



Writing Studio

Kindergarten

Program Guide

Kindergarten

Program Guide



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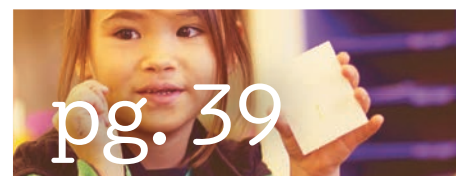
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Welcome to Writing Studio



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

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





Program Overview

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

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

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

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

Why Writing Studio?

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

Principles of Effective Writing Instruction

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

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

Where This Principle Is Applied in Writing Studio:

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

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

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

Where This Principle Is Applied in Writing Studio:

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

3. It instills rhetorical flexibility.

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

Where This Principle Is Applied in Writing Studio:

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

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

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

Where This Principle Is Applied in Writing Studio:

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

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

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

Where This Principle Is Applied in Writing Studio:

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

6. It requires students to work collaboratively.

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

Where This Principle Is Applied in Writing Studio:

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

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Teacher Guide

Writing Studio Components

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

The Core Connection

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

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

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

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

Writing Studio Alignment

Shaded domains and units align to a Writing Studio unit.

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

Writing Studio Structure

Across the Writing Studio Program

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

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

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

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

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

Purposeful Writing

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

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

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

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

Text Types Across Grades

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

Grade 2

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

Grade 5

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

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

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

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

Within a Text Type

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

Within a Lesson

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

Writing Studio lessons typically reflect a consistent instructional routine that

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

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

Primary Focus Statements

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

PRIMARY FOCUS OF LESSON

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

Formative Assessment Opportunities

Each lesson contains multiple opportunities for formative assessment.

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



Check for Understanding

Ask students to explain the elements necessary in a narrative.

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

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

FORMATIVE ASSESSMENT

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

LESSON AT A GLANCE

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

Lesson Segments

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

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

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

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

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

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

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

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

outed that the classroom had
without him.

d if their narratives include the following:

an Don Quixote

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

End Lesson

Challenge

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

Support

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



Access

Entering/Emerging

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

Transitioning/Expanding

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

Bridging

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

Differentiation

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

Lesson Facilitation

The following notes contain suggestions for lesson facilitation.

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

Writing Studio and Classroom Technology

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

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



Assessment



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

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

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

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

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

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

Third Grade Writing Rubric: Opinion Writing

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

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

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

Fifth Grade Writing Rubric: Opinion Writing

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

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

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

Pre-assessment

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

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

Formative Assessment

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

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

Summative Assessment

• Within Each Text Type

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

• Rhetorical Flexibility

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

CCSS Standards Alignment

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

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

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

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

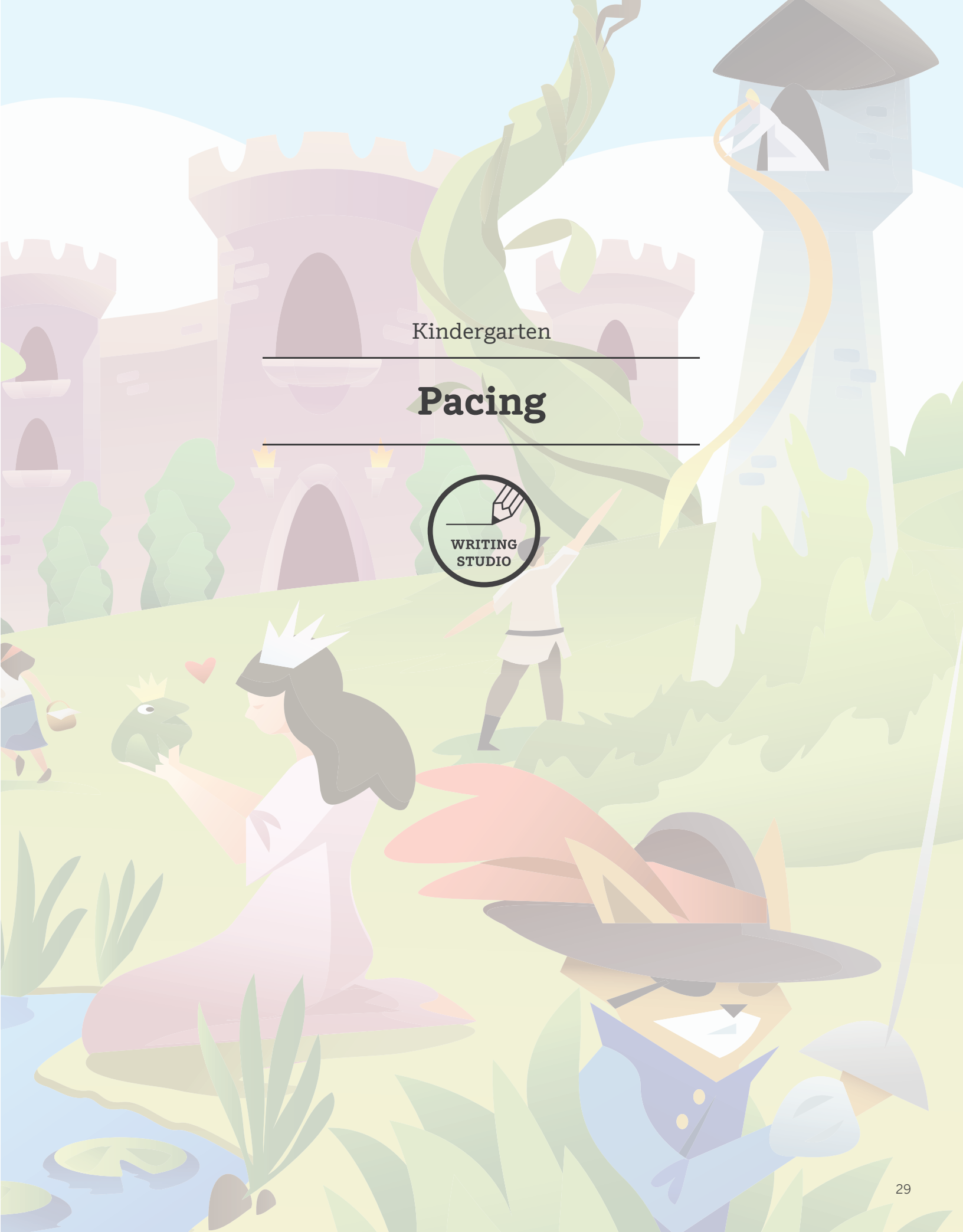
Of course, grammar is an important part of any comprehensive ELA program, and it constitutes a significant component of CKLA core instruction. If teachers observe students struggling with grammar on Writing Studio assignments, they may always devote additional core instructional time, such as the Pausing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

