



Writing Studio

Kindergarten–Grade 5

Sample Lessons

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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:

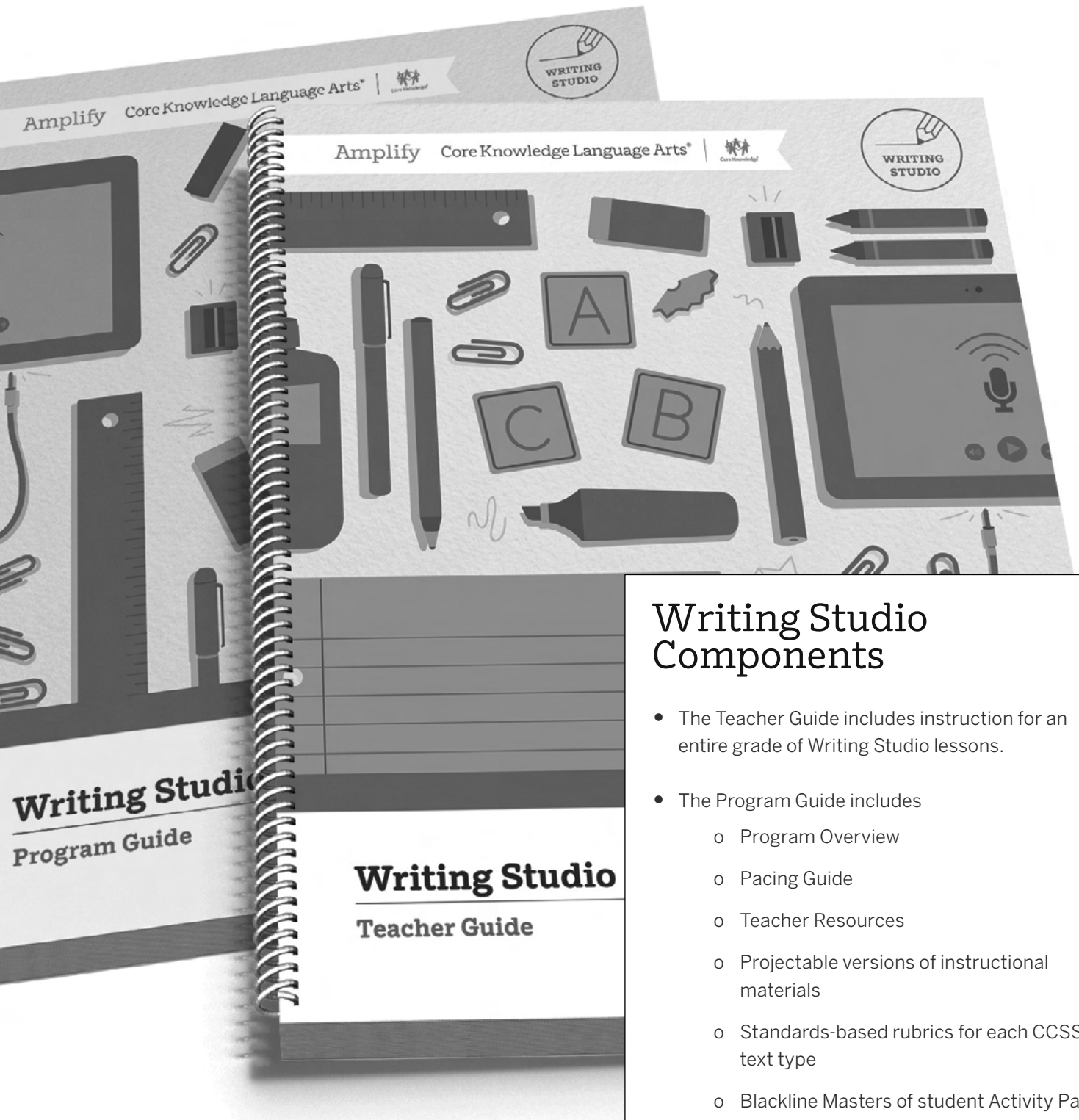
Writing Studio students receive explicit instruction in and modeling of various aspects of the writing process in each text type. Teachers not only explain each step of the process; they also demonstrate the process with exemplar texts. For example, before students revise their own writing, they see 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	<i>Treasure Island</i>	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:	

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.

ng from his chair. "I hear a voice,
There's a ghost in this school!"

ted that the classroom had
thout him.

f their narratives include the following:

Don Quixote

on they will continue drafting their
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.

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.

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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Sample Lessons

This sampler includes brief examples of narrative and informative writing lessons to show how each text type is addressed in selected grades. It then includes a deep dive into opinion writing to illustrate how instruction within a text type scaffolds throughout the Writing Studio program.

Please note that while students in each grade independently write multiple works in each text type during the Writing Studio program, the sample lessons that follow showcase how Writing Studio scaffolds students at various points throughout the writing process. These lessons constitute only a representative sample and are not meant to be a comprehensive presentation of all Writing Studio content.



Narrative Writing

In studying narrative writing, students read exemplar texts to learn about elements of a narrative, and teachers model steps of the writing process before asking students to practice each step. Students practice the writing process and write several texts before composing a final narrative independently. Throughout Writing Studio, students write increasingly complex narratives. Early elementary students might write stories about their own experiences and retellings of familiar stories, while upper elementary students use background knowledge they have learned in CKLA core instruction to create myths about elements of the natural world or to imagine a new scene for characters or historical figures they have been studying.

The selected lessons included in the Writing Studio sampler illustrate how students plan, research, and draft some of the narratives they compose in Grade 1 and Grade 4.

Narrative Writing

Grade 1



2

Introducing Narrative Writing

PRIMARY FOCUS OF LESSON

Students use a story map to identify the elements of a narrative. **[W.1.3]**

FORMATIVE ASSESSMENT

Activity Page 2.1

Blank Story Map Students use a story map to identify the elements of a narrative. **[W.1.3]**

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Narrative Writing (30 min.)			
Connections: Stories	Whole Group	3 min.	
Parts of a Narrative	Whole Group	7 min.	<input type="checkbox"/> Parts of a Narrative poster
Read-Aloud: "Addison's Apple"	Whole Group	5 min.	
Story Map: "Addison's Apple"	Whole Group	10 min.	<input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> Image Cards for "Addison's Apple"
Wrap-Up	Partner	5 min.	

ADVANCE PREPARATION

- Prepare the Parts of a Narrative poster for display, either copying it onto chart paper or preparing to project it. See Parts of a Narrative poster in Teacher Resources.
- If preparing the poster on chart paper, print and affix the relevant icon for each item listed, as shown in Teacher Resources.
- Prepare to project or display a blank story map for the class. See Teacher Resources for a Blackline Master. Students will use this map as Activity Page 2.1. Prepare additional copies for each student to complete individually.

Universal Access

- Prepare Image Cards to accompany "Addison's Apple." See Teacher Resources for a Blackline Master.

Lesson 2

Introducing Narrative Writing



Primary Focus: Students use a story map to identify the elements of a narrative. [W.1.3]

CONNECTIONS: STORIES (3 MIN.)

- Remind students that in the previous Writing Studio lesson, they wrote stories about a character eating his or her favorite food.
- Ask students to tell a partner what character and food appeared in their narratives.
- Ask students to name the parts of a story.
 - » Answers may vary, but students should recall the terms *title*, *plot*, *setting*, *character*, and *conclusion* from the previous lesson.
- Tell students that you have a poster to help them remember the parts of a story.

PARTS OF A NARRATIVE (7 MIN.)

- Display the Parts of a Narrative poster prepared in advance.

➤ Parts of a Narrative poster

- Review the title and tell students that *narrative* is another word for *story*.
- Explain that the poster shows a picture for each part of a story or narrative to help students remember it.
 - The pencil reminds us that narratives need a title.
 - The person reminds us that narratives need to be about at least one character.
 - The castle reminds us that narratives take place in a setting.
 - The climber hiking up the mountain reminds us that narratives have to have a plot, or things that happen in them.

- The gold star at the end reminds us that narratives need a conclusion or last thought.



Check for Understanding

What is another word for *narrative*?

- » Another word for *narrative* is *story*.

READ-ALoud: “ADDISON’S APPLE” (5 MIN.)

- Ask students to raise a silent hand if they have ever wanted their favorite food when they could not have it.
- Tell students that you have a story about a first grader named Addison and her favorite food.

Addison’s favorite food starts with the letter ‘a’, just like Addison’s first name. Think silently about foods that start with the letter ‘a’ and which one of them might be Addison’s favorite. Turn and whisper to your neighbor what you think her favorite food might be.

- Ask one or two volunteers to share their guesses. Regardless of what students suggest, tell them that they will need to listen closely to the story to find out if their guess is right.
- Read aloud the story “Addison’s Apple.”

Addison’s first grade class had snack time every afternoon. At the beginning of the school year Addison took an apple to school for snack. She liked eating all kinds of apples. She liked red apples and even yellow apples, but green apples were her favorite. Then one day Addison had a loose tooth. She could not eat apples with her loose tooth. She took grapes for a snack

then. Finally Addison lost her tooth. She took an apple for snack again. It was a green apple—her favorite. She bit into it. It made a loud crunching sound. It tasted sweet. Addison was happy to eat her favorite food again!

-
- Ask students to raise their hands silently if they predicted that Addison's favorite food would be apples.









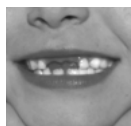


STORY MAP: "ADDISON'S APPLE" (10 MIN.)

Activity Page 2.1



- Distribute a blank story map to students. Ask students to locate the phrase *Activity Page* ____ in the top left-hand corner of the blank story map. Instruct students to fill in the blank with *2.1*, as this is Activity Page 2.1.
- Review the terms and icons on the story map, reminding students that they used this form to record the parts of a fable and parts of a folktale in Domain 1. Explain that this story map has the same images as the Parts of a Narrative poster to help students remember the parts of a story or narrative.
- Tell students that you will read the story again and fill out the story map. Students should fill out their own story maps along with you.
- Reread the story and model completing the story map. Make sure to talk through your reasoning as you work. For example, you might read the title *Addison's Apple*, then say, "I know that's the title of the story, because it appears at the top before any of the story's sentences. I'll put that on the story map by *Title*. I know which word is *title* because it has the picture of the pencil next to it."
- When you reach the plot, remind students that it is divided into beginning, middle, and end. Highlight the transition words and phrases *at the beginning*, *then*, and *finally* to help students sequence the plot's events.

A completed story map follows. This example has both the verbal descriptions that you might complete with your whole class and the images provided for Universal Access.

 Title <p style="text-align: center;"><i>Addison's Apple</i></p>	
 Character(s)  <p style="text-align: center;"><i>Addison</i></p>	 Setting(s)  <p style="text-align: center;"><i>school</i></p>
 Plot	Beginning  <p style="text-align: center;"><i>Addison took apples for snack.</i></p>
	Middle  <p style="text-align: center;"><i>Addison had a loose tooth; Addison took grapes for snack.</i></p>
	 <p style="text-align: center;"><i>Addison lost her tooth and ate apples again.</i></p> <p style="text-align: right;">End</p>
 Conclusion  <p style="text-align: center;"><i>Addison was happy.</i></p>	

Challenge

Ask students to complete the story map's plot section in their own words rather than copying the model.

Support

If students have difficulty completing the story map, reread pertinent lines of the Read-Aloud and review the definition of each part of a narrative. For example, "A character is who the story is about. Who is this story about?"



Access

Entering/Emerging

Preteach the Parts of a Narrative poster and "Addison's Apple." Provide Image Cards for students to connect to each part of the story. For example, you might provide an image of a girl labeled Addison and an image of an apple labeled "apple."

Transitioning/Expanding

Preteach the Parts of a Narrative poster and provide Image Cards for students to connect to each part of the story.

Bridging

Provide Image Cards for students to connect to each part of the story.

WRAP-UP (5 MIN.)

- Ask students to use their completed story maps to retell the story "Addison's Apple" in their own words to a partner.
- Tell students that in the next Writing Studio lesson they will use a story map to help them plan a new story about eating lunch at school.

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



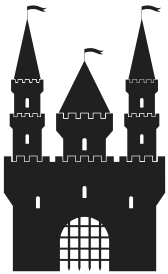

Teacher Resources

Parts of a Narrative



Title

hints at what the narrative is about



Setting

where and when the narrative takes place



Character

who is in the narrative



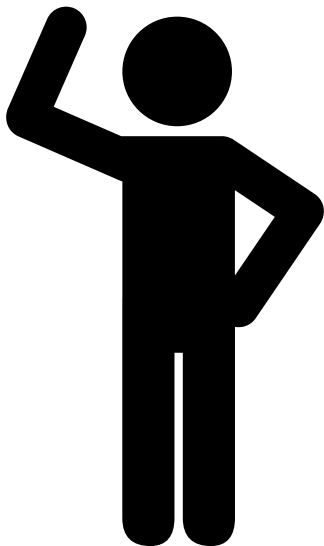
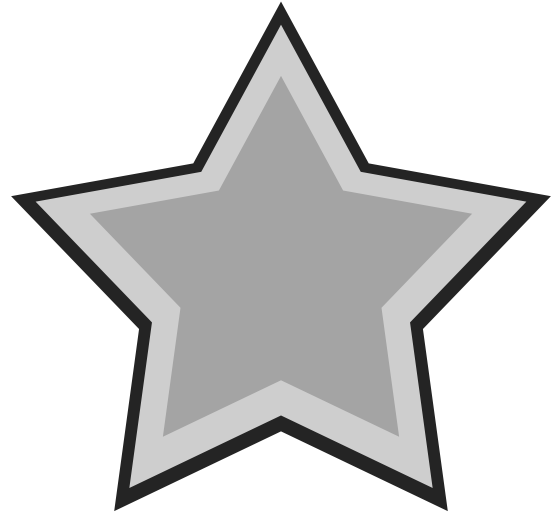
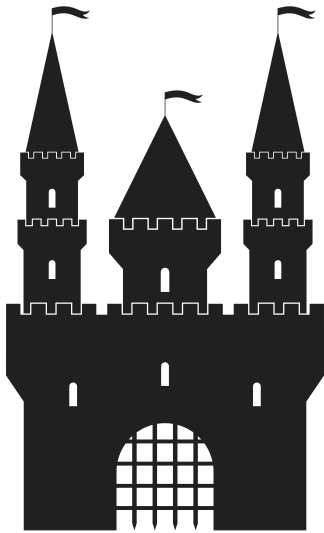
Plot

what happens in the narrative



Conclusion

the narrative's last thought



"Addison's Apple" – Image Cards








NAME: _____

DATE: _____

LESSON _____

Blank Story Map

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

4

Developing Narrative Writing

PRIMARY FOCUS OF LESSON

Students draft a narrative retelling of a familiar story. [W.1.3]

FORMATIVE ASSESSMENT

Retelling Draft

Retelling Draft Students draft a narrative retelling of a story. [W.1.3]

LESSON AT A GLANCE

	Grouping	Time	Materials
Developing Narrative Writing (30 min.)			
Connections: Storytelling	Whole Group	5 min.	
Modeling: Drafting a Retelling	Whole Group	10 min.	<input type="checkbox"/> “Billy Beg” Story Map
Writing: Drafting a Retelling	Independent	10 min.	<input type="checkbox"/> story maps (from previous lesson) <input type="checkbox"/> drafting paper <input type="checkbox"/> Temporal Words chart (from earlier lesson)
Wrap-Up	Partner	5 min.	<input type="checkbox"/> Domain 3 Flip Book

ADVANCE PREPARATION

- Prepare to project the “Billy Beg” Story Map found in Teacher Resources.
- Display the Temporal Words chart created in Lesson 2.
- Prepare to display the Domain 3 *Different Lands, Similar Stories* Flip Book.

Universal Access

- Provide a collection of books that include stories, fables, and fairy tales. Ask students to choose a favorite and orally retell the story using pictures in the book.

Lesson 4

Developing Narrative Writing



Primary Focus: Students draft a narrative retelling of a familiar story. [W.1.3]

CONNECTIONS: STORYTELLING (5 MIN.)

- Tell students that storytelling is a very old tradition around the world. Ask students why people tell stories.
 - » Answers may vary but should include to entertain or to teach a lesson.
- Explain that they have learned that stories are also called *narratives*.
- Remind students that narratives have the same elements, or parts. Ask students to name the parts of a narrative.
 - » Answers may vary but should include title, characters, setting, plot (beginning, middle, ending), and a conclusion.
- Have students turn to a partner and share what they like best about stories. If time permits, have a few students share with the class.

MODELING: DRAFTING A RETELLING (10 MIN.)

- Display the “Billy Beg” Story Map from the previous Writing Studio lesson.
- **“Billy Beg” Story Map**
 - Explain that the information you put in the story map helped you retell the story by reminding you of the most important details and the order of events in the story.
 - Use the think-aloud strategy to show students how to use the information from the story map to write a retelling of the story.
 - Use chart paper to model writing the narrative.

The title of my story is “Billy Beg.” I’m going to write that at the top of my page. [Write the title at the top.]

Next, a narrative needs a sentence to introduce the main character. First, I'll write something about Billy Beg. [Write *Billy Beg was a prince who lived in Ireland a long time ago.*] This sentence not only explains who Billy Beg is, but it also tells us the setting. What is the setting? [Answers may vary but should include a long time ago in Ireland.]

I need to explain why Billy Beg is the main character and why he's important in the story. I'm going to write about what he was doing and how he was feeling. [Write *Billy worked very hard herding cattle. He was very upset when his best friend, a bull, was sold to market.* Read this text aloud.]

When I look at my story map, I can see that there is some important information that I haven't written about yet that happens in the beginning of the story. Can you tell me what that is? [The bull gave Billy three magical items: a tablecloth, so he would never be hungry; a stick, so he would have the strength of a thousand men; and a belt, so no enemy would ever defeat him.]

[Write *The bull gave Billy three magical gifts: a tablecloth, so he would never be hungry; a stick, so he would have the strength of a thousand men; and a belt, so no enemy would ever defeat him.* Read this text aloud.]

Now that I've written the beginning of the story, I need to look at my story map to see what events happened in the middle of the story. Can you tell me what those are? [Billy beats a giant; Billy beats a dragon.]

I know that there are more details to the story. I want to explain where Billy went before he fought against the giant. [Write *Next, Billy left his home and went to work for an old gentleman taking care of his animals.* Read this aloud.]

When I look at my story map, I see that in the middle of the story, a giant came to eat the animals that Billy cared for, and Billy defeated him using his magical stick and belt. [Write *When a giant came to eat the animals, Billy used his magical stick and belt to fling the giant off a cliff and out to sea.* Read this aloud. Mention that you did not write all the details in your story map,

but you remembered from hearing the story that Billy threw the giant off a cliff.]

Another big event took place in the middle of the story that I need to include. Can you tell me what it is? [Billy beats a dragon.]

Do you remember why Billy fought the dragon? [Answers may vary but should include that the dragon was going to take a princess prisoner.]

I'm going to write a sentence about Billy fighting the dragon. [Write *One day, Billy heard that a dragon was going to take a princess prisoner.* Read this aloud.]

I remember that Billy felt sorry for the princess and decided to fight the dragon. I also remember that he dressed up in a knight's old armor to fight the dragon. [Write *He decided to fight the dragon. He dressed up in knight's armor so no one could see who he was. Billy defeated the dragon.* Read this aloud.]

When I check my story map, I can see that I've finished the beginning and middle of the story. Now I have to work on the ending. The story map says that Billy left his boot behind, and the king's men used the boot to find Billy. [Write *After Billy defeated the dragon, he ran away, leaving only a boot behind. The king told his men to have every man in the kingdom try on the boot. At last, Billy tried on the boot, and it fit!* Read this aloud.]

The conclusion of the story is the last thought. The story map says that Billy married the princess. I remember that the king's men brought Billy back to the village after they found him. [Write *Finally, the king's men brought Billy back to the village. He married the princess and became the prince.* Read this aloud.]

I know that there are more details I can add to my story to make it more interesting to a reader. This is my first draft. I'll read my story again and again and look for places I can add more detail. But right now, I'd like to read the whole draft aloud.

The title of my story is "Billy Beg."

Billy Beg was a prince who lived in Ireland a long time ago. Billy worked very hard herding cattle. He was very upset when his best friend, a bull, was sold to market. The bull gave Billy three magical gifts: a tablecloth, so he would never be hungry; a stick, so he would have the strength of a thousand men; and a belt, so no enemy would ever defeat him.

Next, Billy left his home and went to work for an old gentleman taking care of his animals. When a giant came to eat the animals, Billy used his magical stick and belt to fling the giant off a cliff and out to sea.

One day, Billy heard that a dragon was going to take a princess prisoner. He decided to fight the dragon. He dressed up in knight's armor so no one could see who he was. Billy defeated the dragon.

