

Grade 3

Program Guide



Table of Contents

pg. 2

Welcome to Writing Studio

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

pg. 10

Writing Studio Structure

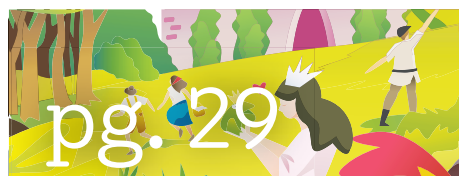
Across the Writing Studio Program	10
Purposeful Writing	11
Text Types Across Grades	12
Within a Text Type	14
Within a Lesson	14
Differentiation	17
Lesson Facilitation	18
Writing Studio and Classroom Technology	18





Assessment

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



Pacing

Keeping Pace with Primary Instruction	30
Pacing Guides	31



Teacher Resources

Unit 1: Introducing Narrative Writing	41
Unit 2: Introducing Opinion Writing	59
Unit 3: Introducing Informative Writing	75
Unit 4: Developing Informative Writing	91
Unit 5: Developing Narrative Writing	109
Unit 6: Developing Opinion Writing	125
Unit 7: Purposeful Writing	147

Welcome to Writing Studio



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

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



Program Overview

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

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

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

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

Why Writing Studio?

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

Principles of Effective Writing Instruction

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

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

Where This Principle Is Applied in Writing Studio:

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

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

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

Where This Principle Is Applied in Writing Studio:

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

3. It instills rhetorical flexibility.

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

Where This Principle Is Applied in Writing Studio:

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

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

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

Where This Principle Is Applied in Writing Studio:

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

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

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

Where This Principle Is Applied in Writing Studio:

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

6. It requires students to work collaboratively.

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

Where This Principle Is Applied in Writing Studio:

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



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Writing Studio

Writing Studio
Program Guide

Writing Studio
Teacher Guide

Writing Studio Components

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

The Core Connection

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

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

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

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

Writing Studio Alignment

Shaded domains and units align to a Writing Studio unit.

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

Writing Studio Structure

Across the Writing Studio Program

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

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

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

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

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

Purposeful Writing

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

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

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

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

Text Types Across Grades

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

Grade 2

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

Grade 5

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

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

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

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

Within a Text Type

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

Within a Lesson

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

Writing Studio lessons typically reflect a consistent instructional routine that

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

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

Primary Focus Statements

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

PRIMARY FOCUS OF LESSON

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

Formative Assessment Opportunities

Each lesson contains multiple opportunities for formative assessment.

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



Check for Understanding

Ask students to explain the elements necessary in a narrative.

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

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

FORMATIVE ASSESSMENT

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

LESSON AT A GLANCE

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

Lesson Segments

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

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

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

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

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

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

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

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

d if their narratives include the following:

an Don Quixote

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

End Lesson

Challenge

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

Support

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



Access

Entering/Emerging

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

Transitioning/Expanding

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

Bridging

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

Differentiation

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

Lesson Facilitation

The following notes contain suggestions for lesson facilitation.

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

Writing Studio and Classroom Technology

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

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



Assessment



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

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

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

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

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

Kindergarten Writing Rubric: Opinion Writing			
Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>) [W.K.1]			
	Advanced	Proficient	Basic
Ideas	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • an opinion or preference about the topic • a reason for the opinion 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • an opinion or preference about the topic 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • an opinion or preference about the topic
Organization	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • words or phrases that clearly state the topic • words or phrases that clearly state the opinion about the topic 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • drawings, words, or dictation that identifies the topic • drawings, words, or dictation that identifies the opinion about the topic 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • drawings, words, or dictation that identifies the topic • drawings, words, or dictation that identifies the opinion about the topic
Conventions	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete sentences 	<p>The writing contains:</p> <ul style="list-style-type: none"> • a combination of writing, drawing, and/or dictation 	<p>The writing does not contain:</p> <ul style="list-style-type: none"> • a combination of writing, drawing, and/or dictation that demonstrates understanding of the topic or writing type

Third Grade Writing Rubric: Opinion Writing

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

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

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

Fifth Grade Writing Rubric: Opinion Writing

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

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

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

Pre-assessment

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

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

Formative Assessment

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

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

Summative Assessment

- **Within Each Text Type**

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

- **Rhetorical Flexibility**

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

CCSS Standards Alignment

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

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

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

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

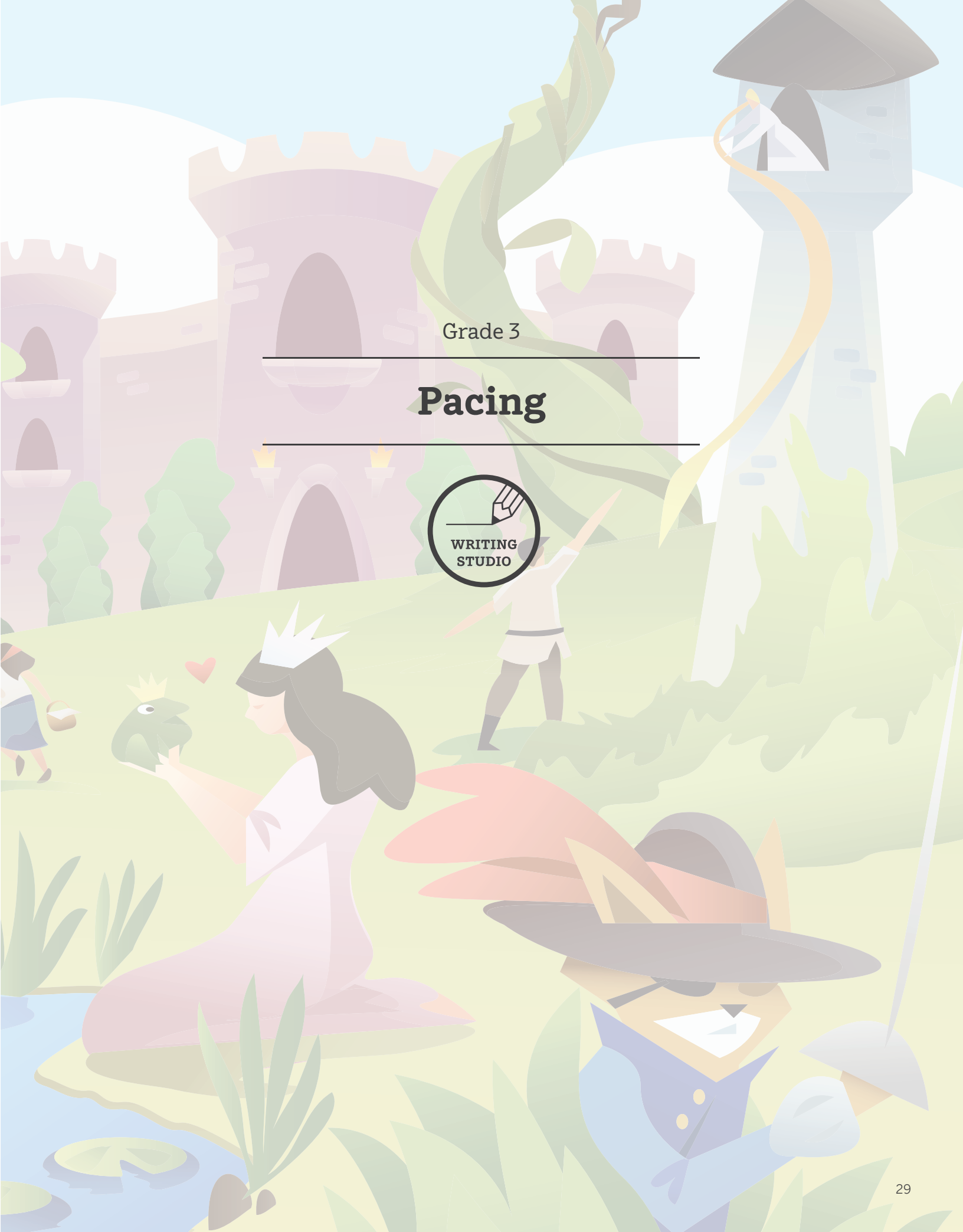
Of course, grammar is an important part of any comprehensive ELA program, and it constitutes a significant component of CKLA core instruction. If teachers observe students struggling with grammar on Writing Studio assignments, they may always devote additional core instructional time, such as the Pausing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

