



Writing Studio

Program Guide

Grade 5

Grade 5

Program Guide



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Welcome to Writing Studio



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

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



Program Overview

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

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

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

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

Why Writing Studio?

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

Principles of Effective Writing Instruction

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

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

Where This Principle Is Applied in Writing Studio:

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

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

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

Where This Principle Is Applied in Writing Studio:

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

3. It instills rhetorical flexibility.

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

Where This Principle Is Applied in Writing Studio:

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

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

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

Where This Principle Is Applied in Writing Studio:

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

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

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

Where This Principle Is Applied in Writing Studio:

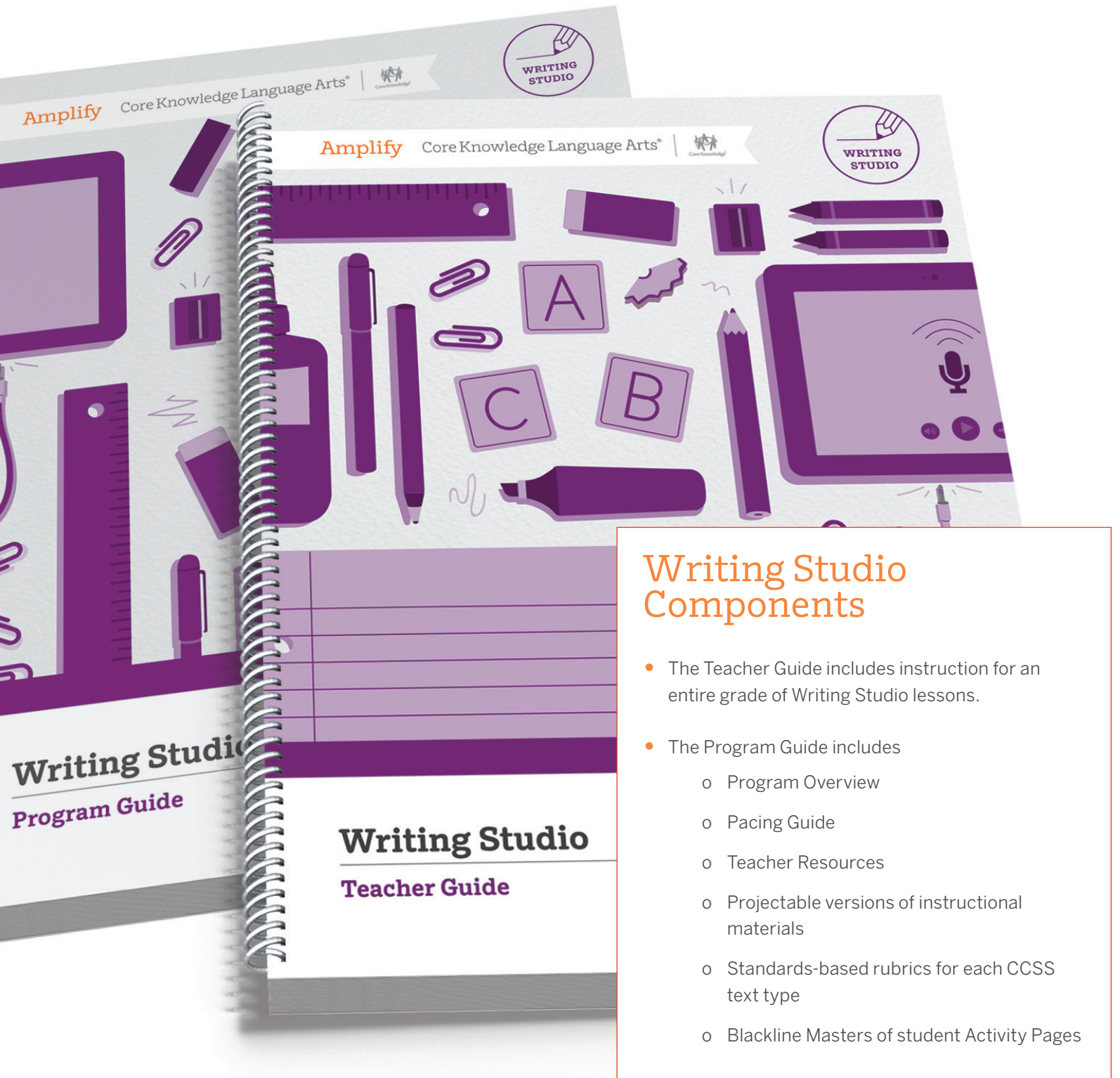
Writing Studio students receive explicit instruction in and modeling of various aspects of the writing process in each text type. Teachers not only explain each step of the process; they also demonstrate the process with exemplar texts. For example, before students revise their own writing, they see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

6. It requires students to work collaboratively.

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

Where This Principle Is Applied in Writing Studio:

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



Writing Studio 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.

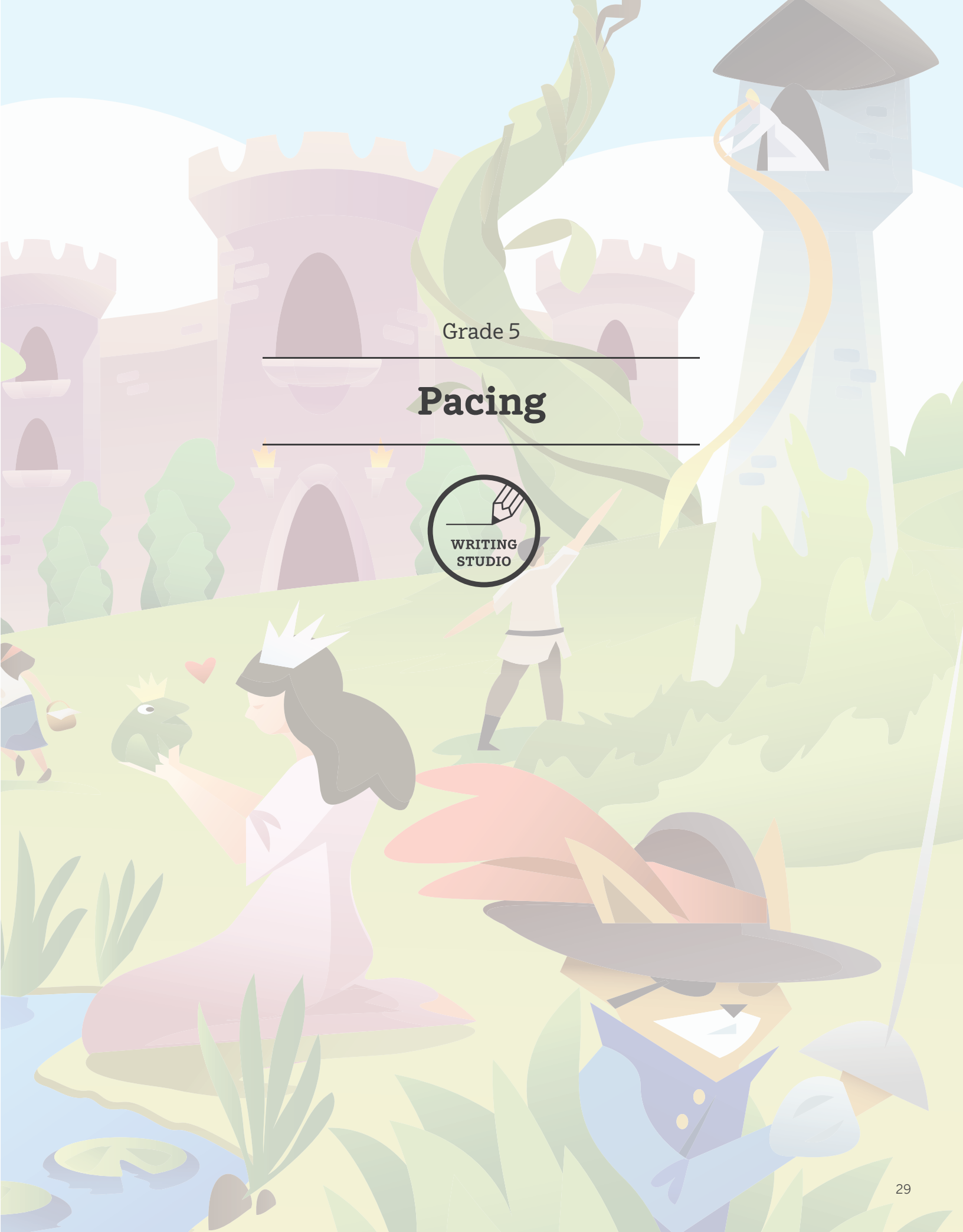
Of course, grammar is an important part of any comprehensive ELA program, and it constitutes a significant component of CKLA core instruction. If teachers observe students struggling with grammar on Writing Studio assignments, they may always devote additional core instructional time, such as the Pausing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