After Billy defeated the dragon, he ran away, leaving only a boot behind. The king told his men to have every man in the kingdom try on the boot. At last, Billy tried on the boot, and it fit!

Finally, the king's men brought Billy back to the village. He married the princess and became the prince.



Check for Understanding

Read through the story again and tell students to raise their hands when they hear a temporal word. Have a volunteer circle the word on the chart paper.

Note: Save this chart paper draft of "Billy Beg" for the next Writing Studio lesson.

WRITING: DRAFTING A RETELLING (10 MIN.)

- Tell students that they will start a draft of their retelling narratives today. Remind students that a draft is a first copy. They will revise their narratives by adding details in later lessons.
- Redistribute the story maps from the previous Writing Studio lesson or tell students to take out their story maps.

Support

Conference with students one-on-one to ensure their story maps have enough details to guide their writing. Provide sentence starters such as “Once there was a _____ named _____.”

Challenge

Encourage students to expand their sentences by using descriptive words and details.



Access

Entering/Emerging

Provide sentence strips with the beginning, middle, and end events of the story. Have students sort the sentences into the correct order, then copy the sentences as their first draft.

Transitioning/Expanding

Have students work with a partner while writing.

Bridging

Encourage students to write in complete sentences, using the appropriate temporal words.

- Explain that students will use the story map to help write their narrative, just like when you wrote your draft of “Billy Beg.”
- Explain that they are writing the first draft and should focus on writing complete sentences. Tell them they can add pictures as details later when they revise their drafts.
- Distribute writing paper.
- Tell students they will work on their drafts independently.
- Remind students to include temporal words in their narrative to help the reader know the order of events. Direct students to the temporal words chart you created earlier in the unit.
- Circulate while students are working to provide prompting and support.
- Collect the students’ drafts and story maps or tell students to store them for the next lesson.

WRAP-UP (5 MIN.)





- Project an image from the Domain 3 *Different Lands, Similar Stories* Flip Book from a story that has not yet been read during the Read-Alouds, such as “Little Red Riding Hood,” “Hu Gu Po,” or “Tselane.” Tell students to look carefully at details in the image.
- Tell students to imagine a story to go along with the image. Have students share their story with a partner.

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



# Teacher Resources



|                                                                                                                                                                                |                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <b>Title</b><br><p style="text-align: center;"><i>Billy Beg</i></p>                          |                                                                                                                                                                       |
|  <b>Character(s)</b><br><p style="text-align: center;"><i>Billy Beg, a prince</i></p>         |  <b>Setting(s)</b><br><p style="text-align: center;"><i>a kingdom in Ireland</i></p> |
|  <b>Plot</b>                                                                                | <b>Beginning</b><br><p style="text-align: center;"><i>Billy is upset that his friend the bull was sold.<br/>The bull gives him three magical objects.</i></p>         |
|                                                                                                                                                                                | <b>Middle</b><br><p style="text-align: center;"><i>Billy beats a giant.<br/>Billy beats a dragon.</i></p>                                                             |
|                                                                                                                                                                                | <b>End</b><br><p style="text-align: center;"><i>Billy leaves his boot behind.<br/>The king's men use the boot to find Billy.</i></p>                                  |
|  <b>Conclusion</b><br><p style="text-align: center;"><i>Billy marries the princess.</i></p> |                                                                                                                                                                       |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

LESSON \_\_\_\_\_

Drafting Paper

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



Narrative Writing

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# Grade 4

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# Introducing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students gather information about jousting from informational text.  
[W.4.8, W.4.9, W.4.9b]

## FORMATIVE ASSESSMENT

Activity Page 5.1

**Graphic Organizer** Students gather information about jousting from informational text. [W.4.8, W.4.9, W.4.9b]

## LESSON AT A GLANCE

|                                                 | Grouping    | Time    | Materials                                                                                                                                    |
|-------------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b>  |             |         |                                                                                                                                              |
| Connections: A Different Sport                  | Whole Group | 5 min.  | <input type="checkbox"/> Narrative Writing Prompt for Activity Page 5.1                                                                      |
| Modeling: Gathering Information for a Narrative | Whole Group | 5 min.  | <input type="checkbox"/> Activity Page 5.1                                                                                                   |
| Gathering Information for a Narrative           | Small Group | 17 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Student readers for Unit 2, <i>Empires in the Middle Ages, Part 1</i> |
| Wrap-Up                                         | Small Group | 3 min.  |                                                                                                                                              |

## ADVANCE PREPARATION

- This lesson draws on content from Unit 2, *Empires in the Middle Ages, Part 1*. Please consult the pacing guide to ensure that students have completed the appropriate lessons in that unit before starting this lesson. If students need review, you may direct them to the relevant passage from their Student Readers.
- Prepare to distribute the Narrative Writing Prompt for Activity Page 5.1 to each student and to display or project a copy of it.
- Prepare to distribute Student Readers for Unit 2, *Empires in the Middle Ages, Part 1*. (optional)
- Prepare to display a completed model of Activity Page 5.1, Writing Something New: Opera. If you did not use the sample narrative in Lesson 4, you will need to prepare an example of Activity Page 5.1 based on the narrative you shared.
- Prepare to display Activity Page 5.1, Watching Something New, available as a Blackline Master in Teacher Resources, and to distribute a copy of it to each student.
- Prepare to arrange students in small groups.

### Universal Access

- Prepare to reteach information about jousting from Unit 2, *Empires in the Middle Ages, Part 1*.

Lesson 5

# Introducing Narrative Writing



**Primary Focus:** Students gather information about jousting from informational text. [W.4.8, W.4.9, W.4.9b]

## CONNECTIONS: A DIFFERENT SPORT (5 MIN.)

- Ask students to review the topic of the narrative they completed drafting in the previous lesson.
  - » Students composed narratives about someone watching a sporting event.
- Tell students that their next narrative will be about watching a jousting match.
- Display the Narrative Writing Prompt for Activity Page 5.1 and distribute a copy to each student.

### ▶ Narrative Writing Prompt for Activity Page 5.1

Write a narrative about someone watching a jousting match. You may choose to write about a character from the medieval era or someone who is watching a recreation of a match today. Make sure to incorporate dialogue and good descriptive details in your story.

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

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



### Check for Understanding

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



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

- Explain that students will work together to gather information about jousting to use in their narratives.
- Before students start working in their groups, explain that you took notes on the opera before writing the narrative “Gabriel’s First Opera.”
- Display the completed graphic organizer and review elements of it to show how it helped you think about opera. You may wish to point out that these notes contain some facts (such as a definition of what opera is) and some things that are opinions (such as what a character finds boring or exciting). This is okay in planning a narrative, because characters in the narrative will have opinions. You may also need to imagine some things a character is likely to feel or experience at a particular event. A completed graphic organizer follows for reference.

| Watching Something New                                                              |                                                                                                                     |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <b>Topic</b>                                                                        | <i>the opera</i>                                                                                                    |
| <b>Definition</b>                                                                   | <i>a kind of play in which performers sing rather than speak their lines</i>                                        |
| <b>Important elements</b>                                                           | <i>acts—the parts of an opera</i>                                                                                   |
| <b>Who participates in this?</b>                                                    | <i>performers and singers</i>                                                                                       |
| <b>What clothes, props, or equipment do participants need?</b>                      | <i>They wear fancy costumes and have props such as a magic flute.</i>                                               |
| <b>Where do you watch this?</b>                                                     | <i>at a theater</i>                                                                                                 |
| <b>What does this sound like?</b>                                                   | <i>Music is varied, but it is also very important. There is more singing than talking.</i>                          |
| <b>How long does this last?</b>                                                     | <i>usually a few hours</i>                                                                                          |
| <b>What is the most exciting thing about this?</b>                                  | <i>the story or the costumes</i>                                                                                    |
| <b>What is the most boring thing about this?</b>                                    | <i>If you don't know the story ahead of time, you might get confused.</i>                                           |
| <b>How does this end?</b>                                                           | <i>Everyone claps for the performers.</i>                                                                           |
| <b>What do people do while they watch?</b>                                          | <i>Sit quietly. Sometimes they clap at the end of an important song.</i>                                            |
| <b>List any other interesting facts about this topic in the space that follows.</b> | <i>Opera is not usually in English. A lot of operas are sung in Italian. Mozart's operas are written in German.</i> |

### Activity Page 5.1



## GATHERING INFORMATION FOR A NARRATIVE (17 MIN.)

- Display Activity Page 5.1 and distribute a copy to each student.
- Allow students to consult the Student Readers from Unit 2, *Empires in the Middle Ages, Part 1*, to gather information on jousting.
- Guide students through the process of answering the questions about jousting. You may ask each question, pause for students to write their answers, then move to the next question. If desired, you may allow students to answer these questions in groups.
- Circulate among groups and offer input as needed.
- Review answers with the class as time permits. A sample graphic organizer follows. Note that it includes quotation marks to indicate material quoted from the Student Reader; you may challenge students to properly punctuate any statements they quote directly from the text.

| Watching Something New                                                       |                                                              |
|------------------------------------------------------------------------------|--------------------------------------------------------------|
| Topic                                                                        | <i>jousting</i>                                              |
| Definition                                                                   | <i>“pretend battles between two or more knights”</i>         |
| Important elements                                                           | <i>knights, armor, horses, lances</i>                        |
| Who participates in this?                                                    | <i>knights</i>                                               |
| What clothes, props, or equipment do participants need?                      | <i>armor, horses, lances</i>                                 |
| Where do you watch this?                                                     | <i>outside</i>                                               |
| What does this sound like?                                                   | <i>horses galloping</i>                                      |
| How long does this last?                                                     | <i>until one knight knocks another off his horse</i>         |
| What is the most exciting thing about this?                                  | <i>how the knights hold such long lances while galloping</i> |
| What is the most boring thing about this?                                    | <i>Maybe if it took a long time it would get boring.</i>     |
| How does this end?                                                           | <i>One knight wins.</i>                                      |
| What do people do while they watch?                                          | <i>cheer and shout</i>                                       |
| List any other interesting facts about this topic in the space that follows. | <i>If you won a joust, you would earn respect.</i>           |

## Support

Refer students to the Student Reader for Unit 2, *Empires in the Middle Ages, Part 1*, for additional review on jousting.

## Challenge

Ask students to consider how different people (a king, knight, or serf) would view jousting matches differently.

- » Answers may vary, but a knight might feel nervous, a serf might be excited not to work, and a king might feel curious about his knights' skills.



## Access

### Entering/Emerging

Reteach the information on jousting from Unit 2, *Empires in the Middle Ages, Part 1*, offering heavy support as students summarize the text's key information.

### Transitioning/Expanding

Reteach the information on jousting from Unit 2, *Empires in the Middle Ages, Part 1*, offering moderate support as students summarize the text's key information.

### Bridging

Reteach the information on jousting from Unit 2, *Empires in the Middle Ages, Part 1*, offering light support as students summarize the text's key information.

---

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

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

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



Teacher Resources

Narrative Writing Prompt

Write a narrative about someone watching a jousting match. You may choose to write about a character from the medieval era or someone who is watching a recreation of a match today. Make sure to incorporate dialogue and good descriptive details in your story.

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

| Watching Something New | |
|---|---|
| Topic | <i>the opera</i> |
| Definition | <i>a kind of play in which performers sing rather than speak their lines</i> |
| Important elements | <i>acts—the parts of an opera</i> |
| Who participates in this? | <i>performers and singers</i> |
| What clothes, props, or equipment do participants need? | <i>They wear fancy costumes and have props such as a magic flute.</i> |
| Where do you watch this? | <i>at a theater</i> |
| What does this sound like? | <i>Music is varied, but it is also very important. There is more singing than talking.</i> |
| How long does this last? | <i>usually a few hours</i> |
| What is the most exciting thing about this? | <i>the story or the costumes</i> |
| What is the most boring thing about this? | <i>If you don't know the story ahead of time, you might get confused.</i> |
| How does this end? | <i>Everyone claps for the performers.</i> |
| What do people do while they watch? | <i>Sit quietly. Sometimes they clap at the end of an important song.</i> |
| List any other interesting facts about this topic in the space that follows. | <i>Opera is not usually in English. A lot of operas are sung in Italian. Mozart's operas are written in German.</i> |

| Watching Something New | |
|---|--|
| Topic | |
| Definition | |
| Important elements | |
| Who participates in this? | |
| What clothes, props, or equipment do participants need? | |
| Where do you watch this? | |
| What does this sound like? | |
| How long does this last? | |
| What is the most exciting thing about this? | |
| What is the most boring thing about this? | |
| How does this end? | |
| What do people do while they watch? | |
| List any other interesting facts about this topic in the space that follows. | |

Developing Narrative Writing

6

PRIMARY FOCUS OF LESSON

Students respond to peer feedback by revising and composing a clean copy of their myths. **[W.4.5]**

FORMATIVE ASSESSMENT

Activity Page 6.1

Blank Drafting Paper Students respond to peer feedback by revising and composing a clean copy of their myths. **[W.4.5]**

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Narrative Writing (30 min.) | | | |
| Modeling: Incorporating Feedback | Whole Group | 5 min. | <input type="checkbox"/> Example of feedback and revision |
| Incorporating Feedback | Independent | 5 min. | <input type="checkbox"/> Activity Page 5.1 |
| Revision | Independent | 15 min. | <input type="checkbox"/> Activity Page 6.1
<input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> Activity Page 3.1 |
| Wrap-Up | Independent | 5 min. | <input type="checkbox"/> Exit Ticket |

ADVANCE PREPARATION

- Prepare to distribute Activity Page 6.1 (Blank Drafting Paper, available in Teacher Resources). Alternatively, you may wish to fulfill CCSS W.4.6 by having students incorporate feedback and prepare final drafts of their myths using word processors. If you wish to do this, please prepare the relevant technology and devices for student use. You may also need to adapt parts of the instruction to include guidelines for composing on a device rather than by hand.
- Ensure each student has his or her copy of Activity Page 3.1, completed in previous lessons, and Activity Page 5.1, which his or her classmate completed to offer peer feedback.
- Please note that you will evaluate the final draft using the *Grade 4 Narrative Writing Rubric*, available in Teacher Resources. Students will use the final drafts of their myths to prepare for their performances in the next two lessons. If you would prefer to collect the drafts at the conclusion of the unit, please ensure students keep their drafts secure until that time.

Universal Access

- In a preteaching session, review feedback from Activity Page 5.1 and offer support as needed to ensure students understand how they might revise their work to respond to this feedback.

Lesson 6

Developing Narrative Writing



Primary Focus: Students respond to peer feedback by revising and composing a clean copy of their myths. [W.4.5]

MODELING: INCORPORATING FEEDBACK (5 MIN.)

- Tell students that in this lesson they will revise their myths to incorporate some of the peer feedback they received. As they do that, they will compose clean, final copies of their myths.
- Display the completed Example of Feedback and Revision.

➤ Example of Feedback and Revision

Original description: Giganticus is the god of mountains, including Mount Everest. He is Pacificus's brother. Pacificus is the god of all the oceans. He has a long, tangled beard made of seaweed. His eyes are sparkling blue like the sunlight reflecting off the ocean's waves.

Peer feedback:

- What is the best detail in this myth? Give a reason for your choice.
The description of how Pacificus has seaweed for a beard, because that helped me imagine how he looked and connected him to the ocean.
 - What is one place that could use more detail in this myth? Write down something else you would like to know about this part of the myth.
I'd like to know more about how Giganticus looked.
- Review the example, demonstrating how to complete it as needed. A sample follows, but you may customize it for your students.

The original draft of my myth mentions a character named Giganticus. He is the god who controls all the mountains, including Mount Everest. I say that he is an important god, but my peer reviewer mentioned that I don't really describe him with much detail. My reviewer wanted some better descriptions of Giganticus.

My reviewer really liked the way I described Giganticus's brother, Pacificus. Pacificus is the god of the oceans, and I described him as having a beard made of seaweed. My reviewer liked that, because she says it helps her imagine what he looks like. Maybe I should add a detail that describes what Giganticus looks like and connects him to the lands he rules.

I think I might say that Giganticus is very tall, with a pointy head, because that's how mountains look. I also think his face might have lots of wrinkles. This is because he is very old, but the wrinkles are also so deep that they look kind of like the peaks and valleys of a mountain.

-
- Continue modeling revision and adding detail as needed.

INCORPORATING FEEDBACK (5 MIN.)

- Ensure that students have Activity Page 5.1, on which their peer reviewed their work.
- Ask students to read their peer's feedback and consider carefully how it might help them write a better myth.
- Ask students to put a star by the parts of the feedback they want to incorporate into their revision.
- You may wish to have students write a description of the revisions they intend to make to their work. If desired, you may have students complete this description on the back of Activity Page 5.1 or on a separate sheet of drafting paper.



Check for Understanding

Ask students to share their plans for revising their myths.

- » Answers may vary but should reflect the items addressed on Activity Page 5.1.
-

- As students complete this task, they may begin drafting their final myths, which will incorporate their revision in response to peer feedback.

REVISION (15 MIN.)

- As students complete their revision plans, they may begin revising their work into a clean, final copy.
- Distribute Activity Page 6.1 to each student or prepare word processors for them to use in drafting.
- As students work, circulate and check on their progress.
- A sample myth follows for reference.

A Fish Out of Water

Once upon a time, long before any humans lived on the earth, it was inhabited by gods. Two of the most powerful gods were brothers named Giganticus and Pacificus.

Giganticus ruled all the mountains, including Mount Everest. He was tall and powerful, with a pointy head and a face lined with wrinkles so deep they were like peaks and valleys. Pacificus ruled all the oceans. Pacificus had a long, tangled beard made of seaweed. His eyes were sparkling blue like the sunlight reflecting off the ocean's waves.

One day Pacificus was visiting Giganticus on Mount Everest, his favorite mountain. Pacificus started to feel jealous of Giganticus, and they got into a fight over who was more powerful.

"I am the elder brother," said Giganticus. "I rule over all the mountains and can see from the highest peaks. Surely I am more powerful!"

"But I control all the oceans and their tides," said Pacificus. "I control the fishermen's food and the creatures all throughout the seas. I am surely more powerful than you are."

Activity Page 6.1



Challenge

Ask students to incorporate revisions that respond to several different pieces of feedback.

Support

Ask students to explain why making the recommended change will strengthen their myths.



Access

Entering/Emerging

Provide 1:1 support as students respond to feedback.

Transitioning/Expanding

Allow students to work in groups to discuss responding to feedback.

Bridging

Allow students to work in pairs to discuss responding to feedback.

The brothers argued all afternoon, but they never agreed on who was more powerful. Finally, Pacificus decided that his big brother deserved to learn a lesson. He believed that if the ocean creatures lived on the mountains, too, he could rule over the land and the seas. Once Pacificus returned to the ocean, he gathered some of his favorite ocean animals. He snuck back to Mount Everest, but he made sure not to see Giganticus—and he made sure Giganticus didn't see him either.

Pacificus put the ocean animals he'd brought into a stream on Mount Everest. Then he returned to the sea and waited, sure that once the animals had settled into the streams, he would be able to rule the whole earth. A while later, he went back to visit Giganticus. When Pacificus reached the top of Mount Everest, he found his brother's tall peaked head bent over. Giganticus was crying.

"Pacificus, my brother," he said, "look." He reached out his hand, which held the body of one of the ocean animals. "I know what you did. Didn't you realize that the streams on Mount Everest are all freshwater, and your ocean creatures need a saltwater habitat to survive?"

Pacificus felt sick. He had been so worried about controlling the earth that he had accidentally killed some of his favorite ocean creatures. The brothers talked for many hours that day, and they finally decided that the way things were was just right. They vowed never to argue again. Pacificus returned to the oceans, which he ruled happily from then on. Giganticus stayed in charge of the mountain lands.

But neither brother forgot the terrible fate of those ocean animals that had been moved to Mount Everest, and they buried them on the banks of the mountain's streams. Years and years passed, and eventually the animals became fossilized—and that's why ocean animal fossils have been discovered at Mount Everest.



WRAP-UP (5 MIN.)

- Have each student complete an Exit Ticket to hand in at the end of the lesson. If you are collecting the final draft in this lesson, do that now.

1) The piece of feedback I incorporated into my final draft:

2) I revised my final draft to include this feedback by:

3) The thing I am most proud of about my final draft is:

-
- If time permits, you may have student volunteers share information from their Exit Tickets.

End Lesson



Teacher Resources

Original description: Giganticus is the god of mountains, including Mount Everest. He is Pacificus's brother. Pacificus is the god of all the oceans. He has a long, tangled beard made of seaweed. His eyes are sparkling blue like the sunlight reflecting off the ocean's waves.

Peer feedback:

- What is the best detail in this myth?

Give a reason for your choice.

The description of how Pacificus has seaweed for a beard, because that helped me imagine how he looked and connected him to the ocean.