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Grade 3

Pacing



Keeping Pace with Primary Instruction

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

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

Each unit overview includes specific pacing recommendations.

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

Grade 3 Unit Overviews

UNIT 1: INTRODUCING NARRATIVE WRITING

Why This Unit Is Important

This unit introduces narrative writing, using a variety of approaches to help students learn the purpose of narrative text and identify its common features. Students study an exemplar text, see a teacher model how to write a narrative, and write collaboratively and independently. This unit concludes with a multi-lesson activity in which students draw on Unit 1, *Classic Tales: The Wind in the Willows*, to write an alternate ending to “Aladdin and the Wonderful Lamp.”

Pacing Guide

Writing Studio Unit 1	Unit 1, <i>Classic Tales: The Wind in the Willows</i>
Lesson 1	Lesson 7
Lesson 2	Lesson 8
Lesson 3	Lesson 9
Lesson 4	Lesson 10
Lesson 5	Lesson 11
Lesson 6	Lesson 12
Lesson 7	Lesson 13
Lesson 8	Lesson 14

Why This Unit Is Important

This unit introduces opinion writing, using a variety of approaches to help students learn the purpose of opinion text and identify its common features. Students study an exemplar text, see a teacher model how to write an opinion piece, then write several different opinion pieces, culminating in an activity in which they draw on Unit 2 of primary instruction, *Animal Classification*, to write about which animal they would want to work with if they were zookeepers.

Pacing Guide

Writing Studio Unit 2	Unit 2, <i>Animal Classification</i>
Lesson 1	Lesson 8
Lesson 2	Lesson 9
Lesson 3	Lesson 10
Lesson 4	Lesson 11
Lesson 5	Lesson 12
Lesson 6	Lesson 13
Lesson 7	Lesson 14
Lesson 8	Pausing Point 2

Why This Unit Is Important

This unit introduces informative writing, using a variety of approaches to help students learn the purpose of informational text and to identify its common features. Students study an exemplar text, see a teacher model how to write an informative piece, and write several different informational texts, culminating in a small group writing activity in which they draw on Unit 5, *Light and Sound*, to research and craft an informative piece on what causes rainbows.

Pacing Guide

Writing Studio Unit 3	Unit 5, <i>Light and Sound</i>
Lesson 1	Lesson 9
Lesson 2	Lesson 10
Lesson 3	Lesson 11
Lesson 4	Lesson 12
Lesson 5	Lesson 13
Lesson 6	Lesson 14
Lesson 7	Lesson 15
Lesson 8	Lesson 16

Why This Unit Is Important

In the final unit expressly devoted to informative writing, students continue to develop their understanding of and ability to craft informative texts. Using extensive scaffolding, this unit guides students through a review of domain knowledge, then draws on the work they have already done in Unit 7, *Astronomy: Our Solar System and Beyond*. Students use their understanding of this domain to research and craft biographies of people or animals who have traveled in space.

Pacing Guide

Writing Studio Unit 4	Unit 7, <i>Astronomy: Our Solar System and Beyond</i>
Lesson 1	Lesson 8
Lesson 2	Lesson 9
Lesson 3	Lesson 10
Lesson 4	Lesson 11
Lesson 5	Lesson 12
Lesson 6	Pausing Point 2
Lesson 7	Lesson 13
Lesson 8	Lesson 14

Why This Unit Is Important

In this unit, students deepen their understanding of and ability to craft narratives. Students apply the knowledge gained from Unit 8, *Native Americans: Regions and Cultures*, to construct a narrative that teaches others about a community to which the student belongs. Then they revise these narratives into a final product.

Pacing Guide

Writing Studio Unit 5	Unit 8, <i>Native Americans: Regions and Cultures</i>
Lesson 1	Lesson 5
Lesson 2	Lesson 6
Lesson 3	Lesson 7
Lesson 4	Lesson 8
Lesson 5	Lesson 9
Lesson 6	Lesson 10
Lesson 7	Lesson 11
Lesson 8	Lesson 12

Why This Unit Is Important

In the final unit expressly devoted to opinion writing, students continue to develop their understanding of and ability to craft persuasive texts. Using extensive scaffolding, this unit guides students through a review of content knowledge, then draws on the work they have already done in Unit 9. Students use their understanding of early European explorers to craft a persuasive essay discussing whether being an explorer would be a good or bad experience.

Pacing Guide

Writing Studio Unit 6	Unit 9, <i>Early Explorations of North America</i>
Lesson 1	Lesson 6
Lesson 2	Lesson 7
Lesson 3	Lesson 8
Lesson 4	Lesson 9
Lesson 5	Lesson 10
Lesson 6	Lesson 11
Lesson 7	Lesson 12
Lesson 8	Lesson 13

Why This Unit Is Important

Grade 3 Writing Studio culminates in a unit that presents students with an authentic writing opportunity. Students draw on their knowledge of Unit 10, *Colonial America*, and compose a text that will help readers better understand colonial America. Students select one of the three previously studied text types to compose their final piece of writing, which they will finalize in a polished, published form.

Pacing Guide

Writing Studio Unit 7	Unit 10, <i>Colonial America</i>
Lesson 1	Lesson 7
Lesson 2	Lesson 8
Lesson 3	Lesson 9
Lesson 4	Lesson 10
Lesson 5	Lesson 11
Lesson 6	Lesson 12
Lesson 7	Lesson 13
Lesson 8	Lesson 14

Grade 3

Teacher Resources



Teacher Resources

Grade 3	Writing Studio 1
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Teacher Resources

- Writing Prompt for Activity Page 1.1
- Third Grade Writing Rubric: Narrative Writing
- “The Magician’s Quest”
- Narrative Writing Prompt
- Model: “Alternate Endings”
- Sample Paragraph

Activity Pages

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

Writing Prompt

Think about the story “Aladdin and the Wonderful Lamp, Part I.” How do you think the story would be different if Aladdin had not listened to the magician and had touched some of the cave’s treasures before he got the lamp? Write an alternate ending that explains what would have happened if Aladdin had not listened to the magician.