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Kindergarten

Pacing



Keeping Pace with Primary Instruction

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

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

Each unit overview includes specific pacing recommendations.

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

Kindergarten Unit Overviews

UNIT 1: INTRODUCING OPINION WRITING

Why This Unit Is Important

This unit introduces opinion writing, using a variety of approaches to help students learn the purpose of opinion text and to identify its common features. Students study an exemplar text, see a teacher model how to write an opinion piece, then work collaboratively and independently on several different opinion pieces, culminating in a writing activity in which they draw on Knowledge Strand, Domain 2, *The Five Senses*, to write about their favorite sense.

Pacing Guide

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

Why This Unit Is Important

In this unit, students deepen their understanding of and ability to construct opinion texts. Using extensive scaffolding, it guides students through a review of domain knowledge, then draws on the writing they have already done to describe farms and farm animals in Knowledge Strand, Domain 5, *Farms*. Students gather information about farm animals (cow, sheep, pig, and chicken) to help them craft an opinion text explaining which animal they would want on their own farms.

Pacing Guide

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

Why This Unit Is Important

This unit introduces narrative writing, using a variety of approaches to help students learn the purpose of narrative text and to identify its common features. Students study exemplar texts, participate in shared writing activities, watch a teacher model how to write a narrative, and collaboratively write narrative pieces, culminating in a writing activity in which they draw on Knowledge Strand Domain 7 in response to the prompt “If we ruled the school _____.”

Pacing Guide

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

Why This Unit Is Important

Students continue to develop their understanding of and ability to craft narratives in this unit. Using scaffolding, modeling, and examples, it guides them through a review of domain knowledge, then draws on the work they have already done to understand the seasons in the Knowledge Strand, Domain 8. Students use their understanding of the seasons to compose a narrative describing and sequencing the events that happen on a perfect day in the season of their choice.

Pacing Guide

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

Why This Unit Is Important

This unit introduces a variety of informative writing types, using a range of approaches to help students learn the purpose of informational text and its common features. Students study exemplar texts, see a teacher model how to write an informative piece, then write several different informational texts, culminating in a small group writing and presenting project in which they draw on Knowledge Strand, Domain 10 to describe colonial house building.

Pacing Guide

Writing Studio Unit 5	Domain 10, <i>Colonial Towns and Townspeople</i>
Lesson 1	Lesson 3
Lesson 2	Lesson 4
Lesson 3	Lesson 5
Lesson 4	Lesson 6
Lesson 5	Lesson 7
Lesson 6	Lesson 8
Lesson 7	Lesson 9
Lesson 8	Lesson 10

Why This Unit Is Important

In the final unit expressly devoted to informative writing, students continue to develop their understanding of and ability to craft informational texts. Using extensive scaffolding, this unit guides students through a review of domain knowledge, then draws on the work they have already done in Knowledge Strand, Domain 11. Students use their understanding of this domain to craft a variety of informative texts, culminating in an informative essay describing the earth and why we should take care of it.

Pacing Guide

Writing Studio Unit 6	Domain 11, <i>Taking Care of the Earth</i>
Lesson 1	Lesson 6
Lesson 2	Pausing Point 1
Lesson 3	Pausing Point 2
Lesson 4	Lesson 7
Lesson 5	Lesson 8
Lesson 6	Lesson 9
Lesson 7	Lesson 10
Lesson 8	Domain Review

Why This Unit Is Important

Writing Studio for Grade Kindergarten culminates in a unit that presents students with an authentic writing opportunity—to compose text that will interest students’ family members in American presidents. Students select one of the three previously studied text types to compose their final piece of writing, then share it with peers and with the works’ intended audience.

Pacing Guide

Writing Studio Unit 7	Domain 12, <i>Presidents and American Symbols</i>
Lesson 1	Lesson 5
Lesson 2	Pausing Point 1
Lesson 3	Pausing Point 2
Lesson 4	Pausing Point 3
Lesson 5	Lesson 6
Lesson 6	Lesson 7
Lesson 7	Lesson 8
Lesson 8	Lesson 9

Kindergarten

Teacher Resources



Teacher Resources

Kindergarten	Writing Studio 1
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Teacher Resources

Contents

- Kindergarten Writing Rubric: Opinion Writing
- Opinion Words Poster
- “My Favorite Color”
- Peer Feedback: Writing Poster
- “My Favorite Sense is Smell”

Activity Pages

- Activity Page 1.1
- Activity Page 2.1
- Activity Page 3.1
- Activity Page 4.1
- Activity Page 5.1

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., *My favorite book is...*) **[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

Opinion Words Poster



I like . . .

I think . . .