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

I'd like to know more about how Giganticus looked.

Peer Feedback

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

1. Write down the myth's title:
 - » A Fish Out of Water
2. Write down the myth's main characters:
 - » Giganticus, Pacificus
3. Write down the myth's setting:
 - » Mount Everest before humans lived on the earth
4. You already know that the effect in the myth, or the thing it explains, should be how fossils of ocean animals got to Mount Everest. Is that what this myth explains? Circle one:

yes no
5. What is the cause described in the myth? In other words, how do the fossils get to Mount Everest?
 - » Pacificus and Giganticus fought because Pacificus wanted to take over some of Giganticus's territory. Pacificus tried to move his ocean animals to the streams on Mount Everest, but he forgot that salt water animals can't live in a fresh water habitat, and all his animals died, leaving fossils.
6. What is the best detail in this myth? Give a reason for your choice.
 - » The description of how Pacificus has seaweed for a beard was the best, because that helped me imagine how he looked and connected him to the ocean.
7. What is one place that could use more detail in this myth? Write down something else you would like to know about this part of the myth.
 - » I'd like to know more about how Giganticus looked.
8. Underline any place the author of the myth includes transition words.
(noted on the text)
9. Put a star next to any place that dialogue appears in the myth.
(noted on the text)
10. Name the myth's final thought.
 - » That's how ocean fossils got to Mount Everest.



Informative Writing

In each grade's informative writing units, (Introducing Informative Writing and Developing Informative Writing), students read exemplar texts to learn about the text type, and teachers model steps of the writing process before asking students to practice each step. Students practice the writing process and write several texts before composing a final informative text independently.

The selected lessons included in the Writing Studio sampler illustrate how students plan, research, and draft some of the informative texts they compose in Grade 1 and Grade 4.

Informative Writing

Grade 1



4

Introducing Informative Writing

PRIMARY FOCUS OF LESSON

Students use a graphic organizer to compare and contrast two animals. **[W.1.8]**

FORMATIVE ASSESSMENT

Activity Page 4.1

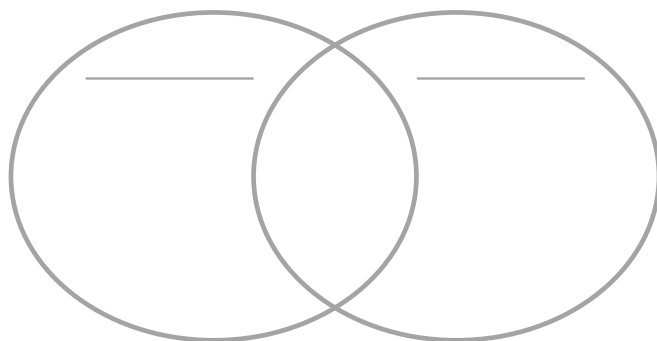
Venn Diagram Students use a graphic organizer to compare and contrast two desert animals. **[W.1.8]**

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---|
| Introducing Informative Writing (30 min.) | | | |
| Connections: Compare and Contrast | Whole Group | 5 min. | |
| Modeling: Compare and Contrast | Whole Group | 10 min. | <input type="checkbox"/> Modeling: Desert Animals
<input type="checkbox"/> Activity Page 3.1 |
| Writing: Compare and Contrast | Partner | 10 min. | <input type="checkbox"/> Activity Page 3.1
<input type="checkbox"/> Activity Page 4.1 |
| Wrap-Up | Whole Group | 5 min. | |

ADVANCE PREPARATION

- Prepare to project Modeling: Desert Animals, found in Teacher Resources.
- Draw a Venn diagram on chart paper or the board for the Modeling activity.



- Prepare student copies of Activity Page 4.1.
- You may wish to determine student pairs in advance for the Writing activity.

Universal Access

- Provide pairs of topics and have students explain how they are similar and how they are different. Possible topics include:
 - cats and dogs
 - bananas and grapes
 - cars and trains

Lesson 4

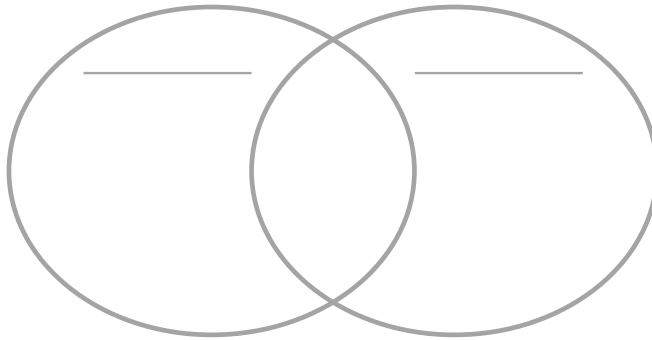
Introducing Informative Writing



Primary Focus: Students use a graphic organizer to compare and contrast two animals. [W.1.8]

CONNECTIONS: COMPARE AND CONTRAST (5 MIN.)

- Tell students there are times when we would like find out what is similar and what is different about different topics. Explain that this is called comparing and contrasting.
- Tell students that we can use a variety of different graphic organizers to help us compare and contrast the facts about two topics.
- Draw a Venn diagram on the board and tell students that they have used Venn diagrams before in the Knowledge Strand.
- Point out that one circle is for the facts about one topic and the other circle is for facts about the second topic. The section where the two circles intersect is for the facts that the two topics have in common.



Check for Understanding

Ask students what it means to compare and contrast.

- » Answers may vary but should include finding out what is alike and what is different about topics.

MODELING: COMPARE AND CONTRAST (10 MIN.)

- Project Modeling: Desert Animals.

➤ Modeling: Desert Animals

- Display the chart paper with the Venn diagram prepared in Advance Preparation.
- Tell students to take out Activity Page 3.1 or redistribute.
- Explain that you will compare and contrast two of the animals that live in a desert habitat to find out what is alike and what is different about the two animals.
- Tell students that you have prepared a graphic organizer with facts about the three desert animals they studied in the previous Writing Studio lesson.
- Go through the facts on the Modeling: Desert Animals organizer.

| Topic: Desert Animals | | |
|---|---|--|
| Fact 1:
Gila woodpecker <ul style="list-style-type: none">• bird• makes nest in cacti• omnivore• feathers keep it cool | Fact 2:
Desert cottontail <ul style="list-style-type: none">• large ears• long legs• herbivore• small, so they need to watch out for larger animal that might eat them | Fact 3:
Coyote <ul style="list-style-type: none">• light-colored fur reflects sun• fur color is camouflage• carnivore• live in dens |
| Conclusion:
Desert animals have adapted to live in a hot, desert habitat. | | |

- Tell students to read Activity Page 3.1 and see if they have facts that are alike or different. Tell them that if they have a different fact, they should raise their hands, and you will call on them to share the fact aloud. Tell them they may also add facts they do not have to their organizers.
- Explain that you want to compare the Gila woodpecker to the desert cottontail rabbit to find out how they are alike and different.
- On the Venn diagram, write *Gila woodpecker* as the title of the first circle and *Desert cottontail* as the title of the second circle.

Activity Page 4.1



Support

Work with a small group to complete Activity Page 4.1

Challenge

Have students create a triple Venn diagram showing what is alike and different between all three desert animals listed on Activity Page 3.1



Access

Entering/Emerging

Provide sentence frames with a bank of word choices, such as “Both a desert cottontail and the coyote have adapted to a _____ habitat.”

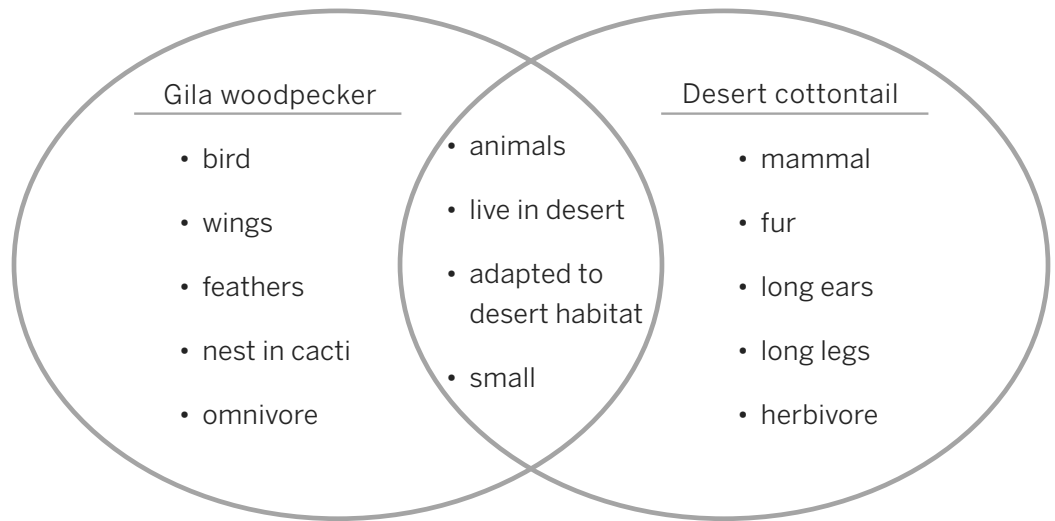
Transitioning/Expanding

Provide sentence frames.

Bridging

Ask students to identify orally a fact they will add to their organizers.

- Ask students how the two animals are alike. Remind them to look at the facts they recorded on Activity Page 3.1. Record appropriate responses in the diagram.
- Ask students how the animals are different. Record appropriate responses in the diagram.
- A sample Venn diagram is below; you may have slightly different responses.



WRITING: COMPARE AND CONTRAST (10 MIN.)

- Distribute Activity Page 4.1.
- Divide students into pairs.
- Explain that they will work with a partner to compare and contrast the desert cottontail with the coyote. They will use the facts they recorded on Activity 3.1 to help them find what is alike and what is different about the two animals.
- Circulate while students work to provide prompting and support.

WRAP-UP (5 MIN.)

- Ask students to think about another type of graphic organizer that would help to compare and contrast two topics. Ask volunteers to come up to the board and draw their graphic organizer idea.

End Lesson



Teacher Resources

Modeling: Desert Animals

Topic:

Desert Animals

Fact 1:

Gila woodpecker

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

Fact 2:

Desert cottontail

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

Fact 3:

Coyote

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

Conclusion:

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

NAME: _____

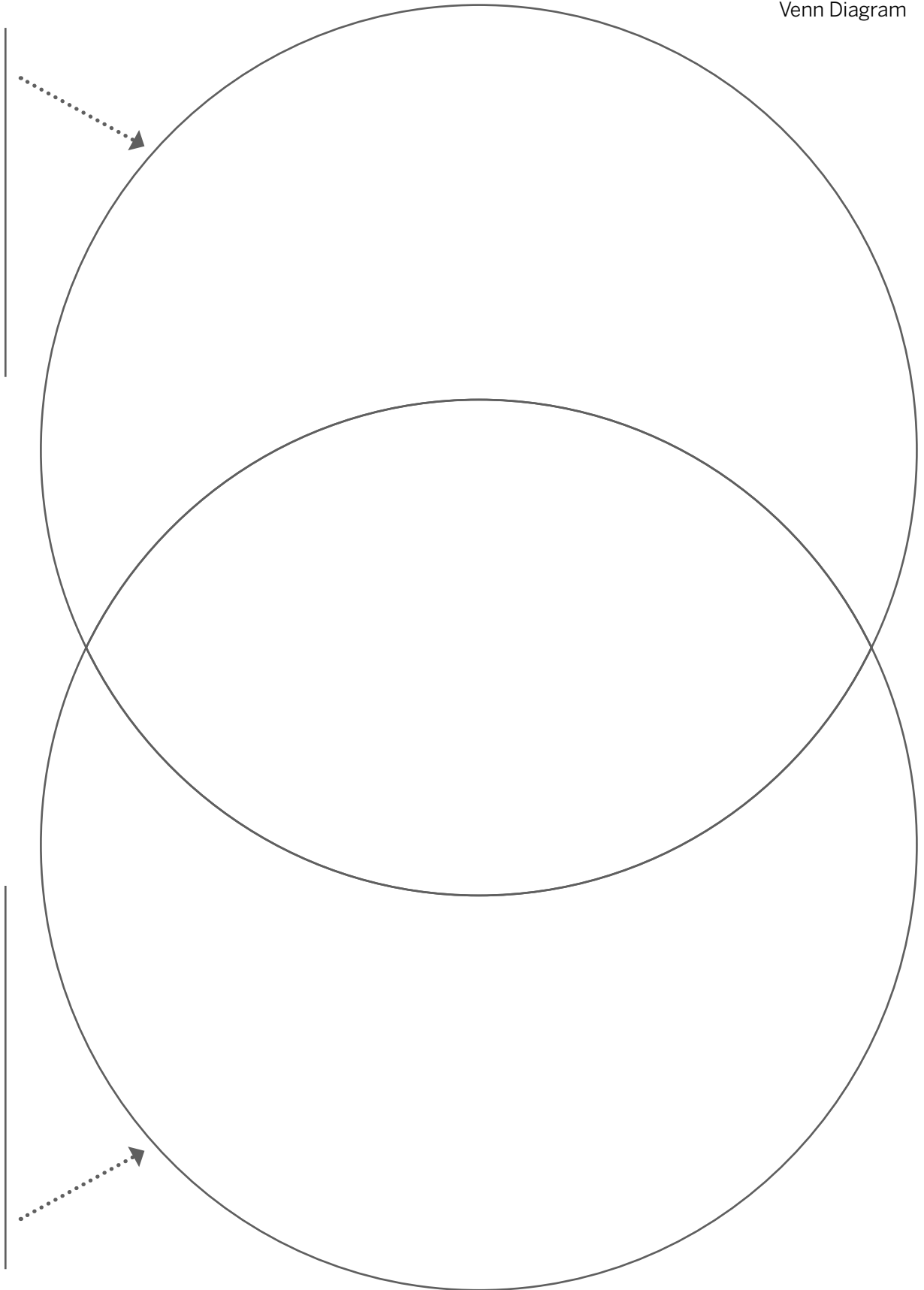
DATE: _____

4.1

ACTIVITY PAGE

Venn Diagram

Venn Diagram



3

Developing Informative Writing

PRIMARY FOCUS OF LESSON

Students gather information about the elements of a fairy tale. [W.1.7]

FORMATIVE ASSESSMENT

Activity Page 3.1

Elements of Fairy Tales Students collect and record information about fairy tales. [W.1.7]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Informative Writing (30 min.) | | | |
| Connections: “How To” Texts | Whole Group | 3 min. | |
| Introduce the Prompt:
Do-It-Yourself Fairy Tale Manual | Whole Group | 7 min. | <input type="checkbox"/> “Do-It-Yourself Fairy Tale Manual”
Writing Prompt |
| Research: Elements of Fairy Tales | Whole Group | 15 min. | <input type="checkbox"/> Elements of Fairy Tales:
Sleeping Beauty chart
<input type="checkbox"/> Activity Page 3.1 |
| Wrap-Up | Partner | 5 min. | |

ADVANCE PREPARATION

- Prepare to project the Elements of Fairy Tales: Sleeping Beauty chart, found in Teacher Resources.
- Prepare to project Activity Page 3.1.
- Prepare to distribute student copies of Activity Page 3.1.
- Prepare to use chart paper or the board to record ideas during the Research activity.

Universal Access

- Have students find the following in images from the Domain 9 Flip Book.
 - characters
 - setting
 - magical characters

Lesson 3

Developing Informative Writing



Primary Focus: Students gather information about the elements of a fairy tale. [W.1.7]

CONNECTIONS: “HOW TO” TEXTS (3 MIN.)

- Ask students to explain the purpose of a “how to” informative text.
 - » Answers may vary but should include teaching or showing someone how to do something.
- Tell them that you are going to write a “how to” informative text and include the topic, facts, and details. Ask them what is missing from your information.
 - » the steps or sequence

INTRODUCE THE PROMPT: DO-IT-YOURSELF FAIRY TALE MANUAL (7 MIN.)

- Remind students that they have been studying fairy tales during the Read-Alouds for Domain 9, *Fairy Tales*.
- Ask students to name some of the fairy tales they have heard so far.
 - » Answers may vary but should include “Sleeping Beauty,” “Rumpelstiltskin,” “Rapunzel,” and “The Frog Prince.”
- Ask students if they think that writing a fairy tale would be easy or difficult.
 - » Answers may vary.
- Explain that learning how to do anything, including learning how to write, is easier if there are some directions that can be followed.
- Project the “Do-It-Yourself Fairy Tale Manual” Writing Prompt, found in Teacher Resources.
- Explain that a manual is a book that explains how to do something or how something works. Tell them that they will be writing a book, or manual, that will explain to the reader how to write a fairy tale.

Challenge

Have students name some manuals that someone might have in their home.

- Read the writing prompt aloud to the students:

➤ “Do-It-Yourself Fairy Tale Manual” Writing Prompt

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

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



Check for Understanding

Have students describe the purpose of the writing prompt.

- » Answers may vary but should include writing a book or manual to explain how to write a fairy tale.

Support

Review the purposes of informative text and explain that “how to” text focuses on a topic, provides facts and details, and gives the steps for completing a task.

RESEARCH: ELEMENTS OF FAIRY TALES (15 MIN.)

- Project the Elements of Fairy Tales: Sleeping Beauty chart.
- Remind students that they have been learning about the elements of a fairy tale in Domain 9, *Fairy Tales*.
- Briefly review each element in the chart as it relates to the story “Sleeping Beauty.”

➤ **Elements of Fairy Tales: Sleeping Beauty chart**

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

- Explain that elements in the chart will help students gather the research they will need to create their Do-It-Yourself Fairy Tale Manuals.
- Distribute Activity Page 3.1.

Activity Page 3.1



- Explain that students will write down some ideas in each section, but during this lesson they will only be working on setting and characters.
- Use the chart below as a guide during the next portion of the lesson.

| Elements of Fairy Tales | |
|---|--|
| Setting(s) | |
| Where <ul style="list-style-type: none"> • king's castle • forest • tower • garden • palace | When <ul style="list-style-type: none"> • once upon a time • a long time ago |
| Characters | |
| Real <ul style="list-style-type: none"> • king • queen • princess • prince • man • woman | Magical <ul style="list-style-type: none"> • fairies • talking animal • witch • elf |

- Tell students that fairy tales must have a setting that explains where and when the story takes place. Have students provide some examples of places where a fairy tale can take place. Tell them to think about some of the places in the fairy tales they have already heard. Write these ideas on chart paper or the board and tell students to record the information in the box titled Where in the chart. Responses can include faraway lands, castles, forests, towers, gardens, palaces, etc.
- Ask students when most fairy tales take place. Remind them that there are often clues at the beginning of the story (once upon a time, a long time ago, etc.) Write these ideas on chart paper or the board and tell students to record this information in the box titled When in the chart.
- Remind them that fairy tales have both real and magical characters in them. Have students provide examples of characters who were real people in the stories they have heard so far (king, queen, princess, prince, man, woman, etc.) Write the ideas on chart paper or the board and have students record them in the box titled Real in the chart.



Access

Entering/Emerging

Provide questions with selected choice answers, such as “Is a fairy a real person or a magical character?”

Transitioning/Expanding

Have students work with a partner during the activity.

Bridging

Encourage students to expand their sentences when giving responses.

- Have students name some magical creatures they have heard about in fairy tales. Record the ideas on chart paper or the board and tell students to record the information in the box titled Magical in the chart.
- Tell students that they will work on the rest of the elements of fairy tales in the next Writing Studio lesson. Tell them to store Activity Page 3.1 or collect to redistribute in the next lesson.

WRAP-UP (5 MIN.)

- Think-Pair-Share: Have students discuss the following question with a partner:
 - *Why are there magical characters in fairy tales?*

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



# Teacher Resources

# Do-It-Yourself Fairy Tale Manual



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

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

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



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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

Informative Writing

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# Grade 4

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# Introducing Informative Writing

# 4

## PRIMARY FOCUS OF LESSON

Students collaborate to draft an informative essay that describes the elements of a school day. [W.4.2]

## FORMATIVE ASSESSMENT

### Activity Page 4.1

**Drafting Paper** Students collaborate to draft an informative essay that describes the elements of a school day. [W.4.2]

## LESSON AT A GLANCE

|                                                  | Grouping    | Time    | Materials                                                                                |
|--------------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------|
| <b>Introducing Informative Writing (30 min.)</b> |             |         |                                                                                          |
| Connections: Essay Maps                          | Whole Group | 2 min.  |                                                                                          |
| Modeling: Writing an Essay                       | Whole Group | 10 min. | <input type="checkbox"/> essay map for "Castle Components"                               |
| Writing an Essay                                 | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 3.1<br><input type="checkbox"/> Activity Page 4.1 |
| Wrap-Up                                          | Partner     | 3 min.  |                                                                                          |

## ADVANCE PREPARATION

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

## Lesson 4

# Introducing Informative Writing



**Primary Focus:** Students collaborate to draft an informative essay that describes the elements of a school day. [W.4.2]

## CONNECTIONS: ESSAY MAPS (2 MIN.)

- Ask students to describe how you used essay maps in the previous lesson.
  - » Maps were used to plan the class essay on elements of a school day and the model essay on components of a castle.
- Explain that in this lesson, you will use the maps as a guide while you write your essays.

