NAME: _____

DATE: _____

Which Part?

Which insect body part would you most like to have?
Write your opinion, then draw the body part on the outline
below and complete the drawing to look like you.



Four sets of horizontal writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, provided for the student to write their opinion.

2.1

CONTINUED

NAME: _____

DATE: _____

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

3.1

CONTINUED

NAME: _____

DATE: _____

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

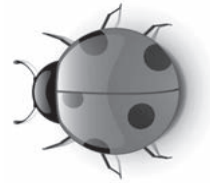
NAME: _____

DATE: _____

4.1

ACTIVITY PAGE

Research: Insect Neighbors



Insect:

Where does it live?

What does it eat?

Other facts:

The page contains 12 rows of horizontal lines. 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 2	Writing Studio 5
---------	------------------

Teacher Resources

- Second Grade Writing Rubric: Informative/Explanatory Writing
- Writing Prompt: What Is an Insect?
- “The Battle of Fort Sumter”
- Excerpt from “The War Begins”
- Harriet Tubman Poster Sample

Activity Pages

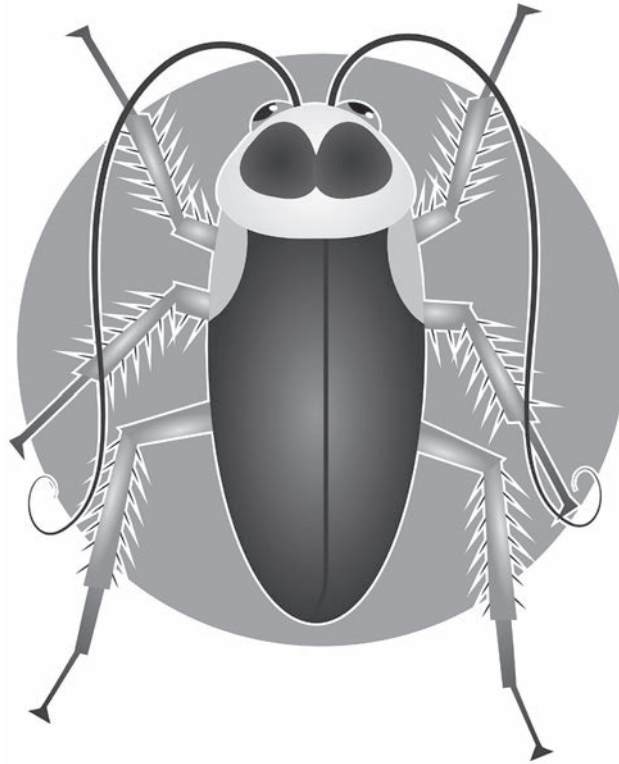
- Activity Page 1.1
- Informative Writing Graphic Organizer
- Activity Page 3.1
- Activity Page 6.1 (Blank Drafting Paper)

Second Grade Writing Rubric: Informative/Explanatory Writing

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. **[W.2.2]**

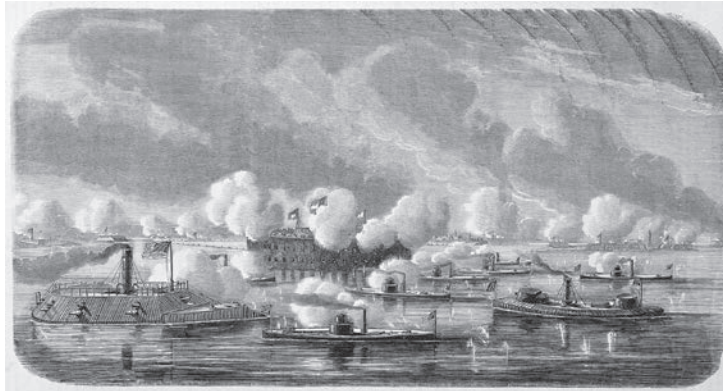
	Advanced	Proficient	Basic
Ideas	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • facts and definitions relevant to the topic • examples to support facts 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • facts and definitions 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 • facts and definitions relevant to the topic
Organization	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a paragraph structure that clearly introduces, develops, and closes the topic • facts and definitions to develop points about the topic • a strong concluding statement or section 	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • an introduction that names the topic • facts and definitions to develop points about the topic • concluding statement or section 	<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 definitions to develop points about the topic • concluding statement or section
Conventions	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete simple, compound, and complex 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 simple and compound sentences

What Is an Insect?