Third Grade Writing Rubric: Narrative Writing

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **[W.3.3]**

- a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **[W.3.3a]**
- b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **[W.3.3b]**
- c) Use temporal words and phrases to signal event order. **[W.3.3c]**
- d) Provide a sense of closure. **[W.3.3d]**

	Advanced	Proficient	Basic
Ideas	<p>The composition</p> <ul style="list-style-type: none"> • establishes a situation • introduces a narrator and/or characters • demonstrates awareness of audience and purpose 	<p>The composition</p> <ul style="list-style-type: none"> • establishes a situation • introduces a narrator and/or characters 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • establish a situation • introduce a narrator and/or characters
Organization	<p>The composition</p> <ul style="list-style-type: none"> • organizes an event sequence that unfolds naturally • uses dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations • provides a sense of closure 	<p>The composition</p> <ul style="list-style-type: none"> • includes an event sequence • includes relevant dialogue and description • provides a sense of closure 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • include an event sequence • include relevant dialogue and description • provide a sense of closure
Conventions	<p>The composition</p> <ul style="list-style-type: none"> • uses temporal words to signal event order • uses language to add subtlety through connotative meanings 	<p>The composition uses temporal words to signal event order.</p>	<p>The composition does not use temporal words to signal event order.</p>

The Magician’s Quest

Once a magician from Africa heard amazing tales of a magic lamp. Legend said that the person who had this lamp would be able to have any wish he wanted come true.

The magician had been happy once, because when he was younger it was easy to perform magic. People loved watching his tricks and always gave him a few coins in return. They especially liked when he played a flute and made snakes dance or when he hid a pebble and challenged villagers to find it.

“You’re the greatest magician ever!” they exclaimed.

Recently, though, things had changed. Many people left the village to get jobs in the city. The people who stayed had seen all his tricks, and they had no money to spare. Many nights, the magician and his wife went to bed hungry, because they had no money for food.

One day, the magician stayed in the village from sunrise until sunset.

“Come see the finest tricks in all of Africa!” he called. But the villagers looked away and scurried off without stopping or speaking to the magician. As the magician stood there all day long, he began to think about the lamp and the things he would wish for if he had it.

First he would wish for enough food that his family would never go hungry. Then he would wish for a new shawl for his wife. She used to have many shawls, but they had torn, and only one remained. It was thin and shabby, and the colors had faded. The magician also imagined how he could use his wishes to help the other people in his village.

That night, after standing in the hot, dusty marketplace all day, the magician went home. He had no food for dinner, because he had earned no money. No one had even said hello to him, although he stood there for hours. His wife looked up as he entered their hut.

“That’s it!” he declared. “I am going to find that lamp, and I am not coming home without it.”

Narrative Writing Prompt

Write an alternate ending to “Aladdin and the Wonderful Lamp” by imagining what would happen if the magician followed Aladdin and the princess to back to Persia. What would he say or do? What would Aladdin and the princess do to protect themselves from his magic?

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

Model: Alternate Endings

Answer the following questions to help you think about what might happen if the narrative ended differently.

1. What is the main point of the ending now, before you rewrite it?

to show that Aladdin got the princess and the palace back to Persia

2. What will be the main point of the alternate ending?

to show how the princess and her staff realize they are in Africa and what it was like from the princess's perspective

3. How will these characters act? What do they do that is different from the original?

The original doesn't explain how they learned where they were; it just shows Aladdin's perspective. This ending shows that the princess has a perspective, too.

4. Who is the main character of the alternate ending?

the princess

5. Who else is involved in the alternate ending?

the butler

6. How does this alternate ending end?

They plot to return home.

7. What will you title the alternate ending?

The Princess's Perspective

8. List any other interesting ideas about the alternate ending's main character, plot, or other elements in the space that follows.

The princess feels scared. She wants Aladdin to help her, but he is not there.

Sample Paragraph

“What? This is not home!” she exclaimed. She looked around. Nothing was as she expected. Instead of seeing the mountains of Persia, she saw a flat plain stretching out before her. She turned and ran back into the house.

Activity Pages

Grade 3	Writing Studio 1
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NAME: _____






DATE: _____

Alternate Endings

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

Writing Prompt

Think about the story "Aladdin and the Wonderful Lamp, Part I." How do you think the story would be different if Aladdin had not listened to the magician and had touched some of the cave's treasures before he got the lamp? Write an alternate ending that explains what would have happened if Aladdin had not listened to the magician.

 Title	
 Character(s)	 Setting(s)
 Plot	Beginning
	Middle
	End
 Final Thought	
Fill in the blank to indicate one place where your narrative will include dialogue: 	
Fill in the blank to indicate where your narrative should include concrete words and details to describe character actions, thoughts, or feelings: 	

NAME: _____

DATE: _____

Alternate Endings

Answer the following questions to help you think about what might happen if the narrative ended differently.

1. What is the main point of the ending now, before you rewrite it?

2. What will be the main point of the alternate ending?

3. How will these characters act? What do they do that is different from the original?

4. Who is the main character of the alternate ending?

5. Who else is involved in the alternate ending?

6. How does this alternate ending end?

7. What will you title the alternate ending?

NAME: _____

DATE: _____

8. List any other interesting ideas about the alternate ending's main character, plot, or other elements in the space that follows.

Teacher Resources

Grade 3	Writing Studio 2
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Teacher Resources

- Writing Prompt for Activity Page 1.1
- Third Grade Writing Rubric: Opinion Writing
- Words That Link Opinions and Reasons

Activity Pages

- Activity Page 1.1
- Blank Opinion Essay Map
- Drafting Paper
- Activity Page 5.1
- Activity Page 5.2

Writing Prompt

Write an opinion essay in which you explain which animal would make the best class pet. You may write about animals you have learned about in school or other animals. No matter which animal you pick, make sure to provide the reasons for your choice.

Third Grade Writing Rubric: Opinion Writing

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

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

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

Words That Link Opinions and Reasons

for example

since

because

therefore

Activity Pages

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

NAME: _____

DATE: _____

The Best Class Pet

Follow your teacher's instructions and use the space below to write an essay responding to the following prompt.

Writing Prompt

Write an opinion essay in which you explain which animal would make the best class pet. You may write about animals you have learned about in school or other animals. No matter which animal you pick, make sure to provide the reasons for your choice.

Title

Introduce the topic:

State an opinion:

List the reasons for your opinion:

Offer a concluding statement:

Decide how to organize your work:

NAME: _____

DATE: _____

Opinion Writing

Prompt: Imagine that you have just been hired as a zookeeper, and you get to pick the kind of animal you will care for. Write an essay that explains what you believe to be the best animal to work with. Make sure to explain why this animal is the best, giving reasons to support your opinion.

Remember that you have been learning about different kinds of animals and their characteristics. Make sure to keep these characteristics in mind as you list reasons for your opinion. How would these traits make your choice a good animal to work with?