## MODELING: WRITING AN ESSAY (10 MIN.)

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

Now that I've planned my essay, it's time to start writing. First, an essay needs a title. I know from my map that I want to call my essay "Castle Components." [Add *Castle Components* to the top of your document.]

Next, an essay needs an introduction that explains what it is about. In this case, I need to give some information about the topic. [Write *In the Middle Ages, the most important rulers lived in castles. These were the nicest and biggest homes in the land.*] That's the main idea of my essay, but I should explain a

bit about the exact thing I want to discuss about castles. Some people think castles were very fancy, so maybe this essay's information can help teach them something new about what they were really like. [Write *Castles had two main purposes. They protected people, and they provided space for them to live in.*] That information should come at the start, I think, so that it helps readers understand the importance of my essay and what it will focus on.

- 
- Use the think-aloud strategy to complete the remaining parts of the essay draft: the body paragraphs and the conclusion.
  - Tell students that now that you have written your essay, you want to read it all the way through to hear how it sounds.
  - Read your essay aloud. (A sample essay appears below.)
- 

### **Castle Components**

In the Middle Ages, the most important rulers lived in castles. These were the nicest and biggest homes in the land. Castles had two main purposes. They protected people, and they provided space for them to live in.

Most parts of the castle were designed to protect the people who lived in it. Castles had tall, thick walls to keep outsiders away. Many castles also had a moat, or a big trench that circled the castle and made it hard for people to get inside its walls. Because people might not be able to leave the castle walls very often, castles also had a water source and places to store food and weapons. All these elements made a castle a safe place to live.

In addition to offering protection, castles were homes. The living space of a castle was not as big as you might think, though. Castles had a kitchen and a few private chambers, or what we would call bedrooms today. Most importantly, castles had a Great Hall for eating, relaxation, and entertainment. This room was where most things happened in the castle.

Those are the main parts of a castle building. However, some parts of a castle were not an actual building. The lords who owned castles also owned a lot of land around them, especially fields for farming and growing food. Sometimes they even owned the villages where their serfs lived.

Medieval castles combined places for people to live with structures designed to keep them safe. They were important places for rulers and their families. Even though they may not contain exactly what we expect, they are recognizable structures still today.

- 
- Remind students that you wanted to write this essay to show people what castles were really like.
  - Ask students how this might be different if it were written as a narrative.
    - » Answers may vary, but they could include that a narrative might show the castle by explaining how one character lived in it or what parts of the castle the character explored at any given time.

---

### WRITING AN ESSAY (15 MIN.)

- Tell students that now they will use Activity Page 3.1, the essay map completed in the previous class, to work together to write an essay describing the elements of a school day.
- Display the essay map completed in the previous class and ask each student to get out his or her copy of the map.
- Review the map aloud.



#### Check for Understanding

Ask students to explain each element of an essay as you review the essay map.

---



## Challenge

Ask students to personalize their essays by adding specific details about an element of the school day.

## Support

Have students discuss each element with a partner and talk through possible sentences to add to the draft.

## Activity Page 4.1



## Access

### Entering/Emerging

Facilitate a preteaching discussion of the essay map, providing heavy support as students paraphrase parts of the essay map into sentences.

### Transitioning/Expanding

Facilitate a preteaching discussion of the essay map, providing moderate support as students paraphrase parts of the essay map into sentences.

### Bridging

Facilitate a preteaching discussion of the essay map, providing light support as students paraphrase parts of the essay map into sentences.

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

We said in the last class that we thought the school day had two main parts. Turn and tell one of your classmates about those parts. [Allow a short time for students to speak in pairs.] Now raise your hand silently if you'd like to suggest a sentence about a difference between those parts. [Call on a few students to gather suggestions, then incorporate some of them into the writing as you draft.]

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

## WRAP-UP (3 MIN.)

- Have students take turns paraphrasing the class essay to a partner.
- Tell students that in the next lesson, they will continue working on informative essays.

End Lesson



# Teacher Resources

## Model: Gathering and Organizing Information

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

|                                                                                                                                                                                                  |                                                                                                               |                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| <b>Essay topic:</b> <i>Castle Components</i>                                                                                                                                                     |                                                                                                               |                                                              |
| Use the following space to list all the information or elements you would like to discuss about your topic.                                                                                      |                                                                                                               |                                                              |
| <p><i>Great Hall</i>      <i>walls</i>      <i>moat</i>      <i>kitchen</i></p> <p><i>private chamber</i>      <i>water</i>      <i>storage for food</i></p> <p><i>place to keep weapons</i></p> |                                                                                                               |                                                              |
| In the following space, organize your elements into related groups. At the top of each list, write a heading that describes how the items in the list are related.                               |                                                                                                               |                                                              |
| <b>Group A</b>                                                                                                                                                                                   | <b>Group B</b>                                                                                                | <b>Group C (optional)</b>                                    |
| <b>Heading:</b><br><i>parts to live in</i>                                                                                                                                                       | <b>Heading:</b><br><i>parts to protect people</i>                                                             | <b>Heading:</b><br><i>parts that weren't even a building</i> |
| <i>Great Hall</i><br><i>kitchen</i><br><i>private chambers</i>                                                                                                                                   | <i>walls</i><br><i>moat</i><br><i>storage for food</i><br><i>water source</i><br><i>place to keep weapons</i> | <i>land</i><br><i>fields</i><br><i>villages</i>              |

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title</b>      | <i>A Day in Mr. Brogan's Class</i>                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Topic</b>      | <i>Elements of a school day</i>                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Paragraphs</b> | <p><b>Body Paragraph One</b><br/>           Main Idea/Topic Sentence<br/> <u><i>Many parts of a school day are focused on learning in our classroom.</i></u><br/>           Supporting Information<br/> <ul style="list-style-type: none"> <li>• <i>daily classes in math, social studies, science, reading, English</i></li> <li>• <i>art, music, drama</i></li> </ul> </p>                                         |
|                   | <p><b>Body Paragraph Two</b><br/>           Main Idea/Topic Sentence<br/> <u><i>Some parts of a school day are for activities in other parts of the school.</i></u><br/>           Supporting Information<br/> <ul style="list-style-type: none"> <li>• <i>breakfast &amp; lunch</i></li> <li>• <i>class plot of the school garden</i></li> <li>• <i>library time</i></li> <li>• <i>computer lab</i></li> </ul> </p> |
|                   | <p><b>Body Paragraph Three (optional)</b><br/>           Main Idea/Topic Sentence<br/> <u><i>Some parts of the school day are for fun!</i></u><br/>           Supporting Information<br/> <ul style="list-style-type: none"> <li>• <i>recess</i></li> <li>• <i>game centers</i></li> <li>• <i>field trips</i></li> </ul> </p>                                                                                        |
|                   | <p><b>Conclusion</b><br/>           Final thoughts about the topic<br/> <u><i>A school day has many parts, but they work together to help us learn and sometimes have fun too.</i></u></p>                                                                                                                                                                                                                           |



# Developing Informative Writing

## PRIMARY FOCUS OF LESSON

Students plan summaries of “The House on Mango Street,” Vignette 1 of *Writer’s Journal: Contemporary Fiction*. [W.4.5]

## FORMATIVE ASSESSMENT

Activity Page 4.1

**Blank Summary Map** Students plan summaries of “The House on Mango Street,” Vignette 1 of *Writer’s Journal: Contemporary Fiction*. [W.4.5]

## LESSON AT A GLANCE

|                                                 | Grouping    | Time    | Materials                                                                                                                                                          |
|-------------------------------------------------|-------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Informative Writing (30 min.)</b> |             |         |                                                                                                                                                                    |
| Connections: Summaries                          | Whole Group | 5 min.  | <input type="checkbox"/> Summary Writing Prompt<br><input type="checkbox"/> Activity Page 2.1                                                                      |
| Planning An Essay                               | Independent | 20 min. | <input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> <i>Writer's Journal: Contemporary Fiction</i> |
| Wrap-Up                                         | Partner     | 5 min.  | <input type="checkbox"/> Activity Page 4.1                                                                                                                         |

## ADVANCE PREPARATION

- Make sure students have the Summary Writing Prompt and Activity Page 2.1, which they completed in the previous lesson.
- Prepare to arrange students into pairs.
- Prepare to distribute copies of Activity Page 4.1, Blank Summary Map, available in Teacher Resources, to each student.

### Universal Access

- Prepare an example to model how students might incorporate a quotation collected in research to complete an element on the essay map.
- Prepare an example to model how students may develop a paragraph's main idea from the material on their research.

## Lesson 4

# Developing Informative Writing



**Primary Focus:** Students plan summaries of “The House on Mango Street,” Vignette 1 of *Writer’s Journal: Contemporary Fiction*. **[W.4.5]**

## CONNECTIONS: SUMMARIES (5 MIN.)

- Ensure that students have the Summary Writing Prompt and Activity Page 2.1, which they completed in the previous lesson.
- Remind students that in the previous lesson, they gathered information on the vignette they are summarizing.
- Ask students to reread the Summary Writing Prompt silently.



## Check for Understanding

Ask students to explain the purpose of the essay they are planning, based on the information in the writing prompt.

- » Students are summarizing Vignette 1, “The House on Mango Street,” of the *Writer’s Journal: Contemporary Fiction*.

- Ask students to turn and talk with a peer about the most important idea in the vignette.
- If time permits, you may allow a few volunteers to share their thoughts with the class.

## PLANNING AN ESSAY (20 MIN.)

- Distribute Activity Page 4.1, which each student will use to plan his or her essay.
- Review the components on Activity Page 4.1, ensuring that students understand what each one represents.

Activity Page 4.1





- Make sure students have Activity Page 2.1, which they completed in previous lessons.
- Have students plan their essays following the model illustrated. Suggested times for students to spend on each section follow; however, you may allocate the time as best suits your students' needs. If students are not writing three body paragraphs, you may redistribute the time allotted to that paragraph.
  - Title and topic: 3 min.
  - Body Paragraph One: 4 min.
  - Body Paragraph Two: 4 min.
  - Body Paragraph Three: 4 min.
  - Conclusion: 2 min.
  - Final questions: 3 min.
- As students work, circulate and provide support as needed. For reference, a sample completed essay map follows.

|                                        |                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title of summary:</b>               | <i>Summary of "The House on Mango Street"</i>                                                                                                                                                                                                                                                                                                                    |
| <b>Title of work being summarized:</b> | <i>"The House on Mango Street," a vignette from The House on Mango Street</i>                                                                                                                                                                                                                                                                                    |
| <b>Topic of work being summarized:</b> | <i>Esperanza thinks about her family's current home and some of the other places they have lived.</i>                                                                                                                                                                                                                                                            |
| <b>Body Paragraph One</b>              | <b>Main idea/topic sentence:</b><br><i>Esperanza's family has a new house on Mango Street.</i>                                                                                                                                                                                                                                                                   |
|                                        | <b>Supporting facts, definitions, or details:</b> <ul style="list-style-type: none"> <li>• <i>Their old home was not very good.</i></li> <li>• <i>They move a lot.</i></li> <li>• <i>They came to the house on Mango Street.</i></li> </ul>                                                                                                                      |
| <b>Body Paragraph Two</b>              | <b>Main idea/topic sentence:</b><br><i>Esperanza always believed that when her family got their own house, it would be wonderful.</i>                                                                                                                                                                                                                            |
|                                        | <b>Supporting facts, definitions, or details:</b> <ul style="list-style-type: none"> <li>• <i>The family used to dream about their own house.</i></li> <li>• <i>It was very special and lovely—a yard, special stairs, more than one bathroom.</i></li> <li>• <i>The house on Mango Street is crumbling and small. It is not what they hoped for.</i></li> </ul> |

|                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>(Optional) Body Paragraph Three</b>                                                                                                                                             | <b>Main idea/topic sentence:</b><br><i>Esperanza remembers being embarrassed about where her family lived.</i>                                                                                                                                                                                                       |
|                                                                                                                                                                                    | <b>Supporting facts, definitions, or details:</b> <ul style="list-style-type: none"> <li>• <i>A nun from her school seemed surprised at Esperanza's home.</i></li> <li>• <i>It had peeling paint and wooden bars.</i></li> <li>• <i>Esperanza wants to live somewhere she can proudly show to others.</i></li> </ul> |
| <b>Conclusion</b>                                                                                                                                                                  | <b>Final thoughts about the topic:</b><br><i>Esperanza hopes someday to have a different home.</i>                                                                                                                                                                                                                   |
| <b>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.</b> |                                                                                                                                                                                                                                                                                                                      |
| <b>Specific vocabulary:</b>                                                                                                                                                        | <i>crumbling</i>                                                                                                                                                                                                                                                                                                     |
| <b>Linking words:</b>                                                                                                                                                              | <i>also, because</i>                                                                                                                                                                                                                                                                                                 |
| <b>Quotation from the text:</b>                                                                                                                                                    | <i>"But the house on Mango Street is not the way they told it at all" (4).</i>                                                                                                                                                                                                                                       |
| <b>Source:</b>                                                                                                                                                                     | <i>"The House on Mango Street," Vignette 1 of Writer's Journal: Contemporary Fiction (2015).</i>                                                                                                                                                                                                                     |

### WRAP-UP (5 MIN.)

- Have each student summarize his or her essay map for a partner.
- If time permits, have students ask one question they have about their partner's plan.
- Tell students that in the next lesson, they will start drafting their essays.

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

### Challenge

Ask students to include more than one quotation from the text in their essay map.

### Support

Model how to use information gathered in research to complete a section of the essay map on Activity Page 4.1.



### Access

#### Entering/Emerging

Model developing topic sentences from the information researched and offer heavy support as students complete the essay map.

#### Transitioning/Expanding

Model developing topic sentences from the information researched and offer moderate support as students complete the essay map.

#### Bridging

Model developing topic sentences from the information researched and offer light support as students complete the essay map.





# Teacher Resources

# Summary Writing Prompt

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

Imagine that you want to describe to another person what you have been studying in *The House on Mango Street*. Write a summary of Vignette 1 from *Writer's Journal: Contemporary Fiction*. Your summary should:

- help explain the vignette's theme and include key details to help others understand that theme
- use linking words to connect ideas
- use specific vocabulary
- include at least one quotation from the text

# Researching the Text

Use information from your Writer's Journal: Contemporary Fiction, Vignette 1 ("The House on Mango Street") to complete the chart.

| Paragraph number | Main idea of the paragraph                                                         | Information that supports this idea                                                                                                                                                   | Quotation and page number                                                                                                                                                |
|------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | <i>Esperanza's family moves often.</i>                                             | <i>She names the places they have lived: Mango Street, Loomis, Keeler, Paulina.</i>                                                                                                   | <i>"But what I remember most is moving a lot" (3).</i>                                                                                                                   |
| 2                | <i>Esperanza's family owns the house on Mango Street.</i>                          | <i>They do not pay rent or have a landlord.</i>                                                                                                                                       | <i>"The house on Mango Street is ours" (3).</i>                                                                                                                          |
| 3                | <i>Their old home was not in good shape.</i>                                       | <i>It had broken pipes, and they couldn't use the bathroom.</i>                                                                                                                       | <i>"We had to leave fast" (3).</i>                                                                                                                                       |
| 4                | <i>Esperanza's family used to dream of having a wonderful house of their own.</i>  | <i>Their dream house would have more than one bathroom with working pipes, a big yard, and fancy stairs.</i>                                                                          | <i>"This was the house Papa talked about when he held a lottery ticket and this was the house Mama dreamed up in the stories she told us before we went to bed" (4).</i> |
| 5                | <i>The house on Mango Street is not their dream house.</i>                         | <i>It is small with small windows. Parts of it are broken: crumbling bricks, swollen front door. The yard is small. It has ordinary stairs and only one bathroom and one bedroom.</i> | <i>"But the house on Mango Street is not the way they told it at all" (4).</i>                                                                                           |
| 6-10             | <i>Esperanza remembers a nun from her school talking about the home on Loomis.</i> | <i>It had peeling paint and wooden bars. The nun seemed surprised that Esperanza lived there.</i>                                                                                     | <i>"The way she said it made me feel like nothing" (5).</i>                                                                                                              |
| 11               | <i>Esperanza wants a real house.</i>                                               | <i>She wants a house she can be proud of and point out to other people.</i>                                                                                                           | <i>"The house on Mango Street isn't it" (5).</i>                                                                                                                         |

|                                        |                                                   |  |
|----------------------------------------|---------------------------------------------------|--|
| <b>Title of summary:</b>               |                                                   |  |
| <b>Title of work being summarized:</b> |                                                   |  |
| <b>Topic of work being summarized:</b> |                                                   |  |
| <b>Body Paragraph One</b>              | <b>Main idea/topic sentence:</b>                  |  |
|                                        | <b>Supporting facts, definitions, or details:</b> |  |
| <b>Body Paragraph Two</b>              | <b>Main idea/topic sentence:</b>                  |  |
|                                        | <b>Supporting facts, definitions, or details:</b> |  |
| <b>(Optional) Body Paragraph Three</b> | <b>Main idea/topic sentence:</b>                  |  |
|                                        | <b>Supporting facts, definitions, or details:</b> |  |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

|                                                                                                                                                                                    |                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| <b>Conclusion</b>                                                                                                                                                                  | <b>Final thoughts about the topic:</b> |
| <b>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.</b> |                                        |
| <b>Specific vocabulary:</b>                                                                                                                                                        |                                        |
| <b>Linking words:</b>                                                                                                                                                              |                                        |
| <b>Quotation from the text:</b>                                                                                                                                                    |                                        |
| <b>Source:</b>                                                                                                                                                                     |                                        |







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## Opinion Writing

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Writing Studio's careful progression and scaffolding mean that in every grade, students follow steps of the writing process when working on each text type. As early as Kindergarten, students begin learning skills for developing strong writing, and they develop those skills as they progress through the Writing Studio program.

In learning about opinion writing, students read exemplar texts to learn about elements of an opinion, and teachers model steps of the writing process before asking students to practice those steps. Students practice the writing process and write several texts before composing a final opinion piece independently. Throughout Writing Studio, students write increasingly complex opinion pieces, and they leave Grade 5 well prepared for the argumentative writing they will be asked to do in middle school and beyond. Early elementary students learn about opinions before writing their own opinions. They begin by stating preferences and opinions from their own life (such as identifying the best and worst ingredients to put on a sandwich), then move to stating opinions based on knowledge they have acquired from the CKLA Core Program. For example, after studying the Aztec and Maya civilizations, students write about which civilization they would like to travel to if they had a time machine. In the upper elementary grades, Writing Studio lessons equip students to research topics they learned in CKLA core instruction and to move from writing simple opinions to crafting persuasive texts. They learn not just to list reasons supporting their opinion, but also to consider how to select the strongest reasons—ones that might help persuade readers to agree with the opinion—and provide evidence to support those reasons, thus writing sophisticated and persuasive opinion texts that provide an excellent foundation for the argumentative writing they will encounter as they continue into middle school.

The selected lessons included in the Writing Studio sampler illustrate how students plan, research, draft, and revise some of the opinion pieces they compose from Kindergarten to Grade 5.



Opinion Writing

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# Kindergarten

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## 4

# Introducing Opinion Writing

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**PRIMARY FOCUS OF LESSON**

Students use a graphic organizer to express opinions. [W.K.1]

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**FORMATIVE ASSESSMENT****Activity Page 4.1**

**The Worst Sandwich** Students collaborate to complete a graphic organizer expressing their opinion of the worst sandwich. [W.K.1]

## LESSON AT A GLANCE

|                                              | Grouping    | Time    | Materials                                     |
|----------------------------------------------|-------------|---------|-----------------------------------------------|
| <b>Introducing Opinion Writing (30 min.)</b> |             |         |                                               |
| Connections: Opinion Words                   | Whole Group | 5 min.  | <input type="checkbox"/> Opinion Words Poster |
| Modeling: The Worst Sandwich in the World    | Whole Group | 10 min. |                                               |
| Writing: The Worst Sandwich in the World     | Partner     | 10 min. | <input type="checkbox"/> Activity Page 4.1    |
| Wrap-Up                                      | Whole Group | 5 min.  |                                               |

## ADVANCE PREPARATION

- Prepare to display the Opinion Words Poster from the previous lesson.
- Prepare to project Activity Page 4.1.
- Prepare copies of Activity Page 4.1 to distribute to each student.
- Determine partners for writing activity.