Write an informative essay describing an insect. You must state the topic, provide some important facts or definitions, and give a sense of closure by restating the topic.

The Battle of Fort Sumter



THE BATTLE OF FORT SUMTER, APRIL 1861

The Battle of Fort Sumter was important because it led to the U.S. Civil War. It was fought between the United States and the Confederacy in April 1861.

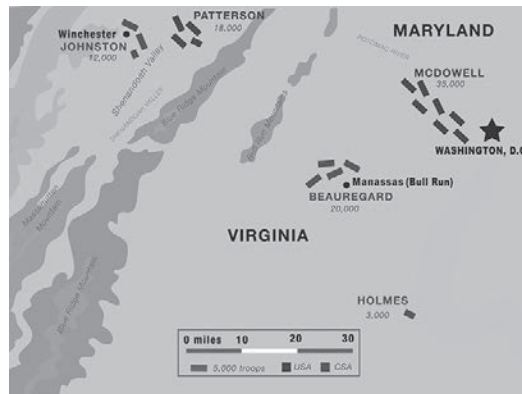
Fort Sumter was located in the city of Charleston, South Carolina, one of the new Confederate states. It was a large fort with cannons and U.S. soldiers to protect the city’s harbor from pirates or enemy ships in times of war. The fort belonged to the United States, but the Confederates wanted it for themselves. They felt they needed the fort to protect their new country.

President Lincoln did not want to give control of Fort Sumter to the Confederates so he had difficult decisions to make. He decided that he would leave the U.S. soldiers at the fort and send supplies to see if the Confederates would let the ships through.

The Confederates had raised their own army and surrounded the fort, trying to convince the soldiers to surrender. When they heard that President Lincoln was sending more supplies, they attacked the fort. Both sides fought a battle with guns and cannons for thirty-four straight hours, and in the end the U.S. soldiers surrendered. The Confederates won the battle and took over Fort Sumter.

The United States lost Fort Sumter to the Confederacy in 1861, making it an important battle that led to the U.S. Civil War.

Excerpt from “The War Begins”



MAP OF EARLY CIVIL WAR BATTLES

The First Major Battle

The first true test between the armies of the North and the South came in July 1861 in the state of Virginia. Virginia is home to the city of Richmond, the capital of the Confederacy at the time of the Civil War. Virginia also touches Washington D.C., the capital of the United States. Three months after the Battle of Fort Sumter, thousands of Union and Confederate soldiers met in Virginia for the first major battle of the Civil War.

As president, Abraham Lincoln was commander-in-chief to the U.S. Army, also called the Union Army. He decided to try to end the war quickly by sending his army to destroy the Confederate Army in Virginia and capture the city of Richmond.

So, it was decided that a large Union army would invade Virginia. The Union Army moved toward the town of Manassas where there was a small river called Bull Run.

Despite careful planning, almost nothing went according to the plans the Union Army had made. The Confederate cannons were older and less powerful than the Union’s cannons, but the Confederate soldiers firing them seemed to have more skill.

Stonewall Jackson and the rest of the Confederate Army won the First Battle of Manassas. By late afternoon, the Union Army broke apart and retreated, or went back to the safety of Washington D.C.

After that first battle, which was called the First Battle of Manassas, or the First Battle of Bull Run, President Lincoln and others in the North realized that this Civil War would not be easy to win.