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Grade 5

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 5 Unit Overviews

UNIT 1: INTRODUCING INFORMATIVE WRITING

Why This Unit Is Important

This unit introduces informative writing, using a variety of approaches to help students learn the purpose of informative writing and identify its common features. Students study an exemplar text, see a teacher model how to write an informative piece, and write collaboratively and independently. The unit concludes with a writing activity in which students draw on primary instruction Unit 2, *Early American Civilizations*, to compare and contrast pok-a-tok with contemporary games and sporting events.

Pacing Guide

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

Why This Unit Is Important

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 collaboratively and independently. The unit culminates in a writing activity that asks students to draw on Core Unit 3, *Poetry*, in offering advice to new poets on which poetic devices produce the best poems.

Pacing Guide

Writing Studio Unit 2	Unit 3, <i>Poetry</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

This unit introduces narrative writing, using a variety of approaches to help students learn the purpose of narrative text and to identify its common features. Students study an exemplar text, see a teacher model how to write a narrative, and write several different narrative pieces, culminating in an activity in which they draw on Unit 4, *Adventures of Don Quixote*, to compose a narrative in which Don Quixote and Sancho Panza visit the students' classroom.

Pacing Guide

Writing Studio Unit 3	Unit 4, <i>Adventures of Don Quixote</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

This unit builds on students' knowledge of opinion writing, asking students to apply that knowledge in crafting more nuanced and sophisticated types of opinion texts. Students consider how best to persuade different audiences to agree with their opinions, thinking about how to construct texts for a specific audience and purpose. The unit concludes with a writing activity in which students draw on primary instruction Unit 5, *The Renaissance*, to create opinion essays on why a Renaissance traveler should visit Isabella d'Este's grotto. Then they revise these essays into advertisements or commercials, considering how a written text may be adapted for publication in a visual and audio medium.

Pacing Guide

Writing Studio Unit 4	Unit 5, <i>The Renaissance</i>
Lesson 1	Lesson 12
Lesson 2	Lesson 13
Lesson 3	Lesson 14
Lesson 4	Lesson 15
Lesson 5	Lesson 16
Lesson 6	Lesson 17
Lesson 7	Lesson 18
Lesson 8	Lesson 19

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 6, *The Reformation*. Students use their understanding of this domain to craft summaries of informative texts describing Martin Luther’s role in the Reformation.

Pacing Guide

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

Why This Unit Is Important

In this unit, students deepen their understanding of and ability to craft narratives. Students apply their knowledge and their experience responding to the “Dear Course Smoother” exercises in Core Unit 7, *A Midsummer Night’s Dream*, to write a new narrative. Rather than offering advice, in this exercise, students use their narrative writing skills to show how a character from *A Midsummer Night’s Dream* is affected by a problem.

Pacing Guide

Writing Studio Unit 6	Unit 7, <i>A Midsummer Night’s Dream</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	Lesson 15

Why This Unit Is Important

Grade 5 Writing Studio culminates in a unit that presents students with an authentic writing opportunity—to draw on Unit 8, *Native Americans*, and compose a piece of writing—an entry in a classroom collection designed to teach younger students about Native American history and culture. Students select one of the three previously studied text types, then work through the various steps of the writing process to compose their final piece of writing.

Pacing Guide

Writing Studio Unit 7	Unit 8, <i>Native Americans</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 5

Teacher Resources



Teacher Resources

Grade 5	Writing Studio 1
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Teacher Resources

- Writing Prompt for Activity Page 1.1
- Fifth Grade Writing Rubric: Informative/Explanatory Writing
- Paragraph about a Paragraph
- Words and Phrases that Compare and Contrast Poster
- Quetzal and Bald Eagle – Venn Diagram
- “An Important Ball Game”
- Sample Answers to Activity Page 5.1 – Pok-a-tok and Basketball
- “Important Birds”
- “Contrasting the Quetzal and Bald Eagle”

Activity Pages

- Activity Page 1.1
- Blank Compare and Contrast Essay Map
- Drafting Paper
- Activity Page 5.1

Writing Prompt

Students all have things in common, but a lot of things differ from grade to grade. Write an informative essay in which you compare and contrast what it is like to be in Kindergarten with what it is like to be in Grade 5.

Fifth Grade Writing Rubric: Informative/Explanatory Writing

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **[W.5.2]**

- a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. **[W.5.2a]**
- b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **[W.5.2b]**
- c) Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*). **[W.5.2c]**
- d) Use precise language and domain-specific vocabulary to inform about or explain the topic. **[W.5.2d]**
- e) Provide a concluding statement or section related to the information or explanation presented. **[W.5.2e]**

	Advanced	Proficient	Basic
Ideas	<p>The composition</p> <ul style="list-style-type: none"> • provides a general observation that leads to a specific area of focus • develops the topic with a combination of relevant facts, accurate definitions, concrete and specific details, quotations from multiple sources, or other appropriate information and examples • makes sophisticated connections between ideas • demonstrates awareness of audience and purpose 	<p>The composition</p> <ul style="list-style-type: none"> • provides a general observation and focus • develops the topic with facts, definitions, concrete details, quotations, or other information and examples 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • provide a general observation and focus • develop the topic with facts, definitions, concrete details, quotations, or other information and examples

Fifth Grade Writing Rubric: Informative/Explanatory Writing (continued)

	Advanced	Proficient	Basic
Organization	<p>The composition</p> <ul style="list-style-type: none"> introduces a topic clearly and in an engaging fashion groups related information logically and explains connections between groups includes a combination of formatting, illustrations, and multimedia that explain the ideas provides a concluding statement or section 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 clearly groups related information logically includes formatting, illustrations, and multimedia when useful provides a concluding statement or section related to the topic 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> introduce a topic clearly group related information logically include formatting, illustrations, and multimedia when useful provide a concluding statement or section related to the topic
Writing Conventions	<p>The composition</p> <ul style="list-style-type: none"> links ideas within and across categories of information using words, phrases, and clauses uses precise language and domain-specific vocabulary uses language to add subtlety through connotative meanings 	<p>The composition</p> <ul style="list-style-type: none"> links ideas within and across categories of information using words, phrases, and clauses uses precise language and domain-specific vocabulary 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> link ideas within and across categories of information using words, phrases, and clauses use precise language and domain-specific vocabulary

Paragraph about a Paragraph

Writers often organize good paragraphs using a common set of guidelines. First, writers include a topic sentence to introduce the topic or main idea of the paragraph. The topic sentence tells what the paragraph will be about. Next, writers include supporting sentences to explain the topic or main idea. Writers usually include at least three to five sentences to give the reader supporting details and facts about the topic or main idea. Including interesting facts and details helps make the paragraph informative and interesting to read. It is important that the sentences stick to the topic. Finally, writers end the paragraph with a concluding sentence, or their final thought about the topic or main idea. Using these guidelines can be helpful to writing a clear and informative paragraph.

