



Writing Studio

Grade 2

Teacher Guide

Grade 2

Units 1-7

Writing Studio

Teacher Guide



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Writing Studio 1

Introducing Narrative Writing



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Introducing Narrative Writing

PRIMARY FOCUS OF LESSON

Students write narratives about a hero.

FORMATIVE ASSESSMENT

Activity Page 1.1

A Hero's Tale Students write narratives about a hero.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Narrative Writing (30 min.)			
Connections: Writing Narratives	Whole Group	3 min.	
Introduce the Prompt	Whole Group	5 min.	❑ Writing Prompt for Activity Page 1.1
Narrative Pre-Assessment	Independent	17 min.	❑ Activity Page 1.1
Wrap-Up	Whole Group	5 min.	

ADVANCE PREPARATION

- Prepare the writing prompt for display, either copying it onto chart paper or preparing to project it. See Writing Prompt for Activity Page 1.1 in Teacher Resources.
- Prepare copies of Activity Page 1.1 to distribute to each student for the Narrative Pre-Assessment activity.
- Prepare the rubric for grading the pre-assessments. See the *Second Grade Writing Rubric: Narrative Writing* in Teacher Resources. You will retain the pre-assessment to compare with the final narrative writing activity in Unit 2, *Developing Narrative Writing*.

Universal Access

- Prepare sentence starters as follows:
 - An example of a hero is someone who . . .
 - Heroes do things like . . .
 - I would describe heroes with words like . . .

Lesson 1

Introducing Narrative Writing



Primary Focus: Students write narratives about a hero.

CONNECTIONS: WRITING NARRATIVES (3 MIN.)

- Ask a few student volunteers to review what a narrative is.
 - » Narratives are stories.
- Clarify that although students have written narratives about imagined characters, they can also be written about real people.

INTRODUCE THE PROMPT (5 MIN.)

- Tell students that in this Writing Studio lesson they will write their own narratives about a hero.
- Display the Writing Prompt for Activity Page 1.1 and read it aloud to students, repeating as necessary.

➤ Writing Prompt for Activity Page 1.1

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.



Check for Understanding

Ask a volunteer to explain the prompt in his or her own words.

NARRATIVE PRE-ASSESSMENT (17 MIN.)

- Distribute Activity Page 1.1.
- Tell students to write a narrative in response to the prompt.

Support

Review the definitions of *fiction* and *nonfiction*.

Challenge

Have students name an example of a fictional narrative and a narrative that is nonfiction.



Access

Entering/Emerging

Review the prompt and use sentence starters to guide students in speaking about heroes.

Transitioning/Expanding

Review the prompt and provide sentence starters for student pairs to use in speaking about heroes.

Bridging

Review the prompt and provide sentence starters for student groups to use in speaking about heroes.

Activity Page 1.1



- Remind students that they should write as complete a narrative as possible in the time they have.

Note: If students finish before time elapses, you may allow them to work silently on something else. Since this is a pre-assessment, students may stop writing when they decide they are finished with the task or when seventeen minutes have elapsed. Subsequent lessons in this unit and in the entire Writing Studio program will help build students' ability to write for longer periods of time.

- As students complete their work, collect their narratives. You will use the *Second Grade Writing Rubric: Narrative Writing* to assess their work. You should save their pre-assessment to compare it to their final narrative writing activity, which they will complete in Writing Studio Unit 2, Lesson 8.

WRAP-UP (5 MIN.)

- Ask students to raise their hands silently if their narrative
 - includes a narrator or characters.
 - describes an event or series of events.
 - uses temporal words to show the order of events.
 - uses details to describe actions, thoughts, feelings, or other parts of the narrative.
 - includes a conclusion that relates to or wraps up the events.
- If time permits, ask students to describe their narrative to a partner.
- Tell students that in the next Writing Studio session, they will spend more time thinking about and learning how to write narratives.

End Lesson

Introducing Narrative Writing

PRIMARY FOCUS OF LESSON

Students use a story map to identify and describe the purpose and features of a narrative.

FORMATIVE ASSESSMENT

Activity Page 2.1

Blank Story Map Students use a story map to identify and describe the purpose and features of a narrative.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Narrative Writing (30 min.)			
Connections: Telling Stories	Whole Group	5 min.	
Read-Aloud: “Seasons”	Whole Group	7 min.	☐ “Seasons”
Modeling: Completing a Story Map	Whole Group	5 min.	☐ Activity Page 2.1
Completing a Story Map	Independent	10 min.	☐ Activity Page 2.1
Wrap-Up	Partner	3 min.	

ADVANCE PREPARATION

- Prepare to display “Seasons.” Alternatively, you may wish to distribute a copy to each student.
- Prepare to display Activity Page 2.1 (Blank Story Map, available as a Blackline Master in Teacher Resources) and to distribute a copy to each student.

Universal Access

- Prepare a list of the following terms from “Seasons” for preteaching:
 - agriculture
 - snuck
 - snatched
- Prepare to preteach “Seasons.”

Lesson 2

Introducing Narrative Writing



Primary Focus: Students use a story map to identify and describe the purpose and features of a narrative.

CONNECTIONS: TELLING STORIES (5 MIN.)

- Ask students to think about what they know about narratives. They may draw on their knowledge from primary instruction if they wish.
 - » Answers may vary, but students should understand that a narrative is a story. It may be a true story, as in a personal narrative, or it may be an imagined, or fictional, story.
- Ask students to turn and talk with a peer briefly about their favorite stories. Students should name their favorite story and a reason that they like it.
- Ask students to listen as you read the following items aloud. Students should raise a silent hand when they hear the reason the story they named is their favorite.
 - I like the characters in the story.
 - I like the things that happen in the story, or the plot.
 - I like the setting of the story, or where it takes place.
 - I like the language of the story, or the words it uses to describe things.
- Explain that good narrative writers think about all of the above elements when they write, because they know that these elements can help readers love stories.

READ-ALoud: “SEASONS” (7 MIN.)

- Tell students that they will learn about narratives by reading some narratives and writing their own narratives. The narratives they will read in this unit are retellings of the Greek myths with which they are familiar.
- Tell students that as they listen to this first narrative, they should pay close attention and identify the characters, the events that happen in the story, the setting of the story, and good descriptive words in the story.

Support

Offer specific examples for each item named above. For example, explain that Casey Jones is a character, one part of his story's setting is the train station in Memphis, and one part of the plot is that he drives a train faster than anyone thinks is possible.

- Tell students that the title of this retelling is “Seasons.” Ask students to think about which myth this story might retell.
 - » Answers may vary. Students should listen carefully to the story to decide if their predictions were correct.
- Display “Seasons.” Alternatively, you may wish to distribute a copy to each student.

➤ Seasons

- Read aloud “Seasons.” Alternatively, you may wish to have student volunteers take turns reading sections of the story aloud to the class.

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.



Check for Understanding

Ask a student to summarize the story in his or her own words.

- Ask students to turn to a partner and each name the thing they liked best about the narrative: the characters, the setting, the things that happen, or the language. Tell students to give a reason for their choice.
 - » Answers may vary, but students should supply a reason for their selection.

MODELING: COMPLETING A STORY MAP (5 MIN.)

- Distribute Activity Page 2.1, Blank Story Map, and display or project it.
- Explain that although students have used story maps to describe what happens in a story, the story map is also a tool writers can use to plan their work. In this lesson, they will learn how to use a story map by filling in the elements used in “Seasons.”
- Introduce the elements of the story map. Students should be familiar from primary instruction with the basic elements (title, setting, character, and plot) listed on the map, but you may review their definitions if needed.
- Ask a student to identify the story’s title. Write it on the map in the appropriate place and have students do the same.
 - » “Seasons”
- Tell students that you will read the story aloud again and complete the next two sections of the map (*Characters* and *Setting*). Students should complete their own copies of map along with you.
- Reread the story and model completing the story map. Make sure to talk through your reasoning as you work.

COMPLETING A STORY MAP (10 MIN.)

- Ask students to complete the remaining sections of the story map independently or with a partner. For the elements regarding dialogue and concrete words and details, students should respond based on the contents of the story. They will respond to those questions for planning in later activities.

Activity Page 2.1



Challenge

Ask students to identify another place where they might add detail to their story.



Access

Entering/Emerging

Preteach “Seasons” and review vocabulary terms with heavy support.

Transitioning/Expanding

Preteach “Seasons” and review vocabulary terms with moderate support.

Bridging

Preteach “Seasons” and review vocabulary terms with light support.

- Review student responses.

Title		Seasons	
Character(s) Persephone Demeter Hades Helios Zeus		Setting(s) the Underworld a meadow	
Plot	Beginning Persephone picks flowers. Hades takes Persephone to the underworld.		
	Middle Demeter looks for Persephone, and things quit growing.		
	End Zeus goes to the underworld. He makes a deal that Persephone can come back for part of the year.		
Final Thought When Persephone is not in the underworld, plants grow. The seasons are linked to where Persephone is.			
Fill in the blank to indicate where your narrative should include concrete words and details to describe character actions, thoughts, or feelings: how Demeter feels			

WRAP-UP (3 MIN.)

- Ask students to turn and talk with a partner about which element of a narrative they think is most important. Students should give a reason for their choice.
- If time permits, ask a few students to share their ideas with the whole class.
- Tell students that in the next Writing Studio session, they will start planning their own narratives and learn how writers develop each element in a narrative.

End Lesson

Introducing Narrative Writing

PRIMARY FOCUS OF LESSON

Students use a story map and collaborate to plan a narrative retelling of the Prometheus myth.

FORMATIVE ASSESSMENT

Activity Page 3.1

Blank Story Map Students use a story map and collaborate to plan a narrative retelling of the Prometheus myth.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Narrative Writing (30 min.)			
Connections: Elements of a Narrative	Partner	3 min.	<input type="checkbox"/> blank story map
Modeling: Planning with Story Maps	Whole Group	10 min.	<input type="checkbox"/> blank story map
Planning with Story Maps	Whole Group	14 min.	<input type="checkbox"/> Writing Prompt for Activity Page 3.1 <input type="checkbox"/> Activity Page 3.1
Wrap-Up	Partner	3 min.	

ADVANCE PREPARATION

- Prepare to project or display the blank story map. You will fill out this map during this lesson and display the completed version again in Lesson 4.
- Prepare to display Activity Page 3.1, Blank Story Map, and to distribute a copy for each student to complete.
- Prepare to display or distribute the writing prompt for Activity Page 3.1, available in Teacher Resources.

Universal Access

- Prepare to project or display a blank story map, available as a Blackline Master in Teacher Resources.
- Prepare vocabulary related to fire, such as *burn*, *scald*, *flame*, and *heat*.

Lesson 3

Introducing Narrative Writing



Primary Focus: Students use a story map and collaborate to plan a narrative retelling of the Prometheus myth.

CONNECTIONS: ELEMENTS OF A NARRATIVE (3 MIN.)

- Ask students to work with a partner to review the elements of a narrative. Students should name the element and describe how it works in a narrative.
- Tell students that in this lesson they will learn how to plan a narrative that includes all of these elements.

MODELING: PLANNING WITH STORY MAPS (10 MIN.)

- Explain that you want to write a narrative that retells the Theseus myth.
- Ask students to review some details from that myth.
 - » Answers may vary but could include that Theseus defeats the Minotaur, that he uses a string to find his way out of the labyrinth, and that he returns to Athens.
- Ask students to name the most important part of the myth.
 - » Answers may vary but should reflect the myth's content.
- Explain that you want to write a retelling of the myth that focuses on what Theseus did in the labyrinth. Because you want to plan your work, you are going to start by filling out a story map.
- Project a blank story map.

➤ Blank Story Map





- Use the think-aloud strategy to model using a story map to help you plan a narrative. A sample follows; however, you may feel free to customize it. You may also wish to solicit class input, such as on how Theseus may have felt during these events.

Support

Project a blank story map, which lists narrative elements, and ask student pairs to review the definition of each element and how it functions in a narrative.

I know I want to write a narrative that retells part of the Theseus myth, specifically the part where he is in the labyrinth. The first element on the map is the title. I think I might call my narrative “In the Labyrinth,” because I want to use the title to show where the story takes place. When readers see this title, they will know the story’s setting. [Write *In the Labyrinth* under *Title*.] I know I can change my mind later, but for now I’ll write that on the map.

- Continue using the think-aloud strategy to complete the story map. If you would like to use the model text, a completed story map follows.

 Title <i>In the Labyrinth</i>	
 Character(s) <i>Theseus</i> <i>Minotaur</i> <i>Athenian men</i>	 Setting(s) <i>Minos’s labyrinth</i>
 Plot	Beginning <i>Theseus has a plan to defeat the Minotaur.</i>
	Middle <i>Theseus enters the labyrinth. He uses a string to track his path. He finds and defeats the Minotaur.</i>
	End <i>Theseus returns to his men, and they go to their boats.</i>
 Final Thought <i>The Athenians are a little bit closer to home.</i>	
Fill in the blank to indicate where your narrative should include concrete words and details to describe character actions, thoughts, or feelings: <i>how Theseus feels after defeating the Minotaur</i>	



Check for Understanding

Ask students how planning narratives differs from planning other text types.

- » Answers may vary but could include that only narratives include dialogue and plot, while all text types need good evidence or detail.

- Explain that you can use this plan to help you write your narrative. You will do that in the next Writing Studio lesson. Save your completed model map; you will use it again in the next lesson.

PLANNING WITH STORY MAPS (14 MIN.)

- Tell students that now they will have their own chance to use a story map to work together to plan a narrative that retells the Prometheus myth. Students may focus on Prometheus; they do not need to retell the part concerning Pandora. They should use Activity Page 3.1, Blank Story Map, to help their planning.
- Display or distribute the Writing Prompt for Activity Page 3.1 and review it with students.

➤ Writing Prompt for Activity Page 3.1

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 your narrative includes all the elements of good narrative writing.

- Ask students to turn and talk with a partner about what Prometheus does for humans and what happens to him because of his choice.
- Read the following items aloud, pausing to let students discuss briefly in pairs. For each question, students should exchange answers with a partner and give a reason or detail about their answer.
 - What is the most exciting thing about fire?
 - What is the scariest thing about fire?
 - How would fire change humans' lives in different seasons?
 - How would fire change the way humans ate?

Activity Page 3.1



Challenge

Ask students to think about how they have felt when encountering something new and whether the narrative's humans might feel similarly about fire.



Access

Entering/Emerging

Review vocabulary terms and provide heavy support as students work on the story map.

Transitioning/Expanding

Review vocabulary terms and provide moderate support as students work on the story map.






Bridging

Review vocabulary terms and provide light support as students work on the story map.

- Display Activity Page 3.1 and distribute a copy to each student.

➤ Activity Page 3.1

- Direct students' attention to the blank story map on Activity Page 3.1. Explain that you all will work together to plan a narrative about someone who watches a sporting event. You will fill out the story map projection as students fill out their individual maps.
- Use the think-aloud strategy to guide students' suggestions about how to complete the map. One sample example appears below, but you should customize your map to reflect your students' suggestions.

 Title <i>Fire for All</i>	
 Character(s) <i>Prometheus humans</i>	 Setting(s) <i>Mount Olympus human village</i>
 Plot	Beginning <i>Prometheus made humans and wants to give them fire. Even though Zeus says no, he steals some for them anyway.</i>
	Middle <i>Prometheus gives fire to humans, and they learn how to use it. They also learn what not to do with it, such as touch it.</i>
	End <i>Prometheus is punished for giving people fire. Zeus has a bird peck at him forever.</i>
 Final Thought <i>Prometheus risked a lot to help humans.</i>	
Fill in the blank to indicate where your narrative should include concrete words and details to describe character actions, thoughts, or feelings: <i>what humans think of fire when they first get it</i>	

WRAP-UP (3 MIN.)

- Tell students that in the next Writing Studio lesson they will use the story map to help them write a class narrative retelling the Prometheus story.
- Explain that the map offers an outline of important parts of a story, but it does not include all the details. Tell students that in the next class they will work together to write their class narrative.
- Tell students that as a way to think about how humans might respond to fire, they should discuss with a partner the most important detail they would like to include in their narratives.
- If time permits, allow students to share their ideas with the class. You may also wish to keep a note of these details to incorporate into the narrative you will draft in the next lesson.

End Lesson

4

Introducing Narrative Writing

PRIMARY FOCUS OF LESSON

Students collaborate to write a narrative retelling of the Prometheus myth.

FORMATIVE ASSESSMENT

Activity Page 4.1

Drafting Paper Students collaborate to write a narrative retelling of the Prometheus myth.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Narrative Writing (30 min.)			
Connections: In Review	Whole Group	2 min.	
Modeling: Writing a Narrative	Whole Group	10 min.	<input type="checkbox"/> Completed Story Map for "In The Labyrinth" <input type="checkbox"/> chart paper
Writing a Narrative	Whole Group	13 min.	<input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> Activity Page 4.1
Wrap-Up	Small Group	5 min.	

ADVANCE PREPARATION

- Prepare to project the two story maps you completed in the previous class: one from the Modeling activity and another, Activity Page 3.1, from the Planning with Story Maps activity.
- Prepare to compose the Modeling activity draft on a projection for the class or on chart paper.
- Prepare Activity Page 4.1 (blank drafting paper, available as a Blackline Master) or word processors (optional) for students to use in the Writing a Narrative activity.

Universal Access

- Prepare a list of the five senses (smell, sight, touch, taste, hearing) to support students in adding detail to their descriptions of how fire affects humans.

Lesson 4

Introducing Narrative Writing



Primary Focus: Students collaborate to write a narrative retelling of the Prometheus myth.

CONNECTIONS: IN REVIEW (2 MIN.)

- Ask a student to describe the work completed in the previous class.
 - » Students saw a model for a planned narrative retelling the Theseus myth. Students also planned a class narrative retelling the Prometheus myth.

MODELING: WRITING A NARRATIVE (10 MIN.)

- Display the story map you prepared in the previous class.
- Use the think-aloud strategy to demonstrate writing a story based on the map. (A sample story appears below, but you may customize this as needed for your class.)
- As you talk, compose your narrative draft on the displayed chart paper or on a projection as students observe.

Now that I've planned my narrative, it's time to start writing.

First, a narrative needs a title. I know from my map that I want to call my story "In the Labyrinth." [Add *In the Labyrinth* to the top of your document.]

Next, a narrative needs a beginning, something that sets up the situation in the plot, or what will happen in the story. Because I am not telling all the background of the myth, such as why King Minos sends a ship to take Athenian men, I want to explain a little bit about what Theseus plans to do. [Write *He was going to go into King Minos's labyrinth, defeat the Minotaur—a fierce creature that was part human and part bull—and escape with his men back to Athens.* on your paper.] That's the main beginning,

but maybe I should add more detail at the start to help readers become interested in the narrative. I'll explain why Theseus's plan is such a big deal. That will help explain the plot, or what will happen next. *[Write Theseus felt a little scared when the guards came to get him. He knew that no other Athenian had survived what he was about to do. at the top of the page, before the existing sentence.]* Of course, Theseus isn't sure he will succeed. *[Write Or at least he hoped that's what he was going to do. to complete the paragraph.]* By adding that last sentence, I have given my narrative something called suspense. That means readers will be anxious to see what will happen next.

- Use the think-aloud strategy to complete the remaining parts of the narrative draft: the remaining body paragraphs and the conclusion.
 - Tell students that now that you have written your story, you want to read it all the way through to hear how it sounds.
 - Read your narrative aloud. A sample appears below, but it may be customized as desired.
-

In the Labyrinth

Theseus felt a little scared when the guards came to get him. He knew that no other Athenian had survived what he was about to do. He was going to go into King Minos's labyrinth, defeat the Minotaur—a fierce creature that was part human and part bull—and escape with his men back to Athens. Or at least he hoped that's what he was going to do.

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.

After he knew the Minotaur was defeated, Theseus followed the string back to his men. His heart raced, and he started to sweat. He knew that the worst was over, but he still had to lead his men home. Theseus took a deep breath and kept walking back toward his men. When he found them, they quietly slipped through the labyrinth's gates and ran to their boats. Although their journey was not over, now they were a little bit closer to home.

-
- Ask students to name their favorite details from the narrative.
 - » Answers may vary, but they should be based on the content of the story.

WRITING A NARRATIVE (13 MIN.)

- Tell students that now they will use Activity Page 3.1, the story map completed in the previous class, to work together to write a narrative that retells the Prometheus myth.
- Display the map completed in the previous class and ask each student to get out his or her copy.
- Review the map aloud with students.



Check for Understanding

Ask students to explain each element of a narrative as you review the story map.

-
- Go through the story map element by element, asking students to speak with a partner about each element. Then have volunteers suggest possible sentences to represent each part. Use these suggestions to draft a class story. A sample introductory text follows.

Okay, I know that you all decided to write about Prometheus giving humans fire, and we started planning that in the last class. Now turn and tell one of your classmates one thing about fire that humans might notice first, and make sure to give some

details about how they react to fire. [Allow a short time for students to speak in pairs.] Raise your hand silently if you'd like to suggest a sentence that describes this situation. [Call on a few students to gather suggestions, then incorporate some of them into the writing as you draft.]

- As you write, you may choose to have students also draft the narrative on their own Activity Page 4.1 or a word processor.
- Make sure to read the narrative aloud at the end of the drafting process.
- Ask students to review the narrative's elements against the map to make sure it covers each part of the map.

WRAP-UP (5 MIN.)

- Have students work in small groups to add more description and detail to part of the text.
- Have each group share its ideas aloud. If time permits, you may edit the narrative to incorporate these suggestions.

End Lesson

Activity Page 4.1



Challenge

Ask students to personalize their work by adding a new scene to the narrative. For example, students might continue the narrative by writing about Pandora.

Support

Ask students to paraphrase the notes from the story map into sentences when speaking to a peer.



Access

Entering/Emerging

Have students discuss with a teacher or peer how to use the five senses (smell, touch, sight, taste, hearing) to add more detail to the narrative's description of fire.

Transitioning/Expanding

Have students discuss in small groups how to use the five senses to add more detail to the narrative's description of fire.

Bridging

Have students consider how to use the five senses to add more detail to the narrative's description of fire.

5

Introducing Narrative Writing

PRIMARY FOCUS OF LESSON

Students gather information about the Arachne myth.

FORMATIVE ASSESSMENT

Activity Page 5.1

A New Scene Students gather information about the Arachne myth.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Narrative Writing (30 min.)			
Connections: A Different Scene	Whole Group	5 min.	<input type="checkbox"/> Writing Prompt for Activity Page 5.1
Modeling: Gathering Information for a Narrative	Whole Group	5 min.	<input type="checkbox"/> Activity Page 5.1
Gathering Information for a Narrative	Small Group	17 min.	<input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> Instructional Materials for Domain 4, <i>Greek Myths</i>
Wrap-Up	Small Group	3 min.	

ADVANCE PREPARATION

- This lesson draws on content from Domain 4, *Greek Myths*. Please consult the pacing guide to ensure that students have completed the appropriate lessons in that unit before starting this lesson. If students need a review, you may direct them to the relevant passage from their instructional materials.
- Prepare to distribute the Writing Prompt for Activity Page 5.1 to each student and to display or project a copy of it.
- Prepare to distribute instructional materials for Domain 4, *Greek Myths*. (optional)
- Prepare to display Activity Page 5.1 and to distribute a copy of it to each student.
- Prepare to arrange students in small groups.

Universal Access

- Prepare to reteach the Arachne myth from Domain 4, *Greek Myths*.

Lesson 5



Introducing Narrative Writing

Primary Focus: Students gather information about the Arachne myth.

CONNECTIONS: A DIFFERENT SCENE (5 MIN.)

- Ask students to review the topic of their earlier narrative, which they completed drafting in the previous lesson.
 - » Students composed narratives retelling the Arachne myth.
- Tell students that their next narrative will add a new scene to the class narrative. This scene will show Arachne's reaction to becoming a spider.
- Display the Writing Prompt for Activity Page 5.1 and distribute a copy to each student.

➤ Writing Prompt for Activity Page 5.1

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.

- Review the writing prompt and explain that students will work on researching, planning, drafting, and revising this narrative over the next several lessons.

**Check for Understanding**

Ask students to take turns explaining the prompt to a partner. Ask one or two students to paraphrase the prompt for the class.

MODELING: GATHERING INFORMATION FOR A NARRATIVE (5 MIN.)

- Explain that students will work together to gather information on the Arachne myth to use in their narratives.
 - Before students start working in their groups, explain that the author of “In the Labyrinth” took notes for a new scene in that narrative.
 - Display “A New Scene” and review elements of it to show how it helped you think about the Theseus myth. You may wish to point out that students may need to imagine some things a character is likely to feel or experience at a particular event.
-

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?
 - » Ariadne meets Theseus at the ships.
 2. Who is the main character of the new scene?
 - » Theseus
 3. Who else is involved in the new scene?
 - » Ariadne
 4. How will these characters act in the new scene? What do they do that is different from the original?
 - » Ariadne is not at the ships when Theseus arrives. He is worried about leaving her.
 5. How does this new scene end?
 - » They set sail.
 6. What will you title the new scene?
 - » “A New Beginning”
 7. List any other interesting ideas about the new scene’s main character, plot, or other elements in the space that follows.
 - » Ariadne is very nervous while waiting to learn if Theseus has gotten out of the labyrinth. Theseus is nervous while waiting for Ariadne to join him at the ships.
-

Activity Page 5.1



Challenge

Ask students to consider how different people (Arachne, Athena, humans) would view spiders differently.

- » Answers may vary, but Athena might be happy to see spiders weaving webs, Arachne might be happy to see her fellow spiders, and humans might be excited that spiders use their webs to catch unwanted insects.

GATHERING INFORMATION FOR A NARRATIVE (17 MIN.)

- Display Activity Page 5.1 and distribute a copy to each student.

➤ Activity Page 5.1

- Allow students to consult the instructional materials from Domain 4, *Greek Myths*, to gather information on the Arachne myth.
- Guide students through the process of completing the graphic organizer. You may ask each question, pause for students to write their answers, then move to the next question. If desired, you may allow students to answer these questions in groups.
- Circulate among groups and offer input as needed.
- Review answers with the class as time permits. A sample follows.

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?
 - » Arachne is suddenly a spider!
2. Who is the main character of the new scene?
 - » Arachne
3. Who else is involved in the new scene?
 - » humans
4. How will these characters act in the new scene? What do they do that is different from the original?
 - » Arachne can no longer talk, so she does not get in trouble with the gods anymore. She enjoys weaving.

5. How does this new scene end?

- » Although she likes her webs, Arachne always remembers how beautiful Athena's weaving was.

6. What will you title the new scene?

- » "Weaving a New Web"

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

- » Arachne has changed since she met Athena.

WRAP-UP (3 MIN.)

- Ask students to work in pairs to describe what might stand out the most to someone who suddenly became a spider.
- Tell students that in the next lesson they will use this information to plan their narratives.

End Lesson



Access

Entering/Emerging

Reteach information from Domain 4, *Greek Myths*, offering heavy support as students complete the graphic organizer.

Transitioning/Expanding

Reteach information from Domain 4, *Greek Myths*, offering moderate support as students complete the graphic organizer.

Bridging

Reteach information from Domain 4, *Greek Myths*, offering light support as students complete the graphic organizer.

Support

Refer students to the instructional materials for Domain 4, *Greek Myths*, for additional review on the Arachne myth.

6

Introducing Narrative Writing

PRIMARY FOCUS OF LESSON

Students work collaboratively to plan a new scene for the Arachne myth.

FORMATIVE ASSESSMENT

Activity Page 6.1

Blank Story Map Students work collaboratively to plan a new scene for the Arachne myth.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Narrative Writing (30 min.)			
Connections	Partner	4 min.	<input type="checkbox"/> Activity Page 5.1
Modeling: Planning a Narrative	Whole Group	5 min.	<input type="checkbox"/> Activity Page 3.1
Planning a Narrative	Small Group	18 min.	<input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> Narrative Writing Prompt <input type="checkbox"/> Activity Page 6.1
Wrap-Up	Partner	3 min.	<input type="checkbox"/> Activity Page 6.1

ADVANCE PREPARATION

- Prepare to display a completed copy of Activity Page 3.1 during the Modeling activity.
- Prepare to distribute copies of Activity Page 6.1 to each student.
- Prepare to arrange students in small groups.
- Make sure each student has Activity Page 5.1, completed in the previous lesson, and the Narrative Writing Prompt, distributed in the previous lesson.

Universal Access

- Prepare sentence frames/starters to guide students' thinking about the perspective of different characters.
 - Arachne would probably feel _____ about being a spider.
 - One way Arachne might change after turning into a spider is _____.
 - As a spider, Arachne would spend her time _____.
 - My scene is different from the original because _____.

Lesson 6

Introducing Narrative Writing



Primary Focus: Students work collaboratively to plan a new scene for the Arachne myth.

CONNECTIONS (4 MIN.)

- Make sure students have Activity Page 5.1, which they completed in the previous lesson.
- Ask students to describe to a partner the information they gathered on Activity Page 5.1.

MODELING: PLANNING A NARRATIVE (5 MIN.)

- Remind students that they have already practiced using story maps to plan their work.



Check for Understanding

Display a completed copy of Activity Page 3.1 and ask several students to explain its components.

- Continue illustrating as needed with different components of Activity Page 3.1.






PLANNING A NARRATIVE (18 MIN.)

- Have students work to plan their narratives following the model illustrated. Suggested times for students to spend on each section follow; however, you may allocate the time as best suits your students' needs.
 - Title, characters, setting: 2 min.
 - Plot: 12 min. (4 min. each on beginning, middle, and end)

Activity Page 6.1



- Final Thought: 2 min.
- Fill in blanks: 2 min.
- As students work, circulate and check in with each group's progress. For reference, a sample completed story map follows.

 Title <i>Weaving a New Web</i>	
 Character(s) <i>Arachne humans</i>	 Setting(s) <i>Arachne's studio</i>
 Plot	Beginning <i>Arachne realizes Athena has turned her into a spider!</i>
	Middle <i>Arachne feels angry and scared. She is confused about what spiders do and how they do it. She cannot talk any longer.</i>
	End <i>Arachne learns how to weave webs and catch insects. She makes beautiful webs, and humans like them. They also like her for eating insects. She does not get into trouble anymore.</i>
 Final Thought <i>Arachne is happy as a spider.</i>	
Fill in the blank to indicate where your narrative should include concrete words and details to describe character actions, thoughts, or feelings: <i>when Arachne first learns she is a spider</i>	

WRAP-UP (3 MIN.)

- Have students partner with a student from a different group and summarize his or her group's story map.
- Tell students that in the next lesson, they will start drafting their stories.

~~~~~  
End Lesson  
 ~~~~~

Challenge

Challenge students to add another character or plot development to their scene.

Support

Ask how the gods might react to Arachne after she is turned into a spider. Guide students in thinking about how this could lead to plot points.



Access

Entering/Emerging

Provide sentence frames or starters to help students participate in 1:1 conversations about the alternate scene.

Transitioning/Expanding

Provide sentence frames or starters to help students participate in small group conversations about the alternate scene.

Bridging

Provide sentence frames or starters to help students think about the alternate scene.

7

Introducing Narrative Writing

PRIMARY FOCUS OF LESSON

Students work collaboratively to compose a new scene in the Arachne myth.

FORMATIVE ASSESSMENT

Activity Page 7.1

Drafting Paper Students work collaboratively to compose a new scene in the Arachne myth.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Narrative Writing (30 min.)			
Connections: Narrative Elements	Whole Group	2 min.	
Modeling: Drafting Narratives	Whole Group	7 min.	<input type="checkbox"/> Completed Story Map for “In The Labyrinth” <input type="checkbox"/> “In The Labyrinth”
Drafting Narratives	Independent	18 min.	<input type="checkbox"/> Activity Page 7.1 <input type="checkbox"/> Activity Page 6.1 <input type="checkbox"/> Activity Page 5.1
Wrap-Up	Partners	3 min.	

ADVANCE PREPARATION

- Prepare to display completed story map for “In the Labyrinth,” which was completed in Lesson 3, and the text of “In the Labyrinth,” which was completed in Lesson 4.
- Prepare to distribute Activity Page 7.1 (drafting paper, available as a Blackline Master) or word processors (optional).
- Make sure students have their completed Activity Pages 6.1 and Activity Page 5.1 from previous lessons.
- Prepare to arrange students in pairs from the small groups they worked with in planning their narratives.

Lesson 7

Introducing Narrative Writing



Primary Focus: Students work collaboratively to compose a new scene in the Arachne myth.

CONNECTIONS: NARRATIVE ELEMENTS (2 MIN.)

- Tell students that in this lesson they will start drafting their new scenes for the Arachne narrative.



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.

MODELING: DRAFTING NARRATIVES (7 MIN.)