I feel . . .

My favorite . . .

The best . . .

My Favorite Color



My favorite color is blue. I like it because blue reminds me of the ocean and the sky. The shirt I like to wear the most is blue. The color blue makes me feel happy.

Peer Feedback: Writing Poster



Listen carefully when the writer reads his or her writing.



Tell the writer what you like about the writing.



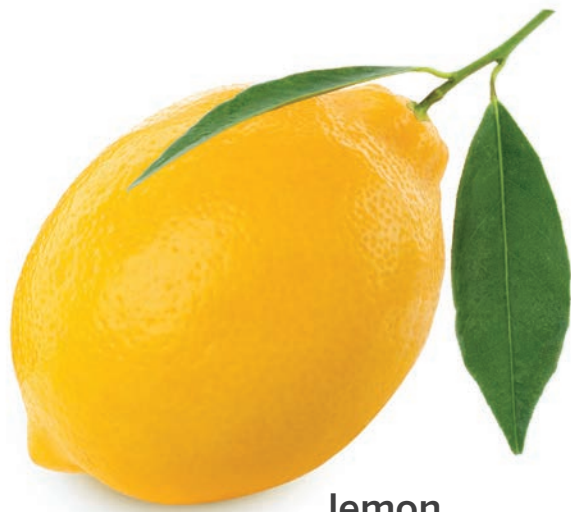
Ask the writer questions about his or her writing.



Think about what might be missing or might add more detail.



Share an idea that can help the writer.



lemon

My Favorite Sense is Smell



rose



soap

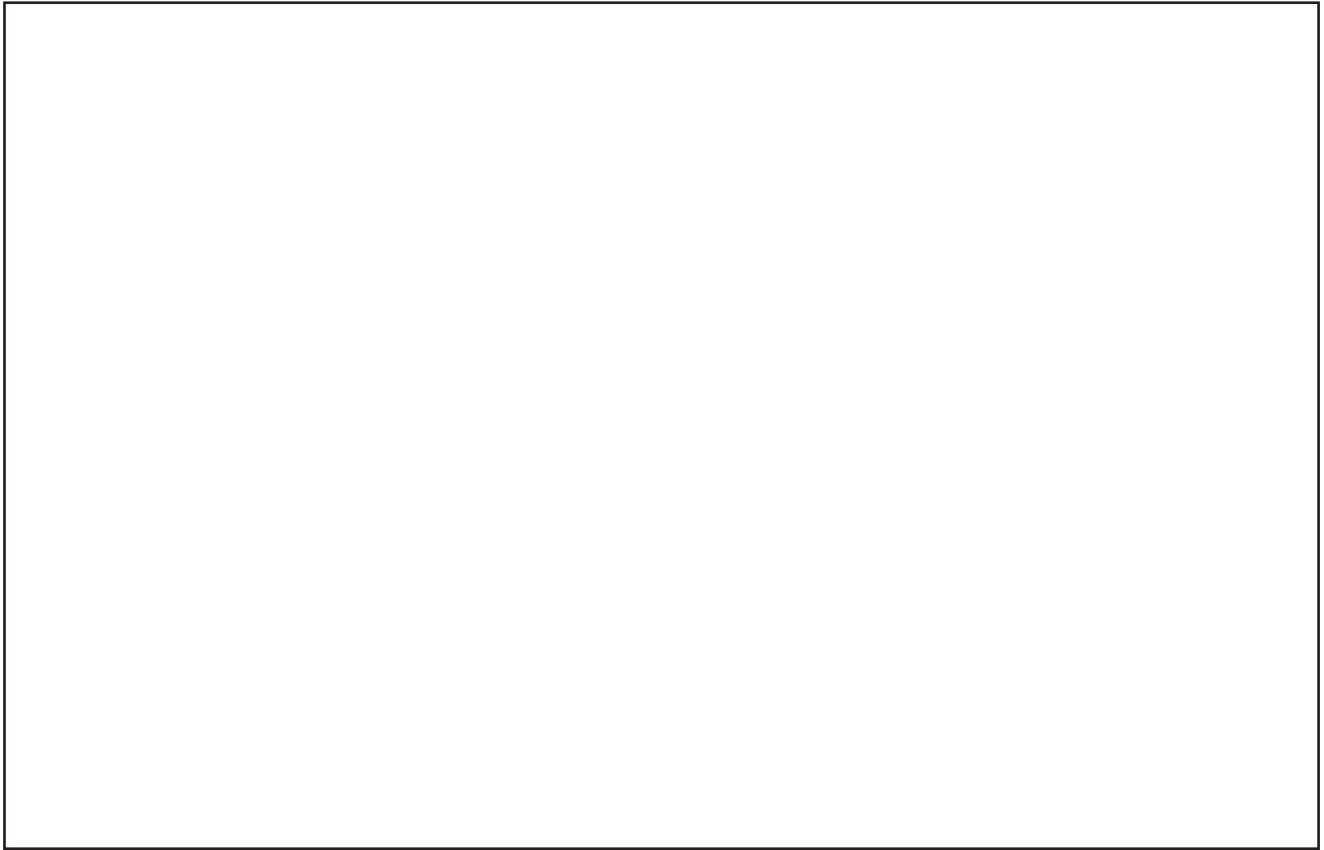
Activity Pages

Kindergarten	Writing Studio 1
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NAME: _____

DATE: _____

My Favorite Food is:



NAME: _____

DATE: _____

2.1

ACTIVITY PAGE



My Favorite Color in the Rainbow

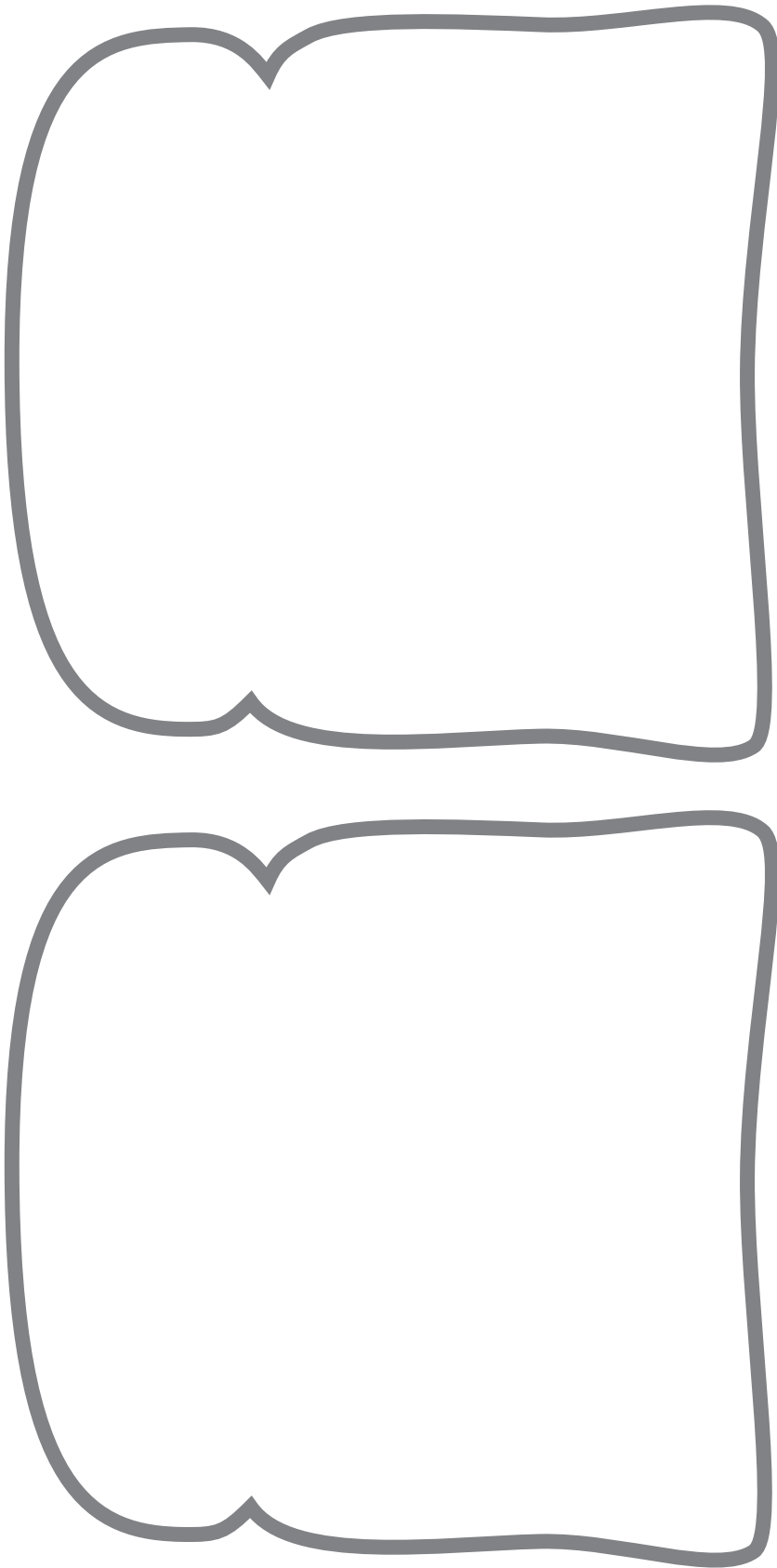
Rainbow Color	I Like It	I Do Not Like It
Red		
Orange		
Yellow		
Green		
Blue		
Indigo		
Violet		

My favorite rainbow color is:

NAME: _____

DATE: _____

The Best Sandwich in the World



The best sandwich in the world is

_____ and _____.

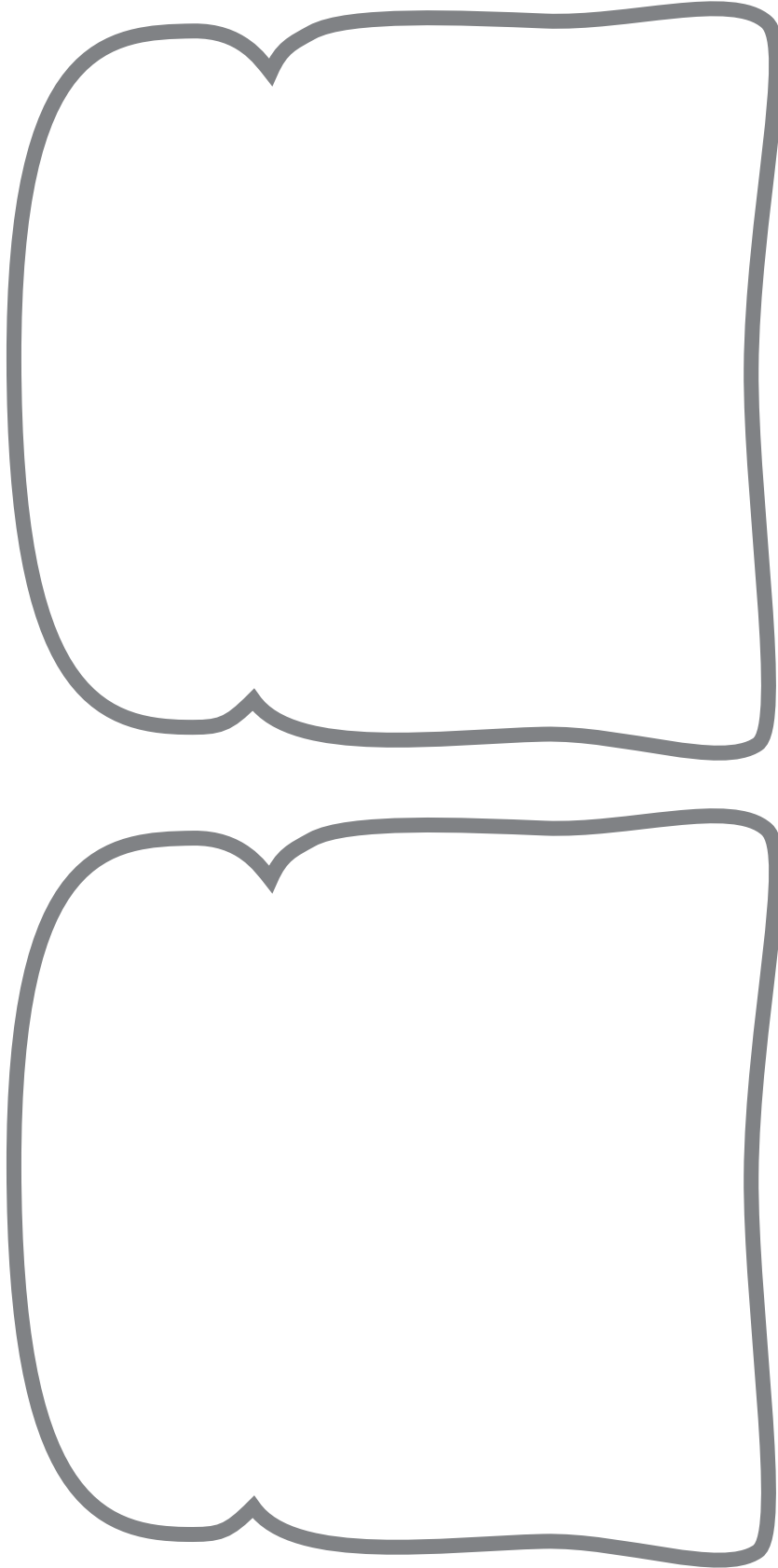
NAME: _____

DATE: _____

4.1

ACTIVITY PAGE

The Worst Sandwich in the World





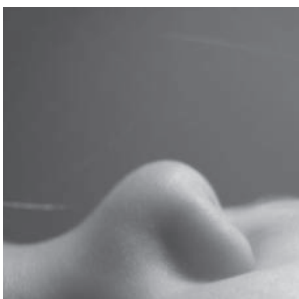


The worst sandwich in the world is

_____ and _____.

NAME: _____

DATE: _____

Research on the Five Senses

	Taste	
	Touch	
	Smell	
	Hearing	
	Sight	

Teacher Resources

Kindergarten	Writing Studio 2
--------------	------------------

Teacher Resources

- Opinion Words Poster
- Model Writing: Activity Page 5.1
- Peer Feedback: Writing Poster
- Publishing Sample 1
- Publishing Sample 2
- Kindergarten Writing Rubric: Opinion Writing

Activity Pages

- Activity Page 1.1
- Activity Page 2.1
- Activity Page 3.1
- Activity Page 4.1
- Activity Page 5.1

Opinion Words Poster



I like . . .

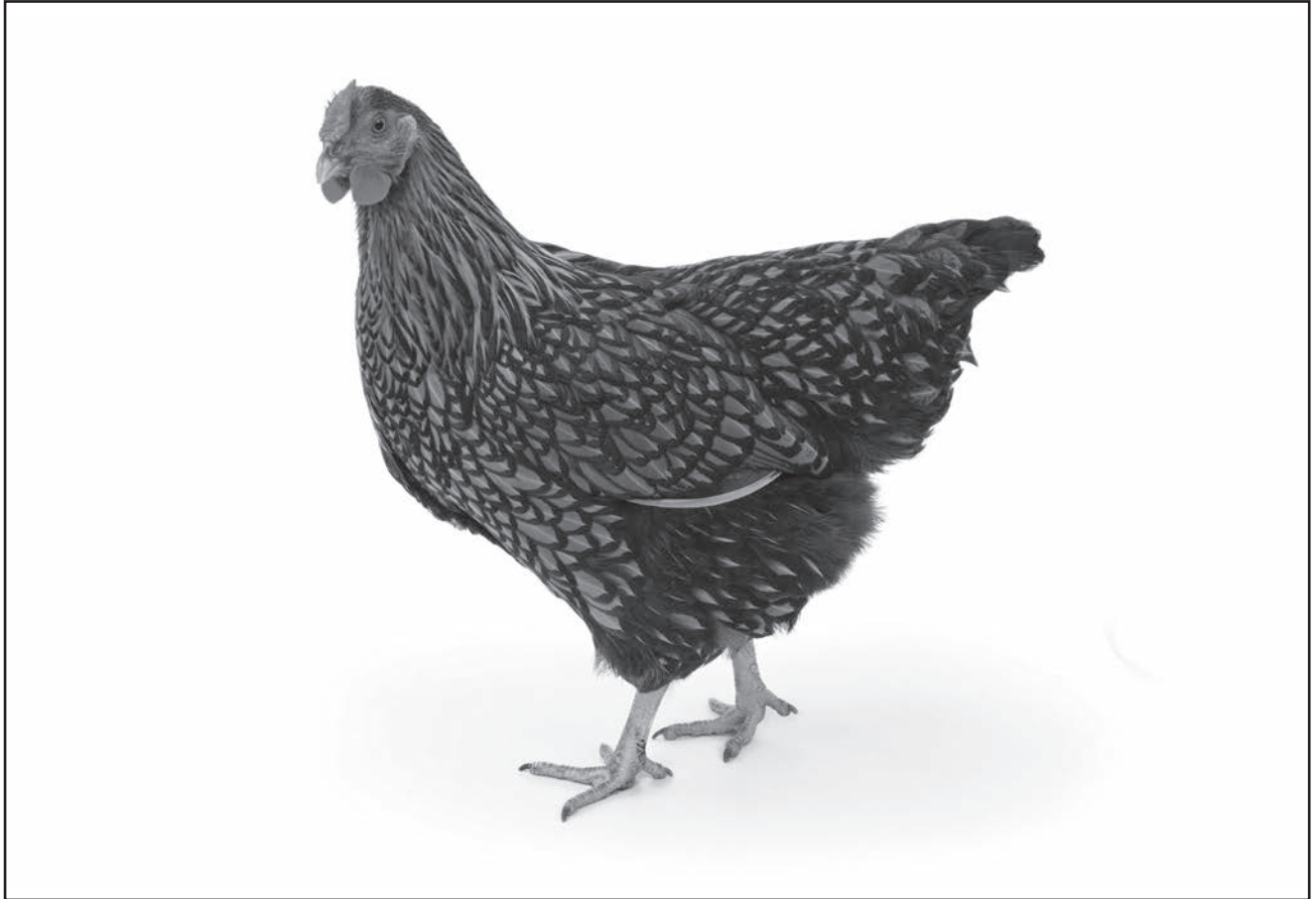
I think . . .