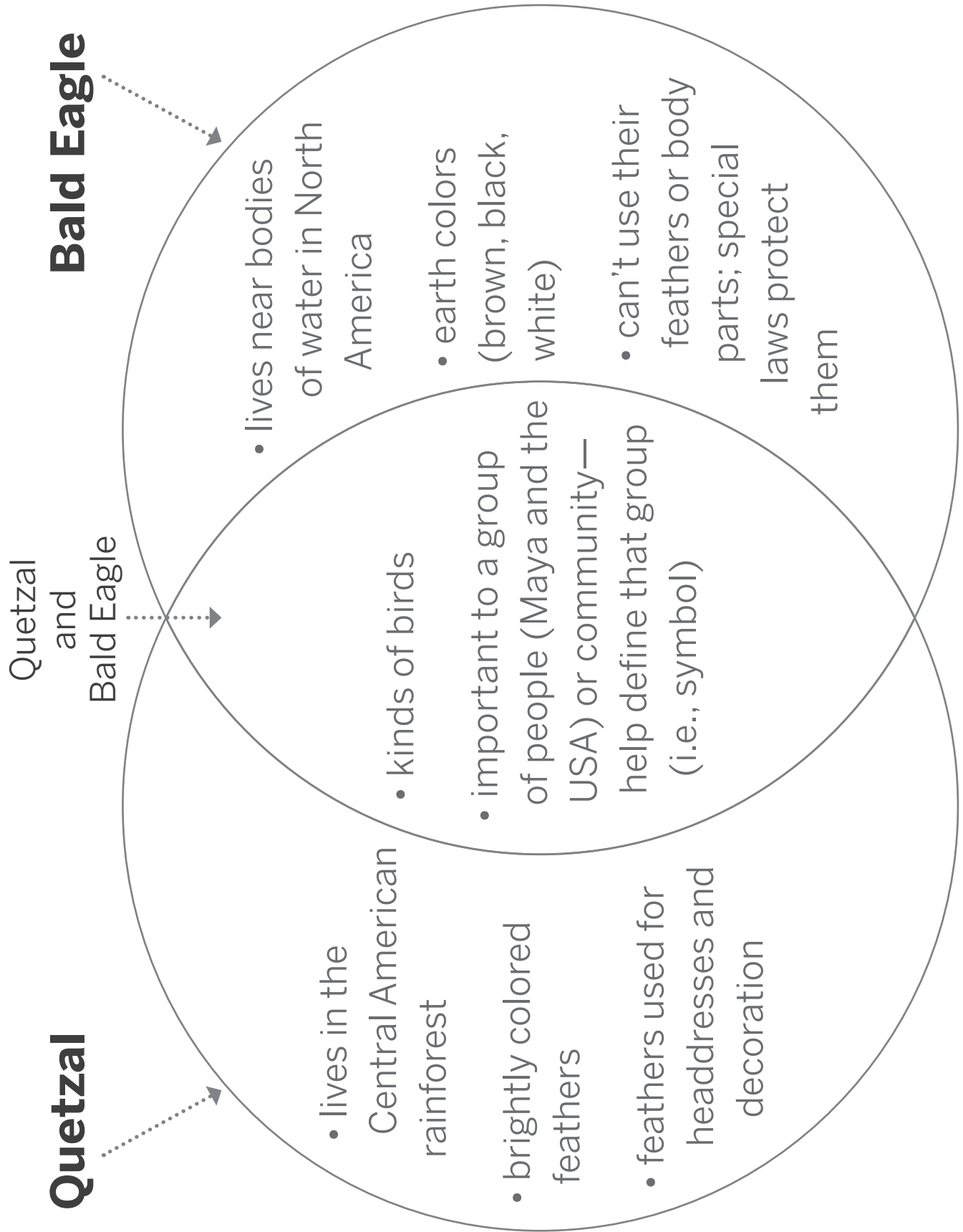
Words and Phrases that Compare and Contrast

Compare

similar to
similarly
likewise
in the same way
just as
at the same time
resemble
also

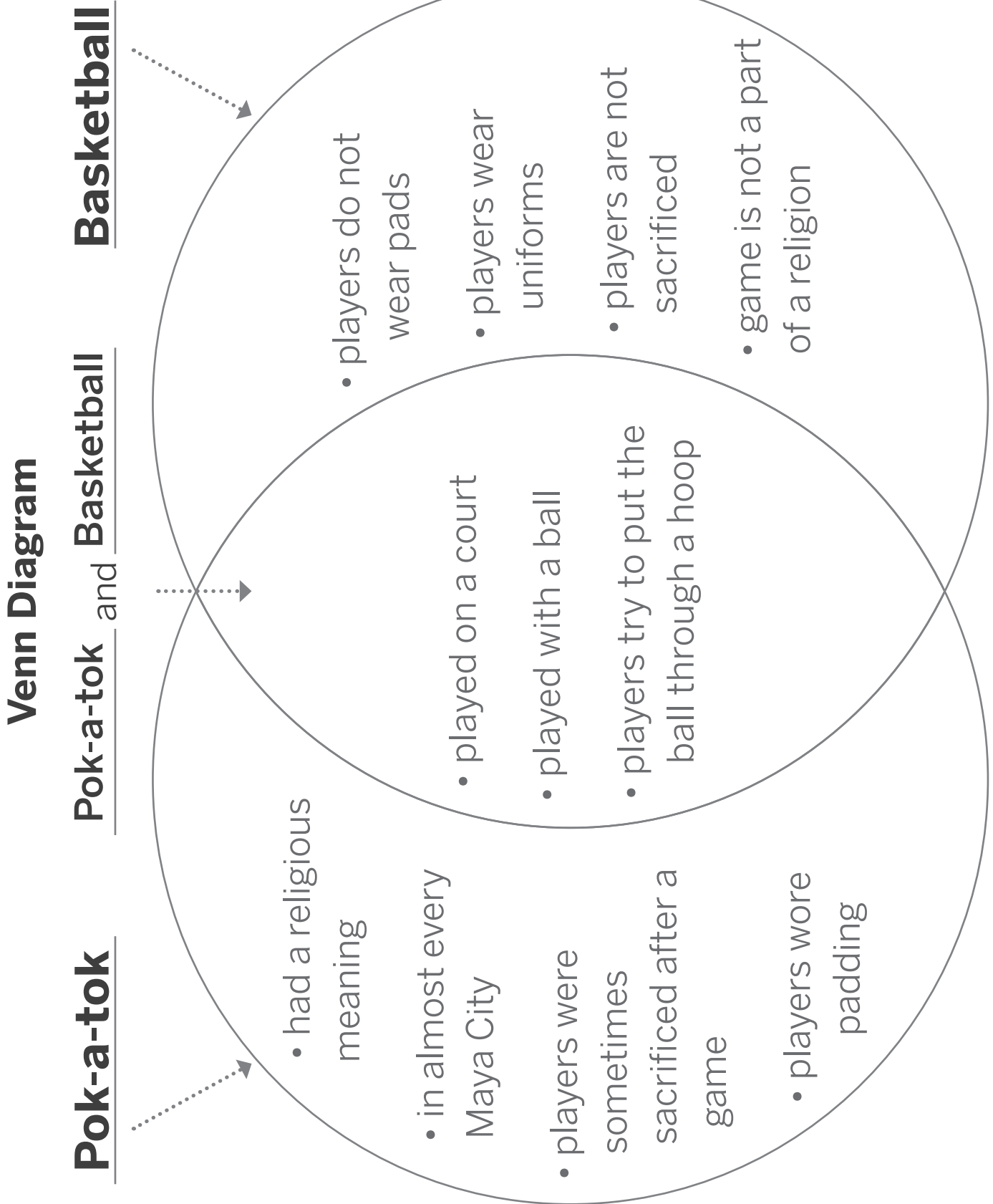
Contrast

however
in contrast
on the contrary
alternatively
whereas
instead
on the other hand
but