### Universal Access

- Have a discussion about words and the words that mean the opposite (antonyms) such as *up/down*, *happy/sad*, *hot/cold*, *fast/slow*, and *big/small*.

## Lesson 4

# Introducing Opinion Writing



**Primary Focus:** Students use a graphic organizer to express opinions. [W.K.1]

## CONNECTIONS: OPINION WORDS (5 MIN.)

- Remind students that in the previous Writing Studio lesson, they wrote an opinion about their favorite food.
- Ask students to explain the meaning of the word *opinion*.
  - » Answers may vary but should include that an opinion is how you think or feel about something.
- Display the Opinion Words Poster from the previous lesson.

### ➤ Opinion Words Poster

- Go through the phrases on the poster.
  - I like . . .
  - I think . . .
  - I feel . . .
  - My favorite . . .
  - The best . . .
- Point to the *I like . . .* phrase on the poster. Ask students what the opposite of *I like . . .* is.
  - » *I don't like . . .*
- Go through the rest of the phrases and give an example of how each sentence could be completed with an opposite meaning, emphasizing the words that change the meaning. Possible sentences are:
  - I don't think that monkeys are cute.
  - I don't feel like going outside to play today.
  - My least favorite candy flavor is orange.
  - The worst pet to have would be an elephant because it is so big!

- Tell students to turn and talk to their shoulder partner and share a food that they do not like.

### **MODELING: THE WORST SANDWICH IN THE WORLD (10 MIN.)**

- Ask students to name some different kinds of sandwiches they like to eat.
  - » Answers may vary.
- Emphasize to students that there are many good sandwiches that have different ingredients in them, repeating some of the examples they have given.
- Tell students that each of them may have a different opinion about what the best kind of sandwich is. Have students share their opinions about the best sandwich from the previous lesson.
  - » Answers may vary.
- Explain that while one kind of opinion tells what you think is best, another kind of opinion tells what you think is worst.
- Tell students that today they are going to write about the worst kind of sandwich they can think of. Remind students that *worst* is the opposite of *best*.
- Explain that you are going to write your own opinion about what you think the worst kind of sandwich in the world is.
- Use the think-aloud strategy to write an opinion about the worst sandwich. Use chart paper to model the writing. A sample text follows; however, you may customize it for your classroom.
- On chart paper or a whiteboard, draw two side-by-side squares to represent two pieces of bread. Explain to the students that you are going to think about what two ingredients, one for each side of the bread, would make the worst sandwich.



## Support

Ask students to stand up when they hear a food that they do not like when you read each food on the list below (or create your own list):

- Ketchup
- Apple
- Peanut butter
- Pickle
- Tomato
- Peas
- Banana
- Cheese
- Broccoli

## Challenge

Have partners brainstorm ingredients that could make the worst sandwich.

---

I already wrote an opinion about what I think the best sandwich in the world is. But I've also been thinking about what ingredients would make the *worst* sandwich in the world. The ingredients would have to be foods that I don't like or that would not taste very good when you put them together on a sandwich.

One food I really don't like very much is Brussels sprouts. Brussels sprouts are a type of vegetable that look like tiny green heads of lettuce. Have you ever had a Brussels sprout? Maybe you really like them! I don't. I'm going to draw a picture of some Brussels sprouts on one side of my sandwich [Draw a few Brussels sprouts and write the words *Brussels sprouts* underneath.]

Now I'm going to think of something to go on my sandwich that would taste terrible with Brussels sprouts. I really like marshmallows, but I think that Brussels sprouts and marshmallows would taste terrible together! I'm going to draw a few marshmallows on the other piece of bread to complete my sandwich [Draw a few small marshmallows in the second square and write the word *marshmallows* underneath.]

What do you think of my sandwich? I think that it is the worst sandwich in the world! I'm going to write "The worst sandwich in the world is Brussels sprouts and marshmallows." underneath my bread slices. [Write the sentence below the squares.]

- 
- Have students read the opinion aloud with you as you point to each part that was modeled on the chart paper. Start with the title, then the drawings and words in each square, then read the final sentence:
    - The worst sandwich in the world is Brussels sprouts and marshmallows.

## WRITING: THE WORST SANDWICH IN THE WORLD (10 MIN.)

- Tell students that now it is their turn to give their opinion about what makes the worst sandwich.
- Project Activity Page 4.1.

### ➤ Activity Page 4.1

- Read the title “The Worst Sandwich in the World” aloud. Ask students if they have heard someone say that something is “the worst in the world.”
- Explain that saying something is the worst in the world is a way of telling people that you really believe in your opinion.
- Point to the pictures of the bread slices on the page and explain that just like you drew a picture and wrote your choice for each ingredient in the squares, they will draw and write the name of one ingredient on each of the slices.
- Point to the sentence at the bottom of the page and read it aloud.
  - The worst sandwich in the world is \_\_\_\_\_ and \_\_\_\_\_.
- Tell students that they will complete the sentence by writing the name of each ingredient of their sandwich on the blanks in the sentence.
- Explain that for this activity, students will work with a partner. Tell them that they will work together to decide what ingredients would go on their worst sandwich and that the class will vote to decide which sandwich is the worst of all.
- Remind students that when they are working with a partner they need to remember take turns speaking and listening and to be respectful of each other’s ideas.

### Activity Page 4.1



### Check for Understanding

Ask a volunteer to explain the directions for the activity. You may ask one volunteer to explain the first part and a second volunteer to explain the second part.

- » Answers may vary but should include 1) draw a picture of a sandwich ingredient on each slice of bread and write the name underneath the picture and 2) write the name of each sandwich ingredient in the blanks to complete the sentence.



### Access

#### Entering/Emerging

Provide images of sandwich ingredients for students to choose from. Have students practice saying the name of each ingredient before choosing two to complete the activity.

#### Transitioning/Expanding

Encourage partner discussion by having each partner name an ingredient and having the other partner say “yes” or “no” to indicate whether it would be a good choice to be on the sandwich.

#### Bridging

Encourage students to participate fully in partner discussions and to do their best to write the words of each ingredient underneath their pictures.

- Distribute Activity Page 4.1.
- Have students move to a place where they can work with the partners you have previously determined.
- Tell students that they should think about and discuss with their partner what would be on their worst sandwich in the world first, like you did before writing anything on the chart paper.
- Explain that once they decide what ingredients should be in the sandwich, they can work on their drawing and writing.
- Circulate while students work, offering assistance when needed.
- Encourage students to try their best when writing and spelling words.
- Although answers may vary, students should draw one ingredient on each piece of bread and complete the sentence. A sample answer follows.

» The worst sandwich in the world is pickles and mustard.

**Note:** At this point in the year, students show an emerging understanding of print concepts and phonetic principles. Some students may be able to write words using some of correct letters (e.g., initial consonants only). However, spelling and/or correct letter formation is not the focus of the lesson. Some students may only draw the picture of the sandwich ingredient and orally name the ingredient.

### WRAP-UP (5 MIN.)

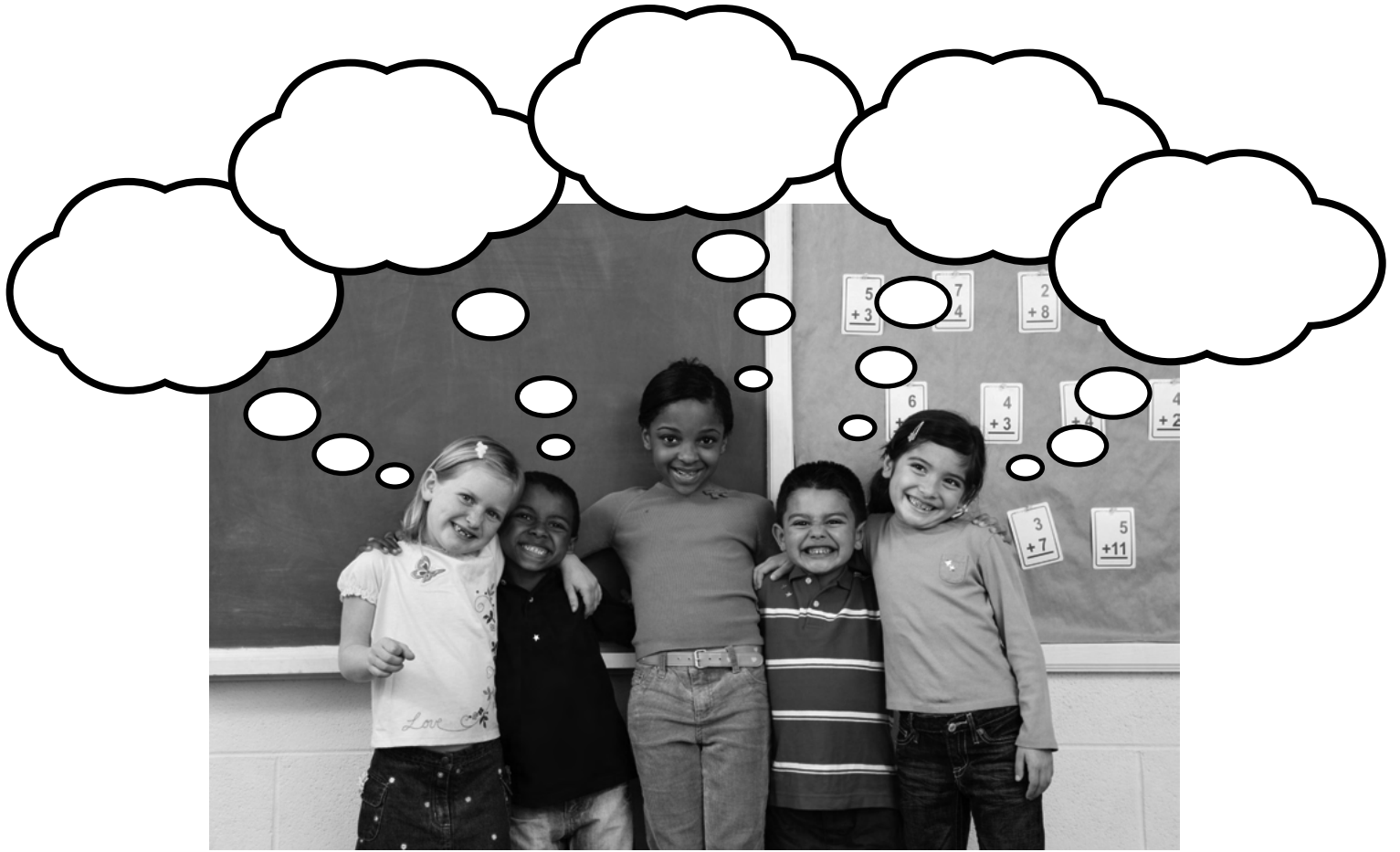
- Have each pair of students share its worst sandwich in the world with the class. Write down each sandwich type on a note as a reminder for voting.
- After all the pairs have shared, read through the list of sandwiches. Then read through each one again and ask students to raise their hands if they think it is the worst sandwich in the world.

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



Teacher Resources

Opinion Words Poster



I like . . .

I think . . .

I feel . . .

My favorite . . .

The best . . .

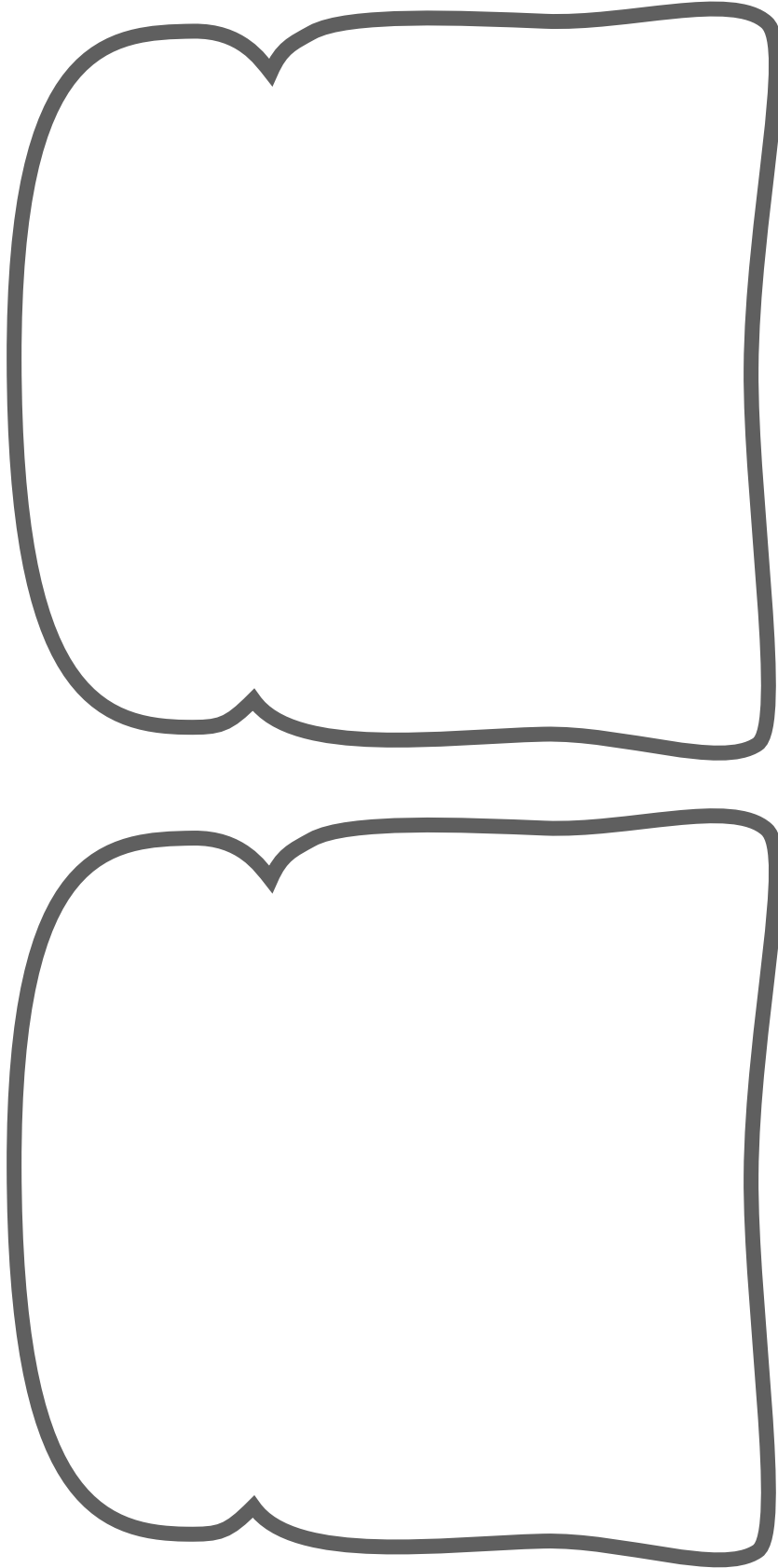
NAME: _____

DATE: _____

4.1

ACTIVITY PAGE

The Worst Sandwich in the World



The worst sandwich in the world is

_____ and _____.

5

Developing Opinion Writing

PRIMARY FOCUS OF LESSON

Students write an opinion about which farm animal they would most like to have on their farm. [W.K.1]

FORMATIVE ASSESSMENT

Activity Page 5.1

Students write and draw to express their opinion about one farm animal they would like on their farm. [W.K.1]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Opinion Writing (30 min.) | | | |
| Connections: Using Details | Whole Group | 5 min. | |
| Planning: If I Were a Farmer . . . | Independent | 5 min. | <input type="checkbox"/> Paper
<input type="checkbox"/> Activity Page 4.1 |
| Writing: If I Were a Farmer . . . | Independent | 15 min. | <input type="checkbox"/> Activity Page 5.1 |
| Wrap-Up | Whole Group | 5 min. | |

ADVANCE PREPARATION

- Prepare to project Activity Page 5.1.
- Prepare to distribute copies of Activity Page 5.1 to students.

Universal Access

- Choose one of the trade books about farms from the previous lesson to read aloud to the class. Ask students to name some details from the reading and the illustrations.

Lesson 5

Developing Opinion Writing



Primary Focus: Students write an opinion about which farm animal they would most like to have on their farm. **[W.K.1]**

CONNECTIONS: USING DETAILS (5 MIN.)

- Remind students that the name of the class book they will create is “Mr./Mrs./Ms. (your name)’s Class Had A Farm.”
- Ask students what type of writing they are creating for the book.
 - » Answers may vary but should include that they are writing their opinions about which animal they would most like to have on their farm.
- Remind students that adding words and pictures to their writing can help explain the reasons for their opinion, or the *because* part of their opinion.
- Ask students to share some of the pictures and drawings they put in their research during the previous lesson.
 - » Answers may vary.
- Ask students to think about the animal that they decided they would like to have on their farm. Say the names of the animals, one by one, and have students make the correct animal sound when they hear their animal’s name.

PLANNING: IF I WERE A FARMER . . . (5 MIN.)

- Distribute paper for planning.
- Tell students to take out Activity Page 4.1, or redistribute from the previous lesson.
- Project Activity Page 5.1.

➤ Activity Page 5.1

- Explain that students will write their opinion and give their reasons on Activity Page 5.1, but first they will need to make a plan.

Activity Pages
4.1 and 5.1



- Explain that good writers make plans for their writing to help them focus on what they want to write.
- Tell students that on the blank sheet of paper, they will write the name of the animal they want on their farm.
- Explain that students can use the information and details from Activity Page 4.1 to find the details they would like to include in their writing.
- Circulate as they work independently, providing prompting and support as needed.



Check for Understanding

Ask students to name one detail that they plan to add to their writing that tells a reason for wanting that animal on their farm.

- » Answers may vary but could include that they want a chicken on their farm because they like to eat eggs, or that they want a cow on their farm because they like to drink milk.

WRITING: IF I WERE A FARMER . . . (15 MIN.)

- Distribute Activity Page 5.1.
- Tell students that they will write and draw their opinion on Activity Page 5.1.
- Have students look at the sentence at the bottom of the page and read it aloud:
 - If I were a farmer, I would have a _____ because _____.
- Explain that in the first blank, they will write the name of the animal that they would like to have most on the farm.
- Tell students that after the word *because*, there are several lines where they will write their reason or reasons for wanting that animal on their farm.
- Tell students that the box on the top page is where they will draw a picture of their animal. Tell them to draw details so the reader will better understand their reason.
- Tell them to do their best writing their words and drawing their pictures.
- Circulate as students work independently, providing prompting and support as needed.

Support

Conference one-on-one with students, having them read their opinion aloud. Some students may need to dictate their opinions to you.

Challenge

Encourage students to write more than one reason and to write as many words as they can to explain their reasons.



Access

Entering/Emerging

Guide students in filling out the blanks on the page by asking questions with one-word answers, such as “What animal would you most want on your farm?”

Transitioning/Expanding

Have students work with a partner to complete the activity.

Bridging

Encourage students to add more details and words to their opinion.

- Although answers may vary, students should draw the animal in the box, write its name in the blank, and write or dictate reasons for their opinion. A sample answer follows.

» If I were a farmer, I would have a sheep because they are so fluffy and give us wool.

Note: At this point in the year, most students show a beginning understanding of phonetic principles and should be able to copy the animals' names and write some simple words or some correct letters in words.

- Collect Activity Page 5.1 or tell students to keep it in their desks for the next lesson.

WRAP-UP (5 MIN.)

- Gather the students together to sing "Old MacDonald Had a Farm." The lyrics are on page 15 of the *Farms* Teacher Guide.

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



# Teacher Resources

# Farm Animal Research



cow

- eats hay
- lives in fields
- makes milk



pig

- likes mud
- can have lots of piglets



sheep

- live in pens
- are fluffy
- make wool



chicken

- lays eggs
- chicks can hatch from eggs

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.1

ACTIVITY PAGE



If I were a farmer, I would have a

---

---

---

because

---

---

---

# 5.1

CONTINUED

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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

Opinion Writing

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# Grade 1

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# 4

# Introducing Opinion Writing

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## PRIMARY FOCUS OF LESSON

Students gather information to help answer a question. [W.1.8]

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## FORMATIVE ASSESSMENT

Activity Page 4.1

**Which Structure?** Students gather details about structures in ancient Egypt to form an opinion. [W.1.8]

## LESSON AT A GLANCE

|                                              | Grouping    | Time    | Materials                                                                                                                                                                                  |
|----------------------------------------------|-------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Opinion Writing (30 min.)</b> |             |         |                                                                                                                                                                                            |
| Connections: Review Topic Sentence           | Whole Group | 5 min.  |                                                                                                                                                                                            |
| Modeling: Reasons                            | Whole Group | 15 min. | <input type="checkbox"/> Writing: Parts of an Opinion chart (from previous lesson)<br><input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> Domain 4 Flip Book (optional) |
| Writing: Which Would I Most Like to See?     | Independent | 5 min.  | <input type="checkbox"/> Activity Page 4.1                                                                                                                                                 |
| Wrap-Up                                      | Partner     | 5 min.  |                                                                                                                                                                                            |

## ADVANCE PREPARATION

- Ensure that students have participated in Lesson 10 of Domain 4, *Early World Civilizations*, prior to this lesson.
- Prepare to display the Writing: Parts of an Opinion anchor chart prepared in the previous lesson or project the poster found in Teacher Resources.
- Prepare to project Activity Page 4.1.
- Prepare student copies of Activity Page 4.1 to distribute.
- Prepare to use chart paper for the Modeling activity.