I feel . . .

My favorite . . .

The best . . .

Model Writing: Activity Page 5.1



If I were a farmer, I would have a

chicken because I could collect the

eggs and sell them to make money.

Peer Feedback: Writing Poster



Listen carefully when the writer reads his or her writing.



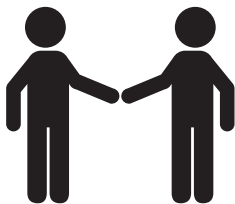
Tell the writer what you like about the writing.



Ask the writer questions about his or her writing.

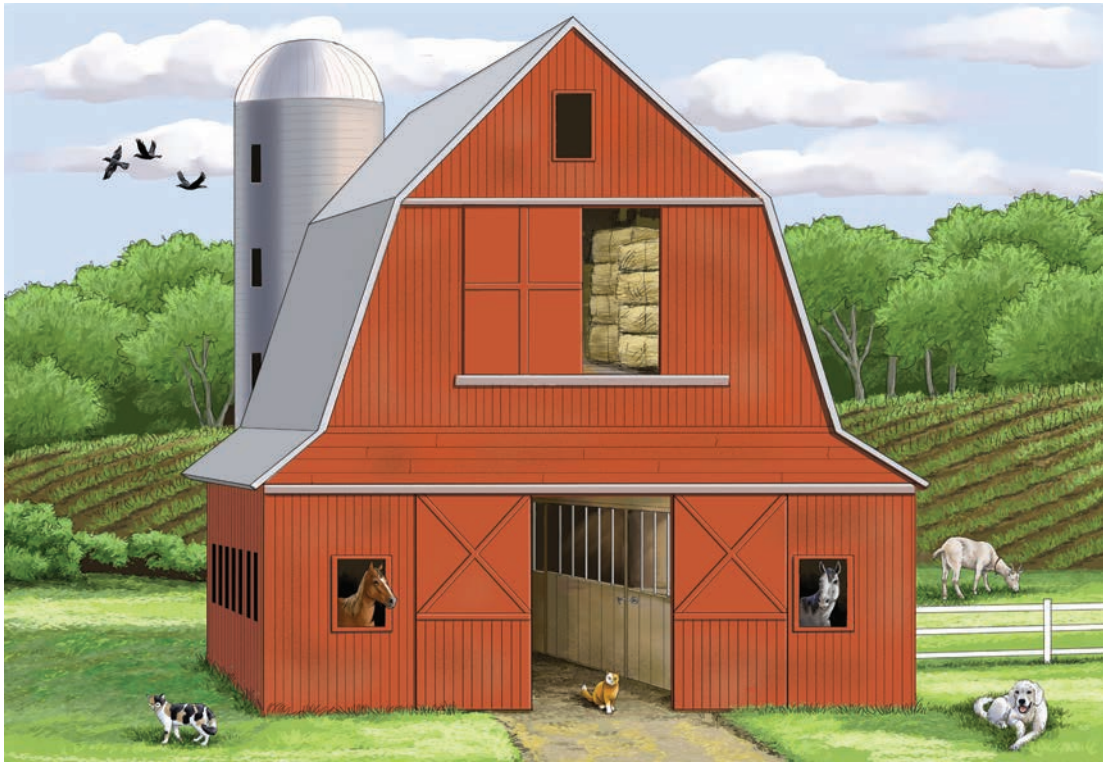


Think about what might be missing or might add more detail.



Share an idea that can help the writer.