Title

Introduction:

**Fact 1:
Paragraph**

**Fact 1:
Illustration and Caption**

**Fact 2:
Paragraph**

**Fact 2:
Illustration and Caption**

**Fact 3:
Paragraph**

**Fact 3:
Illustration and Caption**

Conclusion:

Activity Pages

Grade 2	Writing Studio 5
---------	------------------

NAME: _____

DATE: _____

What Is an Insect?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated 10 times for writing.

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.

Informative Writing Graphic Organizer

Topic:

Topic Sentence:

Fact 1:

Fact 2:

Fact 3:

Conclusion:

NAME: _____

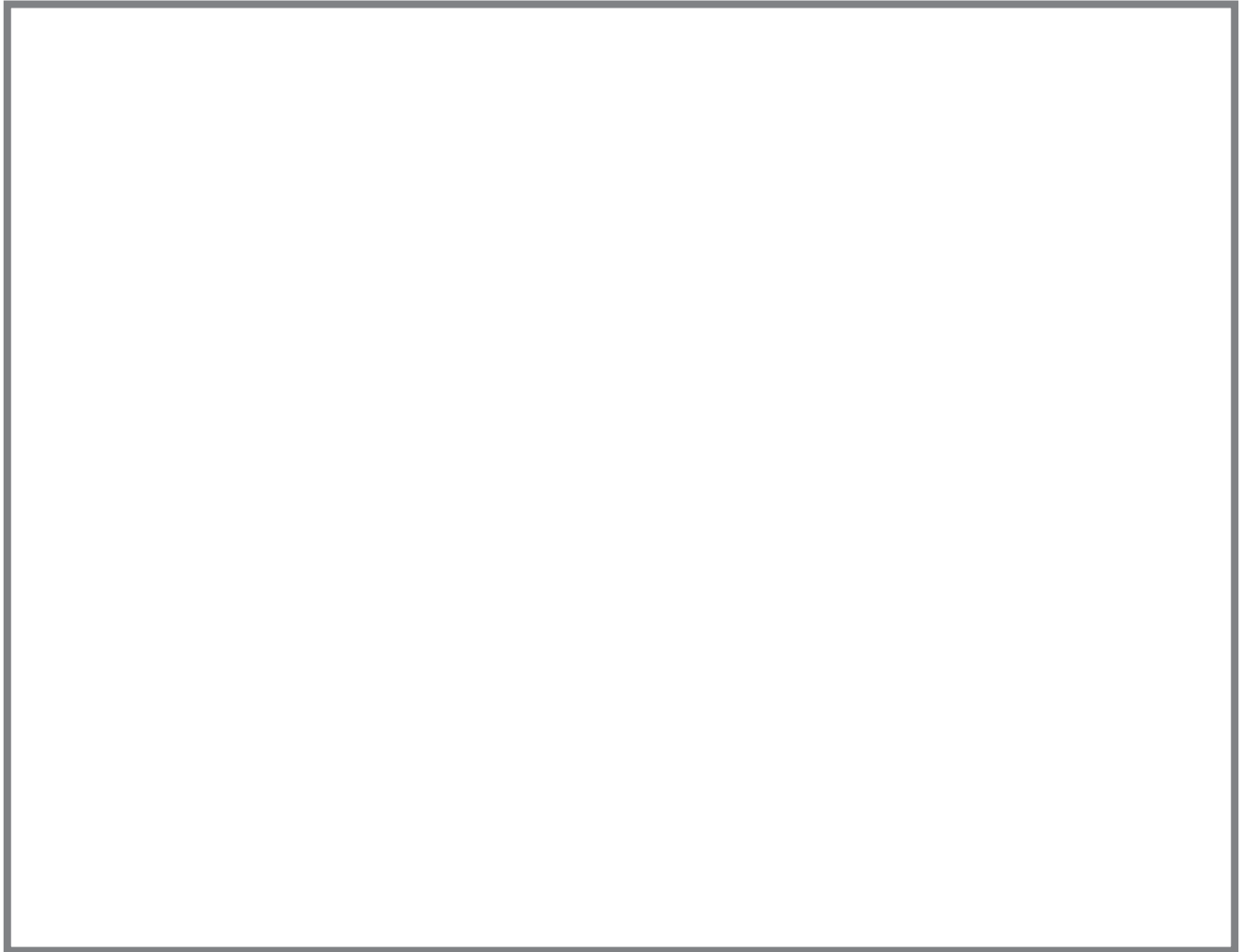
DATE: _____

3.1

ACTIVITY PAGE

Text Features

Topic: _____



Caption: _____

NAME: _____

DATE: _____

Fact 1:

Fact 2:

NAME: _____

DATE: _____

3.1
CONTINUED

ACTIVITY PAGE

Fact 3:

NAME: _____

DATE: _____

Handwriting practice lines consisting of 10 sets of three horizontal lines (top solid, middle dashed, bottom solid).

Teacher Resources

Grade 2	Writing Studio 6
---------	------------------

Teacher Resources

- Compare and Contrast Words poster
- Writing Prompt for City Life and Farm Life
- Second Grade Writing Rubric: Informative/Explanatory 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)

Compare and Contrast Words

Compare (similar)	Contrast (different)
like	but
alike	yet
same	unlike
similar	different
both	differ
also	difference
the same as	however
as well	while
too	although
	instead

Writing Prompt for City Life and Farm Life



In the 1800s–1900s, immigrants had to make new lives for themselves in the United States. Many chose to live in or near the big cities where they first entered the United States, while others spread out across the country to small towns and farms. The lives of immigrants living in big cities and on rural farms had many similarities and differences.

You will gather information and write an essay comparing and contrasting the lives of immigrants in cities to the lives of immigrants living on farms. The essay will have an introduction, facts and details that compare and contrast the two topics, and a conclusion.

Second Grade Writing Rubric: Informative/Explanatory Writing

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. **[W.2.2]**

	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 definitions relevant to the topic • examples to support facts 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • facts and definitions 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 • facts and definitions relevant to the topic