NAME: _____

DATE: _____

Animal species: _____

1. Describe this animal and its important characteristics:

2. Why would this animal be a good choice for a new zookeeper to care for?

3. What kind of habitat does this animal need, and how would you create it at the zoo?

4. What does this animal eat?

5. What kind of special care does this animal need?

Teacher Resources

Grade 3	Writing Studio 3
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Teacher Resources

- Writing Prompt for Activity Page 1.1
- Third Grade Writing Rubric: Informative/Explanatory Writing
- “Digestion”
- Model: Gather Information – “How We Hear”
- “How We Hear” – Introduction
- “How We Hear” – Sample Body Paragraph

Activity Pages

- Activity Page 1.1
- Blank Informative Essay Map
- Drafting Paper
- Activity Page 5.1

Writing Prompt

Think of a game you play with friends or family members. Imagine that you were trying to teach someone how the game worked, and write an informative essay that explains how to play it.

Third Grade Writing Rubric: Informative/Explanatory Writing

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **[W.3.2]**

- a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **[W.3.2a]**
- b) Develop the topic with facts, definitions, and details. **[W.3.2b]**
- c) Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. **[W.3.2c]**
- d) Provide a concluding statement or section. **[W.3.2d]**

	Advanced	Proficient	Basic
Ideas	The composition <ul style="list-style-type: none"> • examines a topic • develops the topic with a combination of relevant facts, accurate definitions, and concrete and specific details • makes connections between ideas • demonstrates awareness of audience and purpose 	The composition <ul style="list-style-type: none"> • examines a topic • develops the topic with facts, definitions, and details 	The composition does not do one or more of the following: <ul style="list-style-type: none"> • examine a topic • develop the topic with facts, definitions, and details
Organization	The composition <ul style="list-style-type: none"> • introduces a topic clearly and in an engaging fashion • groups related information together and explains connections between groups • includes illustrations that explain the ideas • provides a concluding statement that connects the topic to a big question or the purpose for writing 	The composition <ul style="list-style-type: none"> • introduces a topic • groups related information together • includes illustrations when useful • provides a concluding statement or section 	The composition does not do one or more of the following: <ul style="list-style-type: none"> • introduce a topic • group related information together • include illustrations when useful • provide a concluding statement or section
Conventions	The composition <ul style="list-style-type: none"> • uses linking words and phrases to connect ideas within categories of information • Uses language to add subtlety through connotative meanings 	The composition uses linking words and phrases to connect ideas within categories of information.	The composition does not use linking words and phrases to connect ideas within categories of information.

Digestion

When you eat a meal or snack, you may think you are finished as soon as you clean your plate. But your body’s work has really just begun. That’s because once you eat food, your body’s digestive system works to process the food or get all the nutrients out of it. The body uses those nutrients to give you energy and keep you healthy.

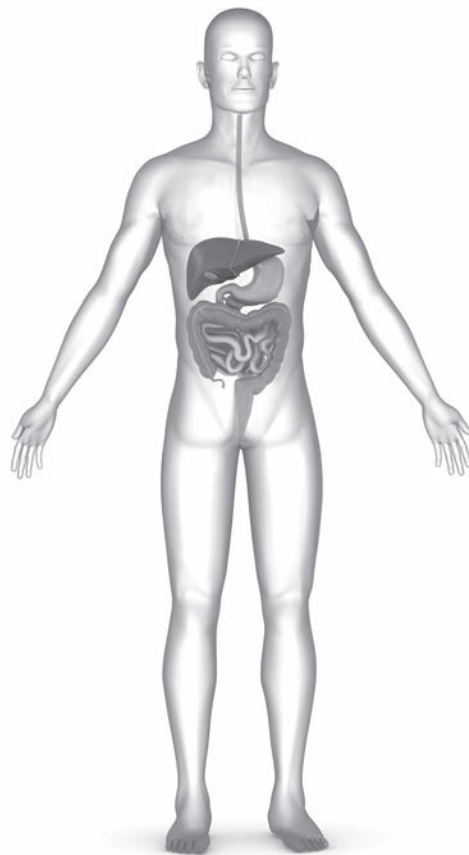
The digestive system has many parts. In the upper digestive system, the teeth, saliva, and tongue work together to start breaking down food. First, the teeth help chew food. Saliva, the liquid in your mouth, also helps by softening food. The tongue and esophagus move food from the mouth to the stomach.

The stomach, which is the middle digestive system, acts like a “human mixing machine” to break down food even more. Chemicals and muscles work together in this process. After they finish, the food is soupy.

The lower digestive system contains the small intestine and the large intestine. These are called different things, but they are really one very long, connected tube. In the small intestine, which is more

than twenty feet long, food gets more and more watery. This happens because chemicals and muscle contractions continue to break down the food. The small intestine absorbs nutrients from the food. The part that moves to the large intestine is waste, or what the body cannot use for nutrients. Eventually the excretory system excretes that waste.

The digestive system contains many parts, and they work together to provide energy to the body. The next time you eat a meal, think about how much your digestive system does to get nutrients from your food!



Model: Gather Information

In order to write good informative essays, it is important to gather the information you want to share with readers. You must also organize that information into categories or sections. This worksheet will help you do that.

Essay topic: <i>How We Hear</i>	
Use the following space to list all the information or elements you would like to discuss about your topic. <i>parts of the ear—middle, outer, inner</i> <i>how the brain helps</i> <i>the importance of vibrations/sound waves</i>	
In the following space, organize your elements into related groups. At the top of each list, write a heading that describes how the items in the list are related.	
Group A	Group B
Heading: <i>outer and middle ear</i> <i>outer ear catches sound</i> <i>eardrum vibrates</i>	Heading: <i>inner ear and brain</i> <i>inner ear—hairs in cochlea vibrate</i> <i>send impulses to brain, which helps us understand</i>

How We Hear

Introduction

Have you ever wondered why your ears look the way they do? The human ear is specially designed to help people hear a certain range of sounds.

How We Hear

Sample Body Paragraph

The process sounds complicated, but it is actually pretty simple. All the ear’s parts work together to help us hear. The outer ear catches vibrations and helps direct them into the inside of the ear through the canal. Inside the canal, the waves hit the eardrum, which vibrates. This also makes the bones of the middle ear vibrate.

Activity Pages

Grade 3	Writing Studio 3
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NAME: _____

DATE: _____

Playing _____

Follow your teacher's instructions and use the space below to write an essay responding to the following prompt.

Writing Prompt

Think of a game you play with friends or family members. Imagine that you were trying to teach someone how the game worked, and write an informative essay that explains how to play it. Write the name of the game in the blank at the top of the page.

Title	
Topic	
Body Paragraph One	Main Idea/Topic Sentence
	Supporting facts, definitions, or details:
Body Paragraph Two	Main Idea/Topic Sentence
	Supporting facts, definitions, or details:
(Optional) Body Paragraph Three	Main Idea/Topic Sentence
	Supporting facts, definitions, or details:
Conclusion	Final Thoughts about the topic:
	One idea that could be explained better with an illustration:

NAME: _____

DATE: _____

Gather Information

In order to write good informative essays, it is important to gather the information you want to share with readers. You must also organize that information into categories or sections. This worksheet will help you do that.

Essay topic:

Use the following space to list all the information or elements you would like to discuss about your topic.