Publishing Sample 1



_____’s Class
Had a Farm

Written and Illustrated by
_____’s Kindergarten Class

ACTIVITY PAGE

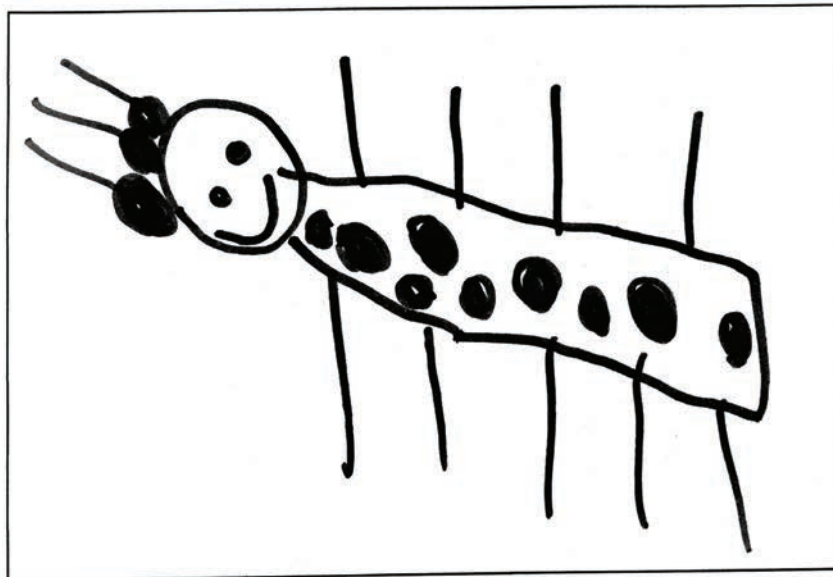
5.1

NAME:

EMILY

DATE:

4-20-17



If I were a farmer, I would have a

SHEEP because

(because they are so fluffy and they give wool to your coat)

Publishing Sample 2

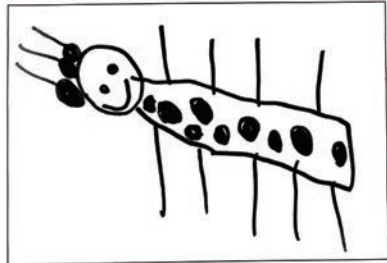


Mrs. _____'s Class Had a Farm

Written and Illustrated by
Mrs. _____'s Kindergarten Class

By
Emily L.

ACTIVITY PAGE 5.1 NAME: EMILY
DATE: 4-20-17



If I were a farmer, I would have a
SHEEP because
(because they are so fluffy and
they give wool to your coat)

64 Writing Basics

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., *My favorite book is...*) **[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

Activity Pages

Kindergarten	Writing Studio 2
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How Daisies Grow



Daisies are a type of flower. A daisy starts out as a tiny seed. When the seed is planted in a place that has enough water, sunlight, and nutrients, it opens up, and a seedling pokes up through the soil. The seedling is a baby plant. As the daisy seedling grows, it sprouts new leaves, and finally a flower bud forms and opens up into a daisy.





I Like Daisies



My favorite flowers are daisies. They remind me of sunshine because of the white petals all around the yellow center. I think they look like they could smile if they had mouths! Daisies always cheer me up when I'm feeling sad. I also like how they grow in big bunches all together, so there are dozens of cheerful daisy faces looking up at me. That's why I like daisies.



NAME: _____

DATE: _____



cow



pig



sheep



chicken

I think a _____ would
be the easiest farm animal to take
care of because:

NAME: _____

DATE: _____

3.1

ACTIVITY PAGE

Would I Like to Live on a Farm?

Like

Don't Like

Would I like to Live on a Farm?

YES

NO

NAME: _____

DATE: _____

Farm Animal Research



pig



COW

NAME: _____

DATE: _____

4.1
CONTINUED

ACTIVITY PAGE



chicken



sheep

NAME: _____

DATE: _____



If I were a farmer, I would have a

because

NAME: _____

DATE: _____

5.1
CONTINUED

ACTIVITY PAGE

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.

Teacher Resources

Kindergarten	Writing Studio 3
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Teacher Resources

- Kindergarten Writing Rubric: Narrative Writing
- Peer Feedback: Writing Poster
- Speech Bubble

Activity Pages

- Activity Page 1.1
- Activity Page 2.1
- Activity Page 3.1
- Activity Page 4.1
- Activity Page 5.1
- Activity Page 6.1

Kindergarten Writing Rubric: Narrative Writing

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. **[W.K.3]**

	Advanced	Proficient	Basic
Ideas	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • narration of a single or several loosely linked events • a reaction to what happened • descriptive words and details 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • narration of a single or several loosely linked events • a reaction to what happened 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • narration of a single or several loosely linked events • a reaction to what happened
Organization	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • events in the order in which they occur • temporal words 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • events in the order in which they occur 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • events in the order in which they occur
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

Peer Feedback: Writing Poster



Listen carefully when the writer reads his or her writing.



Tell the writer what you like about the writing.



Ask the writer questions about his or her writing.



Think about what might be missing or might add more detail.



Share an idea that can help the writer.





Activity Pages

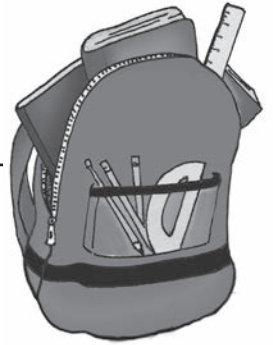
Kindergarten	Writing Studio 3
--------------	------------------