Organization	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a paragraph structure that clearly introduces, develops, and closes the topic • facts and definitions to develop points about the topic • a strong concluding statement or section 	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • an introduction that names the topic • facts and definitions to develop points about the topic • concluding statement or section 	<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 definitions to develop points about the topic • concluding statement or section
Conventions	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete simple, compound, and complex 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 simple and compound sentences

Activity Pages

Grade 2	Writing Studio 6
---------	------------------

NAME: _____

DATE: _____

Immigration Islands

In the 1800s to early 1900s, both Ellis Island and Angel Island played important roles in the history of immigration in the United States.

Ellis Island and Angel Island were alike in several ways. Both Ellis Island and Angel Island had immigration centers where people from other countries went to seek permission to live in the United States. They were also similar because they were both located in large cities with ports on oceans, so boats from other countries could land. Another way they were alike is that many people who passed through their immigration centers chose to live close to the cities in which they landed.

Ellis Island and Angel Island were different because Ellis Island was on the East Coast of the United States, in New York Harbor, while Angel Island was on the West Coast in San Francisco Bay. Another difference is that the majority of the immigrants who went to Ellis Island were from Europe, while most of the immigrants who went to Angel Island were from Asia.

Even though Ellis Island and Angel Island were on opposite sides of the country, they were both important to the United States' immigration history.

NAME: _____

DATE: _____

1.1
CONTINUED

ACTIVITY PAGE

The way Ellis Island and Angel Island are most alike is

The biggest difference between Ellis Island and Angel Island is

NAME: _____

DATE: _____

Compare and Contrast

_____ and _____ are

alike in several ways. Both _____

and _____ have

similar _____. Both also have/are

_____ and _____.

Another way they are similar is

_____.

NAME: _____

DATE: _____

2.1
CONTINUED

ACTIVITY PAGE

_____ and _____ are

different because _____.