An Important Ball Game

The Maya played a ball game called pok-a-tok that had religious significance. Nearly every Maya city had at least one ball court. Enclosed by parallel walls, the rectangular courts varied in size. Some were nearly as large as a modern-day football field. The game of pok-a-tok was played with a solid rubber ball that weighed as much as eight pounds. Players kept the ball in the air with their knees, hips, shoulders, and forearms. Thick, heavy padding protected them in this fast-paced game. Rules varied among the city-states. At Chichén Itzá’s court, the object was to pass the ball through stone hoops. In some city-states, players were sacrificed to the gods at the end of the game. It’s possible that the game symbolized the passage of the sun across the sky. This was believed to be an important daily task performed by the gods.



Title

Important Birds

Introduction

Things being compared and contrasted.

1)

quetzal

2)

bald eagle

Body Paragraph

Main Idea/Topic Sentence

The quetzal and bald eagle have some similarities.

Supporting Information

both birds; both play important roles in

communities where they live

Body Paragraph

Main Idea/Topic Sentence

but these animals are very different from one another

Supporting Information

habitat: bald eagle lives near water in North America; quetzal

lives in Central America’s rainforests; appearance: bald

eagle is earth colors—brown, black, white; quetzal is brightly

colored—red, green, blue; how people treat them: quetzal—

feathers used in headdresses; bald eagle—special laws prevent

people from hunting them or using their parts

Conclusion

Final thoughts about the topic:

Although the bald eagle and the quetzal are both birds with important

roles in their native lands, they have a lot of differences from one another.

Paragraphs

Contrasting the Quetzal and Bald Eagle

Although the quetzal and the bald eagle are both birds, they have some important differences. These birds live in different places: the quetzal lives in the rainforest, and the bald eagle lives near bodies of water such as oceans or rivers. They also look different from one another. The quetzal’s feathers are bright colors such as red, green, and blue, while the bald eagle is brown, black, and white. Finally, the quetzal’s colorful feathers have been used in headdresses and other costumes, but the bald eagle has special laws that keep people from hunting it or using its feathers. Therefore, although these animals are both birds, they are not exactly alike.

Activity Pages

Grade 5	Writing Studio 1
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NAME: _____

DATE: _____

Kindergarten versus Grade 5

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

Writing Prompt

Students all have things in common, but a lot of things differ from grade to grade. Write an informative essay in which you compare and contrast what it is like to be in Kindergarten with what it is like to be in Grade 5.

Title

Introduction

Things being compared and contrasted.

1) _____ 2) _____

Body Paragraph

Main Idea/Topic Sentence

Supporting Information

Body Paragraph

Main Idea/Topic Sentence

Supporting Information

Conclusion

Final thoughts about the topic:

Paragraphs

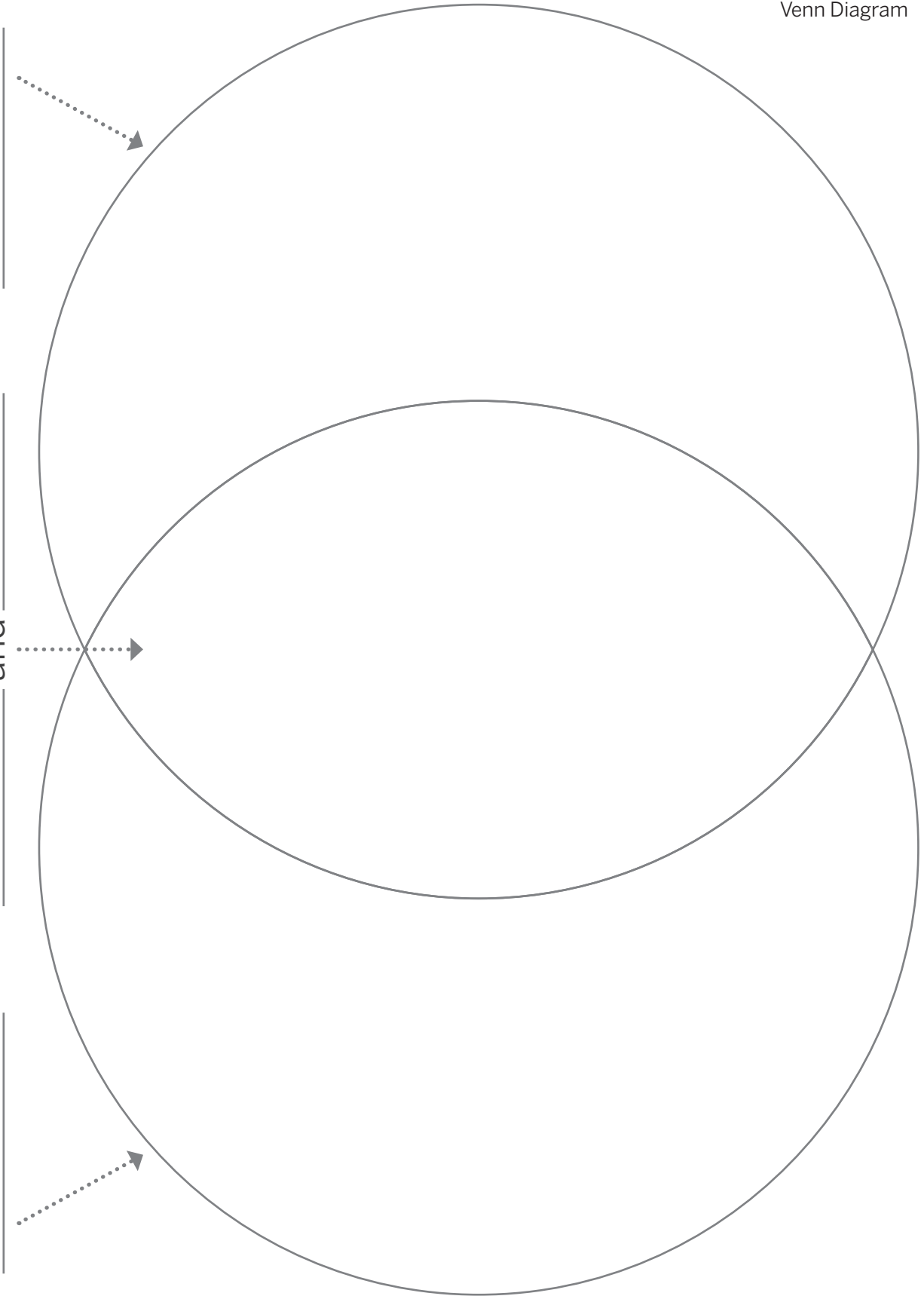
NAME: _____

DATE: _____

Venn Diagram

Venn Diagram

and



Teacher Resources

Grade 5	Writing Studio 2
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Teacher Resources

- Writing Prompt for Activity Page 1.1
- Fifth Grade Writing Rubric: Opinion Writing
- “The Best Way to Learn”
- Writing Prompt for Activity Page 3.1
- Words and Phrases Connecting Reasons and Evidence
- Sample Opinion Paragraph
- Sample Introductions

Activity Pages

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

Writing Prompt

Write an opinion essay in which you explain what the best school subject is. Make sure to provide the reasons for your choice.