### Universal Access

- Provide a collection of books about ancient Egypt. Show students pictures of buildings, statues, or other artifacts and have them find and describe the details.

## Lesson 4

# Introducing Opinion Writing



**Primary Focus:** Students gather information to help answer a question. [W.1.8]

**CONNECTIONS: REVIEW TOPIC SENTENCE (5 MIN.)**

- Remind students that in the last Writing Studio lesson, they wrote an opinion about the Golden Rule.
- Ask students to define the term *topic sentence*.
  - » Answers may vary but should include a sentence that introduces the reader to the subject the writer is writing about.
- Ask what a topic sentence for an opinion piece must have, besides just the topic or subject.
  - » It must have an opinion, or what the writer thinks, feels, or believes about the topic.
- Ask students ideas about words they can use to start a topic sentence for an opinion piece.
  - » Answers may vary but could include *I think, I believe, I feel, In my opinion, I like,* and many more.

**Check for Understanding**

Have students construct a topic sentence for the following: The topic is popsicles; the opinion is that grape is the best.

- » Answers may vary (e.g. I believe grape popsicles are the best.).

## MODELING: REASONS (15 MIN.)

- Display the Writing: Parts of an Opinion poster or chart from previous lesson.

### ➤ Writing: Parts of an Opinion poster or chart

- Briefly review each section on the poster: *Introduction*, *Reasons*, and *Conclusion*.
- Draw attention to the *Reasons* section of the poster. Remind students that reasons explain why you feel the way you do.
- Project Activity Page 4.1.

### ➤ Activity Page 4.1

- Read the title, “Which Structure?” aloud.
- Point to the bottom of the page and read aloud the sentence frame, “The structure I would most like to see in Egypt is the \_\_\_\_\_ because \_\_\_\_\_.”
- Tell students that you have not made up your mind yet, so you want to record what you know about each to help you decide. Explain that the chart will help you find the reasons why you would want to visit each structure.
- On chart paper or the board, create a T-Chart with the following:

**Which Structure?**

| The Great Pyramid | The Sphinx |
|-------------------|------------|
|                   |            |

- Distribute Activity Page 4.1.
- Ask students to think about what they have learned about the Great Pyramids in Egypt from the Read-Alouds. Write down the students’ ideas and recollections under the column titled *The Great Pyramid*. Tell students to record details about the structure on Activity Page 4.1 in the same column. After each detail is added, circulate while students work to ensure they are recording the information.
- You may wish to show images from the Domain 4 Flip Book to refresh their memories or reread portions of the Read-Alouds in Domain 4, Lessons 8 and 9.

## Activity Page 4.1



## Support

Remind students that details are pieces of information that help us understand the topic better.

## Challenge

Have students create a chart comparing the Hanging Gardens of Babylon to either the Great Pyramid or the Sphinx and determine which one they would rather visit if they could go back in time.



## Access

### Entering/Emerging

Guide students in selecting a detail from the T-Chart to use in expressing their opinion and reason.

### Transitioning/Expanding

Allow students to speak in pairs about the kinds of details they might add to their work.

### Bridging

Encourage students to provide more details or descriptive words to describe their reason.

- Follow the same procedure for details about the Sphinx. Circulate after each piece of information is added to the chart to ensure students are recording. The following chart provides sample details:

### Which Structure?

| The Great Pyramid                                          | The Sphinx                                   |
|------------------------------------------------------------|----------------------------------------------|
| - shaped like a triangle with four sides and a square base | - shaped like a lion with a man's head       |
| - people and treasures buried there long ago               | - giant, but not as big as the Great Pyramid |
| - enormous                                                 | - made of stone                              |
| - made of stone                                            | - built to guard the pyramids                |
| - top used to be covered in gold                           |                                              |

- Explain that now that you have listed the details about each of the structures, you can decide which one you most want to see.

### WRITING: WHICH WOULD I MOST WANT TO SEE? (5 MIN.)

- Ask students to review both columns on Activity Page 4.1 to help them decide which structure they would most like to see.
- Tell them to complete the sentence "The structure I would most like to see in Egypt is \_\_\_\_\_ because \_\_\_\_\_."
- Although answers may vary, students should select either the Great Pyramid or the Sphinx and give a reason for their choice.

### WRAP-UP (5 MIN.)

- Think-Pair-Share: Have students think about and discuss the following question with a partner:
  - If you could build an enormous structure like the ancient Egyptians, what would it be? Why?

End Lesson



# Teacher Resources

# Writing: Parts of an Opinion

**Introduction:** states your opinion about a topic

Opinion words:

I think

I feel

I believe

In my opinion

The best

The worst

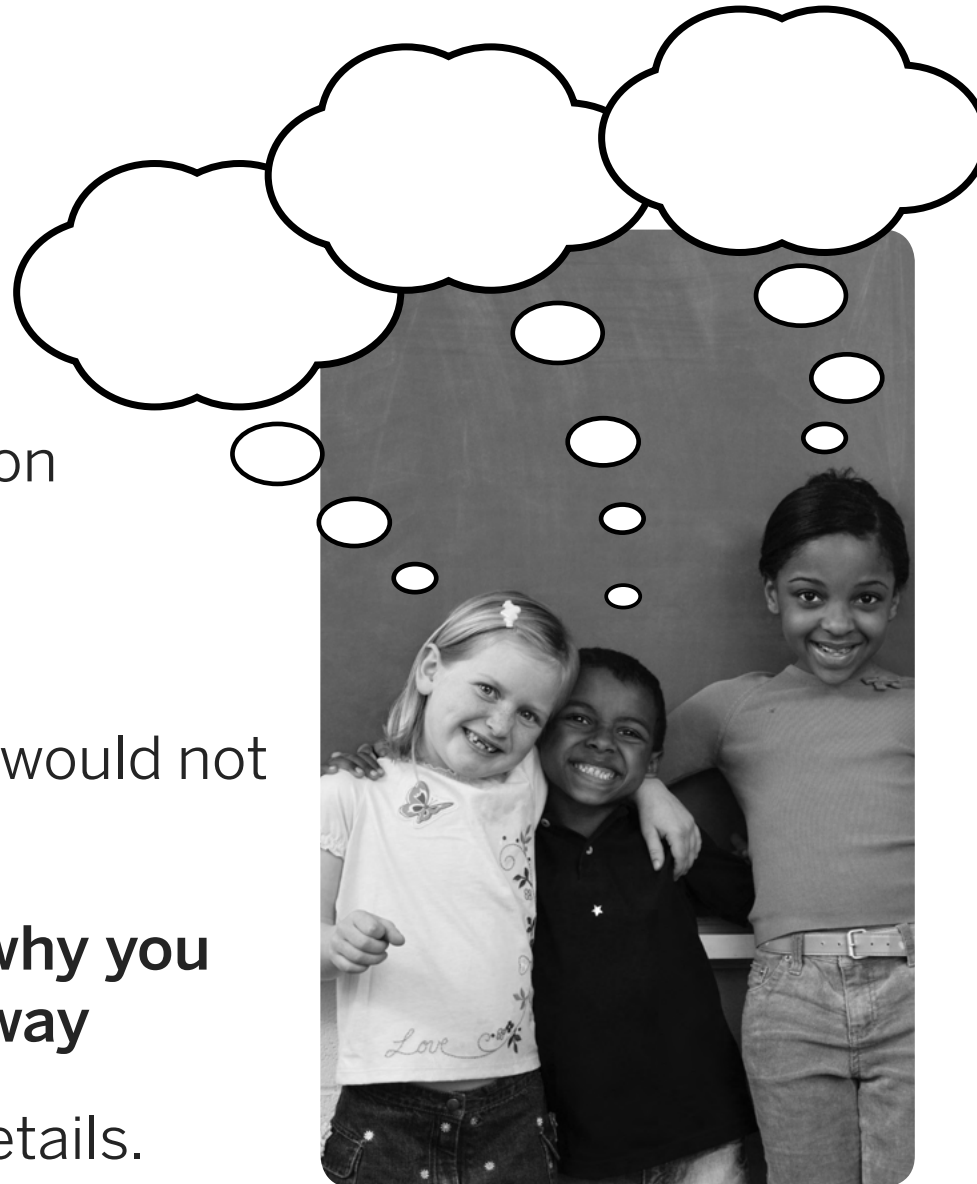
I would or I would not

**Reason:** explains why you feel that way

Reasons have details.

Reasons have words like *because*.

**Closing:** restates your opinion



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

4.1

ACTIVITY PAGE

## Which Structure?

**The Great Pyramid**

**The Sphinx**

|  |  |
|--|--|
|  |  |
|--|--|





# Developing Opinion Writing

# 6

## PRIMARY FOCUS OF LESSON

Students compose an opinion that has a topic sentence, reasons, and a conclusion. [W.1.1]

## FORMATIVE ASSESSMENT

### Time Machine Draft

**Time Machine Draft** Students draft an opinion about which civilization they would most like to visit. [W.1.1]

## LESSON AT A GLANCE

|                                             | Grouping    | Time    | Materials                                                                                                                                                                     |
|---------------------------------------------|-------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Opinion Writing (30 min.)</b> |             |         |                                                                                                                                                                               |
| Connections: Writing Reasons                | Whole Group | 5 min.  |                                                                                                                                                                               |
| Writing: Time Machine                       | Independent | 20 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Time Machine draft<br><input type="checkbox"/> Writing: Parts of an Opinion poster or chart (optional) |
| Wrap-Up                                     | Partner     | 5 min.  |                                                                                                                                                                               |

## ADVANCE PREPARATION

- Prepare to project Activity Page 5.1.
- Prepare to distribute student copies of Activity Page 5.1.
- Prepare to project or display the Writing: Parts of an Opinion poster.

### Universal Access

- Write simple words separately on index cards that can be used to form sentences. The cards should have a mix of pronouns (I, me my, he, she, they, etc.), verbs, nouns (people, places, things, ideas), and end marks (period, question mark, exclamation point). Mix the cards up and have students choose cards to create sentences. Ask them to explain why the cards they chose make a complete sentence.

## Lesson 6

# Developing Opinion Writing



**Primary Focus:** Students compose an opinion that has a topic sentence, reasons, and a conclusion. [W.1.1]

## CONNECTIONS: WRITING REASONS (5 MIN.)

- Ask students why reasons are important in an opinion.
  - » Answers may vary but should include that they help to support the opinion by explaining why you feel the way you do.
- Ask some students to share one of the reasons they planned to explain why they would like to travel to either the Maya or Aztec civilizations.
- Remind them that they will write their reasons in complete sentences. Use examples that students shared to model writing a complete sentence on the board.



## Check for Understanding

Ask students to explain how to identify a complete sentence.

- » Answers may vary but should include that it has a noun and a verb, expresses a complete thought, and has an end mark.

## WRITING: TIME MACHINE (20 MIN.)

- Tell students to take out Activity Page 5.1 and their draft from the previous Writing Studio lesson.
- Remind them that they composed the topic sentence of their opinion in the previous Writing Studio lesson.
- Explain that they will continue to work on their opinion paragraph by adding two reasons and a conclusion to their drafts. Review the Writing: Parts of an Opinion poster or chart, if needed.

## Support

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

## Challenge

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



## Access

### **Entering/Emerging**

Provide sentence frames for students, such as “One reason that I would like to travel to \_\_\_\_\_ is because \_\_\_\_\_.” Take dictation if needed.

### **Transitioning/Expanding**

Provide oral sentence starters, such as “The first reason is . . .”

### **Bridging**

Provide support to help students use more descriptive words in their writing, as needed.

- Remind students to use the ideas they wrote down on Activity Page 5.1 to help them write their sentences.
- Ask students why the opinion needs to have a conclusion.
  - » Answers may vary but should include that it restates the opinion and wraps up the writing.
- Brainstorm some ways to write a conclusion sentence. Examples include:
  - In conclusion . . .
  - As you can see . . .
  - That is why . . .
- Circulate as students work to provide prompting and support.
- Tell students to store their drafts or collect to redistribute.
- Answers will vary, but a sample essay appears in Lesson 8.

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

- Think-Pair-Share: Have students think about the following question, then share with a shoulder partner:
  - If you could take one thing with you in the time machine to show to a Mayan or Aztec child, what would you take with you and why?

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



Teacher Resources

Writing: Parts of an Opinion

Introduction: states your opinion about a topic

Opinion words:

I think

I feel

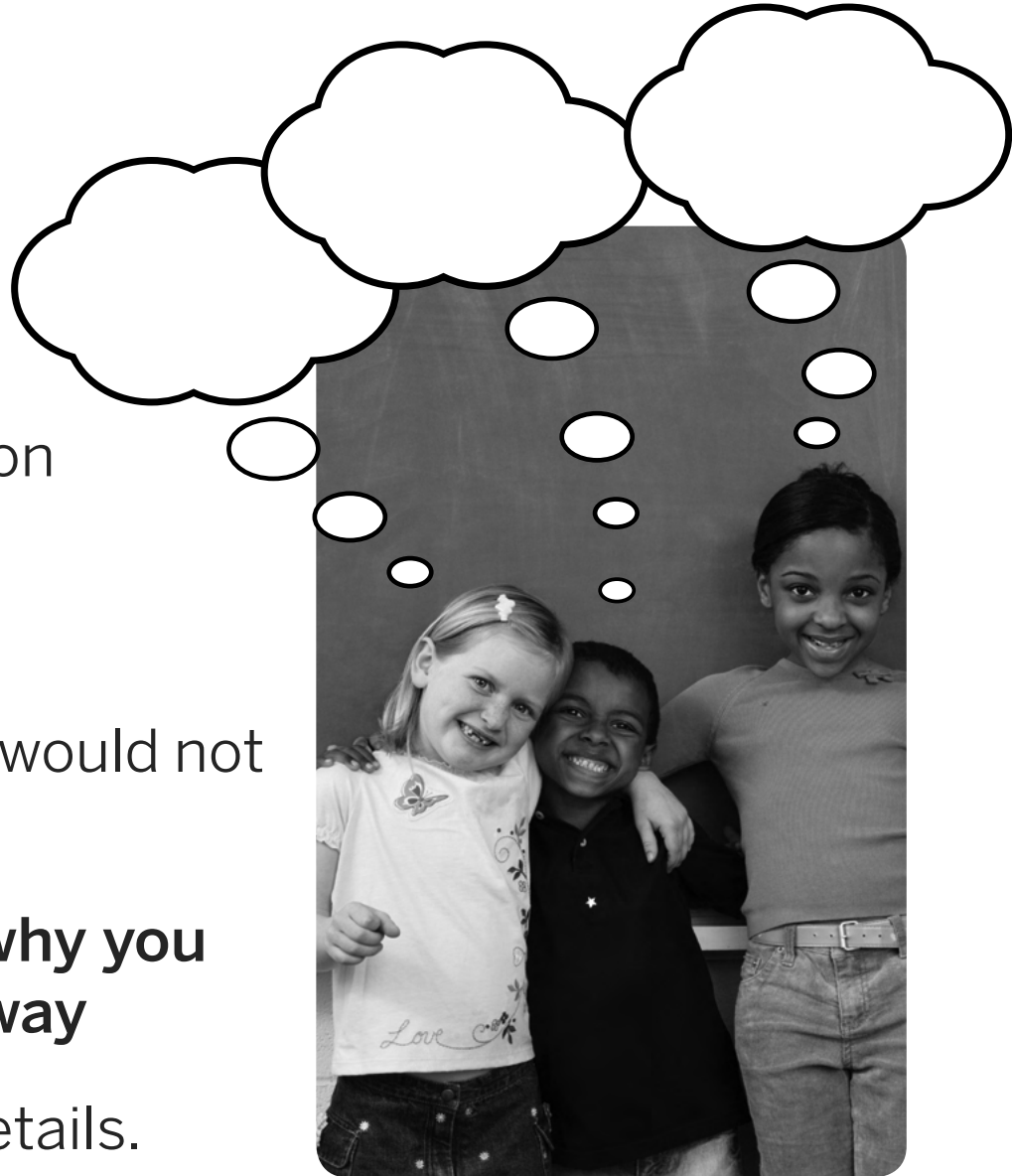
I believe

In my opinion

The best

The worst

I would or I would not



Reason: explains why you feel that way

Reasons have details.

Reasons have words like *because*.

Closing: restates your opinion

NAME: _____

DATE: _____

5.1

ACTIVITY PAGE

Time Machine Planning

Introduction

I would visit an Aztec civilization.

Reason 1

friendly farmers

Reason 2

see Xochimilco and floating gardens

Conclusion

I would want to visit the Aztecs.

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

Opinion Writing

Grade 2



3

Introducing Opinion Writing

PRIMARY FOCUS OF LESSON

Students use a graphic organizer to collaborate and plan an opinion about a class field trip. [W.2.8]

FORMATIVE ASSESSMENT

Activity Page 3.1

My Opinion Organizer Students use an organizer to plan an opinion about a class field trip. [W.2.8]

LESSON AT A GLANCE

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

ADVANCE PREPARATION

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

Universal Access

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

Lesson 3

Introducing Opinion Writing



Primary Focus: Students use a graphic organizer to collaborate and plan an opinion about a class field trip. [W.2.8]

CONNECTIONS: INTRODUCTIONS (3 MIN.)

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

MODELING: PLANNING AN OPINION (10 MIN.)

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

➤ My Opinion Organizer

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

I've had some ideas about what I'd like to do on a family trip.
I've made my decision about what I'd most like to do, and now

Support

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

Challenge

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

I'll write an opinion about it. The first element in the organizer is the title. I'm going to call my opinion "Let's Go Camping!" Does that give you a hint about my topic and my opinion? [Write *Let's Go Camping!* under *Title.*]

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

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

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



Check for Understanding

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

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

Activity Page 3.1



Access

Entering/Emerging

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

Transitioning/Expanding

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

Bridging

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

PLANNING AN OPINION (14 MIN.)

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

➤ Writing Prompt for Activity Page 3.1

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

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

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

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

WRAP-UP (5 MIN.)

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

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



# Teacher Resources



# Heading West



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

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

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

## Heading West

### Before

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

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

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

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

## Heading West

### After

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

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

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

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

# Developing Opinion Writing

# 8

## PRIMARY FOCUS OF LESSON

Students use technology tools to publish writing, with assistance. **[W.2.6]**

## FORMATIVE ASSESSMENT

### Insect Opinion

**Insect Opinion** Students publish an opinion using technology, with assistance. **[W.2.6]**

## LESSON AT A GLANCE

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

## ADVANCE PREPARATION

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

### Universal Access

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

## Lesson 8

# Developing Opinion Writing



**Primary Focus:** Students use technology tools to publish writing, with assistance. [W.2.6]

## CONNECTIONS: GOOD ADVICE (2 MIN.)

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



## Check for Understanding

Why should we revise our writing?

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

## PUBLISHING: INSECT OPINIONS (15 MIN.)

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

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

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



## Access

### Entering/Emerging

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

### Transitioning/Expanding

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

### Bridging

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

## Support

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

## Challenge

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

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

## SHARING (10 MIN.)

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

### The Fabulous Firefly

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

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

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

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

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

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

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

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


Opinion Writing

Grade 3



5

Introducing Opinion Writing

PRIMARY FOCUS OF LESSON

Students use a graphic organizer to gather information about an animal species. [W.3.8]

FORMATIVE ASSESSMENT

Activity Page 5.1

Everyday Inventions Students gather information about an animal species. [W.3.8]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Introducing Opinion Writing (30 min.) | | | |
| Connections: Introduce the Prompt | Whole Group | 7 min. | <input type="checkbox"/> Activity Page 5.1 |
| Modeling: Gathering Information | Whole Group | 5 min. | <input type="checkbox"/> “At Sea” |
| Gathering Information | Small Group | 13 min. | <input type="checkbox"/> Activity Page 5.2
<input type="checkbox"/> (Optional) Unit 2 Student Reader, <i>Rattenborough’s Guide to Animals</i> |
| Wrap-Up | Partner | 5 min. | |

ADVANCE PREPARATION

- Prepare to arrange students into small groups for gathering information about an animal species. This offers an opportunity for differentiation; if students are ready for a challenge, each group may work on a different species. If students need additional support, you may wish to have all groups work on the same species. You may also wish to assign students in need of support to an animal with which they are familiar; you may allow them to consult the Unit 2 Student Reader, *Rattenborough’s Guide to Animals*, for additional support.
- Prepare to distribute Activity Page 5.1 to each student and to display or project a copy of it.
- Prepare to display the draft of “At Sea” composed in the previous lesson.
- Prepare to distribute Activity Page 5.2 to each student and to display or project a copy of it.