- Tell students that in this lesson, they will focus on drafting their narratives.
- Explain that one way to do this is to start by writing out the whole story from start to finish, then use another time period to improve the draft. This is the approach students will use with their narratives.
- Remind students that their narrative drafts should introduce the characters and explain the story's events in a logical order or sequence. They should make sure to have a sense of closure in their scene.
- Ask students what tools they already have to help them draft.
 - » Students will use the completed story map, Activity Page 6.1, and the notes they took on the new scene, Activity Page 5.1, to help them draft their narratives.

- Display the completed story map for “In the Labyrinth,” which was completed in Lesson 3, and the text of “In the Labyrinth,” which was completed in Lesson 4.
- Pick a section of the story map, and review how to draft sentences from notes. If time permits, you may allow students to volunteer to review additional sections.

DRAFTING NARRATIVES (18 MIN.)

- Distribute Activity Page 7.1, which each student will use to record his or her draft.
- Ensure that students have Activity Pages 5.1 and 6.1, on which they took notes and planned their narratives in previous lessons.
- Direct students through drafting the following components of their narratives. Suggested times follow, but you may customize these according to your class’s needs.
 - Title: 1 min.
 - Beginning of narrative, including connecting to the parts of the story that have already happened: 5 min.
 - Middle of narrative: 4 min.
 - End of narrative, including final thought: 5 min.

A sample narrative is included in Lesson 8.

WRAP-UP (3 MIN.)

- Have students exchange papers with a student who was in their planning group. Students should read each other’s narratives and discuss similarities and differences between them.
- Tell students that in the next lesson they will add more words to their narratives to create good descriptions and show the order in which things happened.
- Collect student drafts. You will review these drafts, noting approximately two places where students might add descriptive or temporal words. Students will revise their narratives based on this feedback in the next lesson.

End Lesson

Activity Page 7.1



Challenge

Ask students to describe why they have sequenced their narrative’s events in the order selected. Challenge them to try a different order.

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 a peer.

8

Introducing Narrative Writing

PRIMARY FOCUS OF LESSON

Students respond to feedback by adding one more detail or temporal word to their narratives.

FORMATIVE ASSESSMENT

Activity Page 7.1

Drafting Paper Students respond to feedback by adding one more detail or temporal word to their narratives.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Narrative Writing (30 min.)			
Connections: The Best Words	Whole Group	5 min.	
Modeling: Revision	Whole Group	10 min.	
Revision	Independent	13 min.	☐ Activity Page 7.1
Wrap-Up	Partners	2 min.	

ADVANCE PREPARATION

- Prepare to display the following sentences:
 - Icarus thought he could get closer to the sun.
 - Daedalus wept.
 - Icarus's wings melted.

Universal Access

- Prepare a temporal word list with the following terms:
 - first
 - then
 - finally

Lesson 8

Introducing Narrative Writing



Primary Focus: Students respond to feedback by adding one more detail or temporal word to their narratives.

CONNECTIONS: THE BEST WORDS (5 MIN.)

- Display the following sentences:
 - Icarus thought he could get closer to the sun.
 - Daedalus wept.
 - Icarus's wings melted.
- Ask student volunteers to read each sentence aloud.
- Ask students to suggest words they might use to revise each sentence to show the order of these events or how they are connected.
 - » Answers may vary, but a sample follows.
Icarus thought he could get closer to the sun. Then Icarus's wings melted.
Finally, Daedalus wept.
- Explain that it can be helpful to use words or phrases to show readers the order of events in a narrative.

MODELING: REVISION (10 MIN.)

- Tell students that in this lesson, they will revise their narratives to make sure they include words that do two important things: show the order or sequence of events and add details to describe events specifically.
- Display sample paragraph from “In the Labyrinth” and read it aloud.

➤ 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.

- Explain that you want to add a word to show the order of events in the paragraph.
- Add *After* before *The guards left him*, making sure to change *The* to *the*. Explain that this helps signal to readers that this was the order in which things happened in the narrative.
- Ask students to suggest a word or phrase they might add to the paragraph's final sentence to show the order of events.
 - » Answers may vary, but they could include adding *Finally* before *Theseus was then . . .*
- Explain that it is also useful to add good descriptive words to writing. For example, you could add more about what the princess saw.
- Add the sentence *He had legs like a man, but the bull's horns on his head were enormous.* before *Theseus surprised him . . .* You may wish to add additional descriptions if time permits.



Check for Understanding

Ask students to name additional areas in the sample paragraph where they could add specific words.

- » Answers may vary but could include naming some additional characteristics of the Minotaur.

REVISION (13 MIN.)

- Make sure students have Activity Page 7.1, on which they drafted their narratives in the previous lesson, and to which you have added feedback regarding one or two places students might add descriptive or temporal words.
- Guide students through the process of revising their narratives to add temporal words or phrases and to add words for more specific, precise descriptions. Suggested times follow, but you may customize these according to your class's needs.
 - Temporal words and phrases: 6 min.
 - Descriptive words: 6 min.

Challenge

Have students identify several possible revision options (for example, more than one descriptive word for a particular sentence), then write a sentence explaining why they selected one over another.

Support

Allow student pairs to collaborate on revision suggestions.



Access

Entering/Emerging

Preteach temporal words.

Offer heavy support to guide students in adding descriptive words to their narratives.

Transitioning/Expanding

Preteach temporal words.

Offer moderate support as students add description to their narratives.

Bridging

Preteach temporal words.

Offer light support as students add description to their narratives.

- Although answers may vary, a sample narrative follows.

Weaving a New Web

When Athena told Arachne she would definitely weave again, something strange happened. Arachne suddenly felt very small. She reached her hands up near her face, then looked down and saw a long black limb. Her arms were gone! It took a while, but eventually Arachne made her way to the studio mirror. She could hardly believe what she saw in the reflection. Athena had turned her into a spider!

Arachne felt very angry at first. She opened her mouth to let out the biggest, loudest, angriest scream she had ever screamed. Nothing came out. She tried again, and still nothing came out. Then she remembered that spiders cannot talk or scream. Later, she felt sad. She knew she was not going to have the kind of life she once led. She wondered how she would eat, how she would weave, and even where she would live.

Eventually, Arachne figured out how to do things as a spider. She learned that she could live in her studio, weaving webs to catch insects for her supper. These webs had careful designs with lots of images in them. Humans began to like Arachne, because she ate insects, and she no longer got in trouble.

Arachne always remembered that Athena was the best weaver. But she was very happy to be a spider and keep weaving like she loved.

WRAP-UP (2 MIN.)

- Ask students to turn and talk with a peer about one improvement they made in their work.
- Tell students they will learn more about narratives in the next lesson.
- You may wish to collect student work and evaluate using the *Second Grade Writing Rubric: Narrative Writing*, available in Teacher Resources.

End Lesson

Writing Studio 2

Developing Narrative Writing



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Developing Narrative Writing

PRIMARY FOCUS OF LESSON

Students will gather information to describe Dolley Madison.

FORMATIVE ASSESSMENT

Activity Page 1.1

Dear Diary Students gather information to describe Dolley Madison.

LESSON AT A GLANCE

	Grouping	Time	Materials
Developing Narrative Writing (30 min.)			
Connections: Reviewing Narratives	Whole Group	5 min.	☐ Narrative Writing Prompt
Modeling: Gathering Information for a Narrative	Whole Group	5 min.	☐ Dear Diary, Love Adele
Gathering Information for a Narrative	Small Group	17 min.	☐ Activity Page 1.1 ☐ Instructional Materials for Domain 5, <i>The War of 1812</i> (optional)
Wrap-Up	Small Group	3 min.	

ADVANCE PREPARATION

- This lesson draws on content from Domain 5, *The War of 1812*. Please consult the pacing guide to ensure that students have completed the appropriate lessons in that unit before starting this lesson. If students need review, you may assist them in reviewing the relevant materials.
- Prepare to distribute the Narrative Writing Prompt to each student and to display or project a copy of it.
- Prepare to display Dear Diary, Love Adele, available in Teacher Resources.
- Prepare to display Activity Page 1.1 and to distribute a copy to each student.
- Prepare to arrange students in small groups.

Lesson 1

Developing Narrative Writing



Primary Focus: Students will gather information to describe Dolley Madison.

CONNECTIONS: REVIEWING NARRATIVES (5 MIN.)

- Ask students to review the definition and components of narratives.
 - » Narratives are stories. They include at least one character and setting, a plot with different events, and a conclusion. Good narratives also include details and descriptions that help readers imagine the scene described.
- Tell students that they will imagine what Dolley Madison must have felt like and use that to write a narrative diary entry in which she describes things she has done or seen.
- Display the Narrative Writing Prompt and distribute a copy to each student.

➤ 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.

- Review the writing prompt and explain that students will work on researching, planning, drafting, and revising this narrative over the next several lessons.

**Check for Understanding**

Ask students to take turns explaining the prompt to a partner. Ask one or two students to paraphrase the prompt for the class.

MODELING: GATHERING INFORMATION FOR A NARRATIVE (5 MIN.)

- Explain that students will work together to gather information to use in their narratives.
- Before students start working in their groups, explain that you are also going to work on a diary entry. Yours will be from the perspective of Adele as she hears her grandfather's stories.
- Project the completed version of Dear Diary, Love Adele and review elements of it to show how it helped the writer think about what might happen in the diary entry. Remind students that they will need to imagine some things a character is likely to feel, say, do, or experience at a particular event. A completed graphic organizer follows for reference.

➤ “Dear Diary, Love Adele”

GATHERING INFORMATION FOR A NARRATIVE (17 MIN.)

- Prepare to display Activity Page 1.1 and to distribute a copy of it to each student.
- You may wish to allow students to review material from Domain 5, *The War of 1812*, to gather information on the narrative and its characters.
- Guide students through the process of answering the questions. You may ask each question, pause for students to write their answers, then move to the next question. If desired, you may allow students to answer these questions in groups.
- Circulate among groups and offer input as needed.
- Review answers with the class as time permits. Sample answers follow.

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.

Activity Page 1.1



Challenge

Ask students to consider how different characters might respond to the events in the narrative differently. For example, James and Dolley Madison may not have felt the same way about the events they witnessed.

Support

Refer students to materials from Domain 5, *The War of 1812*, for additional review on Dolley Madison and the events of her life.

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 was 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.
-

WRAP-UP (3 MIN.)

- Ask students to discuss in pairs what might stand out the most to Dolley Madison about the events of her life.
- Tell students that in the next lesson they will use this information to plan their narratives.

End Lesson



Access

Entering/Emerging

Reteach the Read-Aloud from Domain 5, *The War of 1812*, Lesson 3, offering heavy support as students summarize the text's key information.

Transitioning/Expanding

Reteach the Read-Aloud from Domain 5, *The War of 1812*, Lesson 3, offering moderate support as students summarize the text's key information.

Bridging

Reteach the Read-Aloud from Domain 5, *The War of 1812*, Lesson 3, offering light support as students summarize the text's key information.

2

Developing Narrative Writing

PRIMARY FOCUS OF LESSON

Students plan a diary entry by Dolley Madison.

FORMATIVE ASSESSMENT

Activity Page 2.1

Blank Story Map Students plan a diary entry by Dolley Madison.

LESSON AT A GLANCE

	Grouping	Time	Materials
Developing Narrative Writing (30 min.)			
Connections	Partner	4 min.	<input type="checkbox"/> Activity Page 1.1
Modeling: Planning a Narrative	Whole Group	5 min.	<input type="checkbox"/> Story Map "Dear Diary, Love Adele"
Planning a Narrative	Independent	18 min.	<input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> Narrative Writing Prompt <input type="checkbox"/> Activity Page 2.1
Wrap-Up	Partner	3 min.	<input type="checkbox"/> Activity Page 2.1

ADVANCE PREPARATION

- Prepare to display a completed copy of "Dear Diary, Love Adele," completed during the Modeling activity in Lesson 1 and a completed Blank Story Map that plans "Dear Diary, Love Adele."
- Prepare to distribute copies of Activity Page 2.1 to each student.
- Make sure each student has Activity Page 1.1, completed in the previous lesson, and the Narrative Writing Prompt, distributed in the previous lesson.

Universal Access

- Prepare sentence frames/starters to guide students' thinking about the perspective of different characters.
 - Dolley Madison would probably feel _____ about being First Lady.
 - One way Dolley Madison might change after becoming First Lady is _____.
 - As First Lady, Dolley Madison would spend her time _____.

Lesson 2

Developing Narrative Writing



Primary Focus: Students plan a diary entry by Dolley Madison.

CONNECTIONS (4 MIN.)

- Make sure students have Activity Page 1.1, which they completed in the previous lesson.
- Ask students to describe to a partner the information they gathered on Activity Page 1.1.

MODELING: PLANNING A NARRATIVE (5 MIN.)

- Remind students that they have already practiced using story maps to plan their work.
- Project the Story Map for “Dear Diary, Love Adele.”

➤ Story Map – “Dear Diary, Love Adele”



Check for Understanding

Ask several students to explain the components on the story map.

- Continue modeling as needed with different components of the story map.

PLANNING A NARRATIVE (18 MIN)

- Have students work to plan their narratives following the model illustrated. Suggested times for students to spend on each section follow; however, you may allocate the time as best suits your students’ needs.
 - Title, characters, setting: 2 min.
 - Plot: 12 min. (4 min. each on beginning, middle, and end)

- Final Thought: 2 min.
- Fill in blanks: 2 min.
- As students work, circulate and check in on their progress. A sample completed story map follows.

Challenge

Challenge students to add temporal words to the diary entry.

Support

Guide students in thinking about how to turn the information on the "Dear Diary" activity into a plan for a narrative.



Access

Entering/Emerging

Provide sentence frames or starters to help students participate in 1:1 conversations about planning their diary entries.

Transitioning/Expanding

Provide sentence frames or starters to help students participate in small group conversations about planning their diary entries.

Bridging

Provide sentence frames or starters to help students think about planning their diary entries.

Title <i>Dear Diary, Love Dolley</i>	
Character(s) <i>Dolley Madison James Madison</i>	Setting(s) <i>the President's House</i>
Plot	Beginning <i>James Madison is elected president, and Dolley Madison becomes First Lady.</i>
	Middle <i>She plans her first party as a First Lady. She is nervous and excited.</i>
	End <i>The party goes well, and over three hundred people come! They are so crowded that Dolley Madison's parties start being called "squeezes," because everyone has to crowd together to fit into them.</i>
Final Thought <i>After her first husband and son died, Dolley Madison was so sad. But this just proves that if you stay cheerful and look for the best, you can still have great things happen.</i>	
Fill in the blank to indicate where your narrative should include concrete words and details to describe character actions, thoughts, or feelings: <i>How she felt when she planned her first party as First Lady.</i>	

WRAP-UP (3 MIN.)

- Have students describe their story maps to a partner.
- Tell students that in the next lesson, they will start drafting their stories.

~~~~~  
End Lesson

# 3

## Developing Narrative Writing

---

### PRIMARY FOCUS OF LESSON

Students compose a diary entry by Dolley Madison.

### FORMATIVE ASSESSMENT

**Activity Page 3.1**

**Drafting Paper** Students compose a diary entry by Dolley Madison.

## LESSON AT A GLANCE

|                                               | Grouping    | Time    | Materials                                                                                                                              |
|-----------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |                                                                                                                                        |
| Connections: Reviewing Story Maps             | Whole Group | 2 min.  |                                                                                                                                        |
| Modeling: Drafting Narratives                 | Whole Group | 7 min.  | <input type="checkbox"/> Completed Story Map for “Dear Diary, Love Adele”                                                              |
| Drafting Narratives                           | Independent | 16 min. | <input type="checkbox"/> Activity Page 3.1<br><input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> Activity Page 1.1 |
| Wrap-Up                                       | Partner     | 5 min.  |                                                                                                                                        |

## ADVANCE PREPARATION

- Prepare to display completed story map for “Dear Diary, Love Adele,” which was introduced in Lesson 2.
- Prepare to distribute Activity Page 3.1 (drafting paper, available as a Blackline Master) or word processors (optional).
- Make sure students have their completed Activity Page 2.1 and Activity Page 1.1 from previous lessons.
- Prepare to draft the sample narrative “Dear Diary, Love Adele,” on chart paper or a projectable word processing file.

## Lesson 3

# Developing Narrative Writing



**Primary Focus:** Students compose a diary entry by Dolley Madison.

## CONNECTIONS: REVIEWING STORY MAPS (2 MIN.)

- Tell students that in this lesson they will start drafting their Dolley Madison diary entries.
- Ask students to review briefly the story maps they used to plan their narratives.

## MODELING: DRAFTING NARRATIVES (7 MIN.)

- Tell students that in this lesson, they will focus on drafting their narratives.
- Remind students that their narrative drafts should explain the story's events in a logical order or sequence. They should make sure to have a sense of closure in their scene. They should use good details and temporal words.



### Check for Understanding

Ask students to name some temporal words.

- » Answers may vary but could include *first*, *next*, *last*, *finally*, *beforehand*, and *ultimately*.

- Ask students what tools they already have to help them draft.
  - » Students will use the completed story map, Activity Page 2.1, and the notes they took on Activity Page 1.1 to help them draft their narratives.
- Display the completed story map for “Dear Diary, Love Adele,” which was completed in Lesson 2. Pick a section of the story map and review how to draft sentences from notes. If time permits, you may allow students to volunteer to review additional sections. A sample paragraph appears in Lesson 4.

## DRAFTING NARRATIVES (16 MIN.)

- Distribute Activity Page 3.1, which each student will use to record his or her draft.
- Ensure that students have Activity Pages 1.1 and 2.1, on which they took notes and planned their narratives in previous lessons.
- Direct students through drafting the following components of their narratives. Suggested times follow, but you may customize these according to your class's needs.
  - Title: 1 min.
  - Beginning of narrative, including connecting to the parts of the story that have already happened: 4 min.
  - Middle of narrative: 4 min.
  - End of narrative, including final thought: 4 min.

A sample narrative is included in Lesson 8.

## WRAP-UP (5 MIN.)

- Have students exchange papers with a peer. Students should read each other's narratives and note one place where the author could add a detail or temporal word to improve the narrative.
- Tell students that in the next lesson they will revise their drafts by adding more words to create good descriptions and show the order in which things happened.
- You may also wish to collect the drafts and offer additional feedback.

~~~~~  
End Lesson

Activity Pages 3.1, 2.1 and 1.1



Challenge

Ask students to describe why they have sequenced their narrative's events in the order selected. Challenge them to try a different order.

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.

4

Developing Narrative Writing

PRIMARY FOCUS OF LESSON

Students add detail or temporal words to their diary entries by Dolley Madison.

FORMATIVE ASSESSMENT

Activity Page 3.1

Drafting Paper Students add detail or temporal words to their diary entries by Dolley Madison.

LESSON AT A GLANCE

	Grouping	Time	Materials
Developing Narrative Writing (30 min.)			
Connections: The Best Words	Whole Group	5 min.	<input type="checkbox"/> image of Gilbert Stuart's painting of George Washington (optional) <input type="checkbox"/> sample sentences
Modeling: Revision	Whole Group	10 min.	<input type="checkbox"/> Sample Paragraph from "Dear Diary, Love Adele"
Revision	Independent	13 min.	<input type="checkbox"/> Activity Page 3.1
Wrap-Up	Partner	2 min.	

ADVANCE PREPARATION

- Prepare to display the following sentences:
 - This painting shows George Washington.
 - This full-length portrait by Gilbert Stuart shows George Washington standing at the ready, a sword in his hand and books at his side.
- Prepare to display the following sample paragraph from "Dear Diary, Love Adele":

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.

Universal Access

- Prepare a temporal word list with the following terms:
 - next
 - later
 - afterwards

Lesson 4

Developing Narrative Writing



Primary Focus: Students add detail or temporal words to their diary entries by Dolley Madison.

CONNECTIONS: THE BEST WORDS (5 MIN.)

- Tell students that you have some sample descriptions of the painting of George Washington that Dolley Madison saved from the President's House. Display the following sentences:
 - This painting shows George Washington.
 - This full-length portrait by Gilbert Stuart shows George Washington standing at the ready, a sword in his hand and books at his side.
- Ask student volunteers to read each of the sentences aloud.
- Ask students to turn and talk to a partner about which of these sentences has better descriptions.
 - » Guide students to an understanding that the second sentence contains better description, because it explains details about the painting (that it is a full-length portrait by Gilbert Stuart) and the objects surrounding Washington (the sword and books).
- Explain that it can be helpful to use precise words or phrases to help readers imagine how the thing being described looks.

MODELING: REVISION (10 MIN.)

- Tell students that in this lesson, they will revise their narratives to make sure they include words that do two important things: show the order or sequence of events and add details to describe events specifically.
- Display the sample paragraph from “Dear Diary, Love Adele” and read it aloud.

➤ 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.

- Explain that you want to add better descriptions of J.P. eating his sandwich to the narrative. Your story map planned this, but you did not focus on it while drafting.
- Add *I waved to get his attention. before I wished.*
- Ask students to suggest another word or phrase they might add. Students might imagine what kind of sandwich J.P. was eating.

» Answers may vary. A sample follows:

He ate another bite. I could see some lettuce and tomato sticking out of the bread, and I could smell the bacon. I know J.P. loves his bacon, lettuce, and tomato sandwiches. I knew he would not look up until he finished it.



Check for Understanding

Ask students to explain why it is important to add descriptive details.

- » Answers may vary but could include that it helps readers form a picture of the story and better understand what happens in it.

REVISION (13 MIN.)

- Make sure students have Activity Page 3.1, on which they drafted their narratives in the previous lesson, and their peer's feedback from the previous lesson noting one or two places students might add descriptive or temporal words.
- Guide students through the process of revising their narratives to add in temporal words or phrases and to add words for more specific, precise descriptions. Suggested times follow, but you may customize these according to your class's needs.
 - Temporal words and phrases: 6 min.
 - Descriptive words: 6 min.

Activity Page 3.1



Challenge

Challenge students to list as many details as possible, then write a sentence explaining which ones they will use and giving reasons for their choice.

Support

Have students tell relevant parts of their narratives aloud to help them decide on appropriate revisions.



Access

Entering/Emerging

Preteach temporal words. Offer heavy support to guide students in adding descriptive words to their narratives.

Transitioning/Expanding

Preteach temporal words. Offer moderate support as students add description to their narratives.

Bridging

Preteach temporal words. Offer light support as students add description to their narratives.

A sample narrative follows.

Dear Diary, Love Dolley

Dear Diary,

Even though it happened a little while ago, I still can hardly believe my James is the President of the United States. It's such an honor. I want to help him every way I can and make him proud of my work for the country, too.

I guess that's why I was so nervous in planning my first party as the president's wife. I could hardly concentrate, and I had trouble sleeping because I was so anxious. I worried that no one would come, or that everyone would have a terrible time. I worried that the food would be spoiled, or that it would rain, and everyone would track mud into the mansion. I worried that it would be too hot, too cold, too dark, or too bright. I worried about everything. At the same time, I was excited, too.

But today was the party, and it was a huge success! Over three hundred people were here! They were so crowded that I heard someone call it a "squeeze," since everyone had to squeeze together. Still, they seemed to have fun. I'm happy everyone liked it. Even James said it was smashing.

You know, diary, after my first husband and son died, I was so sad. But this just proves that if you stay cheerful and look for the best, great things can happen.

Love,

Dolley

WRAP-UP (2 MIN.)

- Ask students to turn and talk with their peer reviewer from Lesson 3 about one improvement they made in their work.
- Tell students they will learn more about narratives in the next lesson.

End Lesson

Developing Narrative Writing

PRIMARY FOCUS OF LESSON

Students plan a diary entry Dolley Madison might write after the War of 1812 starts.

FORMATIVE ASSESSMENT

Activity Page 5.1

Blank Story Map Students plan a diary entry Dolley Madison might write after the War of 1812 starts.

LESSON AT A GLANCE

	Grouping	Time	Materials
Developing Narrative Writing (30 min.)			
Connections: Dolley's Diary	Independent	4 min.	<input type="checkbox"/> Activity Page 3.1
Introduce the Prompt	Whole Group	8 min.	<input type="checkbox"/> Narrative Writing Prompt for "Dear Diary, Love Dolley, Part Two"
Planning a Narrative	Independent	15 min.	<input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> Narrative Writing Prompt
Wrap-Up	Partner	3 min.	<input type="checkbox"/> Activity Page 5.1

ADVANCE PREPARATION

- Prepare to distribute copies of Activity Page 5.1 to each student (Blank Story Map, available as a Blackline Master in Teacher Resources).
- Prepare to display or distribute the "Dear Diary, Love Dolley, Part Two" Narrative Writing Prompt.

Universal Access

- Prepare sentence frames/starters to guide students' thinking about the perspective of different characters.
 - Dolley Madison would probably feel _____ about the war.
 - One way Dolley Madison might change after the war started is _____.
 - During the war, Dolley Madison would spend her time _____.
 - When she realized the British were coming, Dolley Madison probably _____.

Lesson 5

Developing Narrative Writing



Primary Focus: Students plan a diary entry Dolley Madison might write after the War of 1812 starts.

CONNECTIONS: DOLLEY'S DIARY (4 MIN.)

- Make sure students have Activity Page 3.1, which they completed in the previous lesson, and which contains their Dolley Madison diary entries.
- Ask students to reread their work silently.

INTRODUCE THE PROMPT (8 MIN.)

- Ask students to review the information they have learned about Dolley Madison since the last diary entry they wrote in her voice.
 - » Answers may vary, but students should incorporate information regarding the British invasion of Washington during the War of 1812.
- Tell students that in the next few lessons, they will write another diary entry from Dolley Madison's perspective.
- Display the Narrative Writing Prompt for "Dear Diary, Love Dolley, Part Two" and review it with the class.

➤ Narrative Writing Prompt for "Dear Diary, Love Dolley, Part Two"

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.



Check for Understanding

Ask students to paraphrase the writing prompt.

Activity Page 5.1



Challenge

Challenge students to add information about how Dolley Madison is different in the time described by this entry than she was in the events described in the first entry.

Support

Have students review Activity Pages 1.1 and 2.1 to guide them as they use the information from Domain 5, *The War of 1812*, Lesson 5 to plan their new narratives.



Access

Entering/Emerging

Provide sentence frames or starters to help students participate in 1:1 conversations about planning their diary entries.

Transitioning/Expanding

Provide sentence frames or starters to help students participate in small group conversations about planning their diary entries.






Bridging

Provide sentence frames or starters to help students think about planning their diary entries.

- Remind students that they have already practiced using story maps to plan their work. They will practice that again in the next activity.

PLANNING A NARRATIVE (15 MIN)

- Have students plan their narratives following the model illustrated. Suggested times for students to spend on each section follow; however, you may allocate the time as best suits your students' needs.
 - Title, characters, setting: 2 min.
 - Plot: 12 min. (4 min. each on beginning, middle, and end)
 - Final Thought: 2 min.
 - Fill in blanks: 2 min.
- As students work, circulate and check in on their progress. For reference, a sample completed story map follows.

 Title <i>Dear Diary, Love Dolley, Part Two</i>	
 Character(s) <i>Dolley Madison</i> <i>British soldiers</i>	 Setting(s) <i>the President's House in Washington, D.C.</i>
 Plot	Beginning <i>Mrs. Madison is preparing to host a dinner party when she learns that the British are marching into Washington. She feels scared, but she knows she must be a strong First Lady.</i>
	Middle <i>Mrs. Madison looks around to see what she can save from British attack. She picks some letters and an important George Washington painting.</i>
	End <i>As Mrs. Madison watches the President's House burn, she feels very sad. But then she looks at the Washington painting.</i>
 Final Thought <i>Dolley Madison knows that the most important parts of America aren't things. They are the American people and the American dream.</i>	
Fill in the blank to indicate where your narrative should include concrete words and details to describe character actions, thoughts, or feelings: <i>description of the Washington painting</i>	

WRAP-UP (3 MIN.)