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

The Best Way to Learn

Pretend for a minute that you have a cousin who is younger than you are, and you are trying to teach him how to ride a bicycle for the first time. Think about the different steps you would take and what you would need. I bet you would not just give your cousin a book to read about bikes or talk to him about bike riding. Instead, you would probably find a bike, a helmet, and a safe space for your cousin to practice what you told him. That's because the best way to learn something new is by doing it.

Learning to do something new by actually practicing it is better than just hearing or reading about it. Practicing something helps you identify questions or problems you might face while doing it. For example, if you are reading about how to ride a bike, you might not remember that you have to pedal and watch where you are going at the same time. However, actually pedaling a bike helps you remember that, because if you forget for too long, you will run into something!

Learning by doing is also better than learning by hearing, because practicing helps you remember all the steps to take. If you were thinking about riding a bike, you might forget steps like moving the kickstand before pedaling. But when you actually ride a bike, seeing the kickstand will help you learn to raise it before pedaling. Seeing and practicing will help you remember what you have heard or read. Even if you cannot practice in a real situation, you can practice in a model. For example, before astronauts actually go to space, they practice in machines called simulators. This helps them learn what to expect and think about all the steps they will need to follow in space.

These are just two reasons that it is better to learn something new by trying it than it is to learn by reading or hearing about it. This kind of learning is used all over, by everyone from bike riders to astronauts. So the next time you have to learn something, jump in and practice it! It may help you learn it more easily, and you could have some fun, too!

Writing Prompt

Compose an essay that identifies the worst thing a student could lose and explains your opinion on why this is the worst thing.

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

Words and Phrases Connecting Reasons and Evidence

consequently

for example

specifically

therefore

as a result

subsequently

Sample Opinion Paragraph

One thing that makes oranges my favorite is that they are so nutritious. They have a lot of Vitamin C in them, so they are part of a healthy diet. People have eaten oranges to stay healthy for centuries. Even sailors ate them on long trips so that they would get enough nutrition.

Sample Introductions

1. This essay is about my opinion on art. There are a lot of artworks in the world. People have a lot of opinions on which one is best. My opinion is that the best piece of art is the *Mona Lisa*.
2. Have you ever seen someone with an expression on their face that you do not quite understand? Maybe the person seems to be almost—but not quite—smiling. Maybe even after you were no longer with the person, you wondered what their expression meant. The woman in Leonardo da Vinci's painting *Mona Lisa* has an expression just like this, and for centuries, people have wondered about its meaning.
3. Ever since there have been works of art, people have had opinions about which ones were the best. My opinion is that the best work of art is the *Mona Lisa*.

Activity Pages

Grade 5	Writing Studio 2
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NAME: _____

DATE: _____

The Best School Subject

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 what the best school subject is. Make sure to provide the reasons for your choice.

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:

NAME: _____

DATE: _____

CONTINUED

Blank Opinion Essay Map (continued)

Body Paragraph Three (optional)	Reason three to support opinion:
	Evidence for this reason:
Conclusion	Why readers should agree with this opinion:
	Final thought

NAME: _____

DATE: _____

Letter to a Young Poet

Prompt: Write an essay giving advice to new Grade 5 students about which poetic devices make the best poems. Make sure to give reasons to support your opinion and to back up your reasons with evidence and information.

1. Poetic Device: tone

Tone is defined as _____

Tone is important to a poem because _____

Evidence to support this: _____

Tone is also important to a poem because _____

Evidence to support this: _____

NAME: _____

DATE: _____

2. Poetic Device: anaphora

Anaphora is defined as _____

Anaphora is important to a poem because _____

Evidence to support this: _____

Anaphora is also important to a poem because _____

Evidence to support this: _____

NAME: _____

DATE: _____

3. Poetic Device: simile

Simile is defined as _____

Simile is important to a poem because _____

Evidence to support this: _____

Simile is also important to a poem because _____

Evidence to support this: _____

NAME: _____

DATE: _____

4. Poetic Device: rhyme

Rhyme is defined as _____

Rhyme is important to a poem because _____

Evidence to support this: _____

Rhyme is also important to a poem because _____

Evidence to support this: _____

NAME: _____

DATE: _____

5. Poetic Device: metaphor

Metaphor is defined as _____

Metaphor is important to a poem because _____

Evidence to support this: _____

Metaphor is also important to a poem because _____

Evidence to support this: _____

Teacher Resources

Grade 5	Writing Studio 3
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Teacher Resources

- Writing Prompt for Activity Page 1.1
- Fifth Grade Writing Rubric: Narrative Writing
- “Mia Sees the Ocean”
- Writing Prompt: Don Quixote’s Next Adventure
- Sample Paragraph 1 from “Mia Meets Otis”
- Sample Paragraph 2 from “Mia Meets Otis”
- Sample Paragraph in Need of Editing

Activity Pages

- Activity Page 1.1
- Blank Story Map
- Drafting Paper

Writing Prompt

Write a narrative about a character or characters having an adventure. This can be a true adventure, such as one you have had, or it may be a fictional adventure.

Fifth 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.5.3]**

- a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **[W.5.3a]**
- b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **[W.5.3b]**
- c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **[W.5.3c]**
- d) Use concrete words and phrases and sensory details to convey experiences and events precisely. **[W.5.3d]**
- e) Provide a conclusion that follows from the narrated experiences or events. **[W.5.3e]**

	Advanced	Proficient	Basic
Ideas	<p>The composition</p> <ul style="list-style-type: none"> • orients the reader and 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"> • orients the reader and 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"> • orient the reader and 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 narrative techniques to develop experiences and events or show the responses of characters to situations • provides a conclusion connected to the narrative sequence 	<p>The composition</p> <ul style="list-style-type: none"> • organizes an event sequence that unfolds naturally • uses narrative techniques to develop experiences and events or show the responses of characters to situations • provides a conclusion connected to the narrative sequence 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • organize an event sequence that unfolds naturally • use narrative techniques to develop experiences and events or show the responses of characters to situations • provide a conclusion connected to the narrative sequence
Conventions	<p>The composition</p> <ul style="list-style-type: none"> • uses a variety of transitional words, phrases, and clauses to manage the sequence of events • uses concrete words and phrases and sensory details to convey experiences and events precisely • uses language to add subtlety through connotative meanings 	<p>The composition</p> <ul style="list-style-type: none"> • uses a variety of transitional words, phrases, and clauses to manage the sequence of events • uses concrete words and phrases and sensory details to convey experiences and events precisely 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • use a variety of transitional words, phrases, and clauses to manage the sequence of events • use concrete words and phrases and sensory details to convey experiences and events precisely

Mia Sees the Ocean

One summer Mia went to visit her Aunt Penelope, who lived very far away from Mia but very close to the ocean. Penelope, who was Mia’s favorite aunt, promised to take Mia to see the ocean during her visit, since she had never seen it before.

When they got near the beach, Mia noticed that the air smelled kind of salty. Penelope explained that the smell comes from algae and helps animals like birds find the water. As Penelope spoke, they reached the top of a hill, and suddenly Mia could see the ocean. She had always thought it would be one color, but from the hill she could see that it was really a lot of different shades of blue and green, kind of like the patchwork quilt on her bed at Penelope’s house.

“It’s so much prettier than I suspected,” Mia said.

“Wait until you get to play in it,” Penelope answered. “You’ll really love it then!”

A little while later, when Mia went into the ocean for the first time, she wasn’t sure what Penelope was thinking. Mia walked into the water until it came to her knees. She planned to swim, just as she had learned at her local pool, but before she could start, a big wave rolled in and knocked her down. As Mia fell, the water burned her eyes, and she worried about what kind of animals might be in the water with her. When she finally stood up, she looked back at the shore. Penelope was farther away than she had been; Mia had ended up a little bit down the beach.