Universal Access

- Prepare images of animals and enclosures (such as a fish in an aquarium, lizard in a terrarium, tiger in an enclosed yard, etc) and relevant vocabulary (such as bedding, heat source, water filter, etc).

Lesson 5

Introducing Opinion Writing



Primary Focus: Students use a graphic organizer to gather information about an animal species. [W.3.8]

CONNECTIONS: INTRODUCE THE PROMPT (7 MIN.)

- Ask students to name some animals and the kind of care those animals need. This could be a class or household pet or an animal they have encountered elsewhere.
 - » Answers may vary but could include that an elephant needs lots of space, while fish need to have their tank cleaned out each week.
- Tell students that in this lesson they will start planning an essay about the animal they would want to work with if they were zookeepers.
- Display Activity Page 5.1 and distribute a copy to each student.

➤ Activity Page 5.1

- Review the Activity Page 5.1 writing prompt and explain that students will work on researching, planning, drafting, and revising this opinion essay over the next several lessons.



Check for Understanding

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

- Ask students to brainstorm as a class, generating a list of animals they might wish to work with as zookeepers.
- Assemble students into groups of approximately four, and ensure that each group selects an animal from the list for their essays. Groups may work on the same animal or different animals.

Activity Page 5.1



MODELING: GATHERING INFORMATION (5 MIN.)

- Explain that you had to gather information for “At Sea,” the essay about saltwater habitats.
- Display “At Sea” and ask students to identify pieces of information that might have come from research.
 - » Answers may vary but could include that scientists believe the ocean has animal species that no one has yet discovered. (This information was covered in core instruction.)
- Explain that students may not know at first which information they will use in their essays. This is okay, because writing is a process with many steps. The important thing for now is to collect information. In a later lesson, students will plan how best to use that information in their essays.

GATHERING INFORMATION (13 MIN.)

- Guide students through the process of thinking about the characteristics of their animals, using the questions on Activity Page 5.2. You may ask each question on the activity page and allow students to discuss briefly in their groups before moving to the next question. A sample completed Activity Page 5.2 follows.

Animal species: *giant tortoise*

1. Describe this animal and its important characteristics:
 - » a kind of reptile, quiet, really big—up to five hundred pounds
 2. Why would this animal make a good choice for a new zookeeper?
 - » friendly, no teeth, moves very slowly
 3. What kind of habitat does this animal need, and how would you create it in a zoo?
 - » lives in dry sandy places, would enjoy a pool, doesn't need a very high fence
 4. What does this animal eat?
 - » salad (lettuce and carrots), sometimes fruit like mangoes as a special treat
 5. What kind of special care does this animal need?
 - » a heat lamp since it is cold blooded, people who will help educate others about how many tortoises are endangered
-

Challenge

Encourage students to consider any reason that their animal might not make a good choice for a brand new zookeeper.

Support

Allow students to consult Unit 2 Student Reader, *Rattenborough's Guide to Animals* or other reference materials, including the Internet with proper supervision, as they complete Activity Page 5.2.

Activity Page 5.2



Access

Entering/Emerging

Preteach images of animals in their habitats and relevant vocabulary, using heavy support to guide students in thinking about the animals' characteristics.

Transitioning/Expanding

Preteach images of animals in their habitats and relevant vocabulary, using moderate support to guide students in thinking about the animals' characteristics.

Bridging

Preteach images of animals in their habitats and relevant vocabulary, using light support to guide students in thinking about the animals' characteristics.

WRAP-UP (5 MIN.)

- Ask students to pair with students in another group and to take turns summarizing the information on their graphic organizers for their partner. Students should link that information to why they might want to care for this animal if they were zookeepers.
- Tell students that in the next lesson they will use this information to plan their essays.

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



# Teacher Resources



## At Sea

Earth’s many habitats offer lots of opportunities to see wild animals. The best place to see wild animals, though, is a saltwater habitat, such as an ocean. Oceans are exciting because they are so big, and different animals live in different parts of the ocean. For example, in very deep waters, some animals have special changes or adaptations. Some animals can even make light with their own bodies! Some of the animals you can see in or at the ocean are birds, dolphins, fish, starfish, jellyfish, turtles, and even coral. Coral may not look like an animal, because a coral reef consists of both the animals and their skeletons. But the animals are there if you look closely. The ocean is also a great habitat because if you go scuba diving, it is not very crowded the way the beach is. Finally, scientists think there are still animals in the ocean we have never seen. The saltwater habitat is the best place to look for animals, because you could find a brand new one!

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# Opinion Writing

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

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

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# Developing Opinion Writing

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## PRIMARY FOCUS OF LESSON

Students try different approaches to their opinions by determining which reasons and evidence will best persuade different audiences to share the students' opinion on the most important explorer. **[W.3.5]**

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## FORMATIVE ASSESSMENT

### Activity Page 2.1

**Convince Me!** Students try different approaches to their opinions by determining which reasons and evidence will best persuade different audiences to share the students' opinion on the most important explorer. **[W.3.5]**

## LESSON AT A GLANCE

|                                                    | Grouping    | Time    | Materials                                                                                                                                                                     |
|----------------------------------------------------|-------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Opinion Writing (30 min.)</b>        |             |         |                                                                                                                                                                               |
| Connections: Convince Me!                          | Whole Group | 8 min.  |                                                                                                                                                                               |
| Modeling: Selecting Reasons for Specific Audiences | Whole Group | 3 min.  | <input type="checkbox"/> Activity Page 2.1                                                                                                                                    |
| Selecting Reasons for Specific Audiences           | Independent | 14 min. | <input type="checkbox"/> Activity Page 1.1<br><input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> Student Readers <i>The Age of Exploration</i> (optional) |
| Wrap-Up                                            | Whole Group | 5 min.  |                                                                                                                                                                               |

## ADVANCE PREPARATION

- Prepare to distribute Activity Page 2.1, which is available in Teacher Resources.
- Ensure that students have Activity Page 1.1, on which they drafted their opinion essays in the previous lesson.

### Universal Access

- Prepare sentence frames and starters to guide students in completing Activity Page 2.1.

## Lesson 2

# Developing Opinion Writing



**Primary Focus:** Students try different approaches to their opinions by determining which reasons and evidence will best persuade different audiences to share the students' opinion on the most important explorer. **[W.3.5]**

**CONNECTIONS: CONVINC ME! (8 MIN.)**

- Ask students to work with a partner to discuss the reasons they would use to convince the following people that summer is the best season:
  - a king or queen during the Age of Exploration
  - a child
  - a history teacher
- Ask students if they think that each person would be convinced by the same reason.
  - » Students should recognize that different reasons will most likely convince these people of the opinion. If students struggle to distinguish between these audiences, you might guide them to think about the situation each person is in. For example, a child will care about different things than the king or queen in the Age of Exploration.
- If time permits, you may wish to have volunteers share how they would convince each person that summer is best.
  - » Answers may vary but could include that students would convince a king or queen during the Age of Exploration that summer is best, because ships have good weather for sailing around the world; a child by reminding them about summer vacation, and a history teacher by reminding them that lots of American history, such as the signing of the Declaration of Independence (which we celebrate on July 4), happened in the summer.
- Explain that each of these people is a different audience. When you want to convince an audience that your opinion is right, it can help to use reasons that would appeal to it.
- Tell students that readers are a kind of audience. Not every reader responds to the same reasons or evidence, so good opinion writers will select the best reasons or evidence for their audience.

## Activity Page 2.1



### Challenge

Ask students to suggest new audiences (such as the school principal, a ship captain, an American president, etc.) and identify the best reasons and evidence to convince these audiences about the most important explorer.

### Support

Allow students to consult the Unit 9 Student Reader, *The Age of Exploration*, to help them gather more reasons and evidence about their chosen explorer.

## MODELING: SELECTING REASONS FOR SPECIFIC AUDIENCES (3 MIN.)

- Display Activity Page 2.1 and explain that students will use it to think about how they might convince each audience to agree with their opinion on the most important explorer.

### ➤ Activity Page 2.1

- Using “a king or queen” as an example, model how to complete one row of the chart. Sample answers follow.



### Check for Understanding

Ask students to explain the example to a partner in their own words.

## SELECTING REASONS FOR SPECIFIC AUDIENCES (14 MIN.)

- Tell students that they should complete the chart for the remaining audiences.
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.
- If students finish with time remaining, you may wish to have them pick a different explorer and develop reasons and evidence to convince each audience that this explorer is the most important.
- Although student answers may vary, a sample completed Activity Page 2.1 follows.

### Explorers

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

In my opinion, the most important explorer was Columbus.

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



## Access

### Entering/Emerging

Use yes/no questions, such as “Did the king and queen send Columbus to a particular place?” to guide students in completing the Activity Page.

### Transitioning/Expanding

Use sentence frames and starters, such as “A history teacher cares about \_\_\_\_\_, so he or she would probably think \_\_\_\_\_ about Columbus.” to guide students in completing the Activity Page.

### Bridging

Allow students to discuss explorers and audiences in pairs as they complete the Activity Page.

| Audience                                      | Cares about                             | Most convincing reason                                                           | Because                                                               |
|-----------------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| a king or queen during the Age of Exploration | gaining territory and power             | He discovered America.                                                           | Almost no Europeans knew about it before his discovery.               |
| a child                                       | treasure                                | Other explorers went to the new world to search for things like gold and silver. | People believed the new land would hold treasures.                    |
| a history teacher                             | how one person's actions affect a place | Columbus changed North America forever.                                          | He and his men exposed Native Americans to diseases that harmed them. |

## WRAP-UP (5 MIN.)

- Ask student volunteers to respond to each question and give a reason for their answer. Students may imagine audiences other than the ones on Activity Page 2.1.
  - Who would be the easiest audience to convince that your explorer is the most important?
  - Who would be the most difficult audience to convince that your explorer is the most important?
  - Which audience would be most likely to be convinced by how hard a mission the explorer had?
  - Which audience would be most likely to be convinced by how unique or original the explorer's discovery was?
- Tell students that in the next lesson they will think about how they can write opinion pieces to convince a certain audience.

End Lesson







# Teacher Resources

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Explorers

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

In my opinion, the most important explorer was

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

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

| <b>Audience</b>                               | <b>Cares about</b> | <b>Most convincing reason</b> | <b>Because</b> |
|-----------------------------------------------|--------------------|-------------------------------|----------------|
| a king or queen during the Age of Exploration |                    |                               |                |
| a child                                       |                    |                               |                |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

|                               |                   |
|-------------------------------|-------------------|
| <b>Because</b>                |                   |
| <b>Most convincing reason</b> |                   |
| <b>Cares about</b>            |                   |
| <b>Audience</b>               | a history teacher |

Opinion Writing

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# Grade 4

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# 6

# Introducing Opinion Writing

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## PRIMARY FOCUS OF LESSON

Students plan essays about the best invention they use regularly. **[W.4.5]**

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## FORMATIVE ASSESSMENT

Activity Page 6.1

**Blank Opinion Essay Map** Students plan essays about the best invention they use regularly. **[W.4.5]**

## LESSON AT A GLANCE

|                                              | Grouping    | Time    | Materials                                                                                                                              |
|----------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Opinion Writing (30 min.)</b> |             |         |                                                                                                                                        |
| Modeling: Planning an Essay                  | Whole Group | 4 min.  | <input type="checkbox"/> Activity Page 3.1                                                                                             |
| Connections: Inventions                      | Small Group | 7 min.  | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Activity Page 5.2                                               |
| Planning an Essay                            | Small Group | 16 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Activity Page 5.2<br><input type="checkbox"/> Activity Page 6.1 |
| Wrap-Up                                      | Partner     | 3 min.  | <input type="checkbox"/> Activity Page 6.1                                                                                             |

## ADVANCE PREPARATION

- Make sure students have Activity Page 5.1 and Activity Page 5.2, which they completed in the previous lesson.
- Prepare to display a completed copy of Activity Page 3.1 during the Modeling activity.
- Prepare to distribute copies of Activity Page 6.1, a blank essay map, to each student.
- Prepare to arrange students in the same groups as the previous lesson.



Lesson 6

# Introducing Opinion Writing



**Primary Focus:** Students plan essays about the best invention they use regularly. [W.4.5]

## MODELING: PLANNING AN ESSAY (4 MIN.)

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



### Check for Understanding

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

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

## CONNECTIONS: INVENTIONS (7 MIN.)

- Distribute Activity Pages 5.1 and 5.2, which students completed in the previous lesson.
- Ask a student to read aloud the prompt for the essay.
- Arrange students into the same groups in which they worked during the previous lesson.
- Explain that students should briefly review the material they gathered in the previous lesson. They will use this information to plan their opinion essays.
- Circulate and provide support as needed.

## PLANNING AN ESSAY (16 MIN.)

- Distribute Activity Page 6.1, which each student will use to plan his or her essay.
- Have students work to plan their essays following the model illustrated. Suggested times for students to spend on each section follow; however, you may allocate the time as best suits your students' needs.
  - Title: 2 min.
  - Introduction: 1 min.
  - Body Paragraphs: 10 min.
  - Conclusion: 3 min.
- As students work, circulate and check in with each group's progress. For reference, a sample completed essay map follows.

### Activity Page 6.1



### Challenge

Encourage students to include multiple pieces of evidence for each reason in their essay maps

### Support

Allow students to interact with the invention about which they are writing. For example, if they are writing about pencil sharpeners, encourage them to try writing with a dull or broken pencil, then to sharpen it and try again.



## Access

### Entering/Emerging

Encourage students to identify ways they use the invention in everyday life, then offer heavy support as they give reasons this invention is the best. Guide students in shaping this information into their opinion essays.

### Transitioning/Expanding

Encourage students to identify ways they use the invention in everyday life, then offer moderate support as they give reasons this invention is the best. Guide students in shaping this information into their opinion essays.

### Bridging

Encourage students to identify ways they use the invention in everyday life, then offer light support as they give reasons this invention is the best. Guide students in shaping this information into their opinion essays.

## Title

*The Best Invention*

## Paragraphs

### Introductory Paragraph

**Topic:** *the best invention*

**Opinion:** *the computer*

### Body Paragraph One

**Reason to support opinion:**

*Research is easier.*

**Evidence for this reason:**

*the Internet rather than having to use a book, people can access information from anywhere*

### Body Paragraph Two

**Reason to support opinion:**

*It's easier to draft and revise.*

**Evidence for this reason:**

- *Word processors allow you to change your work without retyping it all.*
- *can cut and paste pieces without having to cut up a piece of paper and get out the glue or tape*

### Body Paragraph Three (optional)

**Reason to support opinion:**

*It's easier to share your work on a computer.*

**Evidence for this reason:**

- *You can print rather than write or type by hand.*
- *You can share with others on a blog, in email, etc.*

### Conclusion

**Why readers should agree with this opinion:**

*Computers help you write more quickly. Having more time is a gift, because with it, you can do anything.*