Another difference is _____.

_____ is _____,

but _____ has _____.

_____ and _____

are _____ in some ways

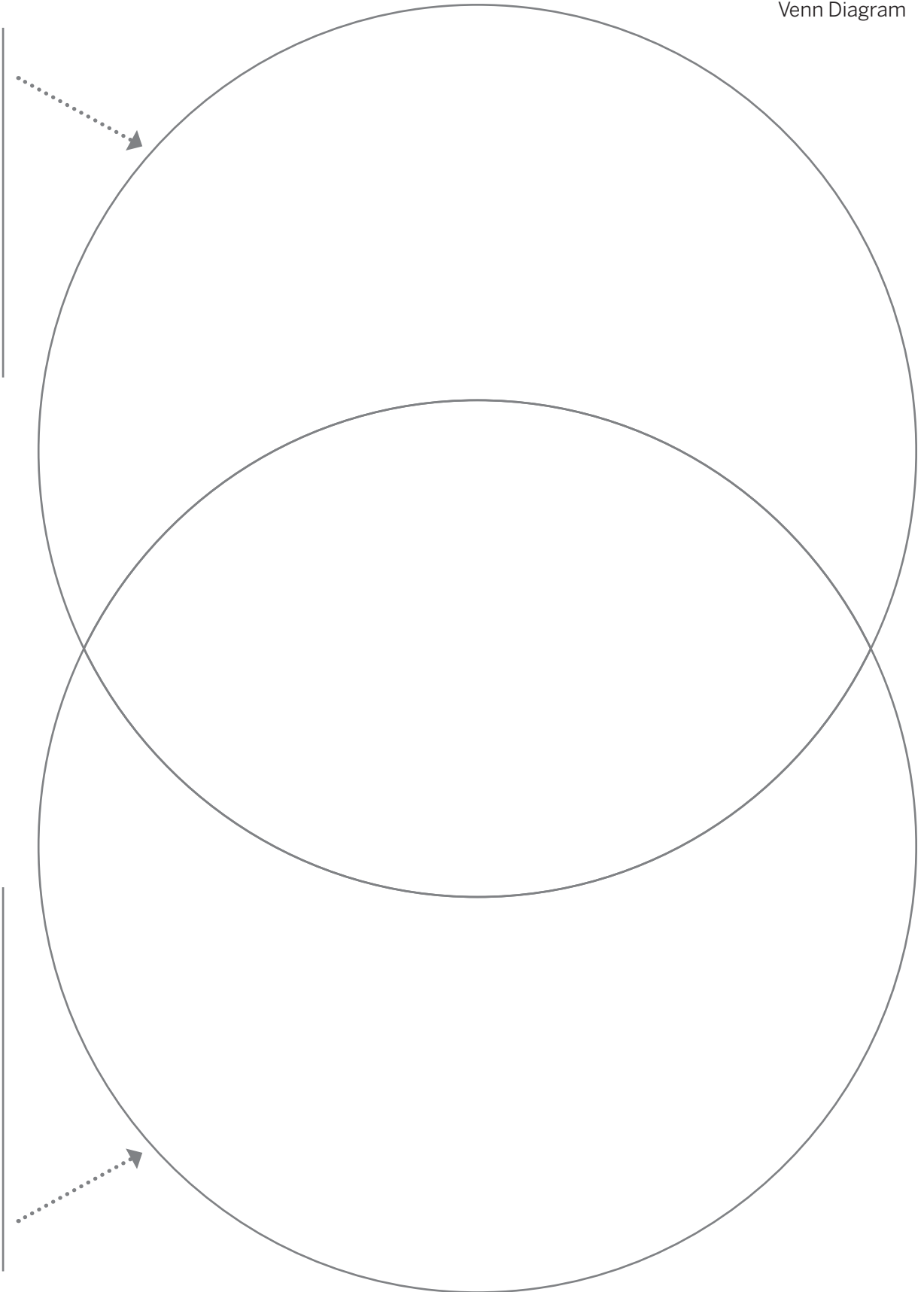
and _____ in other ways.