- Have students describe their story maps to a partner.
- Tell students that in the next lesson, they will start drafting their stories.

~~~~~End Lesson~~~~~

## 6

# Developing Narrative Writing

---

**PRIMARY FOCUS OF LESSON**

Students compose a new diary entry from Dolley Madison's perspective.

---

**FORMATIVE ASSESSMENT**

**Activity Page 6.1**

**Drafting Paper** Students compose a new diary entry from Dolley Madison's perspective.

## LESSON AT A GLANCE

|                                               | Grouping    | Time    | Materials                                                                                                                                                                             |
|-----------------------------------------------|-------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |                                                                                                                                                                                       |
| Connections: Reviewing Story Maps             | Whole Group | 2 min.  |                                                                                                                                                                                       |
| Drafting Narratives                           | Independent | 16 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Narrative Writing Prompt for “Dear Diary, Love Dolley, Part Two” |
| Reviewing Narratives                          | Independent | 10 min. | <input type="checkbox"/> Activity Page 6.1                                                                                                                                            |
| Wrap-Up                                       | Whole Group | 2 min.  |                                                                                                                                                                                       |

## ADVANCE PREPARATION

- Prepare to distribute Activity Page 6.1 (drafting paper, available as a Blackline Master) or word processors (optional).
- Make sure students have their completed Activity Page 5.1 and the Narrative Writing Prompt for “Dear Diary, Love Dolley, Part Two,” from previous lessons.

## Lesson 6

# Developing Narrative Writing



**Primary Focus:** Students compose a new diary entry from Dolley Madison's perspective.

**CONNECTIONS: REVIEWING STORY MAPS (2 MIN.)**

- Tell students that in this lesson they will start drafting their Dolley Madison diary entries.
- Ask students to review briefly the story maps they used to plan their narratives.

**MODELING: DRAFTING NARRATIVES (16 MIN.)**

- Tell students that in this lesson, they will focus on drafting their narratives.
- Distribute Activity Page 6.1, which each student will use to record his or her draft.
- Ensure that students have Activity Page 5.1, on which they planned their narratives in previous lessons, and the Narrative Writing Prompt for "Dear Diary, Love Dolley, Part Two."
- Direct students through drafting the following components of their narratives. Suggested times follow, but you may customize these according to your class's needs.
  - Title: 1 min.
  - Beginning of narrative, including connecting to the parts of the story that have already happened: 4 min.
  - Middle of narrative: 4 min.
  - End of narrative, including final thought: 4 min.

A sample narrative is included in Lesson 8.

**Activity Page 6.1**

## REVIEWING NARRATIVES (10 MIN.)

- Remind students that their narrative drafts should explain the story's events in a logical order or sequence. They should make sure to have a sense of closure in their scene. They should use good details and temporal words. They should have all the elements of a narrative.



### Check for Understanding

Ask students to name the elements of a narrative.

- » The elements of a narrative are character(s), setting(s), a final thought, and a plot with a beginning, middle, and end. Good narratives also include strong details or descriptions and temporal words to show the order of events.

- Ask students to review their narratives and identify any piece that is missing. Students should add that piece to their work.

## WRAP-UP (2 MIN.)

- Tell students that in the next lesson they will revise their drafts by adding more words to create good descriptions and show the order in which things happened.
- You may also wish to collect the drafts and offer additional feedback.

End Lesson

## Challenge

Ask students to list three changes they could make to improve 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.

# 7

# Developing Narrative Writing

---

## PRIMARY FOCUS OF LESSON

Students provide feedback on a peer's narrative.

---

## FORMATIVE ASSESSMENT

Activity Page 7.1

**Narrative Checklist** Students provide feedback on a peer's narrative.

## LESSON AT A GLANCE

|                                               | Grouping    | Time    | Materials                                                         |
|-----------------------------------------------|-------------|---------|-------------------------------------------------------------------|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |                                                                   |
| Connections: Parts of a Narrative             | Whole Group | 5 min.  |                                                                   |
| Introduce the Checklist                       | Whole Group | 4 min.  | ☐ Activity Page 7.1                                               |
| Reviewing Narratives                          | Independent | 18 min. | ☐ Activity Page 7.1<br>☐ Activity Page 6.1<br>☐ Activity Page 5.1 |
| Wrap-Up                                       | Partner     | 3 min.  |                                                                   |

## ADVANCE PREPARATION

- Prepare to distribute Activity Page 7.1 (Narrative Checklist, available as a Blackline Master).
- Make sure students have their completed Activity Page 6.1 and Activity Page 5.1 from previous lessons.
- Prepare to arrange students in pairs.

### Universal Access

- Preteach the Narrative Checklist and guide students in using it to identify parts of a sample narrative. You may use a Read-Aloud from Writing Studio Unit 1, *Introducing Narratives*, as a sample narrative if you wish.



## Lesson 7

# Developing Narrative Writing



**Primary Focus:** Students provide feedback on a peer's narrative.

## CONNECTIONS: PARTS OF A NARRATIVE (2 MIN.)

- Tell students that in this lesson they will review each other's narratives to make sure they include all the necessary elements.



### 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). The plot should have a beginning, middle, and end. The narrative should have a final thought, a setting, and good description. It should also have temporal words to show pacing.

- Remind students that their narrative drafts should explain the story's events in a logical order or sequence. They should make sure to have a sense of closure in their scene. They should use good details and temporal words. They should have all the elements of a narrative.

## INTRODUCE THE CHECKLIST (4 MIN.)

- Tell students that in this lesson, they will get feedback on their narratives.
- Explain that they will do this by exchanging papers with a classmate. Each student will use the Narrative Checklist to review the classmate's narrative. Students will record a note about each item as they locate it in the classmate's draft.
- Display Activity Page 7.1 and review it with the class.

### ➤ Activity Page 7.1 – Narrative Checklist

## REVIEWING NARRATIVES (18 MIN.)

- Distribute Activity Page 7.1, which each student will use to record feedback on a peer's narrative.
- Ask students to exchange narratives with a partner. Each student should read his or her peer's narrative and check each item on the checklist as it is located in the narrative.
- If time permits, you may wish to have students make a suggestion on how to incorporate any missing item into the narrative.

A sample narrative and checklist for it are included in Lesson 8.

- Circulate as needed to assist students in their review.

## WRAP-UP (3 MIN.)

- Have students return the papers to their author, along with the completed Narrative Checklist.
- Tell students that in the next lesson they will revise their narratives in response to the feedback they have received.

End Lesson

## Activity Page 7.1



### Challenge

Ask students to name the best thing about the narrative and suggest two changes the author could make to most improve his or her paper.

### Support

Allow students to consult the author's story map to help them identify items from the checklist.



### Access

#### Entering/Emerging

Preteach the narrative checklist and offer heavy support as students practice using it to review a sample narrative.

#### Transitioning/Expanding

Preteach the narrative checklist and offer moderate support as students practice using it to review a sample narrative.

#### Bridging

Preteach the narrative checklist and offer light support as students practice using it to review a sample narrative.

# 8

# Developing Narrative Writing

---

## PRIMARY FOCUS OF LESSON

Students revise their narratives in response to feedback.

---

## FORMATIVE ASSESSMENT

**Activity Page 6.1**

**Drafting Paper** Students revise their narratives in response to feedback.

## LESSON AT A GLANCE

|                                               | Grouping    | Time    | Materials           |
|-----------------------------------------------|-------------|---------|---------------------|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |                     |
| Connections: Feedback Debrief                 | Whole Group | 7 min.  | ☐ Activity Page 7.1 |
| Revision                                      | Independent | 21 min. | ☐ Activity Page 6.1 |
| Wrap-Up                                       | Partner     | 2 min.  |                     |

## ADVANCE PREPARATION

- Ensure that students have Activity Page 7.1, on which they recorded peer feedback in the previous lesson, and Activity Page 6.1, on which they drafted their narratives.

### Universal Access

- Prepare to review student feedback in a preteaching session.

## Lesson 8

# Developing Narrative Writing



**Primary Focus:** Students respond to feedback by adding one more detail or temporal word to their narratives.

**CONNECTIONS: FEEDBACK DEBRIEF (7 MIN.)**

- Ask students to return to the pairs in which they worked during the previous lesson.
- Have students read through the feedback they received and ask any necessary questions to ensure they understand their peer's recommendations.

**Check for Understanding**

Ask students to put one of their peer's suggestions into their own words and repeat it back to the peer to ensure they understand it.

**REVISION (21 MIN.)**

- Make sure students have Activity Page 7.1.
- Guide students through the process of revising their narratives according to the checklist feedback.
- Circulate to ensure that students are progressing on pace to complete the revisions during the lesson and to offer support and guidance as needed.

Activity Page 7.1



A sample narrative and Narrative Checklist follow.

---

### **Dear Diary, Love Dolley, Part Two**

Dear Diary,

Today has been the most chaotic day of my entire life! I was awake near dawn preparing to host a dinner with the president. We expected forty people, and I wanted it to be perfect. Right after the staff and I finished setting the table, however, we learned that those pesky British soldiers were marching into Washington. They were heading straight toward us! I was terrified, but I knew I must be strong for James and the country.

As I stood in the dining room looking at the beautiful table, I thought of all the nice things in the President's House. I wanted desperately to save something, but I wasn't sure what to select. I picked up a teacup, but I realized it would break too easily. I ran into the president's office and collected some of his important papers. As I was walking through the house, I saw the portrait of President Washington, and I suddenly knew I must save it. It is lovely, tall, and grand. It shows him surrounded by books to remind us how intelligent he was. And he's holding a shiny silver sword to remind us of how successfully he led us against the British during the American Revolution. I knew I had to save it.

Luckily, some of the servants were there and helped me get the painting safely off the wall. We got it—and ourselves—out just in time! As the carriages carried us away, I looked back and saw flames coming from the house. It made me feel so sad to know my home was burning, along with all the special things it held. Then I looked at the Washington painting and I remembered something very important. The most important parts of America are her people and their dreams. And the British have not burned them! They are still strong, and that gives me hope.

---

## Challenge

Have students identify several possible revision options (for example, more than one descriptive word for a particular sentence), then write a sentence explaining why they selected one over another.

## Support

Allow student pairs to discuss possible revision solutions.



## Access

### Entering/Emerging

Review peer feedback in a preteaching session, offering heavy support and ensuring students understand what revisions are needed.

### Transitioning/Expanding

Review peer feedback in a preteaching session, offering moderate support and ensuring students understand what revisions are needed.

### Bridging

Review peer feedback in a preteaching session, offering light support and ensuring students understand what revisions are needed.

## 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.

|                                     |                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> | <b>Character(s)</b> <i>Dolley Madison</i>                                                                                                                                                                                                                                                                                |
| <input checked="" type="checkbox"/> | <b>Setting(s)</b> <i>President's House</i>                                                                                                                                                                                                                                                                               |
| <input checked="" type="checkbox"/> | <b>Plot</b><br><input checked="" type="checkbox"/> Beginning: <i>planning a dinner then learns the British are coming</i><br><input checked="" type="checkbox"/> Middle: <i>decides to save the Washington painting</i><br><input checked="" type="checkbox"/> End: <i>leaves the President's House and sees it burn</i> |
| <input checked="" type="checkbox"/> | <b>Final Thought</b> <i>The most important parts of America did not burn.</i>                                                                                                                                                                                                                                            |

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:  | <i>the Washington painting</i>                                            |
| Name some temporal words used in your classmate's narrative:      | <i>suddenly, after</i>                                                    |
| Name the best thing about your classmate's narrative:             | <i>It makes me see how Dolley Madison felt that night.</i>                |
| Name one thing your classmate could improve about this narrative: | <i>Describe what the fire looked like or what the teacup looked like.</i> |

## WRAP-UP (2 MIN.)

- Ask students to turn and talk with a peer about one improvement they made in their work.
- Tell students they will learn more about other kinds of writing in the next unit.
- You may wish to have students make a clean copy of their narratives.
- Collect student work and evaluate using the *Second Grade Writing Rubric: Narrative Writing*, available in Teacher Resources.

End Lesson

Writing Studio 3

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# Introducing Opinion Writing

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# Introducing Opinion Writing

## PRIMARY FOCUS OF LESSON

Students write an opinion about something they would most like to have.

## FORMATIVE ASSESSMENT

**Activity Page 1.1**

**Writing Prompt** Students write opinions about something they would most like to have.

## LESSON AT A GLANCE

|                                              | Grouping    | Time    | Materials                              |
|----------------------------------------------|-------------|---------|----------------------------------------|
| <b>Introducing Opinion Writing (30 min.)</b> |             |         |                                        |
| Connections: Writing Opinions                | Whole Group | 3 min.  |                                        |
| Introduce the Prompt                         | Whole Group | 5 min.  | □ Writing Prompt for Activity Page 1.1 |
| Opinion Pre-Assessment                       | Independent | 17 min. | □ Activity Page 1.1                    |
| Wrap-Up                                      | Partner     | 5 min.  |                                        |

## ADVANCE PREPARATION

- This lesson draws on content from Domain 7, Lesson 3, “The Journal of a Twelve-Year-Old on the Erie Canal.” Please consult the pacing guide to ensure that students have completed the appropriate unit before starting this lesson.
- Prepare the writing prompt for display, either copying it onto chart paper or preparing to project it. See Writing Prompt for Activity Page 1.1 in Teacher Resources.
- Prepare copies of Activity Page 1.1 to distribute to each student for the Opinion Pre-Assessment activity.
- Prepare the rubric for grading the pre-assessments. See the *Second Grade Writing Rubric: Opinion Writing* in Teacher Resources. You will retain the pre-assessment to compare with the final opinion writing activity in Unit 4, *Developing Opinion Writing*.

## Universal Access

- Ask students to identify the following sentences as either a fact or an opinion.
  - Pecos Bill is a character in fictional stories called *tall tales*. (fact)
  - *Diwali* is one of the many festivals Hindus hold each year in India. (fact)
  - The ancient Greeks built the most beautiful buildings. (opinion)
  - Robert Fulton built a steamboat that was faster than sailing ships. (fact)
  - I would love to explore new lands! (opinion)

## Lesson 1

# Introducing Opinion Writing



**Primary Focus:** Students write an opinion about something they would most like to have.

**CONNECTIONS: WRITING OPINIONS (3 MIN.)**

- Explain that students have been learning about how people began to travel and settle further west in the United States during the 1800s.
- Tell them that in the Read-Aloud “The Journal of a Twelve-Year-Old on the Erie Canal,” the writer described what his life was like on a flatboat, helping his father. The description was written as a journal, so the writer expressed many opinions about what he felt and thought about his life.
- Remind students that an opinion is your personal belief, or how you think or feel about something.
- Ask students what the twelve-year-old boy said was his favorite part of helping his father.
  - » taking care of the mules
- Remind students that it was the boy’s opinion.
- Think-Pair-Share: Tell students to think about the boy’s journal and his description of his life on the flatboat. Have them share with their partner an opinion about what their favorite part of living on a flatboat might be.

**INTRODUCE THE PROMPT (5 MIN.)**

- Tell students that in this Writing Studio lesson, they will write an opinion about what thing they would most like to have.
- Display the Writing Prompt for Activity Page 1.1 and read it aloud, repeating if necessary.

**➤ Writing Prompt for Activity Page 1.1**

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.

## Activity Page 1.1



### Support

Review the definition of *opinion* and compare it to the narrative writing completed in the previous Writing Studio units.

### Challenge

Encourage students to provide examples to support their reasons.



### Access

#### Entering/Emerging

Review the prompt and use sentence starters to guide students in speaking about the topic of the writing prompt.

#### Transitioning/Expanding

Review the prompt and provide sentence starters for student pairs to use in speaking about the topic of the writing prompt.

#### Bridging

Review the prompt and provide sentence starters for student groups to use in speaking about the topic of the writing prompt.



## Check for Understanding

Ask a volunteer to explain the prompt in his or her own words.

### OPINION PRE-ASSESSMENT (17 MIN.)

- Distribute Activity Page 1.1.
- Tell students to write an opinion in response to the prompt.
- Remind them that they should write as complete an opinion as possible in the time they have.

**Note:** If students finish before time elapses, you may allow them to work silently on something else. Since this is a pre-assessment, students may stop writing when they decide they are finished with the task or when seventeen minutes have elapsed. Subsequent lessons in this unit and in the entire Writing Studio program will help build students' ability to write for longer periods of time.

- Collect each pre-assessment as the work is completed. You will use the *Second Grade Writing Rubric: Opinion Writing* to assess their work. You should save their pre-assessment to compare it to their final opinion writing activity, which they will complete in Writing Studio Unit 4, Lesson 8.

### WRAP-UP (5 MIN.)

- Remind students that during a Word Work lesson they discussed the word *transport*.
- Ask students to define the word *transport*.
  - » Answers may vary but should include to carry or move something from one place to another.
- Have students turn to a shoulder partner, share what method of transport they would most like to use to travel to a faraway place, and give a reason for their opinion.

End Lesson

# Introducing Opinion Writing

## PRIMARY FOCUS OF LESSON

Students use a graphic organizer to identify and describe the purpose and features of an opinion.

## FORMATIVE ASSESSMENT

Activity Page 2.1

**My Opinion Organizer** Students use an organizer to identify and describe the purpose and features of an opinion.



## LESSON AT A GLANCE

|                                              | Grouping    | Time    | Materials              |
|----------------------------------------------|-------------|---------|------------------------|
| <b>Introducing Opinion Writing (30 min.)</b> |             |         |                        |
| Connections: Least and Most                  | Partner     | 5 min.  |                        |
| Read-Aloud: "Life on a Flatboat"             | Whole Group | 5 min.  | ☐ "Life on a Flatboat" |
| Modeling: My Opinion Organizer               | Whole Group | 5 min.  | ☐ Activity Page 2.1    |
| My Opinion Organizer                         | Partner     | 10 min. | ☐ Activity Page 2.1    |
| Wrap-Up                                      | Whole Group | 5 min.  |                        |

## ADVANCE PREPARATION

- Prepare to display "Life on a Flatboat," found in Teacher Resources. Alternatively, you may wish to distribute a copy to each student.
- Prepare to display Activity Page 2.1 (My Opinion organizer, available as a Blackline Master in Teacher Resources) and to distribute a copy to each student. You may also wish to recreate the organizer on chart paper or the board for the Modeling activity.

### Universal Access

- Preteach the elements of an opinion:
  - **Introduction:** states your opinion about a topic
    - **Opinion:** how you think or feel about something, your personal belief
    - **Topic:** the main subject or idea of the writing
  - **Reason:** explains why you feel the way you do
  - **Conclusion:** wraps up the writing by restating your opinion

## Lesson 2

# Introducing Opinion Writing



**Primary Focus:** Students use a graphic organizer to identify and describe the purpose and features of an opinion.

**CONNECTIONS: LEAST AND MOST (5 MIN.)**

- Remind students that they have been learning about how people began to travel and settle further west in the United States during the 1800s.
- Explain that travel in the 1800s was difficult—there were no planes, cars, or trucks to help people move easily across the country.
- Ask students what methods of travel or transport they have learned about in Domain 7, *Westward Expansion*, so far.
  - » Answers may vary but should include covered wagons, steamboats, and flatboats.
- Think-Pair-Share: Have students discuss with a shoulder partner which of the three methods of travel—covered wagons, steamboats, or flatboats—would be the least difficult and which would be the most difficult way to travel and why.

**READ-ALOUD: “LIFE ON A FLATBOAT” (5 MIN.)**

- Tell students that they will learn about opinions by reading some opinions and writing their own opinions.
- Tell them that you will read an opinion aloud about living and traveling on a flatboat. Tell them to listen carefully to identify the opinion and the reasons that support the opinion.
- Tell students the title of the opinion is “Life on a Flatboat.”
- Display “Life on a Flatboat.” Alternatively, you may wish to distribute a copy to each student.

**➤ Life on a Flatboat**

- Read aloud “Life on a Flatboat.”

---

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

One reason is that I could 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.



### Check for Understanding

Ask students to summarize the opinion in their own words.

---

## MODELING: MY OPINION ORGANIZER (5 MIN.)

- Distribute Activity Page 2.1, My Opinion Organizer, and display or project it.

### ➤ Activity Page 2.1

- Explain that the organizer can help to identify the different parts of an opinion and that it is also a tool writers can use to plan their opinion writing. In this lesson, they will learn how to use the My Opinion organizer by filling in the elements used in “Life on a Flatboat.”
- Introduce the elements of an opinion on the organizer. Students should be familiar with the basic elements (topic, opinion, reasons, and conclusion), but you may review their definitions if needed.
- Ask students to identify the title of the opinion. Write “Life on a Flatboat” on the top of the organizer.

## Activity Page 2.1



- Tell students that you will read the opinion again and complete the Introduction section on the organizer. Tell students to complete their copies of the organizer along with you.
- Explain that in the Introduction section, you are stating the topic and your feelings about the topic.
- Ask students what the topic of the opinion is.
  - » Answers may vary but should include living on a flatboat.
- Ask students what your opinion is about the topic.
  - » You would have liked living and working on a flatboat.
- Ask what element of an opinion comes next in the organizer.
  - » Reason #1
- Complete the next section of the organizer and tell students to complete their copies along with you.

### MY OPINION ORGANIZER (10 MIN.)

- Ask students to work with a partner to complete the remaining sections of the organizer. You may wish to display “Life on a Flatboat” during this time or reread the text.

|                                    |                                                                       |
|------------------------------------|-----------------------------------------------------------------------|
| <b>Title</b>                       | <i>Life on a Flatboat</i>                                             |
| <b>My Opinion</b>                  | <i>I would have liked living and working on a flatboat.</i>           |
| <b>Reason #1</b>                   | <i>traveling to different places</i>                                  |
| <b>Reason #2</b>                   | <i>a good way to earn money for my family</i>                         |
| <b>Conclusion: Restate Opinion</b> | <i>I believe I would have liked living and working on a flatboat.</i> |

- Review student responses.

### Support

Review the definitions for terms such as *topic*, *opinion*, *reason*, and *conclusion*.

### Challenge

Ask students to identify words and phrases in the opinion that help link the paragraphs together (*one reason, also*).



### Access

#### Entering/Emerging

Provide sentence frames such as “It would be a \_\_\_\_\_ way to earn money for my family.”

#### Transitioning/Expanding

Provide support as needed while students work with partners.

#### Bridging

Ask students to share their ideas orally before they write them on the organizer.

---

**WRAP-UP (5 MIN.)**

- Ask students to provide reasons that they would have liked traveling in a covered wagon.
- Next, ask them to provide reasons they would not have liked traveling in a covered wagon.
- Take a class vote on which method of travel students would most like to try: flatboat or covered wagon.

---

End Lesson

# Introducing Opinion Writing

## PRIMARY FOCUS OF LESSON

Students use a graphic organizer to collaborate and plan an opinion about a class field trip.

## FORMATIVE ASSESSMENT

### Activity Page 3.1

**My Opinion Organizer** Students use an organizer to plan an opinion about a class field trip.

## LESSON AT A GLANCE

|                                              | Grouping    | Time    | Materials                                                                                                   |
|----------------------------------------------|-------------|---------|-------------------------------------------------------------------------------------------------------------|
| <b>Introducing Opinion Writing (30 min.)</b> |             |         |                                                                                                             |
| Connections: Introductions                   | Whole Group | 3 min.  |                                                                                                             |
| Modeling: Planning an Opinion                | Whole Group | 10 min. | <input type="checkbox"/> My Opinion organizer                                                               |
| Planning an Opinion                          | Small Group | 14 min. | <input type="checkbox"/> Writing Prompt for Activity Page 3.1<br><input type="checkbox"/> Activity Page 3.1 |
| Wrap-Up                                      | Whole Group | 3 min.  |                                                                                                             |

## ADVANCE PREPARATION

- Prepare to project or display the My Opinion organizer. You may also wish to recreate the organizer on chart paper or the board for the Modeling activity.
- Prepare to project the Writing Prompt for Activity Page 3.1 and distribute Activity Page 3.1 (My Opinion organizer, available in Teacher Resources) to each student.
- Determine small groups of four to five students each in advance for the Planning segment of the lesson.

## Universal Access

- Create two or three brief opinion pieces on different topics that include an introduction, a reason or reasons, and a conclusion. Write each sentence in the opinion on separate sentence strips or index cards and mix them up. Have students sort the cards into their topics, then sort the cards in each topic into the proper opinion sequence of introduction, reason(s), and conclusion.

## Lesson 3

# Introducing Opinion Writing



**Primary Focus:** Students use a graphic organizer to collaborate and plan an opinion about a class field trip.

## CONNECTIONS: INTRODUCTIONS (3 MIN.)

- Ask students what two elements should be in the introduction of an opinion.
  - » the topic and the opinion
- Ask them to give examples of words and phrases that can be used in the introduction of an opinion. Record the responses on the chart to use as a student reference during the unit.
  - » Answers may vary but could include *I think, I believe, I like, I don't like, I feel, in my opinion*, etc.
- Ask students what the word *topic* means.
  - » Answers may vary but should include the subject or main idea in the opinion.
- Have students orally provide complete sentences in which they state a topic and their opinion. Give an example: "I would love to be able to fly like a superhero!"

## MODELING: PLANNING AN OPINION (10 MIN.)

- Explain that you want to plan an opinion about what you most want to do on a family trip.
- Project or display the My Opinion organizer.

### ➤ My Opinion Organizer

- Use the think-aloud strategy to model using the organizer to help you plan an opinion. A sample follows; however, you may feel free to customize it.

## Support

Provide sentence frames for students to assist in expressing an opinion.

## Challenge

Ask students to write several introductions for an opinion using a wide range of topic sentence formats.



I've had some ideas about what I'd like to do on a family trip. I've made my decision about what I'd most like to do, and now I'll write an opinion about it. The first element in the organizer is the title. I'm going to call my opinion "Let's Go Camping!" Does that give you a hint about my topic and my opinion? [Write *Let's Go Camping!* under *Title*.]

Next, I will write an introduction that gives the topic and my opinion. This is called a topic sentence. What topic sentence should I write for my opinion? [Gather some student suggestions and write the sentence in the Introduction.]

- Continue using the think-aloud strategy to complete the organizer. Review opinion elements and their definitions if needed. A completed organizer follows; yours may differ depending on input from the class.

|                                    |                                                                               |
|------------------------------------|-------------------------------------------------------------------------------|
| <b>Title</b>                       | <i>Let's Go Camping!</i>                                                      |
| <b>My Opinion</b>                  | <i>I would most like to go camping on my next family vacation.</i>            |
| <b>Reason #1</b>                   | <i>Camping is fun because you get to sleep outside in a tent.</i>             |
| <b>Reason #2</b>                   | <i>I like sitting around the campfire with my family and telling stories.</i> |
| <b>Conclusion: Restate Opinion</b> | <i>As you can see, I would like to go camping on my next family vacation.</i> |



### Check for Understanding

Ask students how planning an opinion differs from planning a narrative.

- » Answers may vary but should include that a narrative does not state an opinion. A narrative has characters, setting, and plot, while an opinion has an introduction, reasons, and a conclusion.

## PLANNING AN OPINION (14 MIN.)

- Tell students that now they will have their own chance to plan an opinion using the organizer. They should use Activity Page 3.1 (My Opinion organizer) to help their planning.
- Group the students as previously determined in Advance Preparation.
- Distribute Activity Page 3.1 (My Opinion organizer) to each student.
- Display the Writing Prompt for Activity Page 3.1 and review it with students.

### ➤ Writing Prompt for Activity Page 3.1

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 stating the topic and opinion, reasons, and a conclusion.

- Tell students that they will work in small groups to complete the organizer. Explain that as a group, they should quickly decide on one place they would like to go on a class field trip. If students have difficulty coming to a consensus, help them choose a field trip to write about.
- Circulate while students are working to provide prompting and support as needed.
- Tell students to store Activity Page 3.1 or collect to redistribute in the next Writing Studio lesson.

## WRAP-UP (5 MIN.)

- Ask each small group to share with the class its opinion about the trip and the reasons for that opinion.

~~~~~  
End Lesson

Activity Page 3.1



Access

Entering/Emerging

Review elements of an opinion and provide heavy support as students work on the organizer.

Transitioning/Expanding

Ask students to review the elements of an opinion; provide moderate support as they work on the organizer.

Bridging

Remind students that the organizer contains the elements of an opinion; provide support as needed.

4

Introducing Opinion Writing

PRIMARY FOCUS OF LESSON

Students write an opinion about a class field trip.

FORMATIVE ASSESSMENT

Activity Page 4.1

Drafting Paper Students write an opinion about a class field trip.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Opinion Writing (30 min.)			
Connections: Reviewing Reasons	Whole Group	3 min.	
Modeling: Writing an Opinion	Whole Group	10 min.	❑ Let's Go Camping organizer
Writing an Opinion	Independent	14 min.	❑ Writing Prompt for Activity Page 3.1 ❑ Activity Page 3.1 ❑ Activity Page 4.1
Wrap-Up	Partner	3 min.	

ADVANCE PREPARATION

- Prepare to project the Let's Go Camping organizer, found in Teacher Resources.
- Prepare to use chart paper for the Modeling activity.
- Prepare to project the Writing Prompt for Activity Page 3.1.
- Prepare copies of Activity Page 4.1 (blank drafting paper, available as a Blackline Master in Teacher Resources) to distribute to each student.

Universal Access

- Have an "Opinion Relay Race." Divide students into two teams. Write on the board, *I think that school should start later in the day.* Provide each team with a sheet of paper and have team members work together to write as many reasons as they can to support that opinion in two or three minutes. The team with the most reasons is the winner.

Lesson 4

Introducing Opinion Writing



Primary Focus: Students write an opinion about a class field trip.

CONNECTIONS: REVIEWING REASONS (3 MIN.)

- Remind students that opinions are supported by reasons, which explain why the writer feels the way he or she does.
- Explain that when a writer includes detailed information in his or her reasons, the reader can better understand the opinion.
- Read the following to the students:
 - I think that there should be an afternoon snack time every day. The reason is because I get hungry in the afternoon.
- Ask students to suggest ways to add details and information to your reason to make it more clear and provide more information to the reader. Read the following example:
 - I think that there should be an afternoon snack time every day. The reason is because I get hungry in the afternoon. When I feel hungry, I have a difficult time concentrating on my work, so I do not do my best.

**Check for Understanding**

Ask students whether they believe having more than one reason for an opinion is a good idea and why.

MODELING: WRITING AN OPINION (10 MIN.)

- Explain that you will use your My Opinion organizer titled “Let’s Go Camping” to help you in writing your opinion about a family trip.
- Project the Let’s Go Camping organizer found in Teacher Resources.

➤ Let's Go Camping organizer

- Prepare the chart paper for modeling. Write *Let's Go Camping* on the top of the page.
- Use the think-aloud strategy to model writing an opinion. A sample follows; however, you may feel free to customize it.

I completed my opinion planning using the My Opinion organizer so now I can start writing my opinion. The opinion is about what I'd most like to do on a family vacation. I've written the title "Let's Go Camping" at the top of the page.

Looking at my organizer, I wrote the following introduction, *I would most like to go camping on my next family vacation*. That is the topic sentence for my opinion because it states the topic and my opinion about it. I'm going to write it a little differently to make the topic sentence in the introduction more interesting, but my topic and opinion will not change. [Write, *On my next family vacation, the thing I would most like to do is go camping.*]

Next, I need to write my reasons. The first reason I listed on my organizer is that camping is fun because you get to sleep outside in a tent. I want to write that reason, but I also want to include more details to help the reader really understand why I feel the way I do. What are some details I can add to this reason to make it stronger?

» Answers may vary but should relate to the topic of camping.

Thank you for your great suggestions! I'm going to write some new sentences to explain the first reason I would like to go camping. [Suggestions will be different depending on your students' responses. Here is a sample: *I think that sleeping under the stars in a tent is a lot of fun. I can listen to the crickets and other night creatures before I fall asleep.*]

- Continue using the think-aloud strategy to complete the opinion.
- Save the "Let's Go Camping" writing model for Writing Studio Lesson 6.

WRITING AN OPINION (14 MIN.)

- Tell students to take out Activity Page 3.1 or redistribute.
- Remind them that Activity Page 3.1 is the plan for their opinion writing.
- Display the Writing Prompt for Activity Page 3.1 and review it with students.

➤ Writing Prompt for Activity Page 3.1

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 including the topic and opinion, reasons, and a conclusion.

- Remind students that the organizer does not have many details about the opinion or the reasons. They may add details to make their sentences more interesting and to provide stronger support for their reasons.
- Distribute Activity Page 4.1.
- Tell students they will work independently on their opinion writing.
- Circulate while students are working, providing prompting and support as needed.

WRAP-UP (3 MIN.)

- On the board, list the field trips students wrote about in their opinions. Have students discuss with their shoulder partner which field trip they would most like to take and which one they would least like to take and explain their reasons.

~~~~~  
End Lesson

### Activity Page 4.1



#### Support

Work with small groups to provide support during writing.

#### Challenge

Encourage students to use descriptive words in their writing.



#### Access

#### Entering/Emerging

Provide heavy support during writing, including taking dictation, as needed.

#### Transitioning/Expanding

Have students work with a partner on their writing.

#### Bridging

Have students describe their ideas to you orally before they begin writing their draft on Activity Page 4.1.

# Introducing Opinion Writing

## PRIMARY FOCUS OF LESSON

Students collect information about an object they would like to take if they were moving west, including their reasons.

## FORMATIVE ASSESSMENT

**Activity Page 5.1**

**My Opinion Organizer** Students collect information about an object they would like to take if they were moving west.



## LESSON AT A GLANCE

|                                              | Grouping    | Time    | Materials                              |
|----------------------------------------------|-------------|---------|----------------------------------------|
| <b>Introducing Opinion Writing (30 min.)</b> |             |         |                                        |
| Connections: Persuasion                      | Whole Group | 5 min.  |                                        |
| Introduce the Writing Prompt: Heading West   | Whole Group | 5 min.  | ❑ Writing Prompt for Activity Page 5.1 |
| Planning: Heading West                       | Independent | 15 min. | ❑ Activity Page 5.1                    |
| Wrap-Up                                      | Whole Group | 5 min.  |                                        |

## ADVANCE PREPARATION

- Prepare to project the Writing Prompt for Activity Page 5.1 found in Teacher Resources.
- Prepare copies of Activity Page 5.1 (My Opinion organizer) to distribute to each student.

### Universal Access

- Provide a list of popular items such as ice cream, pizza, a toy, a game, a book, etc. Have students create a list of details and information about each object.

## Lesson 5

# Introducing Opinion Writing



**Primary Focus:** Students collect information about an object they would like to take if they were moving west, including their reasons.

## CONNECTIONS: PERSUASION (5 MIN.)

- Ask students if they know what it means to try to persuade someone.
  - » Answers may vary.
- Explain that when you try to persuade someone, you are trying to get them to think about something the way you do. Read the following example:
  - The boy tried to persuade his sister to help him clean his room.
- Tell students that the boy might try many ways to convince his sister to help him, such as promise to help her with something, too. He will try to persuade her with reasons why she should help him. What reasons could the boy give to persuade his sister?
  - » Answers may vary, but students should suggest logical reasons.
- Explain that an opinion is a way of telling the reader what you think about something and that the reasons you give can help to persuade the reader to think the same way.



## Check for Understanding

Ask students to describe in their own words what it means to persuade someone.

- » Answers may vary but should include trying to make someone think or believe something the same way you do.

## INTRODUCE THE WRITING PROMPT: HEADING WEST (5 MIN.)

- Tell students to think about the pioneers who traveled west in covered wagons.
- Read the following excerpt from Domain 7, Lesson 1, “Going West.”

## Support

Review the definition of *persuade* and provide examples.

## Challenge

Have students write a letter to try to persuade you to not assign homework for a week.

---

In the 1840s and 1850s, tens of thousands of Americans went west in wagon trains. These pioneers hoped to make a better life for themselves. Many of them were eager to claim farmland in Oregon or California. They left many of their friends and family behind, loaded everything they had into a wagon, and set off for the West.

---

- Remind students that people in the 1800s had to pack up everything they had including furniture, tools, dishes, pots and pans, clothing, and supplies for the trip. Everything had to fit into one wagon. How did they accomplish this?
  - » Answers may vary but could include that they could not take all their possessions with them.
- Display the Writing Prompt for Activity Page 5.1 and review it with students.

### ➤ **Writing Prompt for Activity Page 5.1**

#### **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 including the topic and opinion, reasons, and a conclusion.

- Tell students that they will plan to write an opinion by deciding what object or item is their favorite, then gathering information to support two reasons why they should be allowed to take that object on a move west.

---

#### **PLANNING: HEADING WEST (15 MINS.)**

- Distribute Activity Page 5.1.
- Tell students to think about their favorite object. It can be a book, a toy, or some other item that they own that they would want to take with them if they were to move.

#### Activity Page 5.1



- Have students turn to their shoulder partner and share the name of the favorite object.
- Tell students to use Activity Page 5.1 to plan their writing. They will fill out all sections of the organizer.
- Explain that they should include as much information and as many details as they can in each reason. This will help them write reasons that will be more persuasive to the reader.
- Tell students that they will write their opinion in the next Writing Studio lesson. Have students store Activity Page 5.1 or collect it to redistribute.

### WRAP-UP (5 MIN.)

- Ask students to think about all the items and objects the pioneers had to pack in their covered wagons to travel west. Ask volunteers to share which item they think was the most important and explain their reason why. Continue calling on students as time allows.

~~~~~  
End Lesson~~~~~



Access

Entering/Emerging

Provide a bank of words students can choose from to assist in planning.

Transitioning/Expanding

Have students work with a partner during planning.

Bridging

Ask students to discuss their ideas orally before they write them in the organizer.

6

Introducing Opinion Writing

PRIMARY FOCUS OF LESSON

Students collaborate to write a persuasive opinion about a favorite object.