Mia walked out of the water and back to Penelope.

“I think I like the pool better,” she said.

Penelope laughed. “You’ll get the hang of it. I have some tips to help!”

For the rest of the morning, Penelope taught Mia how to enjoy the ocean. She reminded her to close her eyes underwater to keep the briny water from stinging them. She helped Mia practice how to jump up and ride the waves, letting them carry her back to the shore. She grabbed a piece of feathery seaweed from the water and let Mia feel how soft it was. Later, Mia felt some of it brush against her ankles in the water, and although it tickled, she was not scared, because she knew it was just the plant Penelope had shown her.

Finally Penelope said it was time to go home. Mia walked back up the hill, then stopped and turned around to get one last look at the ocean. She stood and listened to the sound of the waves hitting the sand, and she took a deep breath, smelling the salty air. She couldn’t wait to tell all her friends back home about her ocean adventure!

Writing Prompt: Don Quixote's Next Adventure

What would happen if Don Quixote came to visit your school? Would he bring Sancho Panza with him? What sort of mishaps or experiences might they have? Would he learn anything during his visit? Write a narrative about Don Quixote visiting your school.

Remember to include all the elements of a narrative.

Sample Paragraph 1

By bedtime, Otis and Mia were getting along really well, and Mia was pleased when Otis curled up on the floor by her bed. As she turned out the light, she told him goodnight, sure that they would both sleep well. However, a few hours later, Mia awoke to a terrible noise. Otis was barking, even though it was the middle of the night! She did her best to quiet him, but she felt a little grumpy he had woken her up.

Sample Paragraph 2

“Otis, no!” screamed Penelope. The dog dropped back to the floor, licking peanut butter off his nose.

Sample Paragraph in Need of Editing

What's wrong? asked Penelope. Then she saw Otis. he had his big brown paws up on the kitchen table and he was scarfing down mia's breakfast.

Activity Pages

Grade 5	Writing Studio 3
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NAME: _____

DATE: _____

Adventures

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

Writing Prompt

Write a narrative about a character or characters having an adventure. This can be a true adventure, such as one you have had, or it may be a fictional adventure.

Title	
Character(s)	Setting(s)
Plot	Beginning
	Middle
	End
Final Thought	
<p>Circle at least one of the following narrative techniques you might use in this work. If you circle <i>other</i>, make sure to fill in the blank to explain the technique you will use.</p> <p style="text-align: center;"> dialogue description pacing </p> <p style="text-align: center;">other: _____</p>	
<p>Fill in the blank to indicate where your narrative should include concrete words and details to describe things:</p>	

Teacher Resources

Grade 5	Writing Studio 4
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Teacher Resources

- Opinion Writing Prompt
- Isabella d'Este Writing Prompt
- Sample Introduction
- Fifth Grade Writing Rubric: Opinion Writing

Activity Pages

- Drafting Paper
- Activity Page 2.1
- Activity Page 3.1
- Activity Page 4.1
- Blank Opinion Essay Map

Opinion Writing Prompt

Artists held an important role during the Renaissance. They designed buildings, created portraits of rulers, and decorated churches. Think about the Renaissance artists you have studied in Unit 5, *The Renaissance*.

Write an opinion piece that identifies the best Renaissance artist and explains why he or she is the best. Make sure to think about all the elements of a good opinion piece, including providing good reasons for your choice and strong evidence to support those reasons.

Isabella d'Este Writing Prompt

As the “First Lady of the Renaissance,” Isabella d’Este had an important role. Although she was well known on her own, imagine that she decided that she wanted more people to come and visit her grotta. If d’Este hired you to advertise her grotta to people who lived during the Renaissance, how would you convince them that it was the best spot to visit in all Italy?

Write an opinion piece explaining to a Renaissance audience why d’Este’s grotta would be the perfect or best place for them to visit. Make sure to think about all the elements of a good opinion piece and think carefully about what reasons would be most convincing to someone in the Renaissance.

Sample Introduction

Imagine a place where artistic treasures sparkle in every direction, where you can see the work of the finest artists and craftsmen of our time, and where a woman is the most powerful person. It almost sounds like a fantasy, but it is not one. This place is the fantastic grotta of Isabelle d'Este, and if you come to Mantua, you can see the grotta and its treasures with your own eyes. All Renaissance travelers will surely find something to delight them in the grotta, because it has something for everyone!

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

Activity Pages

Grade 5	Writing Studio 4
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NAME: _____

DATE: _____

Artists and Audiences

Fill in the blank based on your opinion essay.

In my opinion, the best Renaissance artist is _____.

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 best Renaissance artist. Your teacher will show you an example to start.

Audience	Cares about	Most convincing reason	Because
a Renaissance scholar			
a three-year-old			
Dr. Wellbody			
parents			

NAME: _____

DATE: _____

Isabella d'Este and the Grotta

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 the grotta or Isabella d'Este	Why the fact is important	A person would be persuaded by this information if he or she ____	Because

NAME: _____

DATE: _____

Isabella d'Este's Artwork

Use the chart to describe your observations about the works of art Isabella d'Este had. Make a note about why someone would want to see each work of art.

Artwork	Characteristics	Someone would want to see this work of art because

NAME: _____

DATE: _____

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:

NAME: _____

DATE: _____

Body Paragraph Three	Reason three to support opinion:
	Evidence for this reason:
Conclusion	Why readers should agree with this opinion:
	Final thought:

Teacher Resources

Grade 5	Writing Studio 5
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Teacher Resources

- “How Printing Changed the World”
- Summary Writing Prompt
- Sample Summary Map – “Martin Luther’s Reforms”
- Fifth Grade Writing Rubric: Informative/Explanatory Writing

Activity Pages

- Blank Summary Map
- Activity Page 2.1
- Drafting Paper

How Printing Changed the World

“The Power of the Printed Word,” Chapter 1 of *The Reformation: Shifts in Power*, describes Johann Gutenberg and his very important invention, the printing press.

Gutenberg lived in Germany in the 1400s. In contrast to today, books in Gutenberg’s time were rare. “Throughout the Middle Ages, books were made by hand” (4). Monks wrote books on parchment, which took a very long time. Therefore, only rich people or members of the clergy could afford to own books.

Gutenberg worked at the mint, where he molded metal. One day, he realized he could use metal to make the shape of letters. He also realized that he could use those letters to make copies of books. This was called moveable type. Other people had thought of this, too, but Gutenberg had another idea. He invented a machine called the printing press. This machine made it possible to make books much faster than writing them by hand.

Gutenberg’s printing press changed the world. Because of it, books became easier to print. Soon, more books were available, and they were printed in lots of different languages. The printing press especially changed things for people who were not rich. People who had not read before started learning to read, because they could afford books.

It is clear that Gutenberg made a big difference. “He did change the world” (8). Without his printing press, we might all still be reading from hand-copied books on parchment!

Source: “The Power of the Printed Word,” Chapter 1 of *The Reformation: Shifts in Power* (2015).

Summary Writing Prompt

Although we read for many purposes, one important purpose is to understand or gain information about things. In many cases, we will need to share that information with someone else who may not have read the same text we read. That means that we need to summarize the text, or describe its topic, main ideas, and most important points.

Write a summary of Chapter 4 from your Student Reader, *The Reformation: Shifts in Power*. Your summary should help explain the main ideas and most important supporting points from this chapter. In order to do this, you may also want to review Chapter 3, which explains what life was like before the Reformation and looks at the circumstances or situation that helped lead Luther and others to push for reform. You have already summarized part of Chapter 3, so you may use that summary as you prepare.