In the following space, organize your elements into related groups. At the top of each list, write a heading that describes how the items in the list are related.

Group A**Heading:****Group B****Heading:**

Teacher Resources

Grade 3	Writing Studio 4
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Teacher Resources

- “Alexander Graham Bell”
- Biography Writing Prompt
- Third Grade Writing Rubric: Informative/Explanatory Writing

Activity Pages

- Blank Informative Essay Map
- Activity Page 2.1
- Activity Page 3.1
- Drafting Paper

Alexander Graham Bell

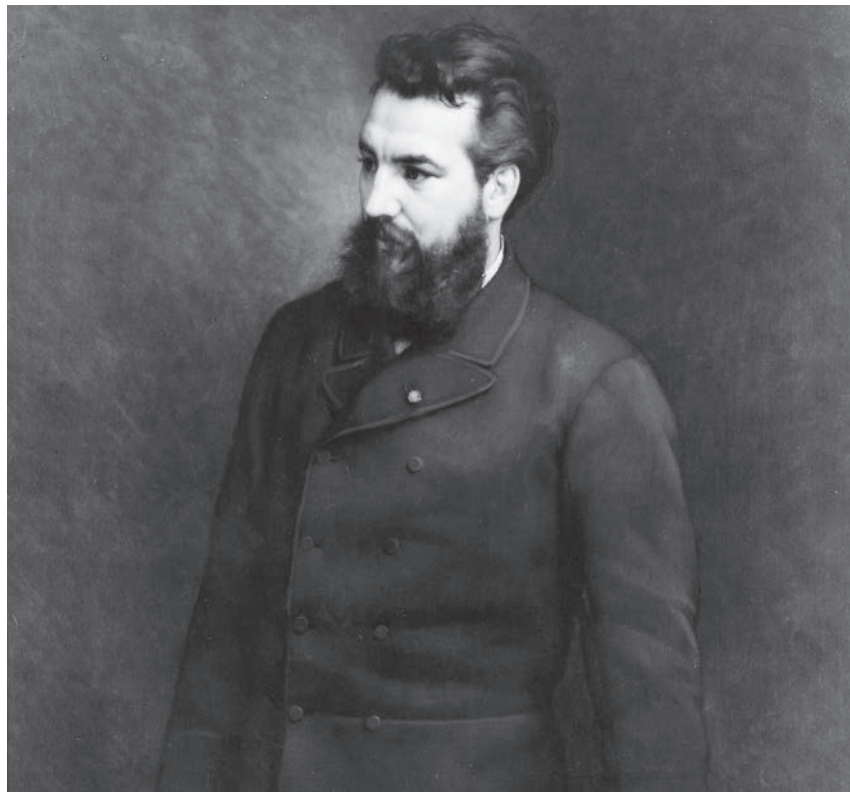
One of the most famous inventors of all time lived over one hundred years ago. His name was Alexander Graham Bell, but his parents called him Aleck. Aleck Bell loved thinking of new things to invent more than anything else in the world, especially to help other people.

Alexander Bell was born March 3, 1847, in Edinburgh, Scotland. In school, Aleck’s best subjects were science and music, which he learned from his mother. Aleck’s mother was nearly deaf, so she played music mostly by feel. Aleck’s father was an important speech professor. He studied the sounds of the English language, similar to the phonics you studied to learn how to read.

The example of both his mother and father was an inspiration for Aleck. He became interested in inventing things on his own. He especially wanted to invent things to help other people. As a boy, Aleck and his brother invented a speaking machine.

The invention that he is most famous for, however, happened when he was older and working in Boston. There, he and a young mechanic named Thomas Watson invented the telephone. They soon formed the Bell Telephone Company to make and sell their new invention.

Bell continued to invent things for the rest of his life. He passed his love of learning on to his grandchildren and inspired a whole group of new inventors.



Biography Writing Prompt

Our class has been learning lately about astronomy. One thing we could learn more about is all the people and animals who have gone into space.

Write a biography about an animal or person who has traveled into space. Your teacher will help you determine how to pick your subject, conduct research, plan, draft, and publish your biography. Your biography may be published with the others in your class to produce a collection of biographies of space travelers!

Third Grade Writing Rubric: Informative/Explanatory Writing

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **[W.3.2]**

- a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **[W.3.2a]**
- b) Develop the topic with facts, definitions, and details. **[W.3.2b]**
- c) Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. **[W.3.2c]**
- d) Provide a concluding statement or section. **[W.3.2d]**

	Advanced	Proficient	Basic
Ideas	<p>The composition</p> <ul style="list-style-type: none"> • examines a topic • develops the topic with a combination of relevant facts, accurate definitions, and concrete and specific details • makes connections between ideas • demonstrates awareness of audience and purpose 	<p>The composition</p> <ul style="list-style-type: none"> • examines a topic • develops the topic with facts, definitions, and details 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • examine a topic • develop the topic with facts, definitions, and details
Organization	<p>The composition</p> <ul style="list-style-type: none"> • introduces a topic clearly and in an engaging fashion • groups related information together and explains connections between groups • includes illustrations that explain the ideas • provides a concluding statement that connects the topic to a big question or the purpose for writing 	<p>The composition</p> <ul style="list-style-type: none"> • introduces a topic • groups related information together • includes illustration when useful • provides a concluding statement or section 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • introduce a topic • group related information together • include illustration when useful • provide a concluding statement or section
Conventions	<p>The composition</p> <ul style="list-style-type: none"> • uses linking words and phrases to connect ideas within categories of information • Uses language to add subtlety through connotative meanings 	<p>The composition uses linking words and phrases to connect ideas within categories of information.</p>	<p>The composition does not use linking words and phrases to connect ideas within categories of information.</p>

Activity Pages

Grade 3	Writing Studio 4
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Title	
Topic	
Body Paragraph One	Main Idea/Topic Sentence:
	Supporting facts, definitions, or details:
Body Paragraph Two	Main Idea/Topic Sentence:
	Supporting facts, definitions, or details:
(Optional) Body Paragraph Three	Main Idea/Topic Sentence:
	Supporting facts, definitions, or details:
Conclusion	Final Thoughts about the Topic:
	One idea that could be explained better with an illustration:

NAME: _____

DATE: _____

Gathering Information

In order to write good biographies, it is important to learn about your subject, or who you are writing about. This worksheet will help you do that.

My biography is about _____.

Use the resources your teacher provides to answer the following questions about your subject.

1. When was your subject born?

2. Where is your subject from?

NAME: _____

DATE: _____

3. List any other important facts about your subject's childhood or early life.

4. When did your subject go into space?

5. What did your subject do in space?

6. Why was your subject's work in space important?

NAME: _____

DATE: _____

2.1
CONTINUED

7. List any other interesting or important facts about your subject.

8. What is the most important thing for readers to know about your subject?

9. What did your subject do after going to space?

NAME: _____

DATE: _____

Gathering Additional Information

You've already started doing research about your biography's subject. However, doing really good research requires looking at more than one source. The questions on this page will help you think about how your new research adds to what you have already learned about your subject.