NAME: _____

DATE: _____

Venn Diagram

Venn Diagram



NAME: _____

DATE: _____

4.1

ACTIVITY PAGE

Planning: City Life and Farm Life.

Introduction

Similarities

NAME: _____

DATE: _____

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines.

Differences

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines.

NAME: _____

DATE: _____

4.1
CONTINUED

ACTIVITY PAGE

Conclusion

The page contains ten sets of horizontal lines for writing. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Teacher Resources

Grade 2	Writing Studio 7
---------	------------------

Teacher Resources

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



Fighting for a Cause

The history of the United States is full of the names of people who fought hard to make life better for the men, women, and children who live here. You have learned about several key figures and their causes during our study of Domain 12, *Fighting for a Cause*.

Fighting for a cause continues to be a part of our country's story; people still fight for causes they believe in every day.

For your final Writing Studio assignment, you will write a piece to get your audience interested in fighting for a cause. You will choose the target audience and the text type that you think will work best for your writing: opinion, informative/explanatory, or narrative. Which one do you think will work best to get your message to your audience?

Second Grade Writing Rubric: Opinion Writing

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section. **[W.2.1]**

	Advanced	Proficient	Basic
Ideas	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • an opinion that demonstrates deeper understanding of the topic • thoughtful reasons to support the opinion • a strong conclusion 	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a topic and an opinion • reasons and information relevant to topic and opinion 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a topic and an opinion • reasons and information relevant to topic and opinion
Organization	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a paragraph structure that clearly introduces, develops, and closes the topic • an introduction that states the topic and an opinion • multiple reasons to support the opinion • linking words or phrases to connect reasons to the opinion • a strong conclusion 	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • an introduction that states the topic and an opinion • reasons that support the opinion • linking words to connect reasons to the opinion • concluding statement or section 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • an introduction that states the topic and an opinion • reasons that support the opinion • linking words to connect reasons to the opinion • concluding statement or section
Conventions	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete simple, compound, and complex 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 simple and compound sentences

Second Grade Writing Rubric: Informative/Explanatory Writing

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. **[W.2.2]**

	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 definitions relevant to the topic • examples to support facts 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • facts and definitions 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 • facts and definitions relevant to the topic
Organization	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a paragraph structure that clearly introduces, develops, and closes the topic • facts and definitions to develop points about the topic • a strong concluding statement or section 	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • an introduction that names the topic • facts and definitions to develop points about the topic • concluding statement or section 	<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 definitions to develop points about the topic • concluding statement or section
Conventions	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete simple, compound, and complex 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 simple and compound sentences

Second Grade Writing Rubric: Narrative Writing

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **[W.2.3]**

	Advanced	Proficient	Basic
Ideas	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a recounting of a well-elaborated event or short sequence of events • descriptive language and details that describe actions, thoughts, and feelings • skillful use of dialogue 	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a recounting of a well-elaborated event or short sequence of events • details that describe actions, thoughts, and feelings 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a recounting of a well-elaborated event or short sequence of events • details that describe actions, thoughts, and feelings
Organization	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a structure that enhances the recounting of the event or sequence of events • temporal words and phrases that signal event order • a clear ending or closure 	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a logical structure that recounts the event or sequence of events • temporal words that signal event order • a 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 recounts the event or sequence of events • temporal words that signal event order • a sense of closure
Conventions	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete simple, compound, and complex 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 simple and compound sentences

Activity Pages

Grade 2	Writing Studio 7
---------	------------------

NAME: _____

DATE: _____

1. Which American figure would you like to write about?

2. What type of writing would you use to tell someone about the person listed above? (e.g., report, story, article, etc.)