Fifth Grade Writing Rubric: Informative/Explanatory Writing

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **[W.5.2]**

- a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. **[W.5.2a]**
- b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **[W.5.2b]**
- c) Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*). **[W.5.2c]**
- d) Use precise language and domain-specific vocabulary to inform about or explain the topic. **[W.5.2d]**
- e) Provide a concluding statement or section related to the information or explanation presented. **[W.5.2e]**

	Advanced	Proficient	Basic
Ideas	<p>The composition</p> <ul style="list-style-type: none"> • provides a general observation that leads to a specific area of focus • develops the topic with a combination of relevant facts, accurate definitions, concrete and specific details, quotations from multiple sources, or other appropriate information and examples • makes sophisticated connections between ideas • demonstrates awareness of audience and purpose 	<p>The composition</p> <ul style="list-style-type: none"> • provides a general observation and focus • develops the topic with facts, definitions, concrete details, quotations, or other information and examples 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • provide a general observation and focus • develop the topic with facts, definitions, concrete details, quotations, or other information and examples

Fifth Grade Writing Rubric: Informative/Explanatory Writing (continued)

	Advanced	Proficient	Basic
Organization	<p>The composition</p> <ul style="list-style-type: none"> introduces a topic clearly and in an engaging fashion groups related information logically and explains connections between groups includes a combination of formatting, illustrations, and multimedia that explain the ideas provides a concluding statement or section 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 clearly groups related information logically includes formatting, illustrations, and multimedia when useful provides a concluding statement or section related to the topic 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> introduce a topic clearly group related information logically include formatting, illustrations, and multimedia when useful provide a concluding statement or section related to the topic
Writing Conventions	<p>The composition</p> <ul style="list-style-type: none"> links ideas within and across categories of information using words, phrases, and clauses uses precise language and domain-specific vocabulary uses language to add subtlety through connotative meanings 	<p>The composition</p> <ul style="list-style-type: none"> links ideas within and across categories of information using words, phrases, and clauses uses precise language and domain-specific vocabulary 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> link ideas within and across categories of information using words, phrases, and clauses use precise language and domain-specific vocabulary

Activity Pages

Grade 5	Writing Studio 5
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Title of summary:	
Title of work being summarized:	
Topic of work being summarized:	
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:

NAME: _____

DATE: _____

Conclusion	Final thoughts about the topic:
If you are reading a summary, note where it uses the following things. If you are planning a summary, write down an example of each thing that you might add to your draft.	
Specific vocabulary:	
Linking words:	
Quotation from the text:	
Source:	

NAME: _____

DATE: _____

Researching the Text

Use information from your Student Reader, Chapter 4 (“The Reformation Movement”) to complete the chart.

Main idea about Luther and the Reformation	Why this idea is important

NAME: _____

DATE: _____

2.1
CONTINUED

ACTIVITY PAGE

Information that supports this idea	Quotation and page number

Teacher Resources

Grade 5	Writing Studio 6
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Teacher Resources

- Writing Prompt for Activity Page 1.1
- Character Problem Writing Prompt
- Fifth Grade Writing Rubric: Narrative Writing

Activity Pages

- Activity Page 1.1
- Activity Page 2.1
- Blank Story Map
- Blank Drafting Paper

Writing Prompt

Think about the different problems people experience throughout their day. Pick a problem that someone (you or a character) would care about. Then write a narrative that explains this problem from the point of view of a character who is affected by the problem. Because your narrative may be about you or someone else, it may be fiction or nonfiction. Make sure to include all the elements of a narrative in your story.

Character Problem Writing Prompt

Your Activity Book for *William Shakespeare's A Midsummer Night's Dream* contains lots of letters from the play's characters to the Course Smoother. Each of these characters has a problem and wants the Course Smoother's advice on solving it.

These characters wrote letters that were informative. That means that they gave the Course Smoother some information about the problem. But they could have done something different. For example, since people do not always see things the same way, they might have written opinion letters that tried to convince the Course Smoother that their situation was an urgent, important problem. Another way to approach their situation would have been to tell a story that shows how the character is affected by the problem.

For the next few lessons, you will try taking another approach to writing about a character's problem. You will pick a character from *A Midsummer Night's Dream* who has a problem. (This may be a character who wrote a Dear Course Smoother Letter, or it may be a different character.) Then you will write a narrative that shows how the problem affects the character.

You will be writing about a real problem the character has in the play, but you may imagine some details that show how this character is affected by the problem. For example, you should not write about how Bottom does not get to eat ice cream, because that is not a problem he has in the play. However, you could write about how he does not get assigned the role of all the characters in the workmen's production, because that is something that happens in the play. Your narrative might explain why Bottom would think this is a problem and how his life is affected by that problem.

If you like, you may write the narrative as a new scene in the play *A Midsummer Night's Dream*, though you should write your narrative in paragraphs, like the summaries of the play, rather than verse. Your narrative should contain all the elements of a narrative, including setting, character, detailed descriptions, and a plot that includes a beginning, middle, and end.

Fifth 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.5.3]**

- a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **[W.5.3a]**
- b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **[W.5.3b]**
- c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **[W.5.3c]**
- d) Use concrete words and phrases and sensory details to convey experiences and events precisely. **[W.5.3d]**
- e) Provide a conclusion that follows from the narrated experiences or events. **[W.5.3e]**

	Advanced	Proficient	Basic
Ideas	<p>The composition</p> <ul style="list-style-type: none"> • orients the reader and 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"> • orients the reader and 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"> • orient the reader and 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 narrative techniques to develop experiences and events or show the responses of characters to situations • provides a conclusion connected to the narrative sequence 	<p>The composition</p> <ul style="list-style-type: none"> • organizes an event sequence that unfolds naturally • uses narrative techniques to develop experiences and events or show the responses of characters to situations • provides a conclusion connected to the narrative sequence 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • organize an event sequence that unfolds naturally • use narrative techniques to develop experiences and events or show the responses of characters to situations • provide a conclusion connected to the narrative sequence
Conventions	<p>The composition</p> <ul style="list-style-type: none"> • uses a variety of transitional words, phrases, and clauses to manage the sequence of events • uses concrete words and phrases and sensory details to convey experiences and events precisely • uses language to add subtlety through connotative meanings 	<p>The composition</p> <ul style="list-style-type: none"> • uses a variety of transitional words, phrases, and clauses to manage the sequence of events • uses concrete words and phrases and sensory details to convey experiences and events precisely 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • use a variety of transitional words, phrases, and clauses to manage the sequence of events • use concrete words and phrases and sensory details to convey experiences and events precisely

Activity Pages

Grade 5	Writing Studio 6
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NAME: _____

DATE: _____

Writing Narratives

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

Writing Prompt

Think about the different problems people experience throughout their day. Pick a problem that someone (you or a character) would care about. Then write a narrative that explains this problem from the point of view of a character who is affected by the problem. Because your narrative may be about you or someone else, it may be fiction or nonfiction. Make sure to include all the elements of a narrative in your story.

NAME: _____

DATE: _____

Research for Character Problem Narrative

Use information from *William Shakespeare's A Midsummer Night's Dream* to complete the following items. You will use this information to help you plan your narrative.