## WRAP-UP (3 MIN.)

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

~~~~~  
End Lesson
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# Teacher Resources

| Title             | <i>Healthy Habits, Part 2</i>                                                                                                                                                                                                                                                        |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Paragraphs</b> | <p><b>Introductory Paragraph</b></p> <p>Topic:<br/><u><i>the best way to stay healthy</i></u></p> <p>Opinion:<br/><u><i>eat a well-balanced diet</i></u></p>                                                                                                                         |
|                   | <p><b>Body Paragraph One</b></p> <p>Reason to support opinion:<br/><u><i>Your body needs fuel.</i></u></p> <p>Evidence for this reason:<br/><u><i>can't sleep or exercise well if you are too hungry</i></u></p>                                                                     |
|                   | <p><b>Body Paragraph Two</b></p> <p>Reason to support opinion:<br/><u><i>Nutrients help your body perform its best.</i></u></p> <p>Evidence for this reason:<br/><u>• <i>carrots—sight</i></u></p> <p><u>• <i>iron—energy</i></u></p>                                                |
|                   | <p><b>Body Paragraph Three (optional)</b></p> <p>Reason to support opinion:<br/><u><i>Nutrients help prevent disease and other health issues.</i></u></p> <p>Evidence for this reason:<br/><u>• <i>fish—lower cholesterol</i></u></p> <p><u>• <i>too much sugar—cavities</i></u></p> |
|                   | <p><b>Conclusion</b></p> <p>Why readers should agree with this opinion:<br/><u><i>try it and see</i></u></p>                                                                                                                                                                         |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# Opinion Writing

**Prompt:** Imagine that you and your classmates are asked to make new pitches to the *Eureka!* judges. Your pitches should be about the best invention students use regularly. Write an essay that explains what you believe to be the best invention you use in your daily life. Make sure to explain why this invention is the best, and give evidence to support your reasons.

Remember that the *Eureka!* judges already have strong ideas about which inventions are best, so make sure not to write about something they invented (so no light bulbs!) or that your class has already pitched to them. Instead, choose an invention you use every day in your classroom, school, or home.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.2

ACTIVITY PAGE

**Invention:** \_\_\_\_\_

1. What this invention does:

*almost anything; helps writers research,  
draft, and revise their work*

2. What came before this invention?

*typewriters, paper and pencil*



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3. How did this invention change things? Make sure to list several examples and reasons for those examples.

**Example 1:** *It makes it easier to research things, because it allows you to use the Internet.*

**Example 2:** *It makes it easier to draft and revise your writing, because word processors allow you to change your work without retyping it all.*

4. Imagine the world if this invention had never existed. Describe one situation in modern life that would be very different.

*Writing a research paper would be very different.*

*You would have to go to the library and read books for research. You would have to write out every draft by hand on paper or type it on a typewriter. If you made a mistake, you would have to retype the whole page. It would take a very long time.*

# Developing Opinion Writing

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## PRIMARY FOCUS OF LESSON

Students gather research for an opinion piece about which side they would have taken in the American Revolution. **[W.4.7, W.4.8]**

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## FORMATIVE ASSESSMENT

### Activity Page 3.1

**The American Revolution** Students gather research for an opinion piece about which side they would have taken in the American Revolution. **[W.4.7, W.4.8]**

## LESSON AT A GLANCE

|                                                  | Grouping    | Time    | Materials                                                                                                                                                                                                                       |
|--------------------------------------------------|-------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Opinion Writing (30 min.)</b>      |             |         |                                                                                                                                                                                                                                 |
| Connections: Loyalists and Patriots              | Partner     | 5 min.  |                                                                                                                                                                                                                                 |
| Introduce the Loyalist or Patriot Writing Prompt | Whole Group | 5 min.  | <input type="checkbox"/> Loyalist or Patriot Writing Prompt                                                                                                                                                                     |
| Researching the American Revolution              | Independent | 15 min. | <input type="checkbox"/> Activity Page 3.1<br><input type="checkbox"/> Student Readers <i>American Revolution: The Road to Independence</i><br><input type="checkbox"/> assorted trade books related to the American Revolution |
| Wrap-Up                                          | Partner     | 5 min.  |                                                                                                                                                                                                                                 |

## ADVANCE PREPARATION

- Prepare to display the Loyalist or Patriot Writing Prompt, which is available in Teacher Resources, and to distribute a copy to each student.
- Prepare to arrange students into pairs for the Connections activity.
- Prepare to display Activity Page 3.1, which is available in Teacher Resources, and to distribute a copy to each student.
- Prepare to distribute assorted trade books related to the American Revolution.

### Universal Access

- Prepare sentence frames and starters to guide students in completing Activity Page 3.1.
- Students will work on the Activity Page in this lesson and the next lesson. If desired, you may collect the Activity Page at the end of this lesson in order to review student work and plan to offer additional support as needed during Lesson 4.

Lesson 3

# Developing Opinion Writing



**Primary Focus:** Students gather research for an opinion piece about which side they would have taken in the American Revolution. **[W.4.7, W.4.8]**

## CONNECTIONS: LOYALISTS AND PATRIOTS (5 MIN.)

- Ask student volunteers to review the definitions of patriots and loyalists.
  - » Patriots objected to British treatment of the colonies and supported the American Revolution. Loyalists supported the British treatment of the colonies.
- Ask students to work with a partner to role play how a patriot and a loyalist would feel about the following events and circumstances:
  - The Stamp Act
  - The French and Indian War
  - Prime Minister Granville
  - George Washington
  - The Boston Tea Party

## INTRODUCE THE LOYALIST OR PATRIOT WRITING PROMPT (5 MIN.)

- Display the Loyalist or Patriot Writing Prompt, available in Teacher Resources, and explain that students will spend the next several lessons working on this assignment.

## Activity Page 3.1



### Challenge

Ask students to pick one of the facts on their Activity Page and think about how someone with a perspective different from theirs might view this fact. For example, if students recorded that colonists were asked to pay unfair taxes and that this would make them patriots, they should try to think about what kind of person would feel differently about taxes.

### Support

Allow students to consult Activity Page 2.1, which they completed in Writing Studio Lesson 2, to think about their feelings on the Boston Tea Party, which may help indicate their feelings on the Revolution overall, as they complete Activity Page 3.1.

## ► Loyalist or Patriot Writing Prompt

People living in the American colonies in the late eighteenth century faced many difficult challenges. They had to learn to live in a place that had few of the developments or structures that existed in England. They often came to America without knowing many people, and they had to make a fresh start. By the 1770s, the colonists also faced a really big challenge: deciding whether or not to protest the British treatment of colonists. If you were an American colonist during the 1770s, would you be a loyalist or a patriot?

Write an opinion piece explaining whether you would be a loyalist or a patriot. Make sure to think about all the elements of a good opinion piece, and think carefully about what reasons will help support your opinion. You will use your Student Reader and other resources to help you think about the best reasons to use in your essay.

- Review the prompt with students.
- Ask students to turn and use their own words to explain the prompt to a peer.



### Check for Understanding

Ask student volunteers to restate the prompt in their own words.

## RESEARCHING THE AMERICAN REVOLUTION (15 MIN.)

- Distribute Activity Page 3.1, and ensure that students have their Student Readers for Unit 7, *American Revolution: The Road to Independence*.
- Distribute trade books related to the American Revolution.
- Explain that this chart helps students research the topic of their essay. It is important in researching a topic to look at the information about that topic before forming your opinion on it. Therefore, students will gather research, or facts about the American Revolution, from different sources. They will think about whether these facts would make them want to be a patriot or a loyalist. Then they will decide what opinion to include in their essay.
- Tell students that they should consult the trade books and the Student Reader sections on the events of the American Revolution in order to complete the chart on the Activity Page. You may wish to complete the first row as an example.

**Note:** Students will also have time to work on this chart in Lesson 4, so they need not complete the entire thing in this lesson.

- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.
- Although student answers may vary, a sample completed Activity Page 3.1 appears in Lesson 4.

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### WRAP-UP (5 MIN.)

- Ask students to speak with a partner about whether they would have been a patriot or a loyalist during the American Revolution.
- Ask students to share the reasons for their choice.
- Tell students that in the next lesson they will use additional resources to add to their research on the American Revolution.

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End Lesson



### Access

#### Entering/Emerging

Use short-answer questions, such as “Would you rather go with the flow or stand up to create change?” to guide students in completing the Activity Page.

#### Transitioning/Expanding

Use sentence frames and starters, such as “I think the way the British treated the colonists was \_\_\_\_\_.” to guide students in completing the Activity Page.

#### Bridging

Allow student pairs to discuss how colonists would have felt as they complete the Activity Page.





# Teacher Resources



# Loyalist or Patriot Writing Prompt

People living in the American colonies in the late eighteenth century faced many difficult challenges. They had to learn to live in a place that had few of the developments or structures that existed in England. They often came to America without knowing many people, and they had to make a fresh start. By the 1770s, the colonists also faced a really big challenge: deciding whether or not to protest the British treatment of colonists. If you were an American colonist during the 1770s, would you be a loyalist or a patriot?

Write an opinion piece explaining whether you would be a loyalist or a patriot. Make sure to think about all the elements of a good opinion piece, and think carefully about what reasons will help support your opinion. You will use your Student Reader and other resources to help you think about the best reasons to use in your essay.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# Loyalist or Patriot

Use information from your Student Reader and other resources provided by your teacher to complete the chart. Put the information into your own words, but make sure to include the page on which you found it.

| <b>Fact about what life was like for the colonists, page number</b> | <b>Why the fact is important</b> | <b>Makes me want to be a loyalist or a patriot (Write which one.)</b> | <b>Because</b> |
|---------------------------------------------------------------------|----------------------------------|-----------------------------------------------------------------------|----------------|
|                                                                     |                                  |                                                                       |                |
|                                                                     |                                  |                                                                       |                |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

|                                                                     |  |  |  |
|---------------------------------------------------------------------|--|--|--|
| <b>Because</b>                                                      |  |  |  |
| <b>Makes me want to be a loyalist or a patriot</b>                  |  |  |  |
| <b>Why the fact is important</b>                                    |  |  |  |
| <b>Fact about what life was like for the colonists, page number</b> |  |  |  |

Opinion Writing

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# Grade 5

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## 8

# Introducing Opinion Writing

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**PRIMARY FOCUS OF LESSON**

Students continue drafting opinion essays, focusing on introductions and conclusions. [W.5.1, W.5.1a, W.5.1d]

**FORMATIVE ASSESSMENT**

**Activity Page 7.1**

**Drafting Paper** Students continue drafting opinion essays, focusing on introductions and conclusions. [W.5.1, W.5.1a, W.5.1d]

## LESSON AT A GLANCE

|                                              | Grouping    | Time    | Materials                                     |
|----------------------------------------------|-------------|---------|-----------------------------------------------|
| <b>Introducing Opinion Writing (30 min.)</b> |             |         |                                               |
| Connections: Hooks                           | Whole Group | 5 min.  | <input type="checkbox"/> sample introductions |
| Modeling: From Introductions to Conclusions  | Whole Group | 10 min. | <input type="checkbox"/> sample opinion essay |
| From Introductions to Conclusions            | Independent | 12 min. | <input type="checkbox"/> Activity Page 7.1    |
| Wrap-Up                                      | Partner     | 3 min.  |                                               |

## ADVANCE PREPARATION

- Prepare to display the sample introductions.
- Prepare to display the sample opinion essay from Lesson 4.
- Make sure students have their completed Activity Pages 7.1 from the previous lesson.

### Universal Access

- Prepare the following sentence frames to facilitate a discussion concerning introductions and conclusions.
  - I would have liked to know \_\_\_\_\_ before I started writing poems.
  - \_\_\_\_\_ would make me more interested in learning how to write poems.
  - If I were telling someone about the best poetry, I would want to make sure that they knew \_\_\_\_\_.
  - The best way to interest someone in my topic is \_\_\_\_\_.

## Lesson 8

# Introducing Opinion Writing



**Primary Focus:** Students continue drafting opinion essays, focusing on introductions and conclusions. [W.5.1, W.5.1a, W.5.1d]

## CONNECTIONS: HOOKS (5 MIN.)

- Project the sample introductions to an opinion essay on the best artwork.

### ➤ 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*.
- Ask student volunteers to read each sample introduction aloud.
  - Tell students that the middle introduction is the best one, and ask them to suggest reasons that it is so strong.
    - » Answers may vary, but they might include that the middle introduction offers an interesting hook or way into the topic and that it is more focused on the topic. The other introductions are very broad, because they talk about art overall. The middle introduction presents a kind of mystery—why is *Mona Lisa* smiling that way?—and helps readers be curious about the topic. The last introduction starts in a way that is very clichéd. Tell students to avoid making such broad statements in their writing.
  - Explain that sometimes writers include something called a hook in their introductions. A hook is a technique used to grab a reader's attention or "hook" readers on the topic.

- Explain that the best introduction in the samples uses the idea of a mysterious facial expression to hook readers on the essay about the *Mona Lisa*.



### Check for Understanding

Ask students to name some possible hooks for their essays about the best poems.

- » Answers may vary but could include asking if readers struggle when writing poetry, then explaining that this essay makes it easier.

## MODELING: FROM INTRODUCTIONS TO CONCLUSIONS (10 MIN.)

- Tell students that in this lesson, they will use the information they just reviewed to make sure their essays have clear transitions, a good introduction, and a solid conclusion.
- Use the think-aloud strategy to model how to develop an introductory hook and how to return to it in the conclusion. A sample text follows, but you may customize it for your class. If you use this sample, you will want to display the essay drafted in Lesson 4.

When I drafted the essay “My Favorite Fruit,” I wanted to think of an interesting hook, or a way to help get readers’ attention and make them want to read the essay. I used the example of Williams’s poem to give a context of eating fruit. [Have a student volunteer read the introduction aloud.] Then I made sure to return to that idea again in my conclusion. [Have a student volunteer read the conclusion aloud. Ask students to point out the sentence that references the introduction. Illustrate how the conclusion’s final sentence draws on the content of the introduction, but it does not simply repeat what has already been said. This makes for a strong conclusion, because it returns to the same ideas in a new way.]





## Access

### Entering/Emerging

Use sentence frames and offer heavy support to guide students in a discussion about introducing their essays on the best poems.

### Transitioning/Expanding

Allow student groups to use sentence frames as they discuss introducing their essays on the best poems.

### Bridging

Allow student pairs to use sentence frames as they discuss introducing their essays on the best poems.

- Continue this process to explain the drafting of an introduction and conclusion for the essay, making sure to note how the conclusion can return to the ideas raised in the introduction. A sample text follows, but you may feel free to customize the essay for your class.

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## My Favorite Fruit

In William Carlos Williams's poem "This Is Just To Say," the speaker confesses to having eaten some plums that did not belong to him. He says that they were so good, he could not resist them. While I would not eat someone else's plums, I would be tempted to eat someone else's oranges, because they are my favorite fruit.

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

Another important thing that helps make oranges the best fruit is that they have a thick peel. That might not sound like a good thing, but it really is! The thick peel means that you don't have to wash an orange before eating it; you just peel it. The peel also helps protect the orange from getting bruised the way an apple can. The thick peel helps keep the orange safe until you are ready to eat it.

The most important reason that oranges are the best fruit, though, is that they taste great! Oranges are sweet and juicy. This makes them a great snack anytime!

These are just a few reasons that oranges are my favorite fruit. But they don't have to just be my favorite—you might really like oranges, too. So the next time you get the chance, try an orange. Just make sure not to take it from someone else's refrigerator without permission!

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## FROM INTRODUCTIONS TO CONCLUSIONS (12 MIN.)

- Make sure students have Activity Page 7.1, on which they began drafting their essays in the previous lesson.
- Guide students through the process of drafting their essays' introductions and conclusions. Suggested times follow, but you may customize these according to your class's needs.
  - Introduction: 6 min.
  - Conclusion: 6 min.
- A sample essay follows for reference, but you should feel free to customize as needed according to the needs of your classroom.

### Writing the Best Poems

Many people need special tools for their jobs. For example, a gardener needs tools for digging and pruning; a painter needs brushes, paint, and drop cloths; and a doctor needs a stethoscope and thermometer. Poets have their own set of tools, called poetic devices, to help them write poems. If you are new to writing poems, the best poetic devices to start with are tone and metaphor.

Metaphor is one very important poetic device. Metaphor, or comparing two things that seem unlike, helps readers see a topic in a new way and visualize or imagine the things in the poem. For example, when someone writes, "The bird's flapping wings were oars dividing the air," readers can picture how the wings moved. This helps readers enjoy the poem more, and it shows how metaphor can be an important tool for writing the best poems.

Another tool for writing the best poems is tone. Good poets think about the kind of tone they want to express in their poems, because that helps readers understand a poem's meaning. William Carlos Williams uses careful tone to show that the speaker is insincere in the poem "This Is Just to Say." Specifically, the speaker writes that the plums he has stolen "were delicious," which shows readers that he enjoyed them. This helps show that the tone of the apology is not completely sincere.

## Activity Page 7.1



### Challenge

Have students draft an additional body paragraph exploring a third poetic device.

### Support

Allow students to speak with a partner about how to introduce their essay in an engaging way.

Poets have used these poetic devices for many years, and using them will also help you write great poems. However, you should not just stop at metaphor and tone. Once you master these poetic devices, try learning about new poetic devices, such as simile, rhyme, and anaphora, to make even better poems.

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

- Ask students to turn and talk with a peer about how they might share their work with others.
- Tell students they will learn more about opinion essays in future Writing Studio lessons.

### **ENRICHMENT**

- If possible, you may wish to provide further opportunity for students to share their work. For example, rather than telling them you will pass on their class anthology to future Grade 5 students, you may wish to arrange a time for them to meet and discuss their work with students in a Grade 4 class. You may also use digital tools to publish students' work, in fulfillment of W.5.6.

---

End Lesson



# Teacher Resources

# 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*.

# My Favorite Fruit

In William Carlos Williams’s poem “This Is Just To Say,” the speaker confesses to having eaten some plums that did not belong to him. He says that they were so good, he could not resist them. While I would not eat someone else’s plums, I would be tempted to eat someone else’s oranges, because they are my favorite fruit.

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

Another important thing that helps make oranges the best fruit is that they have a thick peel. That might not sound like a good thing, but it really is! The thick peel means that you don’t have to wash an orange before eating it; you just peel it. The peel also helps protect the orange from getting bruised the way an apple can. The thick peel helps keep the orange safe until you are ready to eat it.

The most important reason that oranges are the best fruit, though, is that they taste great! Oranges are sweet and juicy. This makes them a great snack anytime!

These are just a few reasons that oranges are my favorite fruit. But they don’t have to just be my favorite—you might really like oranges, too. So the next time you get the chance, try an orange. Just make sure not to take it from someone else’s refrigerator without permission!



# Developing Opinion Writing

## PRIMARY FOCUS OF LESSON

Students collaborate to turn their essays into commercials to convince a Renaissance audience to visit Isabella d'Este's grotta. [W.5.6]

## FORMATIVE ASSESSMENT

### Activity Page 7.1

**Blank Drafting Paper** Students collaborate to turn their essays into commercials to convince a Renaissance audience to visit Isabella d'Este's grotta. [W.5.6]



## LESSON AT A GLANCE

|                                             | Grouping    | Time    | Materials                                                                                |
|---------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------|
| <b>Developing Opinion Writing (30 min.)</b> |             |         |                                                                                          |
| Connections: Commercials                    | Whole Group | 5 min.  |                                                                                          |
| Modeling: Revising: From Essay to Script    | Whole Group | 5 min.  | <input type="checkbox"/> Sample Introduction                                             |
| Revising: From Essay to Script              | Small Group | 15 min. | <input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Activity Page 7.1 |
| Wrap-Up                                     | Partner     | 5 min.  |                                                                                          |

## ADVANCE PREPARATION

- Make sure students have Activity Pages 5.1, and 6.1, which they completed in previous lessons.
- This lesson is designed to fulfill CCSS W.5.6, which asks students to use technology and digital tools to collaborate and publish work. If your classroom is not conducive to using technology, you may have students complete the assignments on paper. Additionally, you should review this lesson and the following lesson to determine how much time you would like to devote to rehearsing and staging the commercials. If students need additional support and practice with writing, you may decide to use both lessons as writing time. Alternatively, if students are ready for enrichment, you may wish to extend this unit into some Pausing Points or other time and allow students additional time to rehearse and practice their commercials before recording them.
- Prepare to arrange students into groups.
- Prepare to display the sample introduction.
- Prepare to distribute Activity Page 7.1, blank drafting paper, to each student.

## Universal Access

- Prepare sentence frames or starters to guide students in revising their essays into commercial scripts. For example, “If I were using this idea in a commercial, I would say . . . ”

## Lesson 7

# Developing Opinion Writing



**Primary Focus:** Students collaborate to turn their essays into commercials to convince a Renaissance audience to visit Isabella d'Este's grotta. **[W.5.6]**

## CONNECTIONS: COMMERCIALS (5 MIN.)

- Tell students to name some of their favorite commercials and to list reasons they enjoy them.
  - » Answers may vary but could include that these commercials make things seem exciting and fun or that they give students ideas about what they might like to see or do in their free time.
- Ask students to describe the tone of their favorite commercials.
  - » Answers may vary but could include excited, energetic, happy, etc.



## Check for Understanding

Ask students to suggest which tone might be best in their own commercials persuading a Renaissance audience to visit Isabella d'Este's grotta and to provide a reason for their choice.

## MODELING: REVISING: FROM ESSAY TO SCRIPT (5 MIN.)

- Tell students that in this lesson they will work together in their planning groups to turn their essays into commercial scripts. Explain that students will perform their commercials in a future lesson. You may also wish to explain how your class will use technology to share recordings of their performances.
- Tell students that just as the commercials they see use a particular tone to appeal to viewers, their grotta commercial should use an engaging or exciting tone to convince a Renaissance audience to visit the grotta.
- Display the sample introduction.

## ➤ 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!

- Use the think-aloud strategy to demonstrate revising the essay's introduction into one that might be used in a commercial script. An example appears below, but you may customize this as needed for your class.
- As you talk, compose your essay draft on the chart paper or on a projection as students observe.

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To revise your essay into a script, you'll want to make sure it will be exciting and interesting to viewers. I think this introduction is an okay start, but it might need a bit more excitement. Maybe I can think about why a Renaissance citizen might need a vacation. Maybe I could add a few sentences about that at the beginning. [Add *Are you sick of Savonarola? Itching to explore more of Italy beyond your own city-state? Have you grown tired of only seeing beautiful works of art when you go to church?* to the top of your document.] That might help appeal to people in different parts of Renaissance Italy. But I should say a bit more to tell them what to do if this is how they feel. [Add *Then you need a vacation! And I have just the place for you.* to the top of your document.] I may still need to change some words, but I think my old introduction will fit pretty well here.

---

- Continue modeling as needed to ensure that students understand how to change the essay's information into a commercial script that addresses a Renaissance audience.

### Activity Page 7.1



### REVISING: FROM ESSAY TO SCRIPT (15 MIN.)

- Distribute Activity Page 7.1, which students will use to draft their scripts. Students should consult their completed Activity Page 6.1 as they work.

- Tell students that they will have approximately fifteen minutes to draft their commercial scripts. Explain that they should each transcribe, or write down, the script they develop.

**Note:** If you teach in a 1:1 technology environment, you may have students type the script in further fulfillment of CCSS W.5.6.

- Direct students through drafting the following components of their scripts. Suggested times follow, but you may customize these according to your class's needs. Alternatively, if your students are ready for a challenge, you may write the suggested times on the board and allow them to pace their own drafting.
  - Introduction and hook: 3 min.
  - Script for body paragraph one: 3 min.
  - Script for body paragraph two: 3 min.
  - Script for body paragraph three: 3 min.
  - Conclusion and final thought: 3 min.
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.

## WRAP-UP (5 MIN.)

- Allow groups several minutes to assign roles for their commercials. You may also encourage them to discuss props they could use to stage their advertisement.
- Tell students that in the next lesson they will rehearse their commercials before presenting them for the class. Remind students that the commercials will be recorded and shared, so they may wish to practice their role as a take-home.

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

## Challenge

Ask students to create different characters for their commercial. For example, it might include someone who has been to the grotto returning home and telling her friends what she saw and why they should visit, or it could include a tour guide character who is an expert on the best places to visit in Italy.

## Support

If students struggle with the revision, have them work together to act out each paragraph, then transcribe what they staged.



## Access

### Entering/Emerging

Provide heavy support as students use sentence frames or starters to convert their essay's sentences into a commercial script.

### Transitioning/Expanding

Provide moderate support as students use sentence frames or starters to convert their essay's sentences into a commercial script.

### Bridging

Provide light support as students use sentence frames or starters to convert their essay's sentences into a commercial script.





# Teacher Resources

|                               |                                                                                                            |
|-------------------------------|------------------------------------------------------------------------------------------------------------|
| <b>Title</b>                  | <i>You've Gotta See the Grotta!</i>                                                                        |
| <b>Introductory Paragraph</b> | Topic: <i>visiting Isabelle d'Este's grotta</i>                                                            |
|                               | Opinion: <i>You should do it.</i>                                                                          |
|                               | Idea for hook:<br><i>The grotta has something for everyone!</i>                                            |
| <b>Body Paragraph One</b>     | Reason one to support opinion:<br><i>Isabella d'Este isn't like other Renaissance women.</i>               |
|                               | Evidence for this reason:<br><i>She has an education; she is wealthy and powerful.</i>                     |
| <b>Body Paragraph Two</b>     | Reason one to support opinion:<br><i>The grotta has lots of different kinds of treasures.</i>              |
|                               | Evidence for this reason:<br><i>It has paintings, antique coins, gemstones, and other things.</i>          |
| <b>Body Paragraph Three</b>   | Reason one to support opinion:<br><i>You can see paintings by famous artists.</i>                          |
|                               | Evidence for this reason:<br><i>D'Este was painted by Titian and DaVinci.</i>                              |
| <b>Conclusion</b>             | Why readers should agree with this opinion:<br><i>Lots of artists and scholars hang out at the grotta.</i> |
|                               | Final thought:<br><i>Come visit the grotta today!</i>                                                      |

## 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!





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## **Contributors**

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

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