FORMATIVE ASSESSMENT

Activity Page 6.1

Drafting Paper Students collaborate to write a persuasive opinion about a favorite object they would like to take west.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Opinion Writing (30 min.)			
Connections: Linking Words	Whole Group	7 min.	<input type="checkbox"/> “Let’s Go Camping” (model writing from previous lesson)
Writing: Heading West	Small Group	20 min.	<input type="checkbox"/> Writing Prompt for Activity Page 5.1 <input type="checkbox"/> Activity Page 6.1
Wrap-Up	Independent	3 min.	<input type="checkbox"/> paper (half sheets)

ADVANCE PREPARATION

- Prepare to display “Let’s Go Camping” writing from Writing Studio Lesson 4.
- Prepare to use chart paper for the Connections segment of the lesson.
- Prepare to project the Writing Prompt for Activity Page 5.1, found in Teacher Resources.
- Prepare copies of Activity Page 6.1 (blank drafting paper, available as a Blackline Master in Teacher Resources) to distribute to each student.
- Determine small groups of four to five students each in advance for the Writing segment of the lesson.

Universal Access

- Write the following words and phrases on index cards:
 - first
 - second
 - to start
 - to begin
 - next
 - another reason
 - also
 - additionally
 - finally
 - lastly
 - one more reason

- Have students choose words that can introduce the first reason and the second reason in an opinion. Have students create different combinations of words that indicate a first and second reason.

Start Lesson

Lesson 6

Introducing Opinion Writing



Primary Focus: Students collaborate to write a persuasive opinion about a favorite object.

CONNECTIONS: LINKING WORDS (7 MIN.)

- Display the “Let’s Go Camping” writing modeled in the previous Writing Studio lesson.
- Explain that good writers use special words to connect their ideas in writing. These are called *linking words*. Linking words like *first*, *second*, or *next* can show the order of your reasons. Linking words can also show a transition to a new idea or reason with words like *also*, *in addition*, and *another*.
- Explain that in opinions, linking words connect the reason to the opinion and topic.
- Write *Linking Words* on the top of the chart paper.
- Read “Let’s Go Camping” aloud to the class.
- Tell students that you would like to add some linking words to your opinion. On the Linking Words chart, brainstorm words that can link the reasons to the topic and opinion. Write these words on the chart so students can use them as a reference for later lessons in this unit. Your chart may include:
 - first
 - second
 - to start
 - to begin
 - next
 - another reason
 - also

- additionally
- because
- finally
- lastly
- one more reason
- Choose some linking words to add to “Let’s Go Camping.”



Check for Understanding

Ask students to define the term *linking words* in their own words.

- » Answers may vary but should include that they are words that connect the reason to the topic and opinion and help transition between ideas.

WRITING: HEADING WEST (20 MIN.)

- Project the Writing Prompt for Activity Page 5.1 and review with students.

➤ Writing Prompt for Activity Page 5.1

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.

- Tell students that today they will work in small groups while they draft their opinions.
- Have them take out Activity Page 5.1 or redistribute.
- Distribute Activity Page 6.1.
- Have students move to their small groups as determined in Advance Preparation.

Activity Page 6.1



Support

Work with small groups to provide support during writing.

Challenge

Guide students in creating complete sentences using descriptive details.



Access

Entering/Emerging

Provide heavy support during writing, including taking dictation, as needed.

Transitioning/Expanding

Provide specific sentence frames, such as “One reason that I would like to take _____ is because _____.”

Bridging

Encourage students to write in complete sentences and provide support as needed.

- Direct students through drafting the following sections of their opinions. Each section will begin with a brief discussion within the small group before students draft that section. Before they begin, have students write the title “Heading West” at the top of the draft.
 - **Introduction:** Discuss ways to begin the opinion. Refer students to the introduction words chart created in Lesson 3: 4 min. for discussion and writing.
 - **Reasons:** Discuss ideas and details to add to their reasons before writing: 8 min. for discussion and writing.
 - **Conclusion:** Discuss ways to conclude their opinion: 4 min. for discussion and writing.
- Tell students to store Activity Page 6.1 or collect to redistribute in the next lesson.

WRAP-UP (3 MIN.)

- **Exit Ticket:** Distribute a half sheet of paper to each student. Have students write one thing they think they did well during drafting and one thing they feel they need more help with.

~~~~~End Lesson~~~~~

# Introducing Opinion Writing

## PRIMARY FOCUS OF LESSON

Students give and receive feedback to strengthen their opinion writing.

## FORMATIVE ASSESSMENT

### Oral Response

**Oral Response** Students give and receive feedback to strengthen their opinion writing.

## LESSON AT A GLANCE

|                                                      | Grouping    | Time    | Materials                                    |
|------------------------------------------------------|-------------|---------|----------------------------------------------|
| <b>Introducing Opinion Writing (30 min.)</b>         |             |         |                                              |
| Connections: Details, Linking Words, and Conclusions | Whole Group | 5 min.  | ☐ Linking Words Chart (from previous lesson) |
| Modeling: Improving Writing                          | Whole Group | 10 min. | ☐ “Heading West”: Before and After           |
| Giving and Receiving Feedback                        | Partner     | 10 min. | ☐ Activity Page 6.1                          |
| Wrap-Up                                              | Small Group | 5 min.  |                                              |

## ADVANCE PREPARATION

- Prepare to display the Linking Words chart from the previous lesson.
- Prepare to project “Heading West”: Before and After, found in Teacher Resources.

### Universal Access

- Write a few sentences on the board or on chart paper. For each sentence, ask students to suggest ways to improve the sentences by adding details. Write the revised sentences using students’ suggestions.

## Lesson 7

# Introducing Opinion Writing



**Primary Focus:** Students give and receive feedback to strengthen their opinion writing.

## CONNECTIONS: DETAILS, LINKING WORDS, AND CONCLUSIONS (5 MIN.)

- Remind students that details help make writing stronger and support the reasons for your opinion.
- Ask students what the term *linking word* means.
  - » Answers may vary but should include a word or phrase that helps connect the reason with the topic and opinion and transition between ideas in writing.
- Display and review the Linking Words chart created in the previous lesson.
- Ask students what section of an opinion wraps up the writing and restates the opinion.
  - » the conclusion
- Brainstorm some words and phrases that can be used in a conclusion and add to the Linking Words chart. Below are some examples:
  - In conclusion . . .
  - For these reasons . . .
  - As you can see . . .
  - Now you can see . . .
  - That is why . . .
  - To sum it up . . .

## MODELING: IMPROVING WRITING (10 MIN.)

- Tell students that strong introductions, conclusions, and reasons supported with details are the key elements in an opinion that can persuade the reader.
- Project the Writing Prompt for Activity Page 5.1 and review with students.

### ➤ Writing Prompt for Activity Page 5.1

- Explain that you wrote your own draft of “Heading West,” then went back to improve your draft by adding important details and linking words to improve the writing.
- Read the “before” version of the opinion aloud, then read through the “after” version. Point out and discuss the linking words (circled) and the additional details you added to strengthen your writing (underlined).

### Heading West: Before and After

| Before                                                                                                                                                                       | After                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| When I move west, the object I would most like to take with me is my rabbit statue.                                                                                          | When I move west, the object I would most like to take with me is my <u>antique</u> 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.                                           | <u>The first</u> reason I would like to take the rabbit statue is because I am very fond of it. I bought it <u>with my own money</u> when I was only ten years old. <u>I love it because</u> 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. | <u>Another</u> reason is because it is very cute. The statue is <u>a pale yellow color</u> that has many small cracks in the surface because it is very old. I like the way it looks and <u>I think it will look nice in my new house.</u> |
| My rabbit statue is the object that I want to take with me the most.                                                                                                         | <u>In conclusion</u> , my <u>antique</u> rabbit statue is the object that I want to take with me the most <u>when I move west.</u>                                                                                                         |



### Check for Understanding

Ask students to name other details that could be added to improve the writing.

» Answers may vary.

## GIVING AND RECEIVING FEEDBACK (10 MIN.)

- Tell students to take out Activity Page 6.1 or redistribute.
- Divide students into pairs.
- Tell students that they will take turns reading their opinions aloud to their partners. The partner will listen carefully and provide suggestions for adding details or linking words.
- Circulate while students work to formatively assess students' ability to give and receive feedback to improve writing.
- Student feedback may vary, but it should relate to the work shared.
- Tell students they will revise their writing based on feedback in the next Writing Studio lesson.

## WRAP-UP (5 MIN.)

- Divide students into small groups of four to five students each and ask them to sit in a circle. Number the students in each group one, two, three, and so on.
- Have student number one share a piece of feedback he or she heard during the lesson with their group. Continue with students two, three, and so on until all students have shared within their group.
- If time allows, call out a number and have the student in each group with that number share with the class a piece of feedback he or she received.

~~~~~  
End Lesson

Support

Work with small groups to provide support during feedback.

Challenge

Have students write a list of improvements they would like to make during their revisions and explain how they will strengthen their writing.



Access

Entering/Emerging

Prompt students with questions such as *Where would a linking word help?*

Transitioning/Expanding

Remind students that they are looking for places to add linking words or details.

Bridging

Have students review the kind of feedback they are to offer.

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Introducing Opinion Writing

PRIMARY FOCUS OF LESSON

Students respond to feedback by adding one more detail or linking word to their opinions.

FORMATIVE ASSESSMENT

Activity Page 6.1

Draft Paper Students respond to feedback by adding one more detail or linking word to their opinion.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Opinion Writing (30 min.)			
Connections: Revising	Whole Group	3 min.	
Revising	Independent	12 min.	❑ Activity Page 6.1
Sharing	Whole Group	12 min.	❑ Activity Page 6.1
Wrap-Up	Independent	3 min.	❑ paper (half sheets)

ADVANCE PREPARATION

- Prepare to project “Heading West”: Before and After, found in Teacher Resources.
- Prepare to display the Linking Words chart from the previous lesson.
- Prepare half sheets of paper to distribute.

Universal Access

- Divide students into teams of two or three students each. Give each team one piece of paper. Write the following sentence on the board and read aloud:
 - I got a birthday card from a friend.
- Give the teams three minutes to revise the sentence to include more descriptive words and details. Have each team share its sentence aloud.

Lesson 8

Introducing Opinion Writing



Primary Focus: Students respond to feedback by adding one more detail or linking word to their opinions.

CONNECTIONS: REVISING (3 MIN.)

- Project “Heading West”: Before and After.

➤ Heading West: Before and After

- Review the revisions you made between the two drafts, drawing attention to the added details, linking words, and changes to the introduction and conclusion.
- Tell students that they will work on revising their drafts in today’s lesson.
- Remind students to use the Linking Words chart as a reference while they revise their opinions.

**Check for Understanding**

Ask students to list ways to improve their opinion writing.

- » Answers may vary but should include adding details, using linking words, and revising to make the introduction and conclusion stronger.

REVISION (12 MIN.)

- Tell students to take out Activity Page 6.1 or redistribute.
- Tell them to reread their drafts and use the feedback they received in the previous lesson to add details and linking words to strengthen their writing.

- Circulate while students work to provide support.
- You may wish to collect student work and evaluate it using the *Second Grade Writing Rubric: Opinion Writing*, available in Teacher Resources.
- Answers may vary, but a sample essay follows.

Buster Moves West

When we move west, I have to take Buster, my favorite floppy bunny. Buster is soft, cuddly, and brown.

Buster needs to go west because he is very special to me. My aunt gave him to me when I was a baby, so I have had him my whole life.

Another reason I want to take Buster when we go west is because it is a little scary to move someplace new. I feel happy when I have Buster in my backpack. He will make me feel happy in our new home.

These are the reasons Buster has to go west with us. I'm ready to pack!

SHARING (12 MIN.)

- Ask students to read their opinions aloud to the class. Alternatively, have them read their writing to a partner. Switch partners as often as time allows.

WRAP-UP (3 MIN.)

- **Exit Ticket:** Distribute a half sheet of paper to each student and have students then respond to the following prompt:
 - Do you think your opinion will persuade your family to let you take your favorite object with you on the move west? Explain why or why not. Use complete sentences in your writing.

End Lesson

Support

Work with small groups to help students identify areas in their writing where they can add a detail or linking word or phrase.

Challenge

Encourage students to expand their reasons to include an example to support the reason.



Access

Entering/Emerging

Work with students one-on-one to guide them in revision based on feedback.

Transitioning/Expanding

Help students identify two possible ideas for revision, then have them select one to implement.

Bridging

Encourage students to add more details and descriptive words to their writing.

Writing Studio 4

Developing Opinion Writing



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DEVELOPING OPINION WRITING

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Lesson 3 146

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Developing Opinion Writing (30 min.)

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Developing Opinion Writing

PRIMARY FOCUS OF LESSON

Students write an opinion about which insect habitat they would like to live in.

FORMATIVE ASSESSMENT

Activity Page 1.1

Insect Habitat Students write an opinion about an insect habitat.

LESSON AT A GLANCE

	Grouping	Time	Materials
Developing Opinion Writing (30 min.)			
Connections: Review Opinion	Whole Group	5 min.	
Modeling: Insect Habitat	Whole Group	10 min.	<input type="checkbox"/> “Insect Habitat” <input type="checkbox"/> crayons or markers in green, blue, and red
Writing: Insect Habitat	Independent	10 min.	<input type="checkbox"/> Activity Page 1.1
Wrap-Up	Partner	5 min.	<input type="checkbox"/> Activity Page 1.1

ADVANCE PREPARATION

- Ensure that students have completed Lesson 2, Domain 8, *Insects*, before starting this Writing Studio unit.
- Prepare to display “Insect Habitat” and make a copy for each student.
- Prepare to display Activity Page 1.1 (My Opinion Organizer, available in Teacher Resources) and to distribute a copy to each student.

Note: Students will research insects for the final writing project in this unit. One resource students can use is the *Insects Journal* they have been completing during the Read-Alouds in the Knowledge Strand. In addition, a collection of trade books or other resources about insects will be needed.

Note: The final lesson in this unit, Lesson 8, contains a technology component that includes publishing the opinion using a word processing program and choosing online images to go with the opinion. If you choose to publish using technology, find adult volunteers who can type the students’ opinions for publishing. Students can participate by choosing an online image to go with their opinion or by using a word processing program themselves, if possible. If this is not an option, students can publish handwritten opinions.

Universal Access

- Have students identify which sentences are opinions:
 - Flies can walk straight up a wall. (not an opinion)
 - Flies are very annoying. (opinion)
 - There are millions of insects all over the earth. (not an opinion)
 - Solitary ants are lonely. (opinion)
 - I would not like to live in a tundra habitat. (opinion)

Start Lesson

Lesson 1

Developing Opinion Writing



Primary Focus: Students write an opinion about which insect habitat they would like to live in.

CONNECTIONS: REVIEW OPINIONS (5 MIN.)

- Remind students that in the previous Writing Studio unit, they learned about writing opinions.
- Review the parts of an opinion. You may wish to create an anchor chart with the following for use during the unit:
 - **Introduction:** states your opinion about a topic
 - **Opinion:** how you think or feel about something, your personal belief
 - **Topic:** the main subject or idea of the writing
 - **Reason:** explains why you feel the way you do
 - **Conclusion:** wraps up the writing by restating your opinion



Check for Understanding

Ask students to provide a sentence that is an opinion and a sentence that is not an opinion.

- » Answers may vary but should demonstrate an understanding of opinion and fact.

MODELING: INSECT HABITAT (10 MIN.)

- Remind students that they have been learning about insects in Domain 8, *Insects*, during the Knowledge Strand Read-Alouds.
- Project “Insect Habitat” and distribute copies.
- Tell students to take out green, blue, and red crayons or markers.
- Read aloud “Insect Habitat.”

➤ 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.

- Ask students which part of the paragraph is the introduction. Reread the paragraph, if needed.
 - » The first sentence, *If I were an insect, I would like to live in an aquatic habitat.*
- Ask them which word or words show the opinion part of the introduction.
 - » *I would like*
- Tell students to underline *I would like* in green.
- Ask them which part of the introduction shows the topic.
 - » aquatic habitat
- Tell them to underline *aquatic habitat* in green also. Explain that they have underlined the two parts of an opinion introduction—the topic and the opinion.

- Ask students which part of the paragraph shows a reason for the opinion.
 - » There are two: *One reason is that I would like to live near rivers, ponds or streams and I think there would be plenty of food for me to eat and places for me to live.*
- Tell students to underline the two reasons in blue.
- Read the last sentence aloud: *I think that would enjoy living in an aquatic habitat if I were an insect.*
- Ask student what part of an opinion that sentence represents.
 - » conclusion
- Ask what a conclusion does.
 - » Answers may vary but should include that it restates the topic and opinion.

WRITING: INSECT HABITAT (10 MIN.)

- Distribute Activity Page 1.1, My Opinion Organizer, and display or project it.

➤ Activity Page 1.1

- Remind students that the organizer helps identify the different parts of an opinion and that it is also a tool writers can use to plan opinion writing.
- Explain that they will think of a title for their opinion once they have completed writing.
- Ask students to name some insect habitats they have learned about so far. List the following on the board:
 - desert
 - forest
 - grassland
 - aquatic
 - tundra
- Tell students to choose the habitat they would most like to live in if they were an insect.
- Tell them they will write their opinion on Activity Page 1.1, including their introduction with topic and opinion, reasons that support their opinion, and a conclusion.

Activity Page 1.1



Support

Review the definitions for terms such as *topic*, *opinion*, *reason*, and *conclusion*.

Challenge

Ask students to use linking words in their opinion.



Access

Entering/Emerging

Provide sentence frames such as “I would like to live in a _____ habitat.”

Transitioning/Expanding

Have students work with a partner to complete Activity Page 1.1.

Bridging

Have students share their opinions orally before they complete the Activity Page.

- Circulate while students work to provide prompting and support.
- Tell students to reread their opinions and then write an appropriate title.
- Answers may vary, but a sample follows.

Title	<i>Forest Life</i>
My Opinion	<i>I would like to be a forest insect.</i>
Reason #1	<i>The first reason is that I could have lots of shade from the trees.</i>
Reason #2	<i>The next reason is that there would be many things to eat.</i>
Conclusion: Restate Opinion	<i>For these reasons I would like to live in the forest if I were an insect.</i>

WRAP-UP (5 MIN.)

- Have students share their opinions with a partner. Have them discuss what insects they would find living in the habitat they wrote about.

~~~~~End Lesson~~~~~

# Developing Opinion Writing

## PRIMARY FOCUS OF LESSON

Students write an opinion about which insect body part they would most like to have.

## FORMATIVE ASSESSMENT

Activity Page 2.1

**Which Part?** Students write about which insect body part they would most like to have.

## LESSON AT A GLANCE

|                                             | Grouping    | Time    | Materials                                                                            |
|---------------------------------------------|-------------|---------|--------------------------------------------------------------------------------------|
| <b>Developing Opinion Writing (30 min.)</b> |             |         |                                                                                      |
| Connections: Interesting Sentences          | Whole Group | 5 min.  |                                                                                      |
| Discussion: Which Part?                     | Small Group | 10 min. |                                                                                      |
| Writing: Which Part?                        | Independent | 10 min. | <input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> drawing tools |
| Wrap-Up                                     | Partner     | 5 min.  | <input type="checkbox"/> Activity Page 2.1                                           |

## ADVANCE PREPARATION

- Prepare to display Activity Page 2.1.
- Prepare to distribute Activity Page 2.1.
- Create small groups in advance for the Discussion activity.

### Universal Access

- Write the following words on separate index cards:
  - the
  - a
  - an
  - insect
  - fly
  - grasshopper
  - cockroach
  - walked
  - ate
  - jumped
  - on
  - in
  - the
  - leaf
  - off
  - wall
  - over
- Provide additional blank index cards and pencils.
- Have students choose words to create a complete sentence.
- Have them add descriptive words by writing them on blank index cards and putting them in the correct place in their sentence.

## Lesson 2

# Developing Opinion Writing



**Primary Focus:** Students write an opinion about which insect body part they would most like to have.

**CONNECTIONS: INTERESTING SENTENCES (5 MIN.)**

- Ask students what makes a complete sentence.
  - » Answers may vary but should include that there is a subject and a verb, it begins with a capital letter, and it ends with an ending punctuation mark.
- Write the following sentence on the board and read aloud:
  - The grasshopper ate the leaf.
- Ask students to name the subject of the sentence. Tell them the subject of a sentence is a noun that is doing or being something.
  - » grasshopper
- Ask students to name the verb, or action word in the sentence.
  - » ate
- Ask students if they think that sentence is very interesting or gives any details that help you picture the idea in their minds.
  - » Answers may vary, but students should recognize that they can add more detail to the sentence.
- Tell them that readers will want to read more when there are lots of interesting words and details in the sentences.
- Reread the sentence and ask students to name details and descriptive words that will help make the sentence more interesting.
- Rewrite the sentence based on the students' suggestions.





### Check for Understanding

Think-Pair-Share: Have students turn to a partner and create a sentence about insects that has descriptive words and details. Have pairs share their sentence with the class.

### Support

Go through each insect body part and ask students if they would like to have that part and why. Then ask which one they would most like to have.

### Challenge

Have students write a brief essay about what it would be like to have an insect body part.

### Activity Page 2.1



### DISCUSSION: WHICH PART? (10 MIN.)

- Remind students that they have been learning about insects in Domain 8, *Insects*, during the Read-Alouds.
- Divide the class into groups of four to five students each as determined in Advance Preparation.
- Ask student to list some of the insect body parts they have learned about in the Read-Alouds. Write the words on the board.
  - » Answers may vary but should include head, thorax, abdomen, antennae, exoskeletons, legs, and wings.
- Review each insect part and its purpose.
- Tell students to discuss in their small groups which insect body part they would most like to have.

### WRITING: WHICH PART? (10 MIN.)

- Project and distribute Activity Page 2.1.

#### ➤ Activity Page 2.1

- Tell students that they will write an opinion about which insect body part they would most like to have and their reason or reasons why. Read the directions on the top of Activity Page 2.1 aloud.
  - 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.
- Remind students to include an introduction with the topic and opinion, reasons, and a conclusion.

- Tell them to remember to use details and descriptive words to make their opinions more interesting.
- When students finish writing, they should draw the insect part on the outline of the person on the Activity Page and complete the drawing to look like themselves.
- Answers may vary, but a sample follows. Remember that students should also complete the drawing.
  - » If I could have an insect body part, I would love to have wings. Wings would be so cool. One reason they are cool is that I could use them to fly! Another reason is that they would also make me kind of like a fairy, and I love fairies. These are the reasons I would choose to have wings if I had an insect body part.

### WRAP-UP (5 MIN.)

- Have students share their opinion with a partner.
- Collect Activity Page 2.1 to use as a formative assessment.

End Lesson



### Access

#### Entering/Emerging

Ask students yes or no questions such as “Would you like to have antennae?” Take dictation if necessary.

#### Transitioning/Expanding

Provide sentence starters such as “The insect body part I would most like to have is \_\_\_\_.”

#### Bridging

Encourage students to use more descriptive words in their writing.

## 3

# Developing Opinion Writing

**PRIMARY FOCUS OF LESSON**

Students draw on experiences and information from resources to answer a question.

**FORMATIVE ASSESSMENT**

**Activity Page 3.1**

**Bee or Wasp?** Students write an opinion using information from experiences or sources to answer a question.

## LESSON AT A GLANCE

|                                             | Grouping    | Time    | Materials           |
|---------------------------------------------|-------------|---------|---------------------|
| <b>Developing Opinion Writing (30 min.)</b> |             |         |                     |
| Connections: Reasons and Linking Words      | Whole Group | 5 min.  |                     |
| Discussion: Using Information in Writing    | Partner     | 5 min.  |                     |
| Writing: Bee or Wasp?                       | Independent | 15 min. | ❏ Activity Page 3.1 |
| Wrap-Up                                     | Whole Group | 5 min.  |                     |

## ADVANCE PREPARATION

- Prepare to display Activity Page 3.1.
- Prepare to distribute Activity Page 3.1.
- Prepare to use chart paper or the board to record information in a T-Chart with columns listed below:

| Bee | Wasp |
|-----|------|
|     |      |

## Universal Access

- Would You Rather? Game: Have students make a choice and give a reason for their choice. Read the following choices below:
  - Would you rather . . .
    - be a grasshopper or a cricket?
    - be a solitary insect or a social insect?
    - spin a soft cocoon or a hard chrysalis?
    - be large or microscopic?

## Lesson 3

# Developing Opinion Writing



**Primary Focus:** Students draw on experiences and information from resources to answer a question.

**CONNECTIONS: REASONS AND LINKING WORDS (5 MIN.)**

- Remind students that good writers use linking words to show the order of their reasons or to show transitions between ideas.
- Ask students if they can name some linking words and phrases they learned in the previous Writing Studio unit. Record their answers on chart paper.
- Add the following linking words to the list:
  - first
  - second
  - to start
  - to begin
  - next
  - another reason
  - also
  - additionally
  - because
  - finally
  - lastly
  - one more reason
- Explain that they will include linking words in their writing to help readers better follow their ideas.

**Support**

Provide several sentences with linking words or phrases either orally or in print and have students identify the linking words and phrases.

**Challenge**

Have students write a variety of sentences using linking words.

### DISCUSSION: USING INFORMATION IN WRITING (5 MIN.)

- Tell students that we gather information when we learn from books or other resources, and we also gather information from experiences we have had.
- Have some students briefly describe an experience they have had with insects.
- Display the T-Chart prepared in Advance Preparation. Explain that they will gather information about bees and wasps from both the Read-Alouds and their experiences to answer this question: Do you think you are more like a bee or a wasp?

| Bee | Wasp |
|-----|------|
|     |      |

- Remind students that both bees and wasps are considered social insects. What does that mean?
  - » Answers may vary but should include that they live and work together in colonies to survive.
- Work with students to recall information about bees and wasps and record the information on the T-Chart. Here are some possible responses:

| Bee                                                                                                                                                                                                                                                                      | Wasp                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>◦ social</li><li>◦ gathers and shares nectar</li><li>◦ builds nests made of honeycombs</li><li>◦ cooperates</li><li>◦ lives in a colony</li><li>◦ makes honey</li><li>◦ drones don't have stingers</li><li>◦ has a queen</li></ul> | <ul style="list-style-type: none"><li>◦ social</li><li>◦ some are solitary</li><li>◦ nest made of paper-like material</li><li>◦ cooperates</li><li>◦ lives in a colony</li><li>◦ has a queen</li><li>◦ eats other insects</li></ul> |



### Check for Understanding

Ask students what kind of experiences would help them to answer the question about which insect is more like themselves.

- » Answers may vary but could include watching the insects either live or in a video.

## Activity Page 3.1



### Access

#### Entering/Emerging

Provide sentence frames for students, such as “I think I am like a bee because \_\_\_\_\_.”

#### Transitioning/Expanding

Have students organize their opinion using the My Opinion Organizer, found in Teacher Resources.

#### Bridging

Encourage students to use more descriptive words in their writing.

## WRITING: BEE OR WASP? (15 MIN.)

- Project and distribute Activity Page 3.1.

### ▶ Activity Page 3.1

- Tell students that now that they have gathered some information about bees and wasps, they are ready to answer the following question:
  - Do you think you are more like a bee or a wasp?
- Remind students to include an introduction with the topic and opinion, reasons, and a conclusion when they write their opinion.
- Tell them to use information from the T-Chart to help with their ideas.
- Tell them to remember to use details and descriptive words to make their opinions more interesting.
- Circulate while students work, providing prompting and support.
- Answers may vary, but a sample follows.
  - » After learning about insects, I think I am most like a wasp. One reason is that I like to be alone sometimes, and so do some wasps. Another reason I am like a wasp is that I have a queen. My queen is my mom. She always tells us what to do! That is why I am more like a wasp than a bee.

## WRAP-UP (5 MIN.)

- Have students who wrote that they were more like a bee line up on one side of the room and students who wrote that they were more like a wasp line up on the opposite side of the room. Count the number of students on each side and tell students that \_\_\_\_\_ number of students think they are more like a bee and \_\_\_\_\_ number of students think they are more like a wasp. Have a few students on each side share a reason.

# Developing Opinion Writing

## PRIMARY FOCUS OF LESSON

Students research and collect information about the insect they would most like to have in their neighborhood.

## FORMATIVE ASSESSMENT

**Activity Page 4.1**

**Insect Research** Students collect and record information about insects.



## LESSON AT A GLANCE

|                                             | Grouping    | Time    | Materials                          |
|---------------------------------------------|-------------|---------|------------------------------------|
| <b>Developing Opinion Writing (30 min.)</b> |             |         |                                    |
| Connections: Insect Opinions                | Whole Group | 2 min.  |                                    |
| Introduce the Prompt: Insect Neighbors      | Whole Group | 3 min.  | ❑ Writing Prompt: Insect Neighbors |
| Research: Insect Neighbors                  | Small Group | 20 min. | ❑ Activity Page 4.1                |
| Wrap-Up                                     | Partner     | 5 min.  | ❑ Activity Page 4.1                |

## ADVANCE PREPARATION

- Provide a collection of grade-appropriate trade books or other resources about insects that students can use to conduct their research. Make sure the books contain many illustrations, captions, and other text features. Put them in an area where students can access them easily. Determine a method for distributing the books for the Research activity.
- Use the paragraphs and information gathered in the Insects Journal during Domain 8 Knowledge lessons as an additional research source.
- Prepare to project Writing Prompt: Insect Neighbors.
- Prepare to display Activity Page 4.1.
- Prepare to make copies of Activity Page 4.1 to distribute.
- Determine small groups of four to five students each for the Research activity.

### Universal Access

- Show students a trade book about insects and have them find and describe information and details in illustrations, text features, and text.

## Lesson 4

# Developing Opinion Writing



**Primary Focus:** Students research and collect information about the insect they would most like to have in their neighborhood.

## CONNECTIONS: INSECT OPINIONS (2 MIN.)

- Ask students what type of writing they have been focused on during this Writing Studio unit.
  - » opinion
- Ask them what they have been learning about during the Read-Alouds.
  - » insects
- Ask students what kinds of opinions they could write about insects.
  - » Answers may vary but could include which insect is the worst, which is the best, which is the student's most favorite, etc.

## INTRODUCE THE PROMPT: INSECT NEIGHBORS (3 MIN.)

- Remind students that they have learned all about insects, their bodies, where they live, what they eat, and things that they do. They have learned that some insects provide benefits to humans and some insects can cause problems.
- Have students list some insects they have learned about so far.
  - » Answers may vary but could include bees, wasps, etc.
- Project Writing Prompt: Insect Neighbors. Read the prompt aloud.

### ➤ 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.

- Explain that students will do research on the insect of their choice to help them write their opinions.



### Check for Understanding

Ask students to give an example of an opinion about which insect would make a good neighbor and the reason why they feel that way.

- » Answers may vary but could include that bees would be good neighbors because they pollinate flowers.

## RESEARCH: INSECT NEIGHBORS (20 MIN.)

### Activity Page 4.1



- Project and distribute Activity Page 4.1.

#### ➤ Activity Page 4.1

- Explain that students will need to decide which insect they would most like to have as a neighbor, then find information about that insect that will help support their opinion.
- Think-Pair-Share: Tell students to think about which insect they would most like to have in their neighborhood, then turn and share with a shoulder partner.
- Tell students that they will work together in small groups to help one another find information. They will use a variety of resources, including the trade books you have provided and the Insect Journals they have completed during Knowledge Strand lessons.
- Have students move into small groups as determined in Advance Preparation.
- Go through the chart on Activity Page 4.1 and explain each category they will research. Explain that they will write notes and details, but they should not write complete sentences.

- Tell students they will find more information from the books and materials that you provided. Distribute the books using the method previously determined in Advance Preparation. You may also include the Flip Book and Image Cards as additional resources.
- Tell students to look for information in pictures and words that they can add to their research.
- Circulate as students work, providing prompting and support.
- Answers may vary, but a sample follows.

| Insect: firefly                          |                                    |                                                                                                                                                                                                                       |
|------------------------------------------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Where does it live?</b><br>near water | <b>What does it eat?</b><br>nectar | <b>Other facts:</b> have a lantern in their abdomen that glows when they blink; was once used to help people see in the dark; are not flies; are a kind of beetle; their light is cold; blink in codes to find a mate |

### WRAP-UP (5 MIN.)

- Have students pair with partners who worked in a different small group during the Research activity. Have them share their notes and offer additional information they can add to their research.
- Tell students to store Activity Page 4.1 or collect to redistribute.

End Lesson

### Support

Work with small groups to find additional details in the trade books or other resources.

### Challenge

Work with individuals or a small group to find additional information online.



### Access

#### Entering/Emerging

Provide oral sentence frames such as “Bees live in \_\_\_\_.”

#### Transitioning/Expanding

Guide students in identifying key words or details in illustrations they can add to their research.

#### Bridging

Encourage students to include descriptive details in their notes.

## 5

# Developing Opinion Writing

**PRIMARY FOCUS OF LESSON**

Students use information gathered about insects to plan opinion writing.

**FORMATIVE ASSESSMENT**

Activity Page 5.1

**My Opinion Organizer** Students plan an opinion about which insect they would most like to have in their neighborhood.

## LESSON AT A GLANCE

|                                             | Grouping    | Time    | Materials                          |
|---------------------------------------------|-------------|---------|------------------------------------|
| <b>Developing Opinion Writing (30 min.)</b> |             |         |                                    |
| Connections: Review Prompt                  | Whole Group | 2 min.  | ❑ Writing Prompt: Insect Neighbors |
| Modeling: Planning                          | Whole Group | 10 min. | ❑ Research for Modeling chart      |
| Planning: Insect Neighbors                  | Independent | 15 min. | ❑ Activity Page 4.1                |
| Wrap-Up                                     | Independent | 3 min.  | ❑ half sheets of paper             |

## ADVANCE PREPARATION

- Prepare to project Writing Prompt: Insect Neighbors.
- Prepare to use chart paper for the Modeling activity.
- Prepare to project the Research for Modeling chart, found in Teacher Resources.
- Prepare to display Activity Page 5.1.
- Prepare to distribute Activity Page 5.1.
- Prepare half sheets of paper for the Wrap-Up activity.

### Universal Access

- Have an “opinion relay race.” Divide students into two teams. Write on the board, “I think that a grasshopper would make a terrible pet.” Provide each team with a sheet of paper and have them work together to write as many reasons as they can to support that opinion in two or three minutes. The team with the most reasons is the winner.

## Lesson 5

# Developing Opinion Writing



**Primary Focus:** Students use information gathered about insects to plan opinion writing.

**CONNECTIONS: REVIEW PROMPT (2 MIN.)**

- Project Writing Prompt: Insect Neighbors.
- Reread the prompt aloud:

**➤ 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.

**Check for Understanding**

Ask students if they have any questions about the writing prompt. Review the parts of an opinion, if necessary. Use the anchor chart created in previous lessons as a reference.

- Introduction: states your opinion about a topic
  - Opinion: how you think or feel about something, your personal belief
  - Topic: the main subject or idea of the writing
- Reason: explains why you feel the way you do
- Conclusion: wraps up the writing by restating your opinion

## MODELING: PLANNING (10 MIN.)

- Project Research for Modeling chart and prepare chart paper for modeling.

### ➤ Research for Modeling chart

| Insect: <i>Ladybug</i>                         |                                                                                         |                                                                                                                                                                      |
|------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Where does it live?</i><br><br>- grasslands | <i>What does it eat?</i><br><br>- aphids<br>- moth eggs<br>- other bugs that harm crops | <i>More facts:</i><br><br>- helps farmers<br>- They are cute.<br>- They can fly.<br>- It is a type of beetle.<br>- has two sets of wings<br>- front wings like armor |

- Use the think-aloud strategy to model using the information gathered from research to plan an opinion piece. A sample text follows; however, you may feel free to customize it to your classroom.

Today I'm going to plan my writing about the insect I would most like to have in my neighborhood. I've decided to write about ladybugs. I've learned a lot from our Read-Alouds and from the facts and details I gathered during research.

Remember, when you plan writing, you don't have to write the ideas in complete sentences. I'll write complete sentences when I write my draft.

I'm going to wait until I've completed my draft to think of a title, so I'll leave that until later.

First, I need to write my introduction that states my topic and my opinion. [Write the word Introduction, then write *I would like to have ladybugs in my neighborhood.*] I wrote that as a complete sentence but I'm going to write it differently when I write my draft. I'll add more descriptive words and details so the reader will want to keep reading.

Now I need to write my reasons. When I look at the research I gathered, there are two things that I would like to write about. [Point to the Research for Modeling chart.] In the column titled



*What do they eat?* I recorded the fact that ladybugs eat aphids and other bugs that destroy plants. I have rose bushes in my garden and every year the aphids start to eat away at the leaves. Ladybugs will help me keep my roses healthy. For my first reason, I'm going to write down those ideas and details. [Write *Reason 1*, then *eats aphids* and *helps plants* on the chart.]

For my second reason, it's just because I think they are very cute. I have recorded some great information in the column marked Other Facts in my research. [Point to the Research for Modeling chart and read the information.] The information that I would like to use states that they are very small beetles with front wings that cover their body like armor. And the front wings are red with cute little black spots on them! So I'm going to write some facts and details about that to support my second reason. [Write *Reason 2*, then *small beetles*, *front wings like armor*, and *red with black spots* on the chart.]

Lastly, I need to write some ideas for my conclusion. Remember, a conclusion restates the opinion and wraps up the writing. What are some ways I can end my opinion? [Take some student suggestions, then write *Conclusion* and some of their ideas.]

Now that I have planned my opinion, I'm ready to write my first draft.

---

**Note:** Save the planning chart for use in the next Writing Studio lesson.

---

### PLANNING: INSECT NEIGHBORS (15 MIN.)

- Project and distribute Activity Page 5.1.

#### ➤ Activity Page 5.1

- Remind students that they have used the My Opinion Organizer for planning opinions in previous lessons.
- Tell them to take out Activity Page 4.1 or redistribute.

#### Activity Page 5.1



- Explain that they will use the rest of the time planning their opinion on Activity Page 5.1 using the facts and details recorded on Activity Page 4.1.
- Explain that they should include as much information and as many details as they can in each of the reasons. This will help them write reasons that will be more interesting to the reader.
- Tell students that they will work on writing their opinion in the next Writing Studio lesson. Have students store Activity Page 5.1 or collect them to redistribute.
- Answers may vary, but a sample follows.

|                                    |                                                                                                               |
|------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>Title: The Fabulous Firefly</b> |                                                                                                               |
| <b>My Opinion:</b>                 | <i>The best insect to have in your neighborhood is the firefly.</i>                                           |
| <b>Reason #1</b>                   | <i>live near water and nectar</i>                                                                             |
| <b>Reason #2:</b>                  | <i>glowing; have a lantern in their abdomen that glows when they blink;<br/>blink in codes to find a mate</i> |
| <b>Conclusions:</b>                | <i>Fireflies are the best neighborhood insect.</i>                                                            |

## WRAP-UP (3 MIN.)

- **Exit Ticket:** Distribute a half sheet of paper to each student. Ask students to write which part of the opinion they need the most help with: the introduction, reasons, or conclusion. Tell them to explain why they feel they need help with that part. Collect the sheets and use them as a guide to help individual students or groups of students in the next Writing Studio lesson.

End Lesson

## Support

Work with small groups to help students choose details to support their opinion.

## Challenge

Encourage students to provide an example that supports a reason, like the rose bush example you provided during Modeling.



## Access

### Entering/Emerging

Provide a bank of words students can choose from to assist in planning.

### Transitioning/Expanding

Have students work with a partner during planning.

### Bridging

Have students describe their ideas orally before they complete the organizer.

## 6

# Developing Opinion Writing

**PRIMARY FOCUS OF LESSON**

Students compose opinions about which insect they would most like to have in their neighborhood.

**FORMATIVE ASSESSMENT**

**Activity Page 6.1**

**Blank Drafting Paper** Students draft an opinion about which insect they would most like to have in their neighborhood.

## LESSON AT A GLANCE

|                                              | Grouping    | Time    | Materials                                                                                                               |
|----------------------------------------------|-------------|---------|-------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Opinion Writing (30 min.)</b>  |             |         |                                                                                                                         |
| Connections: Words that Start, Link, and End | Whole Group | 3 min.  |                                                                                                                         |
| Modeling: Ladybugs Make Good Neighbors       | Whole Group | 10 min. | <input type="checkbox"/> “Ladybugs Make Good Neighbors”<br><input type="checkbox"/> planning chart from previous lesson |
| Writing: Opinion Drafts                      | Independent | 15 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Activity Page 6.1                                |
| Wrap-Up                                      | Partner     | 2 min.  |                                                                                                                         |

## ADVANCE PREPARATION

- Prepare to display the planning chart created during the Modeling activity in the previous Writing Studio lesson.
- Prepare to project “Ladybugs Make Good Neighbors,” found in Teacher Resources.
- Prepare to distribute Activity Page 6.1 (Blank Drafting Paper, available as a Blackline Master in Teacher Resources).

### Universal Access

- Have students look for words that introduce, link, or conclude ideas in texts such as trade books or their Student Readers.

## Lesson 6

# Developing Opinion Writing



**Primary Focus:** Students compose opinions about which insect they would most like to have in their neighborhood.

## CONNECTIONS: WORDS THAT START, LINK, AND END (3 MIN.)

- Remind students that they have used words and phrases in their writing that help to begin or introduce their opinion and topic, link reasons and ideas to their opinions, and provide a conclusion to their opinion.
- Ask students for words and phrases that fit into each part of an opinion and record on chart paper. Below are some suggestions:

| Introduction                                                                          | Reasons (linking)                                                                                                                            | Conclusion                                                                                                                   |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| I think<br>I believe<br>I would<br>the best<br>my favorite<br>I feel<br>in my opinion | first<br>second<br>to start<br>to begin<br>next<br>another reason<br>also<br>additionally<br>because<br>finally<br>lastly<br>one more reason | in conclusion<br>for these reasons<br>as you can see<br>now you can see<br>that is why<br>to sum it up<br>I think<br>I would |

- Leave the chart on display as a reference as students draft their opinions.

## MODELING: LADYBUGS MAKE GOOD NEIGHBORS (10 MIN.)

- Project “Ladybugs Make Good Neighbors.”

### ➤ Ladybugs Make Good Neighbors

- Explain that you used the information in your opinion plan (point to planning chart) to help you write a draft of your opinion about which insect you would most like to have in your neighborhood.

- Use the think-aloud strategy to model using the information from planning to draft an opinion piece. A sample text follows; however, you may feel free to customize it to your classroom.

---

After I finished my planning my opinion, I used the information to help me write my draft. I'm going to read my draft aloud to you.

I decided to give it the title "Ladybugs Make Good Neighbors." I think the title will help readers know how I feel about having ladybugs in my neighborhood. I also think they'll want to read more to find out why I feel that way. I didn't give it a title until after I had written the draft. I had to think for a while about what a good title would be.

---

### **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.

---

Now let's take a look at how I started my opinion. [Point to projection of "Ladybugs Make Good Neighbors".] In my introduction, the topic sentence names the topic and also my opinion about the topic. What is my topic? [ladybugs] What

is my opinion? [They would be the best insect to have in the neighborhood.] Notice that I rewrote the sentence I had on my planning organizer to make it more interesting. [Point to planning chart.]

Why did I write the next sentence, “Ladybugs are small beetles that live in grasslands or other places where there are plenty of plants and other insects.”? [Answers may vary but could include that it helps explain what a ladybug is to the reader.]

So, my first paragraph is the introduction to the opinion. What is a paragraph? [Answers may vary but should include a series of related sentences about a specific idea or topic.] My opinion has four paragraphs—one for my introduction, one for each of my two reasons, and one for the conclusion. I know I need to write a new paragraph whenever I start to write about a new idea. Each paragraph is related to the whole opinion, but they each contain their own ideas.

When I wrote the two middle paragraphs, I used some linking words and phrases. What words or phrases did I use? [One reason, because, and another reason.]

What linking word or phrase did I use in my conclusion to wrap up my opinion? [in conclusion]

Did I restate my opinion in my conclusion? [yes]



### Check for Understanding

When should a writer start a new paragraph?

- » Answers may vary but should include when they start to write about a new idea.

## Activity Page 6.1



### WRITING: OPINION DRAFTS (15 MIN.)

- Tell students to take out Activity Page 5.1 or redistribute.
- Distribute Activity Page 6.1.

- Explain that students will work independently on their drafts.
- Explain that the My Opinion Organizer on Activity Page 5.1 is organized so they can see which part of the opinion is a separate paragraph. Remind students that most paragraphs have more than one sentence to provide more information and details about the paragraph's idea. Reread parts of "Ladybugs Make Good Neighbors" as examples of multi-sentence paragraphs, if needed.
- Have them take out Activity Page 5.1 or redistribute.
- Distribute Activity Page 6.1 (Blank Drafting Paper).
- Tell students to begin writing their drafts.
- Circulate as students are working to provide prompting and support.
- Tell students to store Activity Page 6.1 or collect to redistribute in the next lesson.
- A sample essay appears in Lesson 8.

## WRAP-UP (2 MIN.)

- Linking Word Check: Have students take turns reading their drafts aloud to a partner so the partner can offer linking word suggestions.