3. What audience would you like to read your writing?

NAME: _____

DATE: _____

Writing Text Types

Opinion	
Informative/ Explanatory	
Narrative	

NAME: _____

DATE: _____

Which Text Type is Best?

1. The audience for my writing is

2. Circle the text type you will use for your audience:

Opinion Informative/explanatory Narrative

NAME: _____

DATE: _____

3. I think it will work best because

4. The way I will present my writing is

NAME: _____

DATE: _____

4.1

ACTIVITY PAGE

Writing Ideas

I will write

Ideas for Writing

NAME: _____

DATE: _____

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.

Core Knowledge Language Arts

Amplify.

Editorial Staff

Susan Lambert, Vice President, CKLA
Julie Weintraub, Senior Account Manager
Elizabeth Wade, PhD, Managing Curriculum Developer
Patricia Erno, Managing Curriculum Developer
Jamie Raade, Senior Curriculum Developer
Amber McWilliams, ELL Specialist
Christina Cox, Copy Editor
Julia Cantuarua, Associate Marketing Manager

Project Management

Matthew Ely, Director of Operations
Jennifer Skelley, Senior Producer
Leslie Johnson, Associate Project Manager

Design and Graphics Staff

Todd Rawson, Design Director
Julia Sverchuk, Creative Director
Erin O'Donnell, Senior Designer

Core Knowledge Foundation Staff

E. D. Hirsch Jr., Editor-in-Chief, Core Knowledge Language Arts
Linda Bevilacqua, President, Core Knowledge Foundation

Contributors

Ann Andrew, Desirée Beach, Leslie Beach, Brian Black, Stephanie Cooper, Tim Chi Ly, Nicole Crook, Stephen Currie, Kira Dykema, Carol Emerson, Jennifer Flewelling, Mairin Genova, Marc Goldsmith, Christina Gonzalez Vega, Stephanie Hamilton, Brooke Hudson, Carrie Hughes, Sara Hunt, Rowena Hymer, Jason Jacobs, Leslie Johnson, Annah Kessler, Debra Levitt, Bridget Looney, Christina Martinez, Sarah McClurg, Julie McGeorge, Evelyn Norman, Chris O'Flaherty, Cesar Parra, Leighann Pennington, Heather Perry, Tim Quiroz, Maureen Richel, Jessica Richardson, Carol Ronka, Laura Seal, Cynthia Shields, John Starr, Carmela Stricklett, Alison Tepper, Karen Venditti, Carri Waloven, Michelle Warner, Rachel Wolf

Center for
Early Reading
Amplify.

Image Credits

Writing Studio 1: Shutterstock; **Writing Studio 2:** Shutterstock; **Writing Studio 3:** Jini Bitzer, Jacob Wyatt, Shutterstock; **Writing Studio 4:** Shutterstock; **Writing Studio 5:** Core Knowledge Staff, Shutterstock; **Writing Studio 6:** Jed Henry, Scott Hammond; **Writing Studio 7:** Shutterstock