1. Read through your new source. You will want to have Activity Page 2.1 handy while you read.
2. As you read your new source, look at Activity Page 2.1. Any time you see something in your new source that you already recorded on that Activity Page, draw a star by it on the Activity Page.

NAME: _____

DATE: _____

3.1
CONTINUED

3. Use the new resources your teacher provides to record important new facts you learn about your subject.

4. Now that you have read more than one source about your subject, what do you believe is the most important fact about him or her?

NAME: _____

DATE: _____

5. Describe how doing additional research changed your ideas about your subject.

Teacher Resources

Grade 3	Writing Studio 5
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Teacher Resources

- Writing Prompt for My Community Narratives
- Example of Feedback and Revision
- Sample Introduction
- Third Grade Writing Rubric: Narrative Writing

Activity Pages

- Blank Story Map
- Drafting Paper
- Activity Page 5.1

Writing Prompt for My Community Narratives

In Unit 8, *Native Americans: Regions and Cultures*, you have read stories about different Native American communities and their ways of life. You have read about how people in these communities live and what objects they use in their everyday life.

Now it's your turn to write a narrative about your own community. Your teacher will help you think about whether you want to describe your family community, your classroom or school community, or another community to which you belong.

Imagine that you meet someone who does not know anything about your community, and you would like to tell this person a story to help him or her understand your community. Pick an important part of your community's culture or lifestyle that you want to make sure your reader understands. You should also pick an object you use in your community that will help your reader see what your community does or thinks is important.

Because you are writing about your own community, this will be a true story. Remember that your story should include all the elements of a good narrative. Your story map will help you plan.

Original description: At the beginning of the school year, Mrs. Grace held up a watering can in front of our classroom. She told us that we would be planting a vegetable garden as we learned about how plants grow. Planting a garden took a long time, and we worked for many days.

Peer feedback:

- What is one place that could use more detail in this narrative? Write down something else you would like to know about this part of the narrative.

I'd like to know more about the work that goes into planting a garden.

Sample Introduction

At the beginning of the school year, Mrs. Grace held up a watering can in front of our classroom. She told us that we would be planting a vegetable garden as we learned about how plants grow.

Planting a garden took a long time, and we worked for many days. First we prepared the soil. We had to take out all the big rocks and break up the chunks of dirt. Next we planted seeds. We had to carefully plant them in straight rows. Last, we put up a scarecrow to keep away birds and deer. Birds and deer can be bad for a garden, because they eat the plants.

Third Grade Writing Rubric: Narrative Writing

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **[W.3.3]**

- a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **[W.3.3a]**
- b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **[W.3.3b]**
- c) Use temporal words and phrases to signal event order. **[W.3.3c]**
- d) Provide a sense of closure. **[W.3.3d]**

	Advanced	Proficient	Basic
Ideas	The composition <ul style="list-style-type: none"> • establishes a situation • introduces a narrator and/or characters • demonstrates awareness of audience and purpose 	The composition <ul style="list-style-type: none"> • establishes a situation • introduces a narrator and/or characters 	The composition does not do one or more of the following: <ul style="list-style-type: none"> • establish a situation • introduce a narrator and/or characters
Organization	The composition <ul style="list-style-type: none"> • organizes an event sequence that unfolds naturally • uses dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations • provides a sense of closure 	The composition <ul style="list-style-type: none"> • includes an event sequence • includes relevant dialogue and description • provides a sense of closure 	The composition does not do one or more of the following: <ul style="list-style-type: none"> • include an event sequence • include relevant dialogue and description • provide a sense of closure
Conventions	The composition <ul style="list-style-type: none"> • uses temporal words to signal event order • uses language to add subtlety through connotative meanings 	The composition uses temporal words to signal event order.	The composition does not use temporal words to signal event order.

Activity Pages

Grade 3	Writing Studio 5
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 Title	
Community you are writing about:	
Object that will help you tell the story of your community:	
 Character(s)	 Setting(s)
 Plot	<p style="text-align: center;">Beginning</p>
	<p style="text-align: center;">Middle</p>
	<p style="text-align: right;">End</p>

NAME: _____

DATE: _____



Final Thought

Fill in the blank with some temporal words you will use in your narrative:

Fill in the blank to indicate one place where your narrative will include dialogue:

Fill in the blank to indicate where you should include descriptive words to show how the characters felt or reacted about what happens in the narrative:

NAME: _____

DATE: _____

Peer Feedback

Instructions: Read your partner’s work all the way through at least one time before answering any questions on this page. After you have read your partner’s narrative all the way through, you may start answering the following questions. Make sure to answer based on what is written in your partner’s narrative. If you need help, raise your hand to let your teacher know.

1. Write down the narrative’s title:

2. Write down the narrative’s main characters:

3. Write down the narrative’s setting:

4. Write down the community:

NAME: _____

DATE: _____

5. Write down the object that is a symbol of the community:

6. What is the best detail in this narrative? Give a reason for your choice.

7. What is one place that could use more detail in this narrative? Write down something else you would like to know about this part of the narrative.

8. Underline any place the author of the narrative includes temporal words.

NAME: _____

DATE: _____

5.1
CONTINUED

ACTIVITY PAGE

9. Put a star next to any place that dialogue appears in the narrative.

10. Name the narrative's final thought.

Teacher Resources

Grade 3	Writing Studio 6
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Teacher Resources

- Writing Prompt: The Most Important Explorer
- The Explorer’s Life Writing Prompt
- Sample Sentences for Giving Feedback
- Third Grade Writing Rubric: Opinion Writing

Activity Pages

- Blank Drafting Paper
- Activity Page 2.1
- Activity Page 3.1
- Activity Page 5.1
- Activity Page 7.1

Writing Prompt:

The Most Important Explorer

Centuries ago, men climbed aboard great sailing ships and traveled to places beyond the world they had previously known. Some sought new routes to the Far East; others sought ways to make their fortune. You have studied several European explorers whose discoveries and contributions to the Age of Exploration were very important. In your opinion, which of these explorers was the most important?

Write an opinion piece about the explorer you feel is the most important. Make sure to think about all the elements of a good opinion, and think carefully about what details will help support your opinion. You will use your Reader and other resources to help you think about details to support your opinion.

The Explorer's Life Writing Prompt

Explorers during the Age of Exploration had a very important job. They would travel across the world, looking for adventure and new discoveries. But they also risked great danger, such as shipwrecks, landing among unfriendly people, and getting lost or running out of supplies. If you were alive during the Age of Exploration, would you decide to be an explorer or to stay home?

Write an opinion piece explaining whether or not you would choose to be an explorer. Make sure to think about all the elements of a good opinion piece, and think carefully about what reasons will help support your opinion. You will use your Reader and other resources to help you think about reasons to support your opinion.

Sample Sentences

That sentence has great details that help me really understand life as an explorer.

No.

I like this.

Do you need a transition word here?

Third Grade Writing Rubric: Opinion Writing

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

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

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

Activity Pages

Grade 3	Writing Studio 6
---------	------------------

NAME: _____

DATE: _____

Explorers

Fill in the blank based on the opinion paragraph you wrote in Lesson 1.