~~~~~  
End Lesson
 ~~~~~

## Support

Work with small groups or individuals to provide support during writing.

## Challenge

Guide students in creating complete sentences using descriptive details.



## Access

### Entering/Emerging

Provide heavy support during writing, including taking dictation, as needed.

### Transitioning/Expanding

Provide specific sentence frames, such as "One reason I think \_\_\_\_\_ are a good insect to have in my neighborhood is \_\_\_\_\_."

### Bridging

Encourage students to write in complete sentences and provide support as needed.



## 7

# Developing Opinion Writing

**PRIMARY FOCUS OF LESSON**

Students use feedback from peers to revise writing.

**FORMATIVE ASSESSMENT**

Activity Page 6.1

**Blank Drafting Paper** Students revise opinion writing based on feedback.

## LESSON AT A GLANCE

|                                             | Grouping    | Time    | Materials                                                                                |
|---------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------|
| <b>Developing Opinion Writing (30 min.)</b> |             |         |                                                                                          |
| Connections: Giving and Receiving Feedback  | Whole Group | 2 min.  |                                                                                          |
| Writing: Opinion Drafts                     | Independent | 12 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Activity Page 6.1 |
| Feedback and Revising                       | Partner     | 14 min. | <input type="checkbox"/> Activity Page 6.1                                               |
| Wrap-Up                                     | Independent | 2 min.  | <input type="checkbox"/> Activity Page 6.1                                               |

## ADVANCE PREPARATION

- Prepare half sheets of paper for the Wrap-Up activity.

**Note:** The final lesson in this unit, Lesson 8, contains a technology component that includes publishing the opinion using a word processing program and choosing online images to go with the opinion. If you choose to publish using technology, find adult volunteers who can type the students' opinions for publishing. Students can participate by choosing an online image to go with their opinion or by using a word processing program themselves, if possible. If this is not an option, students can publish handwritten opinions.

### Universal Access

- Write a few sentences on the board or on chart paper. For each sentence, ask students to suggest ways to improve the sentences by adding details. Write the revised sentences using students' suggestions.

## Lesson 7

# Developing Opinion Writing



**Primary Focus:** Students use feedback from peers to revise writing.

## CONNECTIONS: GIVING AND RECEIVING FEEDBACK (2 MIN.)

- Tell students that they will share their writing with a partner for feedback later in the lesson.
- Ask students what the writer's job is during feedback activities. You may wish to write responses on the board or chart paper as a reference for students during the Feedback and Revising activity.
  - » Answers may vary but should include reading their writing aloud and listening to their partner share his or her ideas for improving writing.
- Ask students what the partner's job is during the feedback activities.
  - » Answers may vary but should include to listen carefully, ask questions, tell the writer what you like about his or her writing, and offer ideas to help improve it.

### Support

Work with small groups or individuals to provide support during writing.

### Challenge

Guide students in creating complete sentences using descriptive details.



### Access

#### Entering/Emerging

Provide heavy support during writing, including taking dictation, as needed.

#### Transitioning/Expanding

Provide moderate support as needed.

#### Bridging

Provide light support as needed.



### Check for Understanding

Why do we need feedback on our writing?

- » Answers may vary but should include that when others read our writing, they can think of ideas that will help strengthen and improve it.

## WRITING: OPINION DRAFTS (12 MIN.)

- Tell students to take out their opinion drafts (Activity Page 6.1) and Activity Page 5.1 or redistribute.
- Tell them to continue to work on their opinion drafts.
- Circulate as students work, providing prompting and support.

---

## FEEDBACK AND REVISING (14 MIN.)

- Divide students into pairs.
- Tell students that they will read their opinions aloud to their partners. The partner will listen carefully and provide suggestions around adding descriptive words, details, or linking words.
- Have students spend five minutes giving and receiving feedback.
- Tell students that they will now use the feedback they received to make revisions that will improve and strengthen their writing.
- Students will continue to revise and finish their drafts. If students do not finish, assign as homework to be completed before the next Writing Studio lesson.
- Feedback and revision will vary, but both should reflect the opinion topic. For example, if a student received feedback to add another detail about fireflies, he or she may add that their light is cold rather than hot.

---

## WRAP-UP (2 MIN.)

- Have students reread their drafts and think of a title for their opinion piece. Tell them to write the title at the top of their draft.
- Tell students to store their drafts or collect to redistribute. Some students may need to take their writing home to complete.

---

End Lesson

## 8

# Developing Opinion Writing

**PRIMARY FOCUS OF LESSON**

Students use technology tools to publish writing, with assistance.

**FORMATIVE ASSESSMENT**

**Insect Opinion**

**Insect Opinion** Students publish an opinion using technology, with assistance.

## LESSON AT A GLANCE

|                                             | Grouping    | Time    | Materials                                                                                                                                                                                                                                   |
|---------------------------------------------|-------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Opinion Writing (30 min.)</b> |             |         |                                                                                                                                                                                                                                             |
| Connections: Good Advice                    | Whole Group | 2 min.  |                                                                                                                                                                                                                                             |
| Publishing: Insect Opinions                 | Independent | 15 min. | <input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> computer(s)<br><input type="checkbox"/> printer<br><input type="checkbox"/> Internet access<br><b>or</b><br><input type="checkbox"/> writing paper and drawing tools |
| Sharing                                     | Whole Group | 10 min. | <input type="checkbox"/> Insect Opinion final copy                                                                                                                                                                                          |
| Wrap-Up                                     | Whole Group | 3 min.  |                                                                                                                                                                                                                                             |

## ADVANCE PREPARATION

- Prepare for access to computers for online image access, word processing, and printing. Here are several options for publishing using technology:
  - Have adult volunteers type a student's opinion in a document, then have the student choose an online image from several pre-selected images to paste into the writing.
  - Students may also be able to type their own opinions or search for images.
  - Collect all the drafts and have adult volunteers type and print them prior to the final lesson. Students may then add or draw their own illustrations.
  - Create an electronic portfolio of student writing.
  - Print the opinions and create a class book.
  - Make copies of the handwritten final copies and create a class book.
- If you do not use technology for publishing, students may complete a final handwritten copy with illustrations.

### Universal Access

- Work with individuals or small groups to provide additional feedback and guidance before publishing.
- Provide extra time for students to practice reading their opinions aloud.

## Lesson 8

# Developing Opinion Writing



**Primary Focus:** Students use technology tools to publish writing, with assistance.

## CONNECTIONS: GOOD ADVICE (2 MIN.)

- Have students share a piece of feedback they received that helped them with their writing.



### Check for Understanding

Why should we revise our writing?

- » Answers may vary but could include to add details, linking words, information, descriptive words, etc.

## PUBLISHING: INSECT OPINIONS (15 MIN.)

- Prepare computer access for adult volunteers in the classroom, if possible. Volunteers can call students up one at a time and quickly type their opinion in a document. Next, the student can choose an image to add to the document.

**Note:** If you opt out of using technology to publish the opinions, have students use this time to create a clean, final copy of their opinion and to draw an illustration.

- Tell students to take out their drafts (Activity Page 6.1) from the previous Writing Studio lesson or redistribute.
- Tell students that during this time, two things will be happening at the same time so it will be very important to follow your directions.
- Tell them that when it is not their turn to work with the computer, they should practice reading their opinion aloud to themselves or to a partner.

- Explain that when they practice reading their stories, they should use a quiet voice.
- Tell them that when their name is called to the computer, they need to have their opinion draft.

## SHARING (10 MIN.)

- There are several options to have students share their opinions, including:
  - Have students read aloud to the whole class.
  - Have students read aloud to partners or a small group.
  - Invite other classes to hear students read aloud.
  - Invite other guests like parents, administrators, or other staff members.
- Collect Activity Page 6.1 and the final copies of the opinions for assessment.
- Answers may vary, but a sample opinion piece follows.

### The Fabulous Firefly

The best insect to have in your neighborhood is the firefly. A firefly is not really a fly. It is actually a kind of beetle.

The best reason to have fireflies in your neighborhood is that it means your neighborhood has nice things. Fireflies like to live near water and nectar. That means if they are in your neighborhood, you probably have a pond or other kind of water. You also have flowers that can make nectar.

Another reason that fireflies are the best neighborhood insect is that they glow! They have a special part of their abdomen called a lantern. It glows when they blink. They can even blink in codes!

You can see from these reasons why fireflies are the best neighborhood insect.

**Note:** Use the *Second Grade Writing Rubric: Opinion Writing* to assess students' opinions and to compare with the Pre-Assessment given in Unit 3, Lesson 1.



## Access

### Entering/Emerging

Have students practice reading using an echo technique where you read a sentence aloud and the student repeats the sentence.

### Transitioning/Expanding

Have students work with a partner when practicing reading their stories aloud.

### Bridging

Encourage students to use expressive voices while they are practicing reading aloud.

## Support

Allow students to read aloud a practice sentence or two before sharing their work.

## Challenge

Have students write an opinion about which insect they would least like to have in their neighborhood and why.



---

**WRAP-UP (3 MIN.)**

- Have students brainstorm additional ways that their opinions could be published, both with and without technology.

~~~~~End Lesson~~~~~

Writing Studio 5

Introducing Informative Writing



Contents

INTRODUCING INFORMATIVE WRITING

Lesson 1 181

Introducing Informative Writing (30 min.)

- Connections: Types of Texts
- Introduce the Prompt: What is an Insect?
- Informative Writing
- Wrap-Up

Lesson 2 186

Introducing Informative Writing (30 min.)

- Connections: Informational Text Types
- Read-Aloud: "The Battle of Fort Sumter"
- Modeling: Facts about the Topic
- Wrap-Up

Lesson 3 195

Introducing Informative Writing (30 min.)

- Connections: Review Informational Text
- Read-Aloud: Excerpts from "The War Begins"
- Writing: Informational Text Features
- Wrap-Up

Lesson 4 200

Introducing Informative Writing (30 min.)

- Connections: Graphic Organizers
- Planning: Abraham Lincoln
- Shared Writing: Abraham Lincoln
- Wrap-Up

Lesson 5 205

Introducing Informative Writing (30 min.)

- Connections: Where Do We Find Facts?
- Research: Harriet Tubman
- Wrap-Up

Lesson 6

211

Introducing Informative Writing (30 min.)

- Connections: Review Informative Essay
- Research: Harriet Tubman
- Drafting: Harriet Tubman
- Wrap-Up

Lesson 7

215

Introducing Informative Writing (30 min.)

- Connections: Revising and Editing
- Drafting: Harriet Tubman
- Revising and Editing: Harriet Tubman
- Wrap-Up

Lesson 8

220

Introducing Informative Writing (30 min.)

- Connections: Publishing
- Publishing: Harriet Tubman
- Wrap-Up

Introducing Informative Writing

PRIMARY FOCUS OF LESSON

Students write an informative essay describing an insect that names the topic, includes facts and details, and provides a sense of closure.

FORMATIVE ASSESSMENT

Activity Page 1.1

What Is An Insect? Students write an informative essay describing an insect.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---|
| Introducing Informative Writing (30 min.) | | | |
| Connections: Types of Texts | Whole Group | 5 min. | |
| Introduce the Prompt: What is an Insect? | Whole Group | 3 min. | <input type="checkbox"/> Writing Prompt: What Is an Insect? |
| Informative Writing | Independent | 17 min. | |
| Wrap-Up | Whole Group | 5 min. | |

ADVANCE PREPARATION

- Prepare to project Writing Prompt: What Is an Insect?
- Prepare to use chart paper or the board for the Introduce the Prompt activity.
- Prepare to project Activity Page 1.1.
- Prepare copies of Activity Page 1.1 to distribute for the Informative Writing Pre-Assessment activity.
- Prepare the rubric for grading the pre-assessments. See the *Second Grade Writing Rubric: Informative/Explanatory Writing* in Teacher Resources. You will retain the pre-assessment to compare with the final informative writing activity in Unit 6, Lesson 8.

Universal Access

- Read from an informational book, such as a science or social studies textbook. Show students the pages as you read. Ask what they notice about informational text that makes it different from other types of books they have read. Point out text features such as headings, bold type, illustrations, captions, diagrams, and labels.

Lesson 1

Introducing Informative Writing



Primary Focus: Students write an informative essay describing an insect that names the topic, includes facts and details, and provides a sense of closure.

CONNECTIONS: TYPES OF TEXTS (5 MIN.)

- Remind students that they have worked on two types of writing so far in Writing Studio. Ask students to name the two types of writing.
 - » narrative and opinion
- Tell them that there is another type of writing, called informative writing, that explains and describes a topic or subject.
- Ask students to explain what it means to inform someone.
 - » Answers may vary but should include to give someone details and facts about something.
- Explain that when we read text that informs it is called informational text. An informational text focuses on a topic that can be a person, place, thing, or idea. Informational text contains facts, definitions, and details about the topic.
- Tell them that facts are pieces of information about a topic that are true, meaning they can be proven. If a fact is proven it means you can find evidence that supports the fact.
- Ask students to name some books they have read or listened to that give information or facts about a topic.
 - » Answers may vary but could include biographies.



Check for Understanding

Ask students to describe informative writing.

- » Answers may vary but should include writing that gives information and facts about a topic.

Support

Have students identify a fact or definition in sentences about a specific topic found in science or social studies classroom texts.

Challenge

Have students write a sentence that contains a definition.

Activity Page 1.1



Access

Entering/Emerging

Review the prompt and provide sentence starters, such as “Insects are a type of _____.”

Transitioning/Expanding

Review the prompt and provide sentence starters, such as “Insects have _____.”

Bridging

Encourage students to include descriptive words and details in their writing.

INTRODUCE THE PROMPT: WHAT IS AN INSECT? (3 MIN.)

- Project Writing Prompt: What Is an Insect?
- Remind students that they learned a lot of facts about insects in Domain 8, *Insects*.
- Read the writing prompt aloud.

➤ Writing Prompt: 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.

- Explain that an essay is a short piece of writing about a topic.
- Ask students to name some facts and vocabulary words they learned about insects. Record the students’ responses on chart paper or on the board.

INFORMATIVE WRITING PRE-ASSESSMENT (17 MIN.)

- Distribute Activity Page 1.1.
- Tell students to write their informative essay on Activity Page 1.1. Remind them to name the topic; include important facts, definitions, and details; and create an ending or closure to the essay that restates the topic. Tell them they may use the facts about insects you wrote on the board to help them write their essays.

Note: If students finish before time elapses, you may allow them to work silently on something else. Since this is a pre-assessment, students may stop writing when they decide they are finished with the task or when ten minutes have elapsed. Subsequent lessons in this unit and in the entire Writing Studio program will help build students’ ability to write for longer periods of time.

- Collect each pre-assessment as the work is completed. You will use the *Second Grade Writing Rubric: Informative/Explanatory Writing* to assess their work. You should save their pre-assessments to compare them to their final informative writing activity, which they will complete in Writing Studio Unit 6, Lesson 8.

WRAP-UP (5 MIN.)

- Think-Pair-Share: Pair students and have them discuss the question,
What topic would you like to write about in an informative essay?
- After students have discussed with a partner, have them share aloud with the class.

End Lesson

2

Introducing Informative Writing

PRIMARY FOCUS OF LESSON

Students record information in a graphic organizer based on information from a text about Fort Sumter.

FORMATIVE ASSESSMENT

Activity Page 2.1

Informative Writing Graphic Organizer

Students complete a graphic organizer about Fort Sumter.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Introducing Informative Writing (30 min.) | | | |
| Connections: Informational Text Types | Whole Group | 5 min. | |
| Read-Aloud: “The Battle of Fort Sumter” | Whole Group | 5 min. | ❑ “The Battle of Fort Sumter” |
| Modeling: Facts about the Topic | Whole Group | 15 min. | ❑ “The Battle of Fort Sumter”
❑ Activity Page 2.1 |
| Wrap-Up | Independent | 5 min. | ❑ half sheets of paper |

ADVANCE PREPARATION

- Prepare to use chart paper or the board during the Connections activity.
- Prepare to project “The Battle of Fort Sumter,” found in Teacher Resources.
- Prepare student copies of “The Battle of Fort Sumter.”
- Prepare student copies of Activity Page 2.1, Informative Writing Graphic Organizer, found in Teacher Resources.
- Prepare a graphic organizer on chart paper or the board for the Modeling activity, as shown below:

| | | |
|------------------------|----------------|----------------|
| Topic: | | |
| Topic Sentence: | | |
| Fact 1: | Fact 2: | Fact 3: |
| | | |
| Conclusion: | | |

- Prepare half sheets of paper for the Wrap-Up activity.

Universal Access

- Read from an informational trade book or article, or use a text from a Knowledge Strand Read-Aloud. Have students raise their hands when they hear a fact or definition. Call on students to restate the fact or explain the definition.

Start Lesson

Lesson 2

Introducing Informative Writing



Primary Focus: Students record information in a graphic organizer based on information from a text about Fort Sumter.

CONNECTIONS: INFORMATIONAL TEXT TYPES (5 MIN.)

- Remind students that they learned about informational text in the previous Writing Studio lesson.
- Remind students that when we are writing a text that informs, we call it informative writing. When we read it or view it, we call it informational text.
- Explain that there are many different types of informational text, depending on the purpose. The authors of informational text may be answering a question, describing something, or explaining something. Ask students to name some informational texts they have seen or read.
 - » Answers may vary but could include a biography.
- On chart paper or the board, write down students' responses and add other informational text types they may have missed. The list could include:
 - books
 - essays
 - newspaper or magazine articles
 - graphic organizers
 - illustrations, charts, and diagrams
 - reports
 - "how to" articles
 - posters

- lists
- internet articles
- videos



Check for Understanding

Read some of the informational text types on the list and have students give an example of a topic that could be the focus of that text type.

- » Answers may vary but could include that the topic of a report could be an event or person in history, while the topic of a poster or could be the life cycle of an insect.

READ-ALOUD: “THE BATTLE OF FORT SUMTER” (5 MIN.)

- Project “The Battle of Fort Sumter” and distribute copies.

➤ The Battle of Fort Sumter

- Tell students that you wrote an essay about the important battle at Fort Sumter that occurred in April 1861. Remind students that an essay is a short piece of writing about a topic.
- Tell students to look at the photograph at the top of the essay. Tell them the words underneath the photograph are called a caption. A caption provides an explanation about a photograph, illustration, or other image in a text.
- Tell students to follow along as you read “The Battle of Fort Sumter” aloud. Tell them to circle key facts as you read.

The Battle of Fort Sumter

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

Support

Reread individual sentences and have students identify a fact in the sentence.

Challenge

Have students create a list of facts from the Read-Aloud, then circle the facts they think are most important.

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.

-
- Ask students to name some facts they circled.
 - » Answers may vary but could include that the Battle of Fort Sumter was fought in April 1861.

MODELING: FACTS ABOUT THE TOPIC (15 MIN.)

- Continue to project “The Battle of Fort Sumter.”
- Display the graphic organizer previously prepared in Advance Preparation.
- Distribute Activity Page 2.1.
- Remind students that they have used graphic organizers in both the Knowledge Strand and in Writing Studio lessons.
- Explain that they will use the graphic organizer to map out key parts of the informational text “The Battle of Fort Sumter.”
- Remind students that informational text focuses on a topic. Ask students to state the topic of “The Battle of Fort Sumter.”
 - » the Battle of Fort Sumter

Activity Page 2.1



- Write “The Battle of Fort Sumter” on your chart, and tell students to write it in the box on their graphic organizer titled Topic.
- Read the first paragraph of “The Battle of Fort Sumter” aloud.

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.

- Explain that the first paragraph is an introduction that describes what the essay is about. Explain that the first sentence in the paragraph is the topic sentence, because it states the topic and why it is important.
- Tell students to copy the topic sentence in the box titled Topic Sentence in their graphic organizers.
- Read the second paragraph in the text aloud.

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.

- Explain that when we describe what a sentence or paragraph is mostly about, it is called the main idea. Ask students to describe the main idea of the second paragraph.
 - » Answers may vary but should include that it describes Fort Sumter.
- Tell students to write *Fort Sumter* in the box titled Fact 1.
- Ask students to name some facts and details in the paragraph that they can add to the box titled Fact 1. Record the students’ responses on the chart and tell students to record them in their graphic organizers. Remind students that they are recording facts and do not have to write in complete sentences.

| | | |
|--|----------------|----------------|
| Topic: The Battle of Fort Sumter | | |
| Topic Sentence: The Battle of Fort Sumter was important because it led to the U.S. Civil War. | | |
| Fact 1:
Fort Sumter <ul style="list-style-type: none"> • Charleston, SC • protected the harbor • U.S. soldiers • cannons • Confederates wanted the fort | Fact 2: | Fact 3: |
| Conclusion: | | |

- Repeat the process of finding the main idea, facts, and details in paragraphs three and four. Record on chart paper and have students record the information in the boxes titled Fact 2 and Fact 3 on their graphic organizers.

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.