Character _____

Problem _____

This is a problem because

Because of this problem, my character

If this were not a problem, my character would be able to

NAME: _____

DATE: _____

This problem makes my character feel

My character would say this about the problem:

This problem makes my character act like

Other important information about this problem:

NAME: _____

DATE: _____

LESSON _____

Blank Story Map

Title:	
Character you are writing about:	
Problem that character is experiencing:	
Additional characters:	
Setting:	
Plot	Beginning
	Middle
	End

NAME: _____

DATE: _____

Blank Story Map

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 his or her problem:**

Teacher Resources

Grade 5	Writing Studio 7
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Teacher Resources

- Writing Prompt for Classroom Collection
- Sample Opinion Essay Map
- Fifth Grade Writing Rubric: Opinion Writing
- Fifth Grade Writing Rubric: Narrative Writing
- Fifth Grade Writing Rubric: Informative/Explanatory Writing

Activity Pages

- Activity Page 1.1
- Activity Page 2.1
- Blank Opinion Essay Map
- Blank Story Map
- Blank Informative/Explanatory Essay Map
- Activity Page 4.1 (Blank Drafting Paper)

Writing Prompt for Classroom Collection

In class, we have been learning a great deal about Native Americans and their history. For the final Writing Studio essay, you will take that knowledge and use it to help next year's students by creating an entry in a classroom collection of writing about Native Americans.

For the next few lessons, work on your contribution to the classroom collection. You will pick a writing topic, something you have learned about in Unit 8, *Native Americans*. You will think about what will make next year's students interested in this unit and 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 the classroom collection is to get next year's students interested in Unit 8, *Native Americans*. That means that next year's students are the audience for your writing. You should keep them in mind as you plan.

Title*Grade 5's Most Important Unit***Paragraphs****Introductory Paragraph****Topic:** *Unit 8, Native Americans***Opinion:** *This is the most important unit all year.***Idea for Hook:** *Have you ever wanted to learn about real people and real history?***Body Paragraph One****Reason one to support opinion:***There is a lot we hadn't learned yet about Native Americans.***Evidence for this reason:***The United States has not always treated Native Americans well.***Body Paragraph Two****Reason two to support opinion:***Some Native Americans were sent to special schools to make them forget their heritage and become more like other Americans.***Evidence for this reason:***The Carlisle School was a Native American school where people like Luther Standing Bear went.***Body Paragraph Three****Reason three to support opinion:***Learning about our shared history can help us know how to act in the future.***Evidence for this reason:***We've learned some things that were not good, so now we know how to treat Native Americans better.***Conclusion****Why readers should agree with this opinion:***Some units are just about history, but they aren't as connected to today. But Native Americans are still part of our country, and it is important to learn about them.***Final thought:***The Native Americans unit is my favorite, and I bet it will be yours, too!*

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

Fifth 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.5.3]**

- a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **[W.5.3a]**
- b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **[W.5.3b]**
- c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **[W.5.3c]**
- d) Use concrete words and phrases and sensory details to convey experiences and events precisely. **[W.5.3d]**
- e) Provide a conclusion that follows from the narrated experiences or events. **[W.5.3e]**

	Advanced	Proficient	Basic
Ideas	<p>The composition</p> <ul style="list-style-type: none"> • orients the reader and 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"> • orients the reader and 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"> • orient the reader and 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 narrative techniques to develop experiences and events or show the responses of characters to situations • provides a conclusion connected to the narrative sequence 	<p>The composition</p> <ul style="list-style-type: none"> • organizes an event sequence that unfolds naturally • uses narrative techniques to develop experiences and events or show the responses of characters to situations • provides a conclusion connected to the narrative sequence 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • organize an event sequence that unfolds naturally • use narrative techniques to develop experiences and events or show the responses of characters to situations • provide a conclusion connected to the narrative sequence
Conventions	<p>The composition</p> <ul style="list-style-type: none"> • uses a variety of transitional words, phrases, and clauses to manage the sequence of events • uses concrete words and phrases and sensory details to convey experiences and events precisely • uses language to add subtlety through connotative meanings 	<p>The composition</p> <ul style="list-style-type: none"> • uses a variety of transitional words, phrases, and clauses to manage the sequence of events • uses concrete words and phrases and sensory details to convey experiences and events precisely 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • use a variety of transitional words, phrases, and clauses to manage the sequence of events • use concrete words and phrases and sensory details to convey experiences and events precisely

Fifth Grade Writing Rubric: Informative/Explanatory Writing

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **[W.5.2]**

- a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. **[W.5.2a]**
- b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **[W.5.2b]**
- c) Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*). **[W.5.2c]**
- d) Use precise language and domain-specific vocabulary to inform about or explain the topic. **[W.5.2d]**
- e) Provide a concluding statement or section related to the information or explanation presented. **[W.5.2e]**

	Advanced	Proficient	Basic
Ideas	<p>The composition</p> <ul style="list-style-type: none"> • provides a general observation that leads to a specific area of focus • develops the topic with a combination of relevant facts, accurate definitions, concrete and specific details, quotations from multiple sources, or other appropriate information and examples • makes sophisticated connections between ideas • demonstrates awareness of audience and purpose 	<p>The composition</p> <ul style="list-style-type: none"> • provides a general observation and focus • develops the topic with facts, definitions, concrete details, quotations, or other information and examples 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • provide a general observation and focus • develop the topic with facts, definitions, concrete details, quotations, or other information and examples

Fifth Grade Writing Rubric: Informative/Explanatory Writing (continued)

	Advanced	Proficient	Basic
Organization	<p>The composition</p> <ul style="list-style-type: none"> introduces a topic clearly and in an engaging fashion groups related information logically and explains connections between groups includes a combination of formatting, illustrations, and multimedia that explain the ideas provides a concluding statement or section 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 clearly groups related information logically includes formatting, illustrations, and multimedia when useful provides a concluding statement or section related to the topic 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> introduce a topic clearly group related information logically include formatting, illustrations, and multimedia when useful provide a concluding statement or section related to the topic
Writing Conventions	<p>The composition</p> <ul style="list-style-type: none"> links ideas within and across categories of information using words, phrases, and clauses uses precise language and domain-specific vocabulary uses language to add subtlety through connotative meanings 	<p>The composition</p> <ul style="list-style-type: none"> links ideas within and across categories of information using words, phrases, and clauses uses precise language and domain-specific vocabulary 	<p>The composition does not do one or more of the following</p> <ul style="list-style-type: none"> link ideas within and across categories of information using words, phrases, and clauses use precise language and domain-specific vocabulary

Activity Pages

Grade 5	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: _____

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: _____

Classroom Collection: Native Americans

Use information from your own experience and from *Native Americans: A Changing Landscape* to complete the following items. You will use this information to help you plan your contribution to the classroom collection.

1. The most interesting thing I have learned from *Native Americans: A Changing Landscape* is

2. This is interesting to me because

NAME: _____

DATE: _____

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

4. Something that makes me excited to learn new things is

5. One thing I wish I had known before we started Unit 8, *Native Americans*, is

NAME: _____

DATE: _____

Remember that the purpose of the classroom collection is to get others interested in Unit 8, *Native Americans*. The audience for the classroom collection is next year's Grade 5 students. Based on what you have written above, answer the following questions.

6. I think the thing that will get students most interested in Unit 8, *Native Americans*, is

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

an opinion

a narrative

an informative essay

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

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 Story Map

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:

NAME: _____

DATE: _____

LESSON _____

Blank Informative/Explanatory Essay Map

Title	
Paragraphs	Introduction Topic _____ Main Idea of Essay _____ _____
	Body Paragraph Main Idea/Topic Sentence _____ _____
	Supporting Information _____ _____ _____
	Body Paragraph Main Idea/Topic Sentence _____ _____
	Supporting Information _____ _____ _____

Paragraphs

Body Paragraph

Main Idea/Topic Sentence

Supporting Information

Conclusion

Final thoughts about the topic:

Where in this essay could you add headings or an illustration to help readers understand your topic and main idea?

Where in this essay will you use facts, definitions, quotations, or specific vocabulary terms to help readers understand your topic and main idea?

Where in this essay will you use linking words or phrases to help readers understand your topic and main idea?

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