ISBN 978-1-68391-410-5

© 2017 Amplify Education, Inc. and its licensors
www.amplify.com

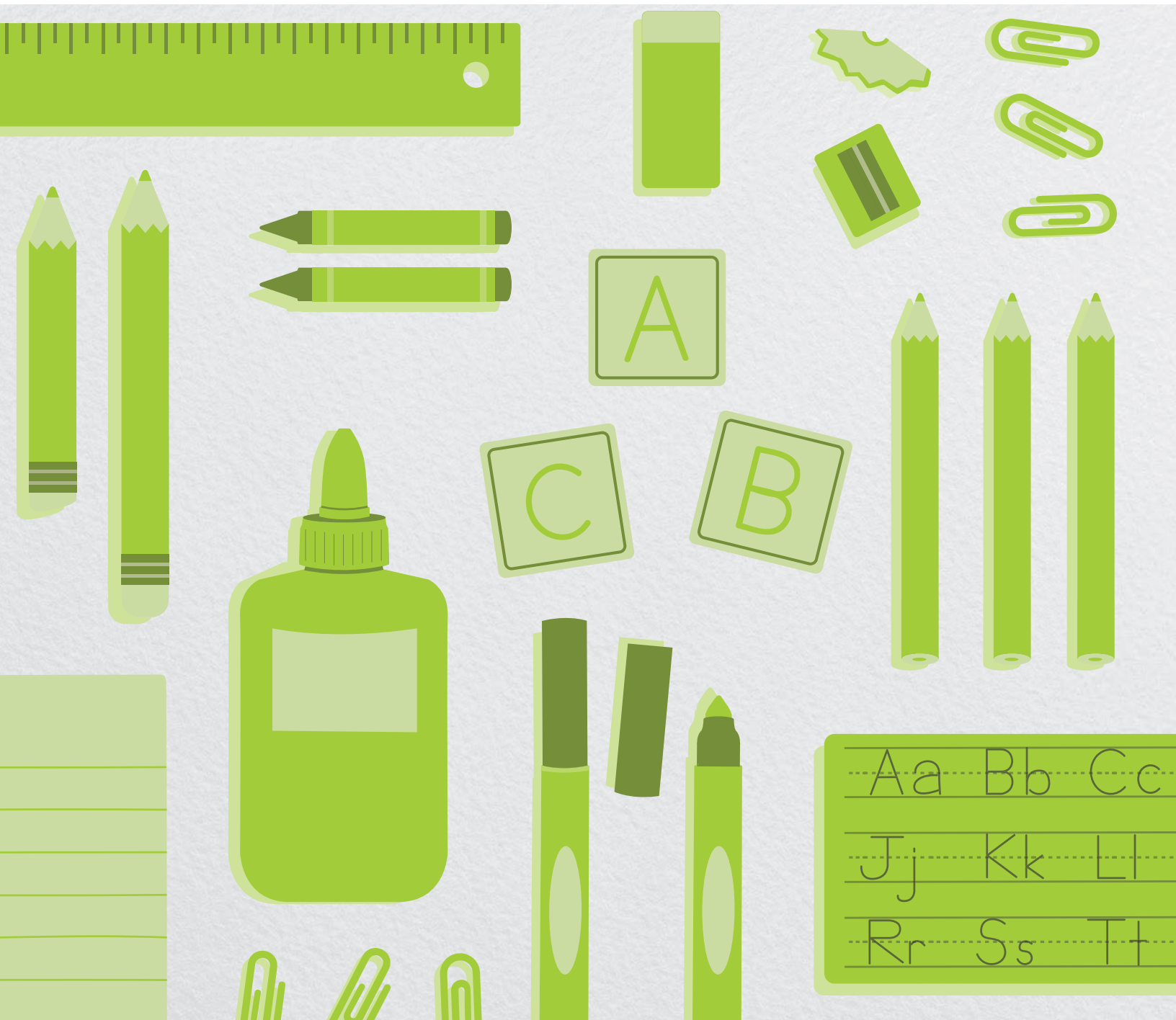
All Rights Reserved.

No part of this publication may be reproduced, transmitted, transcribed, stored in a retrieval system, or translated into any other language in any form or by any means without the written permission of Amplify Education, Inc., except current authorized users of Writing Studio, who may photocopy this publication for use exclusively in connection with Writing Studio so long as (i) any portion photocopied is duplicated in its entirety and not edited, altered or changed in any way and (ii) no monetary charge is made for the photocopied material (other than reasonable duplication fees).

Core Knowledge Language Arts and CKLA are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in the USA
01 LSCOW 2017



Center for
Early Reading
Amplify.

ckla.amplify.com

ISBN 9781683914105



9 781683 914105