- Use the sample completed chart below as a guide during modeling.

| | | |
|--|--|--|
| Topic: The Battle of Fort Sumter | | |
| Topic Sentence: The Battle of Fort Sumter was important because it led to the U.S. Civil War. | | |
| Fact 1:
Fort Sumter <ul style="list-style-type: none"> • Charleston, SC • protected the harbor • U.S. soldiers • cannons • Confederates wanted the fort | Fact 2:
President Lincoln <ul style="list-style-type: none"> • did not want to give up the fort • decided to leave soldiers there • sent supplies | Fact 3:
Confederates <ul style="list-style-type: none"> • raised an army • attacked the fort • won the fort from the U.S. |
| Conclusion:
The United States lost Fort Sumter to the Confederacy in 1861, making it an important battle that led to the U.S. Civil War. | | |

- Remind students that they have written conclusions in previous Writing Studio units. Ask students to explain the purpose of a conclusion.
 - » Answers may vary but should include that it wraps up writing by restating the topic.
- Reread the last paragraph of “The Battle of 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.

- Tell students to copy the sentence into the Conclusion box in their graphic organizer.
- Tell students to look at the list of types of informational text you recorded during the Connections activity. Explain that “The Battle of Fort Sumter” is an essay that describes an important event. Ask students if the description of the battle could be told using one of the other informational text types.
 - » Answers may vary but could include that newspapers in 1861 wrote articles about the Battle of Fort Sumter.



Access

Entering/Emerging

Provide yes or no questions, such as “Did President Lincoln decide to give up the fort?”

Transitioning/Expanding

Have students work with a partner to complete the graphic organizer.

Bridging

Have students discuss an answer orally before recording it in the organizer.

WRAP-UP (5 MIN.)

- Distribute half sheets of paper.
- Tell students to think of a topic that they know some facts about. Tell them to write the name of the topic on the top of the paper and list three facts they know about the topic.

~~~~~End Lesson~~~~~

# Introducing Informative Writing

## PRIMARY FOCUS OF LESSON

Students write about a familiar topic using features of informational text.

## FORMATIVE ASSESSMENT

Activity Page 3.1

**Text Features** Students use informational text features to write about a topic.

## LESSON AT A GLANCE

|                                                  | Grouping    | Time    | Materials                       |
|--------------------------------------------------|-------------|---------|---------------------------------|
| <b>Introducing Informative Writing (30 min.)</b> |             |         |                                 |
| Connections: Review Informational Text           | Whole Group | 3 min.  |                                 |
| Read-Aloud: Excerpts from “The War Begins”       | Whole Group | 7 min.  | ❑ Excerpt from “The War Begins” |
| Writing: Informational Text Features             | Independent | 15 min. | ❑ Activity Page 3.1             |
| Wrap-Up                                          | Partner     | 5 min.  | ❑ Activity Page 3.1             |

## ADVANCE PREPARATION

- Prepare to project Excerpt from “The War Begins,” found in Teacher Resources.
- Prepare to project Activity Page 3.1.
- Prepare student copies of Activity Page 3.1.

### Universal Access

- Preteach informational text features such as titles, headings, bold print, captions, labels, illustrations, charts, diagrams, and maps using science, social studies, or other informational text books.

## Lesson 3

# Introducing Informative Writing



**Primary Focus:** Students write about a familiar topic using features of informational text.

**CONNECTIONS: REVIEW INFORMATIONAL TEXT (3 MIN.)**

- Remind students that an informational text focuses on a topic that can be a person, place, thing, or idea. Informational text contains facts, definitions, and details about the topic.
- Ask students how we know a fact is true, or proven.
  - » Answers may vary but should include that you can find evidence to support the fact.

**Check for Understanding**

Ask students to explain why it is important that an informational text has facts that are true, or proven.

- » Answers may vary but could include that facts help us know about the world.

**READ-ALoud: EXCERPT FROM “THE WAR BEGINS” (7 MIN.)**

- Project Excerpt from “The War Begins.”
- **Excerpt from “The War Begins”**
  - Tell students that informational text has special features that other texts do not have. These features help the reader better understand the topic and quickly locate key facts or information.
  - Ask students to look at the text and find special features that will help the reader find information.
    - » Answers may vary but could include a title, heading, map, labels, and caption.

- Tell students you will read the text aloud. Explain that it is an excerpt, or small piece, of the Read-Aloud in Domain 9 called “The War Begins.”

---

### **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.

- 
- Go back through the text and describe the purpose of each text feature including title, heading, map, map labels, and caption.

## WRITING: INFORMATIONAL TEXT FEATURES (15 MIN.)

- Project Activity Page 3.1 and distribute.

### ➤ Activity Page 3.1

- Tell students that they will write about a topic using some informational text features.
- Go through Activity Page 3.1 and show students where each text feature will go: topic, drawing, caption, and facts. Remind them that their drawing can also have labels to help the reader.
- Tell students to take a few minutes to think of a topic that they would like to write about. It can be a topic they learned about in school or outside of school, such as a sport or hobby. Remind them that it is important that the facts they write about the topic are true.
- Tell them to begin writing when they have chosen a topic.
- Circulate while students work to provide prompting and support.
- Answers may vary, but a sample text follows. Remember that students should include a drawing of their topic.

**Topic:** Baseball

**Caption:** This is what a baseball diamond looks like.

**Fact 1:** A baseball game is played by two teams.

**Fact 2:** While one team bats, the other fields, or tried to catch the ball and get the batter out.

**Fact 3:** The fielding team has nine players on the field at a time.

## WRAP-UP (5 MIN.)

- Have students take turns reading their writing to a partner.
- Have students share their topics with the class.

~~~~~  
End Lesson

Activity Page 3.1



Support

Review text features and their purpose.

Challenge

Encourage students to include descriptive details when writing their facts.



Access

Entering/Emerging

Ask students yes/no questions about their topic.

Transitioning/Expanding

Ask students open-ended questions about their topic.

Bridging

Have students name the topic they selected at the end of the previous lesson.

4

Introducing Informative Writing

PRIMARY FOCUS OF LESSON

Students use graphic organizers to gather information and plan writing.

FORMATIVE ASSESSMENT

Activity Page 4.1

Students use graphic organizers to record information about Abraham Lincoln.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Informative Writing (30 min.)			
Connections: Graphic Organizers	Whole Group	5 min.	
Planning: Abraham Lincoln	Small Group	10 min.	☐ Activity Page 4.1
Shared Writing: Abraham Lincoln	Whole Group	10 min.	☐ Activity Page 4.1
Wrap-Up	Partner	5 min.	

ADVANCE PREPARATION

- Prepare to distribute Activity Page 4.1, Informative Writing Graphic Organizer, found in Teacher Resources.
- You may wish to predetermine small groups of four to five students each for the Planning activity.
- Prepare to use chart paper for the Shared Writing activity. Plan to keep the essay on display during the unit.

Universal Access

- Choose two topics that are familiar to students to create a sorting activity. Create a set of four cards for each topic: one card with the name of the topic and three cards with a different fact on each. Mix the two topic sets together and have students find the topic and the three facts that support that topic.

Lesson 4



Introducing Informative Writing

Primary Focus: Students use graphic organizers to gather information and plan writing.

CONNECTIONS: GRAPHIC ORGANIZERS (5 MIN.)

- Tell students that there are many different types of graphic organizers that can be used to sort and record information about a topic.
- Ask students to name or describe different graphic organizers they have used in school. Record their responses on the board and draw an illustration of the organizer named, where appropriate. A list could include:
 - story maps
 - T-Charts
 - KWL charts
 - writing organizers
 - Venn diagrams
 - lists
 - concept webs



Check for Understanding

Ask students how using a graphic organizer can help them in their writing.

- » Answers may vary but could include that they can record facts and details, or that it helps them plan their writing.

PLANNING: ABRAHAM LINCOLN (10 MIN.)

- Divide students into groups of four to five students each as previously determined in Advance Preparation.
- Distribute Activity Page 4.1.
- Tell students that they will work in small groups to discuss and record facts they have learned about Abraham Lincoln. Some information they have learned during Domain 9, *The U.S. Civil War* Read-Alouds, and some they may have learned from books, movies, or other classes in school.
- Tell them to write *Abraham Lincoln* in the space at the top of the page marked Topic.
- Explain that they will not complete the area titled Topic Sentence or Conclusion at this time. They will only write in the boxes titled Fact 1, 2, and 3.
- Tell them to work with their group members to write three facts about Abraham Lincoln. Remind them that they might also write details about each of the facts.
- Circulate while students work to provide support.
- Answers may vary, but a sample follows.

Fact 1:

Abraham Lincoln was the 16th president.

Fact 2:

Lincoln was called "Honest Abe."

Fact 3:

Lincoln thought slavery was wrong.

SHARED WRITING: ABRAHAM LINCOLN (10 MIN.)

- Prepare to use the board or chart paper for writing. You will need two different spaces for writing: one for keeping notes and one for writing the essay.
- Tell students that you will work as a class to write an essay about Abraham Lincoln. Explain that the information they recorded will help in planning the writing.
- Call on small groups to share the facts they recorded about Abraham Lincoln and record them as notes on the board. Discuss which facts are the most important ones that should be included in writing the essay. Work with the class to choose three facts from the list that will go into the essay.

Activity Page 4.1



Support

Work with a small group to generate a list of facts and details about Abraham Lincoln.

Challenge

Have students rank their facts from the most important to the least important.



Access

Entering/Emerging

Provide sentence frames with a bank of word choices, such as "Abraham Lincoln was the _____ of the United States."

Transitioning/Expanding

Provide sentence starters, such as "President Lincoln believed _____."

Bridging

Encourage students to provide more details about each fact.

- Tell them that the essay will begin with an introduction paragraph that has a topic sentence that tells the reader the topic and main idea of the essay. The introduction may also have additional information.
- Tell students to think about the main idea of the essay. After discussing the main idea, work with students to craft a topic sentence and write it on the board or chart paper to begin the essay. Tell students to write the topic sentence in the Topic Sentence space on Activity Page 4.1.
- Work as a class to craft sentences for each fact you decided to include in the essay. Write the sentences below the topic sentence.
- Remind students that a conclusion wraps up writing by restating the topic and main idea. Work with students to write a conclusion to the essay and tell them to write the conclusion on Activity Page 4.1.
- Read the essay aloud to the class when it is complete. Keep the writing on display as a model and reference for students during the unit.
- Answers may vary, but a sample follows.

Topic: Abraham Lincoln faced a great challenge during the Civil War.		
Fact 1: Abraham Lincoln was the 16th president.	Fact 2: Lincoln thought slavery was wrong.	Fact 3: Lincoln wanted to keep the country together.
Conclusion: As the president, Abraham Lincoln had a hard job of trying to keep the United States united.		

WRAP-UP (5 MIN.)

- Think-Pair-Share: Pair students together to discuss the questions *How is writing an informative essay the same as writing an opinion piece?* and *How are they different?*
- Have students share their answers aloud with the class.

~~~~~End Lesson~~~~~

# Introducing Informative Writing

## PRIMARY FOCUS OF LESSON

Students research and record facts about Harriet Tubman.

## FORMATIVE ASSESSMENT

Activity Page 5.1

**Informative Writing Graphic Organizer**

Students gather and record facts about Harriet Tubman.

## LESSON AT A GLANCE

|                                                  | Grouping    | Time    | Materials           |
|--------------------------------------------------|-------------|---------|---------------------|
| <b>Introducing Informative Writing (30 min.)</b> |             |         |                     |
| Connections: Where Do We Find Facts?             | Whole Group | 3 min.  |                     |
| Research: Harriet Tubman                         | Small Group | 24 min. | ☐ Activity Page 5.1 |
| Wrap-Up                                          | Whole Group | 3 min.  | ☐ Activity Page 5.1 |

## ADVANCE PREPARATION

- Prepare student copies of Activity Page 5.1, Informative Writing Graphic Organizer, found in Teacher Resources.
- Predetermine small groups of three students each for the Research activity.

### Universal Access

- Review images from Lessons 1 and 2 from Domain 9, *The U.S. Civil War*. Have students find key ideas and details in the images.

## Lesson 5

# Introducing Informative Writing



**Primary Focus:** Students research and record facts about Harriet Tubman.

## CONNECTIONS: WHERE DO WE FIND FACTS? (3 MIN.)

- Remind students that it is important for informative writing to include facts that can be proven.
- Ask students to list places where they can find facts about the U.S. Civil War.
  - » Answers may vary but could include in books, social studies and history textbooks, videos, and articles in print or on the Internet.
- Explain that they will conduct research for their next informative writing essay.
- Ask students how they have gathered information in previous Writing Studio units.
  - » Answers may vary but should include recording information from domain Read-Alouds, from images in the Flip Books, and from books and other resources about topics.



## Check for Understanding

Have students explain why it is important to conduct research about a topic.

- » Answers may vary but should include gathering facts, definitions, and details that are true.



## RESEARCH: HARRIET TUBMAN (24 MIN.)

### Activity Page 5.1



- Divide students into groups of three students each as previously determined in Advance Preparation.
- Distribute Activity Page 5.1.
- Explain that they will work in small groups to help each other find and record facts about Harriet Tubman. They will use information gathered from the Read-Aloud and from other books and resources you will provide. Tell students that even though they will work together, each student will complete his or her own graphic organizer.
- Remind students that Harriet Tubman was an enslaved African who lived in the South in the 1800s and worked very hard on a plantation. She was not paid for her work and did not have any choices about her life. But she was a strong, rebellious woman who finally decided to run away to freedom in the North because she was afraid she would be sent to Georgia, where conditions were even worse for enslaved Africans.
- Write *Harriet Tubman* on the board and tell students to write it in the Topic box on the graphic organizer.
- Explain that the focus of this essay will not be about Harriet Tubman's whole life but about her time as a conductor on the Underground Railroad.
- Ask students to describe the Underground Railroad.
  - » Answers may vary but should include that it was a system of secret routes and hiding places to help enslaved people escape from slavery in the South to freedom in the North.
- Remind students that the job of a conductor on the Underground Railroad was to guide runaway slaves, leading them through secret paths and taking them to safe houses on their way to the North.
- Tell students that they will find and record three key facts about Harriet Tubman's role as a conductor on the Underground Railroad.
- Tell them that you will begin by reading some portions of the Read-Aloud, so they need to listen carefully for facts they will record on boxes marked Fact 1, 2, and 3 on Activity Page 5.1.

---

Harriet Tubman made it safely to freedom in the North using the Underground Railroad. Enslaved Africans like Harriet were free in northern states like Pennsylvania, where slavery was not allowed, but they weren't entirely safe until they left the United States and entered the land north of the United States. This was because the laws allowed slave catchers to enter free states in the North to catch runaway slaves and return them to a life of slavery in the South.

Harriet did not stay in Pennsylvania for long. She missed her family and friends and could not bear the thought of them remaining in slavery while she enjoyed a free new life.

- 
- Tell students to record any important facts and details they heard about Harriet Tubman in the box titled Fact 1.
  - Tell them to listen carefully for more facts while you read aloud.
- 

She decided she had important contributions to make to help those who were still enslaved. So, Harriet Tubman became a conductor on the Underground Railroad and returned to the South nineteen times over several years—risking her life each time to help other enslaved Africans escape to freedom.

- 
- Tell students to record any important facts and details they heard about Harriet Tubman in the box titled Fact 2.
  - Tell them to listen carefully for more facts while you read aloud.
- 

Harriet Tubman soon became one of the bravest and most famous conductors on the Underground Railroad. Her name became well known among the supporters of slavery. Plantation owners put rich rewards out for her capture. Within a few years, they wanted her stopped at all costs. But she kept

going back, again and again, helping more and more enslaved people escape.

### Support

Work with a small group to create a list of facts and details about Harriet Tubman.

### Challenge

Ask students to compose a topic sentence that could introduce this essay.



### Access

#### Entering/Emerging

Provide a list of three facts and ask students yes or no questions about details, such as “Did Harriet Tubman stay in Pennsylvania?”

#### Transitioning/Expanding

Provide a word bank of facts and details.

#### Bridging

Encourage students to use domain-specific words.

- Tell students to record any important facts and details they heard about Harriet Tubman in the box titled Fact 3.
- Tell them to share facts with their group members and add any facts or details that may be missing in their organizers.
- Circulate while students are sharing and use the sample organizer below to assist them, if needed:

|                                                                                                                                                                             |                                                                                                                                                                          |                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Topic:</b> Harriet Tubman                                                                                                                                                |                                                                                                                                                                          |                                                                                                                                                                          |
| <b>Topic Sentence:</b>                                                                                                                                                      |                                                                                                                                                                          |                                                                                                                                                                          |
| <b>Fact 1:</b><br>Harriet escaped on the Underground Railroad. <ul style="list-style-type: none"><li>• freedom</li><li>• Pennsylvania</li><li>• missed her family</li></ul> | <b>Fact 2:</b><br>became a conductor <ul style="list-style-type: none"><li>• wanted to help others</li><li>• returned nineteen times</li><li>• risked her life</li></ul> | <b>Fact 3:</b><br>became the most famous conductor <ul style="list-style-type: none"><li>• bravest</li><li>• rewards for her capture</li><li>• kept going back</li></ul> |
| <b>Conclusion:</b>                                                                                                                                                          |                                                                                                                                                                          |                                                                                                                                                                          |

- Tell students they will continue their research in the next Writing Studio lesson using a different set of resources to find their facts and details.
- Tell them to store Activity Page 5.1 or collect to redistribute.

### WRAP-UP (3 MIN.)

- Tell students that the history of the Underground Railroad has many interesting facts and details, from the people or passengers who used it to escape to freedom to the many different stations, or safe places, where people stayed before moving to the next station along the way. Have students share an idea about the Underground Railroad that they could research further.

End Lesson

# Introducing Informative Writing

# 6

## PRIMARY FOCUS OF LESSON

Students draft paragraphs about Harriet Tubman using facts from their research.

## FORMATIVE ASSESSMENT

Activity Page 6.1

**Paragraph Draft** Students draft paragraphs about Harriet Tubman.

## LESSON AT A GLANCE

|                                                  | Grouping    | Time    | Materials                                  |
|--------------------------------------------------|-------------|---------|--------------------------------------------|
| <b>Introducing Informative Writing (30 min.)</b> |             |         |                                            |
| Connections: Review Informative Essay            | Whole Group | 2 min.  |                                            |
| Research: Harriet Tubman                         | Small Group | 10 min. | ☐ Activity Page 5.1                        |
| Drafting: Harriet Tubman                         | Small Group | 15 min. | ☐ Activity Page 5.1<br>☐ Activity Page 6.1 |
| Wrap-Up                                          | Whole Group | 3 min.  | ☐ Activity Page 6.1                        |

## ADVANCE PREPARATION

- Provide a collection of grade-appropriate trade books or other resources about Harriet Tubman and the Underground Railroad that students can use to conduct their research. Make sure the books contain many illustrations, captions, and other text features. Determine a method for distributing the books for the Research activity.
- Prepare student copies of Activity Page 6.1, blank drafting paper.

### Universal Access

- Tell students to take out Activity Page 5.1 or redistribute. Have students compare their facts and details with a partner and add additional information, as needed.

## Lesson 6

# Introducing Informative Writing



**Primary Focus:** Students draft paragraphs about Harriet Tubman using facts from their research.

**CONNECTIONS: REVIEW INFORMATIVE ESSAY (2 MIN.)**

- Remind students that they have been collecting facts and details so they can write an essay about Harriet Tubman.
- Explain that they will work on some parts of the essay together in their groups and some parts on their own. Then the parts will be put together to form a whole essay.

**RESEARCH: HARRIET TUBMAN (10 MIN.)**

- Have students break into the same small groups from the previous Writing Studio lesson.
- Tell students to take out Activity Page 5.1 or redistribute.
- Remind students that they will add to their research about Harriet Tubman by gathering information from other resources.
- Distribute the trade books and additional resources as previously determined in Advance Preparation.

**Check for Understanding**

Have students explain how they will find important facts and details in the resources.

- » Answers may vary but should include using text features such as titles, headings, illustrations, photos, captions, or bold words to find key information.

- Circulate while students work, providing prompting and support.

## Activity Page 6.1



### Support

Work in small groups or one-on-one to provide support.

### Challenge

Have students find additional facts online.



### Access

#### Entering/Emerging

Provide sentence frames, such as “Harriet Tubman \_\_\_\_\_ to the North to be free.”

#### Transitioning/Expanding

Have students work with a partner to draft paragraphs.

#### Bridging

Encourage students to use descriptive words and details in their writing.

## DRAFTING: HARRIET TUBMAN (15 MIN.)

- Tell students that now that they have completed their research, they can begin drafting their essays.
- Tell them to work as a group to identify three key facts about Harriet Tubman they want to write about in their essay.
- After they have identified the three facts, explain that each group member will write a paragraph about one of the facts. Have the students in each group count off one, two, and three. Explain that student one will write about Fact 1, student two about Fact 2, and student three about Fact 3. Explain that they will work together to write the introduction and the conclusion.
- Tell students to begin by creating a title for their essay. Tell students to write the title on the top of Activity Page 6.1.
- Next, tell each group to work together to compose an introduction with a topic sentence for the essay. Tell students to write the introduction on a new line under the title on Activity Page 6.1.
- Tell them that each student will now work on his or her own paragraph about the fact he or she was assigned. Tell them to include details that describe and support the fact. Tell them to begin their paragraph on a new line underneath the introduction.
- Circulate while groups work to provide prompting and support.
- Explain that they will have additional time to work on their paragraphs in the next Writing Studio lesson.

## WRAP-UP (3 MIN.)

- Ask each group to share its topic sentence with the class.
- Tell students to store Activity Pages 5.1 and 6.1 or collect to redistribute.

~~~~~End Lesson~~~~~

Introducing Informative Writing

PRIMARY FOCUS OF LESSON

Students revise and edit paragraphs about Harriet Tubman based on feedback.

FORMATIVE ASSESSMENT

Activity Page 6.1

Paragraph Draft Students revise and edit paragraphs about Harriet Tubman.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Introducing Informative Writing (30 min.) | | | |
| Connections: Revising and Editing | Whole Group | 3 min. | |
| Drafting: Harriet Tubman | Small Group | 12 min. | <input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> Activity Page 6.1 |
| Revising and Editing: Harriet Tubman | Small Group | 12 min. | <input type="checkbox"/> Activity Page 6.1 |
| Wrap-Up | Whole Group | 3 min. | |

ADVANCE PREPARATION

Universal Access

- Write simple sentences with errors in grammar, capitalization, punctuation, or spelling on the board. Ask students to find and correct the errors.
- Ask students to look for ways to improve the corrected sentences by adding descriptive words and details.

Lesson 7

Introducing Informative Writing



Primary Focus: Students revise and edit paragraphs about Harriet Tubman based on feedback.

CONNECTIONS: REVISING AND EDITING (3 MIN.)

- Remind students that they have given each other feedback in previous Writing Studio units.
- Ask students why feedback is important to their writing.
 - » Answers may vary but could include that it gives them ideas about how to strengthen and improve their writing.
- Explain that another way to improve writing is to make sure there are no errors in grammar, capitalization, punctuation, and spelling. Tell students that when we reread our work to find and fix these types of errors, it is called editing.
- Tell them that after editing, the writing will be ready to be published.



Check for Understanding

Ask students why revising writing is important.

- » Answers may vary but should include that revising helps to improve and strengthen writing.

Ask students why editing writing is important.

- » Answers may vary but should include that editing helps to make sure there are no grammar, capitalization, punctuation, or spelling errors.

Support

Work in small groups or one-on-one to provide support.

Challenge

Encourage students to use core vocabulary and descriptive words in their writing.



Access

Entering/Emerging

Provide sentence frames, such as “Plantation owners offered a _____ for the capture of Harriet Tubman.”

Transitioning/Expanding

Have students work with a partner to draft paragraphs.

Bridging

Encourage students to use descriptive words and details in their writing.

DRAFTING: HARRIET TUBMAN (12 MIN.)

- Have students break into the same small groups from the previous Writing Studio lesson.
- Tell students to take out Activity Pages 5.1 and 6.1 or redistribute.
- Remind students that they will continue to work on their drafts about Harriet Tubman.
- Circulate while students work, providing prompting and support.
- Have students work together to write a conclusion for their draft.

REVISING AND EDITING: HARRIET TUBMAN (12 MIN.)

- Tell students to exchange their drafts with another member of their group so they can take turns giving and receiving feedback.
- Remind them that they should look for places where the writer can add descriptive words or details or revise sentences so that they are clearer.
- Have groups spend about five minutes giving and receiving feedback.
- Tell students to return the drafts to the writer.
- Tell them to revise their drafts based on the feedback they received, then edit their writing to correct any grammar, capitalization, punctuation, or spelling errors.
- Answers may vary, but feedback should offer information on how to add detail or clarity to the writing.
- Tell students to store Activity Page 6.1 or collect to redistribute.
- Answers may vary, but a sample topic sentence and paragraph follow.

Topic Sentence: Harriet Tubman was an important conductor on the Underground Railroad.

Harriet Tubman was an enslaved African who did not have many choices about her life. She escaped into freedom but missed her family a lot. Even in freedom, Tubman was not totally safe, because sometimes people would come to the north and try to capture people who had escaped to freedom. Because she missed her family so much, Tubman decided to give up her freedom and return home.

WRAP-UP (3 MIN.)

- Tell students that they will publish the final version of their Harriet Tubman essay by putting together the introduction, facts, and conclusion they have worked on in their groups.
- Ask them for ideas about how all the parts of the essay could be put together for publishing.
 - » Answers may vary but could include creating a group book or a video showing group members reading the essay.

End Lesson

8

Introducing Informative Writing

PRIMARY FOCUS OF LESSON

Students publish an informative essay that names the topic, includes facts and details, and provides a sense of closure.

FORMATIVE ASSESSMENT

Poster

Harriet Tubman Poster Students publish an informative essay about Harriet Tubman.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---|
| Introducing Informative Writing (30 min.) | | | |
| Connections: Publishing | Whole Group | 3 min. | |
| Publishing: Harriet Tubman | Small Group | 20 min. | <input type="checkbox"/> index cards
<input type="checkbox"/> poster or chart paper
<input type="checkbox"/> drawing tools
<input type="checkbox"/> tape
<input type="checkbox"/> Activity Page 6.1 |
| Wrap-Up | Independent | 7 min. | <input type="checkbox"/> half sheets of paper |

ADVANCE PREPARATION

- Prepare to project the Harriet Tubman Poster Sample, found in Teacher Resources.
- Prepare to provide one piece of chart paper or poster board to each group.
- Prepare to provide two to three 4" x 6" lined index cards to each student.
- Prepare to provide drawing tools and transparent tape to each group.
- Prepare half sheets of paper for the Wrap-Up activity.

Universal Access

- Review the purpose and features of informational text.

Lesson 8

Introducing Informative Writing



Primary Focus: Students publish an informative essay that names the topic, includes facts and details, and provides a sense of closure.

CONNECTIONS: PUBLISHING (3 MIN.)

- Remind students that they will publish their final Harriet Tubman essays today.
- Ask students what it means to publish writing.
 - » Answers may vary but should include creating a final, revised, error-free writing piece.
- Have students raise their hands if they feel that their Harriet Tubman essay is ready to publish, meaning that the writing is complete and revising and editing have been done.



Check for Understanding

Ask students to explain why we publish writing.

- » Answers may vary but should include so others will read it.

PUBLISHING: HARRIET TUBMAN (20 MIN.)

- Have students break into their same small groups from the previous Writing Studio lesson.
- Tell students to take out Activity Page 6.1 or redistribute.
- Explain that each group will put the parts of the Harriet Tubman essay they have been working on together on a poster.

- Project the Harriet Tubman Poster Sample.

➤ Harriet Tubman Poster Sample

- Using the poster sample, show students how the parts of their essay will be assembled on the poster.
- Remind them that they worked on the introduction and the conclusion together, but each group member wrote a separate paragraph about one of the facts that was assigned to them.
- Explain that each student will copy his or her paragraph about the fact on Activity Page 6.1 onto an index card and draw an illustration to go with their fact. They should also write a caption for their illustration. Tell students that if their paragraph takes up more than one index card, they can continue it on an additional index card.
- Distribute two or three index cards and drawing tools to each student. Tell students to copy only their fact paragraph onto the card, not the introduction and conclusion they wrote in their groups on Activity Page 6.1. Explain they will add the introduction and conclusion to the poster after they have completed the index cards.
- Circulate while students work, providing prompting and support.
- After about ten minutes, distribute chart paper (or poster board) and tape to each group.
- Tell students that they will assemble their essay on the poster. They may choose one person in their group to write or take turns writing the different parts.
- Tell them to write the title their group chose for their essay in the place marked Title on the poster.
- Tell students to copy the introduction they wrote on Activity Page 6.1 in the space marked Introduction on the poster.
- Tell them to arrange their index cards like the cards in the sample and tape them onto the poster. If the student used two cards to write their paragraph, tape the cards together, one on top of another, before affixing them to the poster.
- After the index cards are taped to the poster, tell students to copy their conclusion into the space marked Conclusion on the sample poster.
- Tell students to write their names on the bottom of the poster.

Poster



Support

Help students determine the best order for their paragraphs.

Challenge

Have students provide a list of U.S. Civil War topics they would like to research further.



Access

Entering/Emerging

Provide a word bank of informative writing terms such as *introduction*, *topic*, *topic sentence*, *fact*, etc. that students can use to answer single answer questions.

Transitioning/Expanding

Provide a word bank of informative writing terms such as *introduction*, *topic*, *topic sentence*, *fact*, etc. that students can use as a reference while they write.

Bridging

Encourage students to provide examples to illustrate what they have learned.

- Display posters in the classroom or hallway.
- Collect Activity Pages 5.1 and 6.1 to formatively assess students' progress in writing.

WRAP-UP (7 MIN.)

- Distribute half sheets of paper. Ask students to write a paragraph describing what they learned about informative writing during this Writing Studio unit.

End Lesson

Writing Studio 6

Developing Informative Writing



Contents

DEVELOPING INFORMATIVE WRITING

Lesson 1 229

Developing Informative Writing (30 min.)

- Connections: Review Informative Writing
- Compare and Contrast: Ellis Island and Angel Island
- Wrap-Up

Lesson 2 235

Developing Informative Writing (30 min.)

- Connections: Review Compare and Contrast
- Modeling: Compare and Contrast
- Wrap-Up

Lesson 3 240

Developing Informative Writing (30 min.)

- Connections: Venn Diagrams
- Introduce the Prompt: City Life and Farm Life
- Research: City and Farm
- Wrap-Up

Lesson 4 246

Developing Informative Writing (30 min.)

- Connections: Review the Prompt
- Planning: City Life and Farm Life
- Wrap-Up

Lesson 5 251

Developing Informative Writing (30 min.)

- Connections: Review Introductions
- Writing: City Life and Farm Life Drafts
- Wrap-Up

Lesson 6

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Developing Informative Writing (30 min.)

- Connections: Review Conclusions
- Writing: City Life and Farm Life Drafts
- Wrap-Up

Lesson 7

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Developing Informative Writing (30 min.)

- Connections: Review Revising and Editing
- Giving and Receiving Feedback
- Revising and Editing
- Wrap-Up

Lesson 8

263

Developing Informative Writing (30 min.)

- Connections: Review Publishing
- Publishing
- Wrap-Up

Developing Informative Writing

PRIMARY FOCUS OF LESSON

Students gather information to answer questions about text.

FORMATIVE ASSESSMENT

Activity Page 1.1

Immigration Islands Students answer questions using information from text.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Developing Informative Writing (30 min.) | | | |
| Connections: Review Informative Writing | Whole Group | 5 min. | |
| Compare and Contrast:
Ellis Island and Angel Island | Whole Group | 18 min. | <input type="checkbox"/> Activity Page 1.1
<input type="checkbox"/> Compare and Contrast Words poster |
| Wrap-Up | Independent | 7 min. | <input type="checkbox"/> Activity Page 1.1 |

ADVANCE PREPARATION

- Prepare to project Activity Page 1.1.
- Prepare to distribute student copies of Activity Page 1.1.
- Prepare to project the Compare and Contrast Words poster, found in Teacher Resources, or copy the word list on chart paper to be used as an anchor chart throughout the unit.

Compare and Contrast Words

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

Universal Access

- Have students find similarities and differences between two images from Domain 11, *Immigration*, or between other images or objects in the classroom.

Lesson 1

Developing Informative Writing



Primary Focus: Students gather information to answer questions about text.

CONNECTIONS: REVIEW INFORMATIVE WRITING (5 MIN.)

- Remind students that in the previous Writing Studio unit, they composed informative writing.
- Ask students to explain some things that they learned about informative writing in the previous unit.
 - » Answers may vary but should include that informative writing provides information or facts about a topic.
- Explain that there are many different types of informative writing for different purposes. The writer may answer a question, describe something, or explain something.



Check for Understanding

Ask students to describe the steps for completing the informative writing project about Harriet Tubman they finished in the last Writing Studio unit.

- » Answers may vary but should include that they gathered facts and details about Harriet Tubman's time as a conductor on the Underground Railroad; wrote topic sentences, paragraphs, and a conclusion; revised based on feedback; and published their essays on a poster.