In my opinion, the most important explorer was

_____.

Complete the following chart by thinking about which reasons and evidence would be most likely to convince different audiences to agree with your opinion about the most important explorers. Your teacher will show you an example to start.

NAME: _____

DATE: _____

Because		
Most convincing reason		
Cares about		
Audience	a king or queen during the Age of Exploration	a child

NAME: _____

DATE: _____

2.1
CONTINUED

ACTIVITY PAGE

Because	
Most convincing reason	
Cares about	
Audience	a history teacher

NAME: _____

DATE: _____

The Explorer's Life

Use information from your Student Reader to complete the chart. Put the information into your own words, but make sure to include the page on which you found it in the Student Reader.

Fact about what life was like for the explorers, page number	Why the fact is important	Makes me want to be or not want to be an explorer	Because

NAME: _____

DATE: _____

Because			
Makes me want to be or not want to be an explorer			
Why the fact is important			
Fact about what life was like for the explorers, page number			

NAME: _____

DATE: _____

Title:	
Introductory Paragraph	Topic:
	Opinion:
	Idea for Hook:
Body Paragraph One	Reason one to support opinion:
	Evidence for this reason:

NAME: _____

DATE: _____

Body Paragraph Two	Reason two to support opinion:
	Evidence for this reason:
Body Paragraph Three (optional)	Reason three to support opinion:
	Evidence for this reason:

NAME: _____

DATE: _____

Conclusion

Why readers should agree with this opinion:

Final thought:

NAME: _____

DATE: _____

Peer Feedback

Instructions: Read your partner’s work all the way through at least one time before answering any questions on this page. After you have read your partner’s essay all the way through, you may start answering the following questions. Make sure to answer based on what is written in your partner’s essay. If you need help, raise your hand to let your teacher know.

1. Write down the essay’s title:

2. Write down the opinion expressed in the essay:

3. Write down the first reason the author gives for the opinion:

NAME: _____

DATE: _____

4. Write down the evidence for that reason:

5. Write down the second reason the author gives for the opinion:

6. Write down the evidence for that reason:

NAME: _____

DATE: _____

7. What is the best detail or description in this essay?

8. What is one place that could use more detail in this essay? Write down something else you would like to know about this part of the essay:

9. Underline any place the author of the narrative includes temporal or transition words.

10. Name the essay's final thought.

Teacher Resources

Grade 3	Writing Studio 7
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Teacher Resources

- Writing Prompt: Consider the Colonies
- Sample Completed Opinion Essay Map
- Third Grade Writing Rubric: Opinion Writing
- Third Grade Writing Rubric: Narrative Writing
- Third Grade Writing Rubric: Informative/Explanatory Writing

Activity Pages

- Activity Page 1.1
- Activity Page 2.1
- Blank Story Map
- Blank Opinion Essay Map
- Blank Informative Essay Map
- Activity Page 4. 1 (Blank Drafting Paper)

Writing Prompt: Consider the Colonies

In class, we have been learning all about the American colonies and what life was like for colonists who lived in them. In the final Writing Studio unit, you will create a piece of writing for someone who is not in our class. You will write something that you think will help that person understand what life was like in colonial America.

For the next few lessons, you will work on your writing. You will think about what you have learned in Unit 10, *Colonial America*, and what information is most important for others to understand about the colonies. You will use that information to plan a piece of writing about that topic. Your teacher will discuss some examples from other units with you as a model.

Throughout the year, you have learned about different ways of writing. You have studied informative/explanatory writing, opinion writing, and narrative writing. Your writing should include all the elements of the text type you select.

Remember that the purpose of your writing is to help someone else understand what life was like in colonial America. Today you will pick the person for whom you are writing, and you should keep them in mind as you plan.

Title*Understanding Colonial America***Paragraphs****Introductory Paragraph****Topic:** *the American colonies***Opinion:** *The most important things to know in order to understand the colonies are that colonists had to work very hard, believed in a lot of the same things we do, and helped make America what it is today.***Idea for Hook:** *How much do you know about how America got started?***Body Paragraph One****Reason one to support opinion:***The most important thing to know about life in the colonies is that it was hard.***Evidence for this reason:***everyone worked: building houses, planting and harvesting crops, hunting and fishing, raising animals, sewing, making soap and candles***Body Paragraph Two****Reason two to support opinion:***Another important thing to understand about life in the colonies is that colonists believed a lot of the same things we do.***Evidence for this reason:***They believed in hard work, adventure, working together, and getting along with lots of different people.***Body Paragraph Three (optional)****Reason three to support opinion:***The last thing to understand about the colonists is that they helped make America what it is today.***Evidence for this reason:***They established our government and some of our important laws.***Conclusion***Understanding the colonies helps us know about our past.***Why readers should agree with this opinion:***These are the most important things to understand about the colonies. These things still influence America today.***Final thought:***Check out the colonies!*

Third Grade Writing Rubric: Opinion Writing

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

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

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

Third Grade Writing Rubric: Narrative Writing

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **[W.3.3]**

- a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **[W.3.3a]**
- b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **[W.3.3b]**
- c) Use temporal words and phrases to signal event order. **[W.3.3c]**
- d) Provide a sense of closure. **[W.3.3d]**

	Advanced	Proficient	Basic
Ideas	<p>The composition</p> <ul style="list-style-type: none"> • establishes a situation • introduces a narrator and/or characters • demonstrates awareness of audience and purpose 	<p>The composition</p> <ul style="list-style-type: none"> • establishes a situation • introduces a narrator and/or characters 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • establish a situation • introduce a narrator and/or characters
Organization	<p>The composition</p> <ul style="list-style-type: none"> • organizes an event sequence that unfolds naturally • uses dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations • provides a sense of closure 	<p>The composition</p> <ul style="list-style-type: none"> • includes an event sequence • includes relevant dialogue and description • provides a sense of closure 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • include an event sequence • include relevant dialogue and description • provide a sense of closure
Conventions	<p>The composition</p> <ul style="list-style-type: none"> • uses temporal words to signal event order • uses language to add subtlety through connotative meanings 	<p>The composition uses temporal words to signal event order.</p>	<p>The composition does not use temporal words to signal event order.</p>

Third Grade Writing Rubric: Informative/Explanatory Writing

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **[W.3.2]**

- a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **[W.3.2a]**
- b) Develop the topic with facts, definitions, and details. **[W.3.2b]**
- c) Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. **[W.3.2c]**
- d) Provide a concluding statement or section. **[W.3.2d]**

	Advanced	Proficient	Basic
Ideas	<p>The composition</p> <ul style="list-style-type: none"> • examines a topic • develops the topic with a combination of relevant facts, accurate definitions, and concrete and specific details, • makes connections between ideas • demonstrates awareness of audience and purpose 	<p>The composition</p> <ul style="list-style-type: none"> • examines a topic • develops the topic with facts, definitions, and details 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • examine a topic • develop the topic with facts, definitions, and details
Organization	<p>The composition</p> <ul style="list-style-type: none"> • introduces a topic clearly and in an engaging fashion • groups related information together and explains connections between groups • includes illustrations that explain the ideas • provides a concluding statement that connects the topic to a big question or the purpose for writing 	<p>The composition</p> <ul style="list-style-type: none"> • introduces a topic • groups related information together • includes illustration when useful • provides a concluding statement or section 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • introduce a topic • group related information together • include illustration when useful • provide a concluding statement or section
Conventions	<p>The composition</p> <ul style="list-style-type: none"> • uses linking words and phrases to connect ideas within categories of information • uses language to add subtlety through connotative meanings 	<p>The composition uses linking words and phrases to connect ideas within categories of information.</p>	<p>The composition does not use linking words and phrases to connect ideas within categories of information.</p>

Activity Pages

Grade 3	Writing Studio 7
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Text Types

Use the information you have learned about writing to complete the following table for the three writing text types.