COMPARE AND CONTRAST: ELLIS ISLAND AND ANGEL ISLAND (18 MIN.)

- Project Activity Page 1.1 and distribute copies.

➤ Activity Page 1.1

Activity Page 1.1



- Tell students that you wrote an informative essay about two places they have studied during Domain 11, *Immigration*. Read Activity Page 1.1 aloud.

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.

Support

Reread sections of text and provide support as students identify topics, facts, details, and essay components such as the introduction, body paragraphs, conclusion, etc.

- Ask students to name some things they noticed about the essay.
 - » Answers may vary but could include that there are two topics or ideas, there are facts and details, the essays explains how the two topics are alike and different, the essay has an introduction and conclusion, etc.
- Explain that this type of informative writing is called comparing and contrasting. The purpose of comparing and contrasting is to show how two or more topics are similar and different. Remind students that they have used comparing and contrasting many times during the Knowledge Strand Read-Alouds.

- Explain that even though there are two topics, the main idea of the essay is comparing and contrasting two places that were important in the history of U.S. immigration.
- Project the Compare and Contrast Words poster or display the chart paper list, as described in Advance Preparation.

➤ **Compare and Contrast Words poster**

- Tell students that writing that compares and contrasts has signal words to show when the topics are being compared and when they are being contrasted.
- Review the Compare and Contrast Words poster with students.
- Tell students to read through Activity Page 1.1 and circle all the signal words they can find in the text. A sample follows.

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.

Challenge

Have students think of additional signal words or phrases not listed on the poster.



Access

Entering/Emerging

Provide yes or no questions, such as “Does the word *both* mean that they are similar?”

Transitioning/Expanding

Have students work with a partner and use the Compare and Contrast Words poster as support in finding signal words in the text.

Bridging

Prompt students to use the Compare and Contrast Words poster as support in finding signal words in the text.

WRAP-UP (7 MIN.)

- Tell students to turn to the second page of Activity Page 1.1 and answer the questions.
- Answers may vary, but a sample follows.
 - » The way Ellis Island and Angel Island are most alike is that they were both immigration centers. Large boats could land near both of them.
 - » The biggest difference between Ellis Island and Angel Island is that they were located in different parts of the United States. Ellis Island on the East Coast mostly had European immigrants, while Angel Island on the West Coast mostly had immigrants from Asia.

End Lesson

Developing Informative Writing

PRIMARY FOCUS OF LESSON

Students complete informative writing comparing and contrasting two things.

FORMATIVE ASSESSMENT

Activity Page 2.1

Compare and Contrast Students complete paragraph frames to compare and contrast two things.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|-------------------------------------|
| Developing Informative Writing (30 min.) | | | |
| Connections: Review Compare and Contrast | Whole Group | 3 min. | ☐ Compare and Contrast Words poster |
| Modeling: Compare and Contrast | Whole Group | 24 min. | ☐ Activity Page 2.1 |
| Wrap-Up | Partner | 3 min. | ☐ Activity Page 2.1 |

ADVANCE PREPARATION

- Prepare to project the Compare and Contrast Words poster, found in Teacher Resources, or display the anchor chart prepared in the previous lesson.
- Prepare to project Activity Page 2.1. You may also wish to replicate Activity Page 2.1 on chart paper or the board for the Modeling activity.
- Prepare to distribute student copies of Activity Page 2.1.

Universal Access

- Have students create sentences about how two things are similar and different. Possible ideas include:
 - bananas and apples
 - video games and board games
 - monkeys and dogs
 - grasshoppers and butterflies

Lesson 2

Developing Informative Writing



Primary Focus: Students complete informative writing comparing and contrasting two things.

CONNECTIONS: REVIEW COMPARE AND CONTRAST (3 MIN.)

- Remind students that in the previous Writing Studio lesson, they learned that some informative writing compares and contrasts two or more things by examining the facts about each thing and finding what is similar and different.
- Remind students that there are special signal words in informative writing that show two things are being compared and contrasted.
- Display the Compare and Contrast Words poster and review with students.

➤ Compare and Contrast Words poster**Check for Understanding**

Ask students to define the terms *compare* and *contrast*.

- » Answers may vary but should include that comparing is finding similarities and contrasting is finding differences between two or more things.

MODELING: COMPARE AND CONTRAST (24 MIN.)

- Project Activity Page 2.1 and distribute copies. You may wish to use chart paper during this Modeling activity.

➤ Activity Page 2.1

- Explain that students will work together to create an essay that compares and contrasts two things. You may have the students help decide the topics to write about or choose the topic yourself in advance.

Activity Page 2.1

Challenge

Have students complete their own graphic organizer of what is similar and different between the two topics.

Support

Reread individual sentences and assist students in choosing the correct words using the information recorded on the board.

Note: The following ideas can be used during the Modeling activity. You may wish to choose two different topics to compare and contrast. Examples include:

- animals
 - sports or games
 - seasons
 - characters from familiar books
 - foods
- After choosing the two topics to compare and contrast, have students provide ideas about how the two topics are similar and different. You may wish to record the ideas on the board in a graphic organizer familiar to students (T-Chart, Venn diagram, table, etc.).
 - Tell students to look at Activity Page 2.1. Explain that some of the essay has been written already, and that they will complete the rest of the essay.
 - Tell them to follow along as you read through Activity Page 2.1.

Compare and Contrast

_____ and _____ are alike in several ways. Both _____ and _____ have similar _____. Both also have/are _____ and _____. Another way they are similar is _____.

_____ and _____ are different because _____. Another difference is _____. _____ is _____, but _____ has/is _____.

_____ and _____ are _____ in some ways and _____ in other ways.

- Use the think-aloud strategy to guide students in choosing the appropriate words to complete the essay.
- Read the completed essay aloud to the class.

Compare and Contrast

Baseball and soccer are alike in several ways. Both baseball and soccer have similar players. Both also have/are sports and are played by teams. Another way they are similar is that they are both fun to play, and people like to watch them.

Soccer and baseball are different because they have different uniforms. Another difference is the equipment.

Soccer is a sport with only a ball, but baseball has/is a ball, a bat, and gloves.

Soccer and baseball are alike in some ways and different in other ways.

WRAP-UP (3 MIN.)

- Divide students into pairs and have them come up with one more comparison and contrast to add to the essays on Activity Page 2.1.

End Lesson



Access

Entering/Emerging

Provide yes or no questions, such as “Are a dog and cat similar because they both have four legs?”

Transitioning/Expanding

Provide a word bank related to the topics being compared and contrasted in the essay.

Bridging

Prompt students to reference the ideas recorded on the board to assist them in completing the essay.

3

Developing Informative Writing

PRIMARY FOCUS OF LESSON

Students gather and record information about early immigrants using a graphic organizer.

FORMATIVE ASSESSMENT

Activity Page 3.1

Research: City and Farm Students gather and record information in a graphic organizer.

LESSON AT A GLANCE

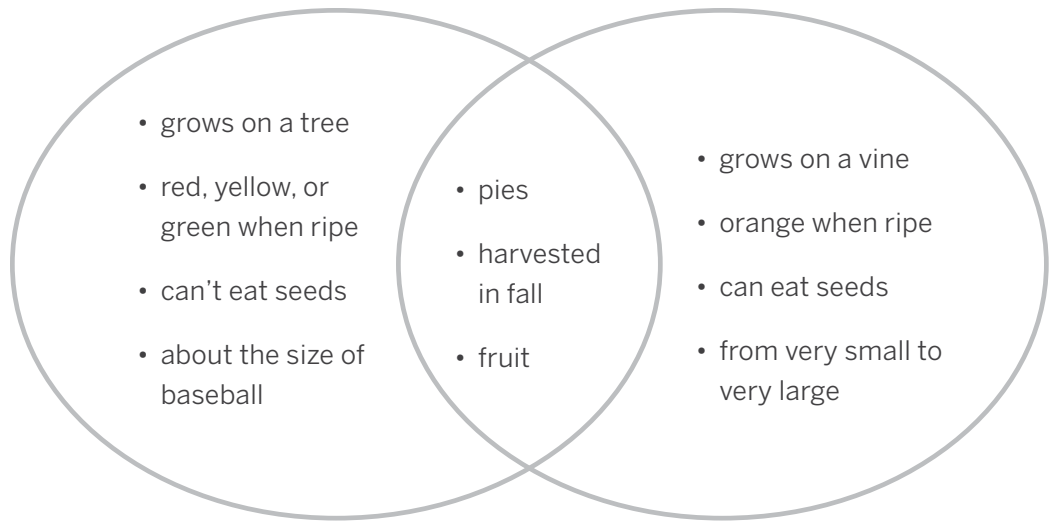
| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Informative Writing (30 min.) | | | |
| Connections: Venn Diagrams | Whole Group | 3 min. | ❑ Compare and Contrast Words poster |
| Introduce the Prompt: City Life and Farm Life | Whole Group | 4 min. | ❑ Writing Prompt for City Life and Farm Life |
| Research: City and Farm | Partner | 20 min. | ❑ Activity Page 3.1 |
| Wrap-Up | Whole Group | 3 min. | |

ADVANCE PREPARATION

- Prepare to project Writing Prompt for City Life and Farm Life, found in Teacher Resources.
- Prepare to distribute student copies of Activity Page 3.1.
- You may wish to predetermine partners for the Research activity.
- Prepare a Venn diagram on chart paper for the Research activity.

Universal Access

- Venn Diagram Puzzles: Create a few Venn diagrams that list basic facts about two topics, but do not title the diagrams. Have students determine the topic of each circle based on the information in the diagram. An example follows; it compares and contrasts an apple and a pumpkin.



Start Lesson

Lesson 3

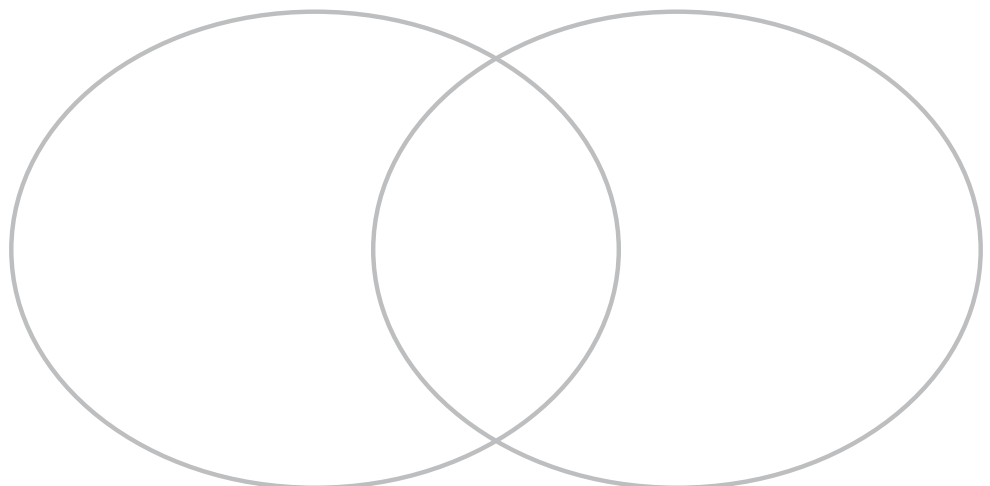
Developing Informative Writing



Primary Focus: Students gather and record information about early immigrants using a graphic organizer.

CONNECTIONS: REVIEW VENN DIAGRAMS (3 MIN.)

- Remind students that Venn diagrams help to sort out information about two topics. Ask a volunteer to describe a Venn diagram.
 - » Answers may vary but should include that the diagram has two circles that intersect or overlap in the middle.
- Draw a Venn diagram on the board.



- Ask students what information goes in the part of the circle on the left that does not overlap with circle on the right.
 - » Answers may vary but should include facts and details about one topic that are different from the other topic.
- Ask students what information goes in the part of the circle on the right that does not overlap with the circle on the left.
 - » Answers may vary but should include facts and details about one topic that are different from the other topic.
- Ask students what information goes in the place where the two circles overlap.
 - » Answers may vary but should include facts and details about both topics that are the same or similar.



Check for Understanding

Ask students why a Venn diagram is a good tool for finding similarities and differences between two topics.

- » Answers may vary but could include that it helps you organize your information.

INTRODUCE THE PROMPT: CITY LIFE AND FARM LIFE (4 MIN.)

- Project Writing Prompt for City Life and Farm Life, found in Teacher Resources, and read the prompt aloud to the students.

➤ 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.

- Explain that they will begin by gathering information about immigrants living in cities and on farms using a Venn diagram.

RESEARCH: CITY LIFE AND FARM LIFE (20 MIN.)

Activity Page 3.1



Support

Work with small groups to help students recall and sort the information into the Venn diagram.



Access

Entering/Emerging

Ask students yes or no questions, such as “Did the immigrants who lived on farms work in factories?”

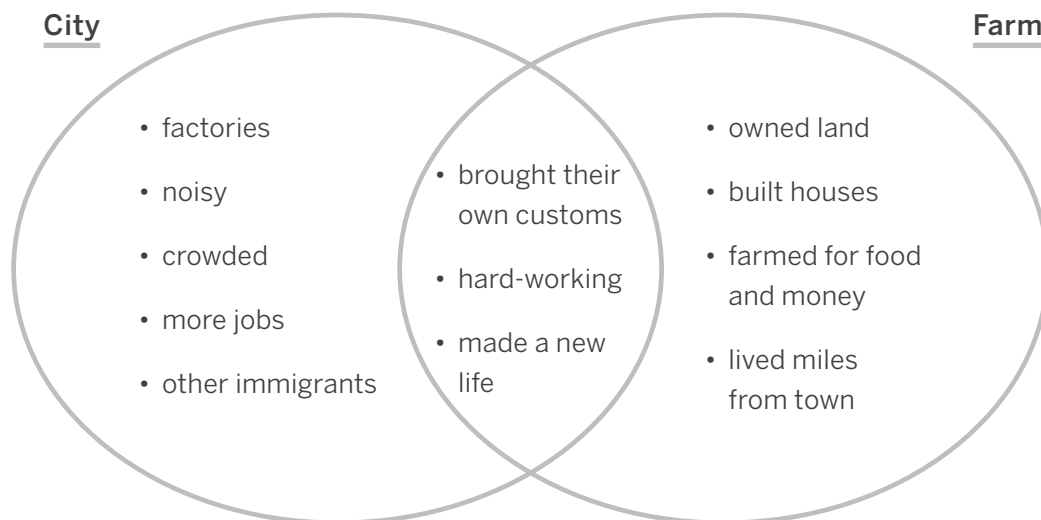
Transitioning/Expanding

Provide a word bank based on information in the Read-Alouds.

Bridging

Encourage students to share facts and details during the Research activity.

- Remind students that they have been studying the lives of early immigrants to the United States during the Domain 11 Read-Alouds.
- Explain that they have heard about the lives of immigrants in New York City, as well as the stories of immigrants who became settlers in places like the Midwest. They will use the information they have learned to discover the similarities and differences between the lives of immigrants in cities and on farms.
- Divide students into pairs as predetermined in Advance Preparation.
- Distribute Activity Page 3.1.
- Have students title the first circle of the diagram *City* and title the second circle *Farm*.
- Tell students that you will give them about ten minutes to work with their partners to record information about the lives of immigrants in cities and on farms, using information they learned during the Read-Alouds.
- If necessary, review images from the Domain 11 Flip Book to help students recall information from the Read-Alouds.
- Use the Venn diagram drawn on the board during the Connections activity or draw a new diagram. Title the left circle *City* and the right circle *Farm*.
- Have partners share ideas they recorded on Activity Page 3.1 about each topic. Record any relevant new information on chart paper. A sample diagram follows:



- Tell students to compare and contrast their Venn diagrams on Activity Page 3.1 to the information that you recorded in the diagram on chart paper. Tell students to add any information that is missing from their diagram. Save the chart paper diagram for the next Writing Studio lesson.
- Tell students to store Activity Page 3.1 or collect to redistribute.

WRAP-UP (3 MIN.)

- Think-Pair-Share: Divide students into pairs and have them discuss the following question:

How do you think the lives of immigrants in the 1800s–1900s compare and contrast with the lives of immigrants today?

End Lesson

Challenge

Have students explain why immigrants wanted to live near other immigrants from their home country.

4

Developing Informative Writing

PRIMARY FOCUS OF LESSON

Students plan informative essays that compare and contrast the lives of immigrants in cities and on farms.

FORMATIVE ASSESSMENT

Activity Page 4.1

Planning: City Life and Farm Life Students plan informative essays about the lives of immigrants.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Informative Writing (30 min.) | | | |
| Connections: Review the Prompt | Whole Group | 3 min. | <input type="checkbox"/> Writing Prompt for City Life and Farm Life |
| Planning: City Life and Farm Life | Independent | 24 min. | <input type="checkbox"/> Venn diagram from previous lesson (City/Farm)
<input type="checkbox"/> Activity Page 3.1
<input type="checkbox"/> Activity Page 4.1 |
| Wrap-Up | Whole Group | 3 min. | |

ADVANCE PREPARATION

- Prepare to project Writing Prompt for City Life and Farm Life, found in Teacher Resources.
- Prepare to display the Venn diagram completed on chart paper in the previous Writing Studio lesson.
- Prepare to distribute student copies of Activity Page 4.1. You may also wish to project Activity Page 4.1.

Universal Access

- Review Activity Page 3.1 with students. Read some of the facts recorded about immigrants in cities and on farms and ask students to respond with either “similar” or “different.”

Lesson 4



Developing Informative Writing

Primary Focus: Students plan informative essays that compare and contrast the lives of immigrants in cities and on farms.

CONNECTIONS: REVIEW THE PROMPT (3 MIN.)

- Project Writing Prompt for City Life and Farm Life, found in Teacher Resources, and review the prompt with students.

➤ 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.

**Check for Understanding**

Ask students to explain the directions for writing the essay.

PLANNING: CITY LIFE AND FARM LIFE (24 MIN.)

- Display the Venn diagram completed on chart paper during the previous Writing Studio lesson.
- Tell students to take out Activity Page 3.1 or redistribute.

- Review the information in the diagram with students. Ask if there are any more facts or details that can be added to the diagram.
 - » Answers may vary but could include that farm life was quieter than city life.
- Explain that students will plan their essays in today's Writing Studio lesson.
- Distribute Activity Page 4.1, and project if desired.
- Explain that they will plan the information they will include in each section of the essay, including the introduction, similarities, differences, and a conclusion. Tell students that planning their essays before drafting helps them organize their writing. Explain that while they are planning, they do not have to write in complete sentences, although they will write complete sentences when they draft their essay.
- Tell students to look at the section on Activity Page 4.1 titled Introduction. Explain that the introduction should explain the purpose of the informative writing, but it should also be interesting enough to make the reader want to read more.
- Tell them to think about how they could write a sentence that introduces the main idea of the essay. Have them record the sentence idea in the Introduction section of Activity Page 4.1.
- Guide students through each remaining section on Activity Page 4.1: Similarities, Differences, and Conclusion. Remind them to use the information they recorded on Activity Page 3.1 to help them complete the activity.
- Circulate while students work, providing prompting and support.
- Tell students that they will use their plans to help them draft their essays in the next two Writing Studio lessons.
- Answers may vary, but a sample follows.

Planning: City Life and Farm Life

Introduction

Immigrants in the city had some similarities to immigrants on farms, but they also had a lot of differences.

Similarities

Immigrants on the farm and in cities all shared some similarities.

Activity Page 4.1



Access

Entering/Emerging

Ask students yes or no questions, such as "Are farms noisy and crowded?"

Transitioning/Expanding

Provide prompts, such as "Immigrants in cities and on farms brought their own _____ to the United States."

Bridging

Encourage students to include details that support or expand on the facts.

Support

Work with small groups to discuss the ideas recorded on Activity Page 3.1 and determine which to include in their planning.

Challenge

Ask students in what other ways the immigrants that came to the United States in the 1800s–1900s could be compared and contrasted.

Differences

Life was different for immigrants in cities and immigrants on farms.

Conclusion

As you can see, immigrants all had some things in common, but they also had some differences based on whether they lived in cities or on farms.

-
- Tell students to store Activity Pages 3.1 and 4.1, or collect to redistribute.

WRAP-UP (3 MIN.)

- Have students share some ideas they had for the introductions to their essays.

~~~~~End Lesson~~~~~

# Developing Informative Writing

## PRIMARY FOCUS OF LESSON

Students write an informative essay that names the topic, includes facts and details, and provides a sense of closure.

## FORMATIVE ASSESSMENT

Activity Page 5.1

**Blank Drafting Paper** Students draft informative essays that compare and contrast.

## LESSON AT A GLANCE

|                                                 | Grouping    | Time    | Materials                                                                                                                                              |
|-------------------------------------------------|-------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Informative Writing (30 min.)</b> |             |         |                                                                                                                                                        |
| Connections: Review Introductions               | Whole Group | 3 min.  |                                                                                                                                                        |
| Writing: City Life and Farm Life Drafts         | Independent | 24 min. | <input type="checkbox"/> Compare and Contrast Words poster<br><input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> Activity Page 5.1 |
| Wrap-Up                                         | Independent | 3 min.  | <input type="checkbox"/> Activity Page 5.1                                                                                                             |

## ADVANCE PREPARATION

- Prepare to distribute student copies of Activity Page 5.1 (Blank Drafting Paper, found in Teacher Resources). Students will need several pieces of drafting paper to complete their essays.
- Prepare to display the Compare and Contrast Words poster, prepared in a previous lesson.

## Universal Access

- Review Activity Page 4.1 with students. Assist them in adding missing ideas and details they will need to write their drafts.

## Lesson 5

# Developing Informative Writing



**Primary Focus:** Students write an informative essay that names the topic, includes facts and details, and provides a sense of closure.

## CONNECTIONS: REVIEW INTRODUCTIONS (3 MIN.)

- Remind students that the introduction of an informative essay should name the topic and explain the purpose of the writing.
- Ask students to name the topic of their informative essay.
  - » Answers may vary but should include that it is about the lives of immigrants in cities and on farms.
- Ask students to describe the purpose of the informative essay.
  - » Answers may vary but should include that it compares and contrasts city life with farm life.



### Check for Understanding

Ask students to explain why an essay needs an introduction.

- » Answers may vary but could include that the introduction tells readers an essay's topic or main idea.

## WRITING: CITY LIFE AND FARM LIFE DRAFTS (24 MIN.)

- Tell students to take out Activity Page 4.1 or redistribute.
- Distribute Activity Page 5.1 (Blank Drafting Paper, found in Teacher Resources).
- Explain that students will draft part of their compare and contrast essays in this Writing Studio lesson. Tell them that today they will work on their introductions and their paragraphs about the similarities between the immigrants' lives in the city and on the farm.

### Activity Page 5.1





### Access

#### Entering/Emerging

Provide written sentence frames for each section, such as “The immigrants who lived in the cities and farms in the 1800s–1900s had many \_\_\_\_\_ and \_\_\_\_\_.”

#### Transitioning/Expanding

Provide sentence starters, such as “Another similarity is...”

#### Bridging

Prompt students to support their ideas with details.

### Support

Work with small groups to help them construct complete sentences.

### Challenge

Encourage students to expand their sentences by adding descriptive words and details.

- Remind students that paragraphs are made up of several complete sentences. Ask students to define a complete sentence.
  - » Answers may vary but should include that a complete sentence has a subject and verb and expresses a complete thought. Complete sentences begin with a capital letter and end with an ending mark.
- Tell students to remember to use words that show comparison and contrast. Refer them to the Compare and Contrast Words poster.
- Remind students to use the ideas they wrote on Activity Page 4.1 during planning to help them with writing.
- Circulate while students work, providing prompting and support.
- Tell students they will complete their drafts in the next Writing Studio lesson.
- Tell students to store Activity Pages 4.1 and 5.1, or collect to redistribute.

### WRAP-UP (3 MIN.)

- Tell students to read their drafts quietly to themselves and underline places where they would like to make changes during revision.
- Tell students to store Activity Pages 4.1 and 5.1, or collect to redistribute.

~~~~~  
End Lesson
~~~~~

# Developing Informative Writing

# 6

## PRIMARY FOCUS OF LESSON

Students write an informative essay that names the topic, includes facts and details, and provides a sense of closure.

## FORMATIVE ASSESSMENT

**Activity Page 5.1**

**Blank Drafting Paper** Students draft informative essays that compare and contrast.



## LESSON AT A GLANCE

|                                                 | Grouping    | Time    | Materials                                                                                                                                              |
|-------------------------------------------------|-------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Informative Writing (30 min.)</b> |             |         |                                                                                                                                                        |
| Connections: Review Conclusions                 | Whole Group | 3 min.  |                                                                                                                                                        |
| Writing: City Life and Farm Life Drafts         | Independent | 24 min. | <input type="checkbox"/> Compare and Contrast Words poster<br><input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> Activity Page 5.1 |
| Wrap-Up                                         | Whole Group | 3 min.  |                                                                                                                                                        |

## ADVANCE PREPARATION

- Prepare to distribute additional student copies of Activity Page 5.1 (Blank Drafting Paper, found in Teacher Resources) if needed.
- Prepare to display the Compare and Contrast Words poster, prepared in a previous lesson.

## Universal Access

- Work with students to review their drafts from the previous Writing Studio lesson and assist them in constructing complete sentences.

## Lesson 6

# Developing Informative Writing



**Primary Focus:** Students write an informative essay that names the topic, includes facts and details, and provides a sense of closure.

**CONNECTIONS: REVIEW CONCLUSIONS (3 MIN.)**

- Remind students that the conclusion of an informative essay restates the topic and wraps up the writing. Tell students that you can create a conclusion by rewording the introduction to the essay.
- Write the following introduction on the board:  
*Dogs and cats have many similarities and differences that may surprise you.*
- Tell students that you can reword the introduction to create a conclusion that wraps up the writing.  
*Dogs and cats have differences, but they have many similarities as well.*

**Check for Understanding**

Ask students to suggest an alternate way to reword the introduction and form a conclusion.

**WRITING: CITY LIFE AND FARM LIFE DRAFTS (24 MIN.)**

- Tell students to take out Activity Pages 4.1 and 5.1 or redistribute.
- Tell students that they will work on paragraphs about the differences between immigrants' lives in the city and on the farm. Then they will write the conclusion to their essays.
- Remind students that paragraphs are made up of several complete sentences, begin with a capital letter, and end with an ending mark.
- Tell students to remember to use words that show comparing and contrasting. Refer them to the Compare and Contrast Words poster.



### Access

#### **Entering/Emerging**

Provide written sentence frames for each of the sections, such as “Life in the city was \_\_\_\_\_, but life on the farm was \_\_\_\_\_.”

#### **Transitioning/Expanding**

Provide sentence starters, such as “One way that city life was different from life on a farm is...”

#### **Bridging**

Prompt students to support their ideas with details.

### Support

Work with small groups to help students construct complete sentences

### Challenge

Encourage students to expand their sentences by adding descriptive words and details.

- Remind students to use the ideas they wrote on Activity Page 4.1 during planning to help with their writing.
- Circulate while students work, providing prompting and support.

### **WRAP-UP (3 MIN.)**

- Tell students to read their drafts quietly to themselves and underline places where they would like to make changes during revision.
- Tell students they will save their writing for feedback and revision in the next Writing Studio lesson.
- Tell students to store Activity Pages 4.1 and 5.1, or collect to redistribute.
- A sample draft appears in Lesson 8.

~~~~~End Lesson~~~~~

Developing Informative Writing

PRIMARY FOCUS OF LESSON

Students revise and edit informative essays based on peer feedback.

FORMATIVE ASSESSMENT

Activity Page 5.1

Blank Drafting Paper Students revise and edit informative writing drafts.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---------------------|
| Developing Informative Writing (30 min.) | | | |
| Connections: Review Revising and Editing | Whole Group | 3 min. | |
| Giving and Receiving Feedback | Partner | 12 min. | ☐ Activity Page 5.1 |
| Revising and Editing | Independent | 12 min. | ☐ Activity Page 5.1 |
| Wrap-Up | Whole Group | 3 min. | |

ADVANCE PREPARATION

- You may wish to predetermine partners for the Giving and Receiving Feedback activity.

Universal Access

- Write simple sentences with errors in grammar, capitalization, punctuation, or spelling on the board. Ask students to find and correct the errors.
- Ask students to look for ways to improve the corrected sentences by adding descriptive words and details.

Lesson 7

Developing Informative Writing



Primary Focus: Students revise and edit informative essays based on peer feedback.

CONNECTIONS: REVIEW REVISING AND EDITING (3 MIN.)

- Remind students that they have given each other feedback in previous Writing Studio units. Feedback helps writers revise their work. Revising means to make changes that improve and strengthen writing. Explain that during revising, they may add or remove words or details, or they may reword sentences so they make more sense.
- Explain that another way to improve writing is to edit it before publishing a final, clean copy. Editing a draft means to look for errors in grammar, capitalization, punctuation, and spelling.
- Tell students that after editing, the writing will be ready to be published.

**Check for Understanding**

Ask students why editing their writing is important.

- » Answers may vary but should include that editing helps to fix errors and make the writing easier to read.

GIVING AND RECEIVING FEEDBACK (12 MIN.)

- Tell students to take out Activity Page 5.1 or redistribute.
- Divide students into pairs to give and receive feedback.
- Tell students to read their essays aloud to their partners. The partner will listen carefully for places the writer can add descriptive words or details to the writing or for places in which the writing is unclear.



Access

Entering/Emerging

Provide heavy support by reading students' sentences aloud and helping them add details.

Transitioning/Expanding

Provide moderate support by having students read their paragraphs aloud and assisting them in finding places to improve writing.

Bridging

Provide light support by assisting students in adding descriptive words, details, and/or making editing corrections.

Support

Conference one-on-one with students to guide their revisions and/or editing.

Challenge

Encourage students to revise their writing by using more complex sentences and vocabulary.

- Make sure both partners have given and received feedback before moving to the Revising and Editing activity.

REVISING AND EDITING (12 MIN.)

- Tell students to make revisions based on parts of their writing they underlined during previous lessons, feedback from peers, and/or ideas they have thought of themselves.
- Remind them that during revising, they may add or remove words or details, or they may reword sentences so they make more sense.
- Tell students that after they have finished revising, they should edit their drafts to correct any errors in grammar, capitalization, punctuation, or spelling.
- Tell students they will publish their writing in the next Writing Studio lesson.
- Tell students to store Activity Page 5.1, or collect to redistribute.
- Feedback and revision may vary, but students should offer feedback and make revisions that relate to the topic. For example, if a student gives feedback suggesting that the writer add detail about the kind of noises immigrants would hear in the city or on a farm, the writer may revise to add that cities have lots of noise from traffic and people building or selling things, while a farm's noise comes mostly from the animals.

WRAP-UP (3 MIN.)

- Have students brainstorm ideas for sharing their published writing with others.

~~~~~  
End Lesson  
~~~~~

Developing Informative Writing

PRIMARY FOCUS OF LESSON

Students publish a compare and contrast informative essay that names the topic, includes facts and details, and provides a sense of closure.

FORMATIVE ASSESSMENT

Final Copy

City Life and Farm Life Students publish a compare and contrast essay about the lives of immigrants in cities and on farms.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Informative Writing (30 min.) | | | |
| Connections: Review Publishing | Whole Group | 3 min. | |
| Publishing | Independent | 22 min. | <input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> Writing paper |
| Wrap-Up | Independent | 5 min. | <input type="checkbox"/> Half sheets of paper |

ADVANCE PREPARATION

- Prepare to distribute the writing paper of your choice for the students' final essay copies.
- Prepare to use the *Second Grade Writing Rubric: Informative/Explanatory Writing* to assess students' essays and to compare with the Pre-Assessment given in Unit 5, Lesson 1.
- Prepare to distribute a half sheet of paper to each student for the Wrap-Up activity.

Note: Teachers may choose from a variety of ways to have students use technology. Choices include:

- Students may publish their own writing using word processing software.
- Have adult volunteers work with students to publish writing using word processing software.
- Create an electronic portfolio of writing.
- Use technology to create multiple copies of writing so it can be shared with others.
- If you do not use technology for publishing, students will complete a final handwritten copy of the essay.

Universal Access

- Work with individuals or small groups to provide additional feedback and guidance before publishing.

Lesson 8

Developing Informative Writing



Primary Focus: Students publish a compare and contrast informative essay that names the topic, includes facts and details, and provides a sense of closure.

CONNECTIONS: REVIEW PUBLISHING (3 MIN.)

- Remind students that they will publish the final copies of their compare and contrast essays in today's Writing Studio lesson.
- Ask students what it means to publish writing.
 - » Answers may vary but should include producing a revised and edited version of writing that is clear and free of errors.



Check for Understanding

Ask students what two steps in the writing process need to occur before a final copy can be completed.

- » Answers may vary but should include revising and editing.



Access

Entering/Emerging

Provide heavy support as needed to assist students in completing their final copies, including taking dictation.

Transitioning/Expanding

Conference one-on-one and provide moderate support while students complete their final copies.

Bridging

Conference one-on-one when needed to provide light support while students complete their final copies.

PUBLISHING (22 MIN.)

- Tell students to take out Activity Page 5.1 or redistribute.
- Distribute writing paper for students to write their final copies. If students are using technology to produce their final essays, ensure that students have the appropriate technology or equipment to begin writing the final copy of their essay.
- Explain that they will spend this time creating a clean, clear, final version of their compare and contrast essays.
- Circulate as students work and provide support as needed.

Support

Conference one-on-one to assist students in completing their final copies.

Challenge

Have students exchange essays with another student for an additional round of peer feedback and editing before publishing.

- Collect Activity Page 5.1 and the final copies of the essays for assessment.

Note: Use the *Second Grade Writing Rubric: Informative/Explanatory Writing* to assess students' essays and to compare with the Pre-Assessment given in Unit 5, Lesson 1.

- Answers may vary, but a sample follows.

City Life and Farm Life

The United States has had a lot of immigrants in its history. Sometimes those immigrants live in cities, but sometimes they live on farms. Immigrants in the city had some similarities to immigrants on farms, but they also had a lot of differences.

Immigrants on the farm and in cities all shared some similarities. They all came to America to build a new life. They worked hard to do that. They also brought customs from their homelands, like the kinds of food they used to eat or the things their families would celebrate. This helped them remember where they came from.

Although there were some similarities, in many ways life was different for immigrants in cities and immigrants on farms. Most immigrants in cities worked in factories, but most immigrants in the country lived and worked on farms. The cities had more jobs, but they were crowded and noisy with all the people working and going places. The farms were more quiet, because most of what you would hear was the sounds of animals.

As you can see, immigrants all had some things in common, but they also had some differences based on whether they lived in cities or on farms. But they all helped make America become the place it is today.

WRAP-UP (5 MIN.)

- Distribute a half sheet of paper to each student and have students write a sentence that describes the purpose of an informational text that compares and contrasts.

End Lesson

Writing Studio 7

Purposeful Writing



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PURPOSEFUL WRITING

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Purposeful Writing (30 min.)

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Purposeful Writing (30 min.)

- Connections: Review Audience
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Lesson 3 280

Purposeful Writing (30 min.)

- Connections: Review Text Types and Purposes
- Introduce the Prompt: Purposeful Writing
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Lesson 4 285

Purposeful Writing (30 min.)

- Connections: Review Purposeful Writing Activity
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Lesson 5 290

Purposeful Writing (30 min.)

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Purposeful Writing (30 min.)

- Connections: Preparing to Share
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Purposeful Writing

PRIMARY FOCUS OF LESSON

Students describe how they would write about Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, or Jackie Robinson.

FORMATIVE ASSESSMENT

Activity Page 1.1

An American Fighter Students describe how they would write about an American who fought for a cause.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|-------------------------------------|-------------|---------|---------------------|
| Purposeful Writing (30 min.) | | | |
| Connections: Why Do You Write? | Whole Group | 5 min. | |
| How Could You Write? | Whole Group | 10 min. | |
| How Would You Write? | Whole Group | 10 min. | ☐ Activity Page 1.1 |
| Wrap-Up | Partner | 5 min. | ☐ Activity Page 1.1 |

ADVANCE PREPARATION

- Ensure that students have completed Lesson 5 in Knowledge Strand Domain 12, *Fighting for a Cause*.
- Prepare to project Activity Page 1.1.
- Prepare student copies of Activity Page 1.1.
- Prepare to use chart paper for the How Can We Write? activity.

Note: Students will not publish a final, error-free copy of the final writing activity at the end of this unit. If you wish to have students publish a final copy, or you wish to incorporate technology, please schedule additional time outside of the Writing Studio lessons.

Universal Access

- Read brief passages from a variety of different text types and ask students to describe the purpose of the writing.

Lesson 1

Purposeful Writing



Primary Focus: Students describe how they would write about Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, or Jackie Robinson.

CONNECTIONS: WHY DO YOU WRITE? (5 MIN.)

- Remind students that they have written many different types of text during Writing Studio lessons.
- Ask students to name the types of writing they have done in the Writing Studio units.
 - » opinion, narrative, and informative/explanatory
- Have students name some of the topics they have written about.
 - » Answers may vary but should include writing a narrative journal entry of Dolley Madison, an opinion stating which insect they would most like to have in their neighborhood, and comparing and contrasting the lives of early immigrants living on farms and in cities.
- Tell students that writing has many purposes, but one of the most important things about writing is that it can be shared with others.

HOW COULD YOU WRITE? (10 MIN.)

- Tell students that writing can be presented in different ways, depending on the purpose or audience.
- Ask students to define the word *audience*.
 - » Answers may vary but may include people who watch something.
- Explain that in writing, the audience is the person or people for whom the writer creates the writing piece. The writer wants their audience to be entertained, informed, or persuaded by the writing.
- Explain that the audience for our writing can help us decide how to present the writing. For example, if we want to tell a story to other students, we might choose to write the story and include illustrations that show the characters and events in the story. If we would like the principal to give more time for recess, we might write a letter stating our opinion and reasons.

- Display chart paper and write *Types of Writing* at the top of the page.
- Have a class discussion about different ways to present, or publish, writing. Record students' ideas on chart paper and save for the next Writing Studio lesson. Responses may include:
 - essays
 - reports
 - articles
 - books
 - how-to essays
 - fictional narratives
 - personal narratives
 - posters
 - charts or diagrams
 - letters



Check for Understanding

Ask students to define the word *audience* for writing.

- » Answers may vary but should include the person or people meant to read the writing.

HOW WOULD YOU WRITE? (10 MIN.)

- Remind students that they have been learning about key historical Americans who fought for different causes in Domain 12, *Fighting for a Cause*.
- Ask students what it means to fight for a cause.
 - » Answers may vary but should include working hard to complete a goal or working hard to change something or create something you believe in.
- Read the list of American figures studied so far and ask students what cause each of them fought for.
 - Susan B. Anthony (fought to end slavery and fought to get women the right to vote)
 - Eleanor Roosevelt (fought for people to have the right to a better life with a good education and a good job)
 - Mary McLeod Bethune (fought for better education for people)
 - Jackie Robinson (fought to make it possible for African-Americans to play professional sports)

- Explain that those Americans worked hard to better the lives of the people in our country. Tell students to think about each of them and choose one they would like to write about.
- Project and distribute Activity Page 1.1.

➤ **Activity Page 1.1**

- Read through Activity Page 1.1 and guide students in completing the sentences.
- Answers may vary, but a sample follows.

1. Which American figure would you like to write about?
» Jackie Robinson
2. What type of writing would you use to tell someone about the person listed above? (e.g., report, story, article, etc.)
» report
3. What audience would you like to read your writing?
» someone who wants to be the first to do something

WRAP-UP (5 MIN.)

- Have students share their work with a partner to find similarities and differences in their writing.

~~~~~  
End Lesson  
~~~~~

Activity Page 1.1



Access

Entering/Emerging

Provide a word bank for a possible audience (classmates, parents, friends) and writing type (book, essay, poster, drawing, etc.).

Transitioning/Expanding

Have students work with a partner during the activity.

Bridging

Encourage students to write complete words and phrases.

Support

Prompt students to use the chart created in the How Could You Write? activity for ideas.

Challenge

Have students explain if changing the audience for the writing piece would change the type of writing they would do.

2

Purposeful Writing

PRIMARY FOCUS OF LESSON

Students write about each writing text type.

FORMATIVE ASSESSMENT

Activity Page 2.1

Writing Text Types Students write information about text types.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|-------------------------------------|-------------|---------|---|
| Purposeful Writing (30 min.) | | | |
| Connections: Review Audience | Whole Group | 5 min. | |
| Text Types | Independent | 20 min. | <input type="checkbox"/> Types of Writing chart
<input type="checkbox"/> Activity Page 2.1 |
| Wrap-Up | Partner | 5 min. | |

ADVANCE PREPARATION

- Prepare to project Activity Page 2.1.
- Prepare student copies of Activity Page 2.1.
- Prepare to display the chart titled Types of Writing from the previous lesson.

Universal Access

- Read brief passages from a variety of different text types and ask students to list the possible audience(s) for whom the pieces were written.

Lesson 2

Purposeful Writing



Primary Focus: Students write about each writing text type.

CONNECTIONS: REVIEW AUDIENCE (5 MIN.)

- Remind students that they discussed the word *audience* in the previous Writing Studio lesson.
- Ask students who the audience is when a writer writes a piece.
 - » Answers may vary but should include the person or people for whom the writer creates the writing or who the writer wants to read the writing.
- Explain that a writer might present their writing in different ways, depending on the audience. For example, if the writer is writing about tall tales and the audience is other students in the class, they may want to write a story with illustrations to make it more entertaining. If the writer is writing about the War of 1812 for the whole school, they may want to create an informative poster so other students can learn from the facts and details.
- Tell students during this unit, they will choose a text type to write for a specific purpose and audience.

**Check for Understanding**

Read the examples below and have students name the possible audience(s) for each type of writing.

- a poster that shows the steps for baking a cake
- an essay that explains why good nutrition is important for a healthy body
- a myth that explains why snakes have no legs

TEXT TYPES (20 MIN.)

- Remind students that they have published writing in a variety of ways in each of three text types. Ask students to name the text types. Provide prompting, if needed.
 - » opinion, narrative, informative/explanatory
- Display the Types of Writing chart from the previous lesson. Discuss how each way we present writing could fit into one or more of the three text types depending on topic, purpose, and audience.
- Project Activity Page 2.1 and distribute student copies.

➤ Activity Page 2.1

- Explain that they will describe each text type in the graphic organizer.
- Guide students through a brief discussion about each text type. Remind students to write the information on the graphic organizer on Activity Page 2.1. Key elements of each writing type include:
 - Opinion: expresses how the writer thinks or feels about something, gives reasons that support the opinion, uses linking words to connect the opinion and the reasons, and has a concluding statement or section
 - Informative/Explanatory: names a topic, provides facts and definitions to develop points, and has a concluding statement or section
 - Narrative: describes an event or sequence of events; includes details to describe actions, thoughts, and feelings; uses temporal words to signal event order; and has a sense of closure

WRAP-UP (5 MIN.)

- Think-Pair-Share: Divide students into pairs and assign each pair one of the three text types. Have students think of and share an idea they could use to write a piece in their assigned text type.

~~~~~  
End Lesson

## Activity Page 2.1



### Support

Work with a small group to generate words and ideas related to each text type.

### Challenge

Have students provide one way they could present or publish text for each of the text types.



### Access

#### Entering/Emerging

Provide yes or no questions, such as “Is a story with characters an opinion piece?”

#### Transitioning/Expanding

Provide a word bank for the text types and have students put the correct words in each text type category.

#### Bridging

Encourage students to include details about each text type.



## 3

# Purposeful Writing

**PRIMARY FOCUS OF LESSON**

Students choose a text type for writing and explain why it works best for their audience and purpose.

**FORMATIVE ASSESSMENT**

**Activity Page 3.1**

**Which Text is Best?** Students explain why they chose a specific text type for writing.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Purposeful Writing (30 min.)</b>			
Connections: Review Text Types and Purposes	Whole Group	5 min.	
Introduce the Prompt: Purposeful Writing	Whole Group	5 min.	❑ Writing Prompt for Purposeful Writing
Discussion: Text Types	Small Group	10 min.	❑ Activity Page 3.1
Wrap-Up	Independent	10 min.	❑ Activity Page 3.1

## ADVANCE PREPARATION

- Prepare to project the Writing Prompt for Purposeful Writing, found in Teacher Resources.
- You may wish to predetermine small groups of three to four students each for the Discussion activity.
- Prepare to distribute Activity Page 3.1.
- Prepare to project Activity Page 3.1.

**Note:** In this unit, students are given a choice as to how they would like to present the final writing piece (book, essay, poster, story, etc.). You may wish to limit their choices for various reasons (logistical, developmental, etc.). If so, adjust the lessons accordingly.

### Universal Access

- Read aloud from various texts and have students identify the text type in which each is written: opinion, informative/explanatory, or narrative.

## Lesson 3

# Purposeful Writing



**Primary Focus:** Students choose a text type for writing and explain why it works best for their audience and purpose.

## CONNECTIONS: REVIEW TEXT TYPES AND PURPOSES (5 MIN.)

- Review the three text types, their purposes, and key elements.
  - Opinion: expresses how the writer thinks or feels about something, gives reasons that support the opinion, uses linking words to connect the opinion and the reasons, and has a concluding statement or section
  - Informative/Explanatory: names a topic, provides facts and definitions to develop points, and has a concluding statement or section
  - Narrative: describes an event or sequence of events; includes details to describe actions, thoughts, and feelings; uses temporal words to signal event order; and has a sense of closure



## Check for Understanding

Provide students with a description of a writing piece and have them identify the correct text type. Example: an essay that explains how the Underground Railroad operated. (informative/explanatory)

## INTRODUCE THE PROMPT: PURPOSEFUL WRITING (5 MIN.)

- Project the Writing Prompt for Purposeful Writing and read aloud to the students.

## ➤ 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?

- Ask students to name the topic of their writing.
  - » fighting for a cause
- Ask them to describe the purpose of their writing.
  - » Answers may vary but should include getting their audience interested in fighting for a cause.

### DISCUSSION: TEXT TYPES (10 MIN.)

- Divide students into small groups of three to four students each as determined in Advance Preparation.
- Project Activity Page 3.1 and distribute copies to students.

## ➤ Activity Page 3.1

- Tell groups to discuss ideas for how to get an audience interested in fighting for a cause. Give students about three or four minutes to discuss.
- Have some groups share ideas aloud.
- Tell students to think about who they would like to read their writing, or their audience. Have students write the name of their audience in the blank on Activity Page 3.1.
- Tell students to think about which text type they would like to use for the writing. Explain that after they have decided, they will circle the name of the text type on Activity Page 3.1.

### Activity Page 3.1



### Support

Review the text types and their elements, if needed.



### Access

#### Entering/Emerging

Provide an oral word bank that includes the text types and some presenting/publishing choices.

#### Transitioning/Expanding

Provide a written word bank that includes the text types and some presenting/publishing choices.

#### Bridging

Encourage students to include details to support their reason.

## Challenge

Have students explain how the way writing is presented or published can make it more or less interesting to a reader.

- Tell them to think about the reason that the text type will work best for the audience and write the reason in the second blank on Activity Page 3.1.

### WRAP-UP (10 MIN.)

- Tell students to think about how they would like to present their final writing. Would they like to write a story with illustrations? A poster? An essay? A book? Tell students to write the way they would like to present their writing in the third blank on Activity Page 3.1. Collect Activity Page 3.1 to redistribute in the next lesson.
- Answers may vary, but a sample follows.

### Which text type is best?

1. The audience for my writing is
  - » someone who wants to be the first to do something.
2. Circle the text type you will use for your audience:  

Opinion                      Informative/explanatory                      Narrative
3. I think it will work best because
  - » it will convince someone to try the thing they want to do.
4. The way I will present my writing is
  - » in an essay.

---

End Lesson

# Purposeful Writing

## PRIMARY FOCUS OF LESSON

Students gather and record information to plan writing.

## FORMATIVE ASSESSMENT

Activity Page 4.1

**Writing Ideas** Students gather information to plan writing.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Purposeful Writing (30 min.)</b>			
Connections: Review Purposeful Writing Activity	Whole Group	5 min.	<input type="checkbox"/> Writing Prompt for Purposeful Writing <input type="checkbox"/> Activity Page 3.1
Planning	Independent	15 min.	<input type="checkbox"/> Domain 12 Flip Book <input type="checkbox"/> Activity Page 4.1
Wrap-Up	Whole Group	10 min.	<input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> Activity Page 4.1

## ADVANCE PREPARATION

- Prepare to redistribute Activity Page 3.1, collected in the previous lesson.
- Prepare to project the Flip Book for Domain 12, *Fighting for a Cause*.
- Prepare to distribute Activity Page 4.1.

## Universal Access

- Review the three writing text types, purposes, and key elements.
  - Opinion: expresses how the writer thinks or feels about something, gives reasons that support the opinion, uses linking words to connect the opinion and the reasons, and has a concluding statement or section
  - Informative/Explanatory: names a topic, provides facts and definitions to develop points, and has a concluding statement or section
  - Narrative: describes an event or sequence of events; includes details to describe actions, thoughts, and feelings; uses temporal words to signal event order; and has a sense of closure

## Lesson 4

# Purposeful Writing



**Primary Focus:** Students gather and record information to plan writing.

**CONNECTIONS: REVIEW PURPOSEFUL WRITING ACTIVITY (5 MIN.)**

- Read aloud the Writing Prompt for Purposeful Writing.

**➤ 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?

- Hand out Activity Page 3.1, collected in the previous lesson.
- Review Activity Page 3.1. Tell students that they will gather information in today's Writing Studio lesson to help them plan for the writing type they chose—opinion, narrative, or informative/explanatory.

**Check for Understanding**

Ask students to name the writing type they chose for the Purposeful Writing activity and how they will present the writing (book, essay, poster, etc.).



## Activity Page 4.1



### Support

Work with small groups to ensure students have recorded enough ideas and details to include in their writing.

### Challenge

Have students explain why they recorded a specific detail and how they plan to use it in their writing.



### Access

#### Entering/Emerging

Provide heavy support to students, including providing a word or picture bank or taking dictation.

#### Transitioning/Expanding

Provide moderate support, including providing a word bank associated with the people and their causes studied so far.

#### Bridging

Encourage students to add details to their notes that will help make their writing more interesting.

## PLANNING (15 MIN.)

- Project the Flip Book for Domain 12, *Fighting for a Cause*.
- Distribute Activity Page 4.1 to students.
- Read the title and first sentence of the page aloud. Tell students to write the writing type they listed on Activity Page 3.1 in the blank to complete the sentence “I will write a...”
- Tell students that to help them get ideas for their writing, they will review images in the Flip Book about some of the key figures in American history who fought for a cause. Read the caption above the writing space on Activity Page 4.1. Tell students to draw or write any ideas they hear during the review that they want to include in their writing in the space. Tell them they may also write on the back of the page.
- Review information students have studied so far about Americans who fought for a cause in the Domain 12 Read-Alouds. You may also wish to record information on the board or chart paper for students to copy on Activity Page 4.1.

## WRAP-UP (10 MIN.)

- Have a class discussion about the information they have gathered and how it can be used in their writing to get the audience interested in fighting for a cause. For example, the challenges Jackie Robinson faced as the first African-American in professional sports could inspire people to fight for other rights.
- Review the following with students:
  - Opinion: tells how the writer thinks or feels about something; uses phrases such as *I like, I think, I feel, in my opinion*, etc. and linking words such as *first, second, to start, to begin, next, another reason, also, because*, etc.
  - Narrative: tells a story that can be true or made up; has a beginning, middle, and end; uses temporal words such as *once, first, next, then, finally*
  - Informative/Explanatory: gives facts, definitions, and details to develop points
- Tell students to store Activity Page 4.1 or collect to redistribute in the next lesson. Collect Activity Page 3.1 to formatively assess students’ understanding of opinion writing.

- Answers may vary, but a sample follows.
- 

I will write

- » an essay about Jackie Robinson.

Ideas for Writing

- » experienced discrimination
  - » first African American to play Major League baseball
  - » smart
  - » did not give up
  - » played lots of sports
- 

~~~~~End Lesson~~~~~

5

Purposeful Writing

PRIMARY FOCUS OF LESSON

Students compose opinion, narrative, or informative/explanatory writing to interest a specific audience in fighting for a cause.

FORMATIVE ASSESSMENT**Activity Page 5.1**

Fighting for a Cause Students draft opinion, narrative, or informative writing about fighting for a cause.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Purposeful Writing (30 min.) | | | |
| Connections: Review Purposeful Writing Activity | Whole Group | 5 min. | |
| Writing: Fighting for a Cause | Independent | 22 min. | <input type="checkbox"/> Activity Page 4.1
<input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> Blank paper (for posters) |
| Wrap-Up | Whole Group | 3 min. | <input type="checkbox"/> Activity Page 5.1
or
<input type="checkbox"/> posters |

ADVANCE PREPARATION

- Prepare student copies of Activity Page 5.1, (drafting paper, available as a Blackline Master). You will also need to distribute blank paper and drawing tools to students who choose to create a poster.

Universal Access

- Review Activity Page 4.1 with students and provide additional or missing information, if needed. Discuss how the information will be used in their writing.

Lesson 5

Purposeful Writing



Primary Focus: Students compose opinion, narrative, or informative/explanatory writing to interest a specific audience in fighting for a cause.

CONNECTIONS: REVIEW PURPOSEFUL WRITING ACTIVITY (5 MIN.)

- Remind students that they will compose in the writing type of their choice—opinion, narrative, or informative/explanatory—to interest their audience in fighting for a cause.
- Remind them that they may present their writing as a book, story, essay, poster, or in some another way that their readers will enjoy.
- Review the following with students:
 - Opinion: tells how the writer thinks or feels about something; uses phrases such as *I like, I think, I feel, in my opinion*, etc. and linking words such as *first, second, to start, to begin, next, another reason, also, because*, etc.
 - Narrative: tells a story that can be true or made up; has a beginning, middle, and end; uses temporal words such as *once, first, next, then, finally*
 - Informative/Explanatory: gives facts, definitions, and details to develop points



Check for Understanding

Ask students why they are writing about fighting for a cause.

- » Answers may vary but should include to get their audience more interested in the topic.

WRITING: FIGHTING FOR A CAUSE (22 MIN.)

- Tell students to take out Activity Page 4.1 or redistribute. Have them briefly look over their notes for writing.

- Distribute Activity Page 5.1 or blank paper for posters. Explain that they will use the paper for their drafts.
- Tell students to think of a title that fits the type of writing they are doing and to write it at the top of the drafts. Tell students that “Fighting for a Cause” is one example of a title they might use.
- Tell students they may begin writing their drafts.
- Circulate while students are work, providing prompting and support.

WRAP-UP (3 MIN.)

- Have several volunteers share their writing aloud. Ask students to identify the audience for whom the piece was written.
- Tell students to store their drafts or collect to redistribute.

~~~~~  
End Lesson

### Activity Page 5.1



### Support

Pull together small groups of students who are writing in the same writing type and work together to compose writing.

### Challenge

Encourage students to write in complete sentences using descriptive words and details.



### Access

#### Entering/Emerging

Provide heavy support, including taking dictation and providing sentence frames, such as “Eleanor Roosevelt believed a good \_\_\_\_\_ was very important for all Americans.”

#### Transitioning/Expanding

Provide oral sentence starters, such as “I think standing up for what you believe in is very important because...”

#### Bridging

Encourage students to use details from their notes in their writing.

## 6

# Purposeful Writing

**PRIMARY FOCUS OF LESSON**

Students share their writing with peers, giving and receiving feedback to strengthen and improve writing.

**FORMATIVE ASSESSMENT**

**Activity Page 5.1**

**Fighting for a Cause** Students give and receive feedback on writing.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Purposeful Writing (30 min.)</b>			
Connections: Review Giving and Receiving Feedback	Whole Group	3 min.	
Writing: Fighting for a Cause	Independent	14 min.	<input type="checkbox"/> Activity Page 4.1 <input type="checkbox"/> Activity Page 5.1 <b>or</b> <input type="checkbox"/> posters
Giving and Receiving Feedback	Partner	10 min.	<input type="checkbox"/> Activity Page 5.1 <b>or</b> <input type="checkbox"/> posters
Wrap-Up	Whole Group	3 min.	

## ADVANCE PREPARATION

- You may wish to predetermine partners for the Giving and Receiving Feedback activity.

### Universal Access

- Work with groups to review their drafts and assist students in helping to organize and add details to their writing.



## Lesson 6

## Purposeful Writing



**Primary Focus:** Students share their writing with peers, giving and receiving feedback to strengthen and improve writing.

**CONNECTIONS: REVIEW GIVING AND RECEIVING FEEDBACK (3 MIN.)**

- Remind students that they have been giving and receiving feedback on their writing through multiple units.
- Explain that good writers use feedback from others to help strengthen and improve their writing.
- Ask students to list important things to remember when giving feedback.
  - » Answers may vary but should include telling the writer what you like, asking questions, and offering suggestions on how they can improve their writing by adding details.

**Support**

Pull together small groups of students who are writing in the same writing type and work together to compose writing.

**Challenge**

Encourage students to write in complete sentences using descriptive words and details.


**Access**
**Entering/Emerging**

Provide heavy support, including taking dictation.

**Transitioning/Expanding**

Provide sentence starters, such as "Because of Susan B. Anthony..."

**Bridging**

Provide light support, including assisting students in writing in complete sentences.


**Check for Understanding**

Ask students what they should do while their partner is giving feedback.

- » Answers may vary but could include listening to what their partner has to say and being respectful.

**WRITING: FIGHTING FOR A CAUSE (14 MIN.)**

- Tell students to take out Activity Page 5.1 (or poster) or redistribute.
- Tell them they will finish writing their drafts about fighting for a cause.
- Circulate while students work, providing prompting and support.

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## GIVING AND RECEIVING FEEDBACK (10 MIN.)

- Divide students into pairs as determined in Advance Preparation.
  - Tell each student to read his or her writing aloud to a partner for feedback.
  - Remind them to tell the writer what they like about the writing, ask questions, and listen for a detail the writer can add to improve his or her writing.
- 



### Check for Understanding

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Ask students to share a piece of feedback they received from their partner that will improve their writing.

- » Answers may vary but should reflect a detail they can add to improve writing. For example, students who receive feedback suggesting they should add more detail about the discrimination Jackie Robinson faced may include that he could not eat in the same place as his white teammates.
- 

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## WRAP-UP (3 MIN.)

- Call on volunteers to explain what they will need to do next to complete their writing.
  - Tell students to store Activity Page 5.1 (or posters) or collect to redistribute.
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End Lesson

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## 7

# Purposeful Writing

**PRIMARY FOCUS OF LESSON**

Students use feedback from peers to revise writing.

**FORMATIVE ASSESSMENT**

Activity Page 5.1

**Fighting for a Cause** Students revise writing using feedback from peers.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Purposeful Writing (30 min.)</b>			
Connections: Completing Drafts	Whole Group	3 min.	
Revising and Illustrating	Independent	24 min.	<input type="checkbox"/> Activity Page 5.1 or <input type="checkbox"/> posters
Wrap-Up	Whole Group	3 min.	

## ADVANCE PREPARATION

- Prepare to provide drawing tools for the Revising and Illustrating activity.

**Note:** If you wish to have students publish a final, error-free copy of the draft, or to incorporate technology to publish writing, please schedule additional time outside of the remaining Writing Studio lessons for students to complete those tasks.

### Universal Access

- Work with groups to review their drafts and assist students in organizing and adding details to their writing.

## Lesson 7

## Purposeful Writing



## Support

Have students read their writing aloud to you and ask them if their writing makes sense. Provide support to help students clarify their ideas and write in complete sentences.



## Access

**Entering/Emerging**

Work in small groups or one-on-one to review writing and provide additional feedback, or assist in writing.

**Transitioning/Expanding**

Review writing and prompt students to provide a descriptive word to highlight a detail that they can add to their writing.

**Bridging**

Review writing and assist students in using more sentences or phrases instead of single words.

**Primary Focus:** Students use feedback from peers to revise writing.

**CONNECTIONS: COMPLETING DRAFTS (3 MIN.)**

- Tell students that today they will complete their writing about fighting for a cause by revising to add details and finishing the illustrations in their drafts.

**Check for Understanding**

Ask students to explain why it is important to revise writing.

- » Answers may vary but should include that revising makes the writing clearer and provides more information to the reader; it makes writing better.

**REVISING AND ILLUSTRATING (24 MIN.)**

- Have students take out Activity Page 5.1 (or posters) or redistribute.
- Tell them to reread their writing to make sure it is complete and makes sense. Tell them to make sure they have used complete sentences, the ideas are connected with linking or temporal words, and that they have used details to interest the audience.
- Tell them to add one or two details to their writing that they received during feedback or that they thought of on their own.

- Provide drawing tools for each student.
- Tell students to complete illustrations for their writing.
- Tell student to store Activity Page 5.1 (or poster) or collect to redistribute.

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### **WRAP-UP (3 MIN.)**

- Tell students that in the final Writing Studio lesson, there will be a Writing Celebration where they will share their writing with their classmates. Ask students to name some things to remember when others are sharing.
  - » Answers may vary but should include listening quietly and being respectful.
- You may wish to include additional sharing rules in your classroom.

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End Lesson

### **Challenge**

Have students describe a specific cause they would like to get an audience interested in supporting and what type of writing they would use to gain their interest.

## 8

# Purposeful Writing

**PRIMARY FOCUS OF LESSON**

Students share completed opinion, narrative, or informative/explanatory writing about fighting for a cause.

**FORMATIVE ASSESSMENT**

**Activity Page 5.1**

**Fighting for a Cause** Students share completed writing about fighting for a cause.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Purposeful Writing (30 min.)</b>			
Connections: Preparing to Share	Independent	3 min.	<input type="checkbox"/> Activity Page 5.1 or <input type="checkbox"/> posters
Writing Celebration	Whole Group	24 min.	<input type="checkbox"/> Activity Page 5.1 or <input type="checkbox"/> posters
Wrap-Up	Whole Group	3 min.	

## ADVANCE PREPARATION

- You may wish to predetermine the order in which students will share for the Writing Celebration activity.
- You may wish to invite guests such as parents, administrators, or other classes for the Writing Celebration activity.
- Prepare to use the *Second Grade Writing Rubric: Opinion Writing*, *Second Grade Writing Rubric: Narrative Writing*, or *Second Grade Writing Rubric: Informative/Explanatory Writing*, found in Teacher Resources, to assess the students' completed writing.

**Note:** If you wish to have students publish a final, error-free copy of the draft, or to incorporate technology to publish writing, please schedule additional time for students to complete those tasks.

### Universal Access

- Prepare students for sharing aloud by having them read to you one-on-one. Discuss ways to improve the oral presentation of their writing.



## Lesson 8

# Purposeful Writing



**Primary Focus:** Students share completed opinion, narrative, or informative/explanatory writing about fighting for a cause.

## CONNECTIONS: PREPARING TO SHARE (3 MIN.)

- Tell students to take out Activity Page 5.1 (or posters) or redistribute.
- Tell them to practice reading writing aloud in quiet voices in preparation for sharing.
- Remind students that when they read aloud to the class, their voice level should be loud enough for everyone to hear. Remind them that when they read with expression, it is more interesting for the listener.
- Ask students to state the purpose of their writing.
  - » to get a specific audience interested in fighting for a cause



## Check for Understanding

Ask students if the way they share their writing could also help interest the audience in the writing.

- » Answers may vary but students should understand that the way they share will affect the audience.

## Support

Provide prompting and support as needed while students are sharing.

## Challenge

Have students explain why the writing type they chose worked well for the audience and purpose.

## WRITING CELEBRATION (24 MIN.)

- Remind students to be respectful listeners while others are sharing.
- Have each student share his or her writing with the class.
- When the celebration is complete, collect students' writing for assessment. You may also choose to add an additional final publishing step before assessment.

**Note:** Use the *Second Grade Writing Rubric: Opinion Writing*, *Second Grade Writing Rubric: Narrative Writing*, or *Second Grade Writing Rubric: Informative/Explanatory Writing* to assess writing.

- Answers may vary, but a sample essay follows.

### You Can Be Whatever You Want!

Have you ever wanted to do something you didn't think was possible? Maybe you want to be the first person to go to Mars, or the first female president of the United States. It might seem like this is impossible, but if you fight hard, you can do it!

Other people in history have had to fight hard to do the things they wanted. One person is Jackie Robinson. He was a smart boy who was a very good athlete. He played lots of sports in school, and he was especially good at baseball. But because he was African American, it did not seem like he could play Major League baseball, because no African American had ever done that.

Jackie Robinson did not give up, though. He worked very hard to earn a spot in the Major League. When he was there, he still faced a lot of discrimination. He could not even eat meals in the same place as his white teammates. But he did not quit. He kept working, and because of him, other African Americans were one day able to play any sport they wanted.

So when you think it is impossible to do something you want to do, do not give up! Remember Jackie Robinson, and remember that someone always has to be the first at something. If you work hard to follow your dream, you just might be a first, too!

### WRAP-UP (3 MIN.)

- Have students explain whether they think their writing pieces will help others become more interested in fighting for a cause.
- Tell students you will give their writing back to them and ask them to share the writing with the intended audience. You may wish to have a follow-up discussion with students after they have shared to see if they felt their writing was effective in getting their audience interested in fighting for a cause.

End Lesson



### Access

#### Entering/Emerging

Assist students during sharing by asking them yes or no questions about their writing, such as, "Did Martin Luther King have a goal to make the lives of Americans better?"

#### Transitioning/Expanding

Provide moderate support while students present, such as asking them to explain why a fact or detail is important.

#### Bridging

Encourage students to use expressive voices while they are reading aloud.

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**Writing Studio** Teacher Guide