NAME: _____

DATE: _____

Text Type	Key Elements	Purpose of this writing	Examples of this kind of writing	I would use this writing if I wanted to...
Opinion				

NAME: _____

DATE: _____

1.1
CONTINUED

ACTIVITY PAGE

I would use this writing if I wanted to...		
Examples of this kind of writing		
Purpose of this writing		
Key Elements		
Text Type	Informative	Narrative

NAME: _____

DATE: _____

Planning: Consider the Colonies

Use information you have learned in studying colonial America to answer the following questions. You will use this information to help you plan your writing.

1. The most interesting thing I have learned about colonial America is

2. This is interesting to me, because

NAME: _____

DATE: _____

3. Would this be interesting to other students?
Why or why not?

4. The most important thing to understand about the colonies is

5. The colonies are important to know about, because

NAME: _____

DATE: _____

Remember that your writing should help a reader understand colonial America. In the blank that follows, write the name of the person you would like to read your work:

This person is your work's audience. Thinking about your audience, answer the following questions.

6. I think the thing that will most help my audience understand life in the American colonies is

7. I will write about this thing in (circle one):

an opinion

a narrative

an informative essay






NAME: _____

DATE: _____

2.1
CONTINUED

ACTIVITY PAGE

8. This is the best text type for my purpose and audience, because

 Title	
 Character(s)	 Setting(s)
 Plot	Beginning
	Middle
	End
 Final Thought	
Fill in the blank to indicate one place where your narrative will include dialogue: 	
Fill in the blank to indicate where your narrative should include concrete words and details to describe character actions, thoughts, or feelings: 	

NAME: _____

DATE: _____

LESSON

Blank Opinion Essay Map

Title

Introductory Paragraph

Topic: _____

Opinion:

Idea for Hook:

Body Paragraph One

Reason one to support opinion:

Evidence for this reason:

Body Paragraph Two

Reason two to support opinion:

Evidence for this reason:

Paragraphs

Paragraphs

Body Paragraph Three

Reason three to support opinion:

Evidence for this reason:

Conclusion

Why readers should agree with this opinion:

Final thought:

NAME: _____

DATE: _____

LESSON _____

Blank Informative/Explanatory Essay Map

Title	
Topic	
Body Paragraph One	Main Idea/Topic Sentence
	Supporting facts, definitions, or details:
Body Paragraph Two	Main Idea/Topic Sentence
	Supporting facts, definitions, or details:
(Optional) Body Paragraph Three	Main Idea/Topic Sentence
	Supporting facts, definitions, or details:
Conclusion	Final Thoughts about the topic:
	One idea that could be explained better with an illustration:

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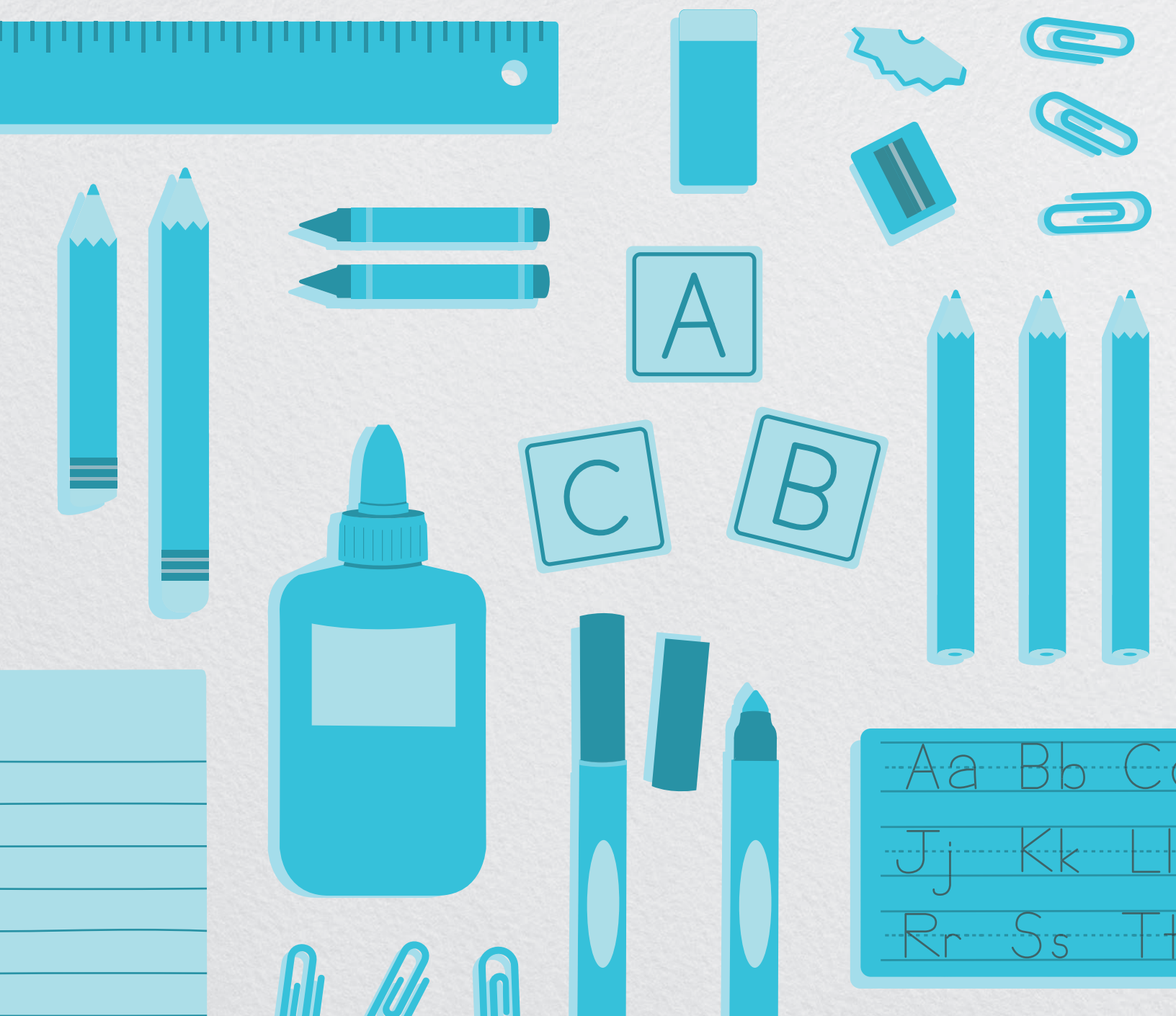
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