NAME: _____

DATE: _____



My Favorite Day at School



On my favorite day of school

NAME: _____

DATE: _____

1.1
CONTINUED

ACTIVITY PAGE

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



NAME: _____

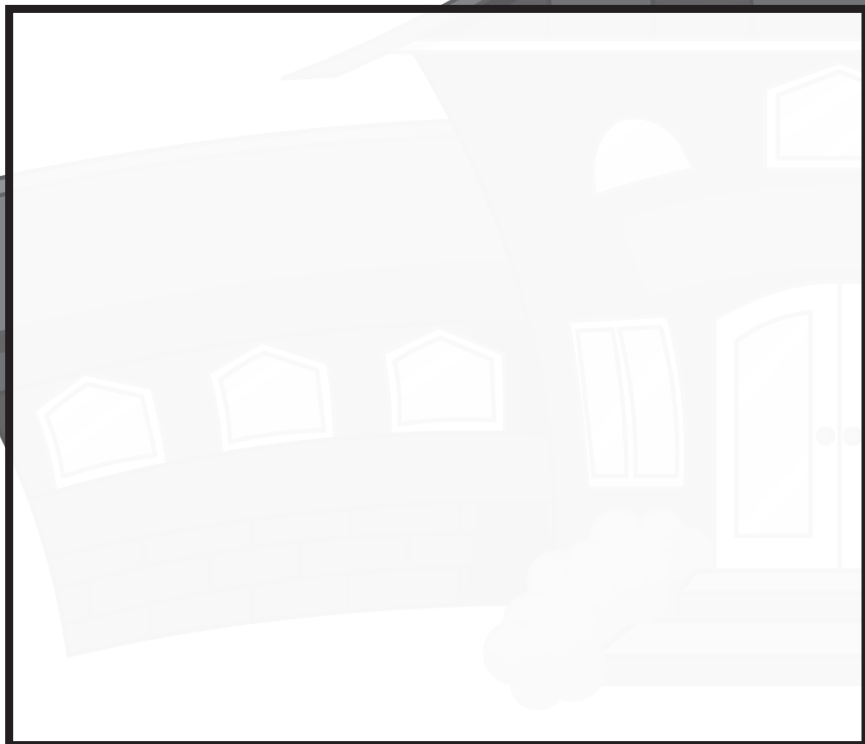
DATE: _____

My First Day at School

First,



Then,



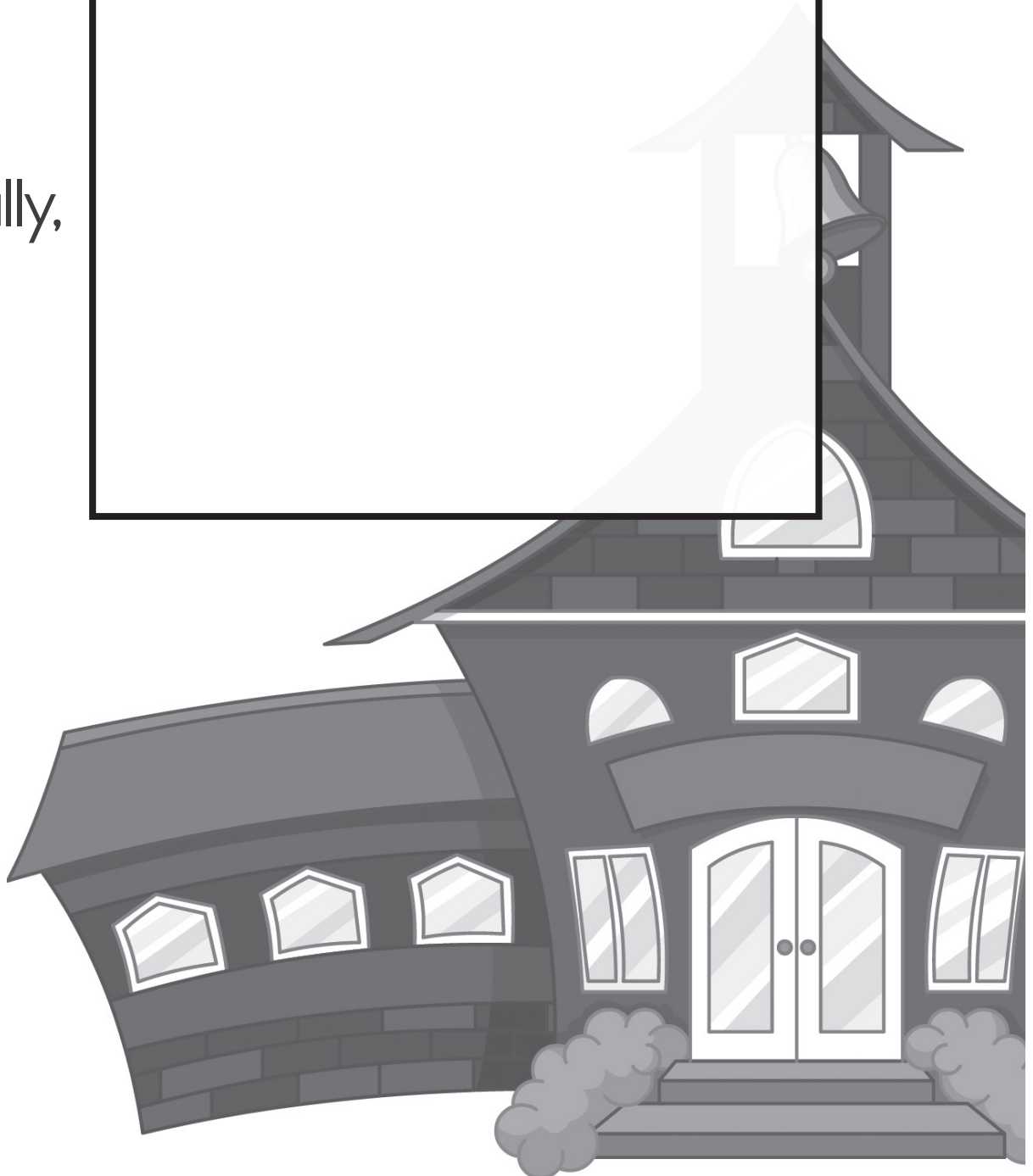
NAME: _____

DATE: _____

2.1
CONTINUED

ACTIVITY PAGE

Finally,



NAME: _____

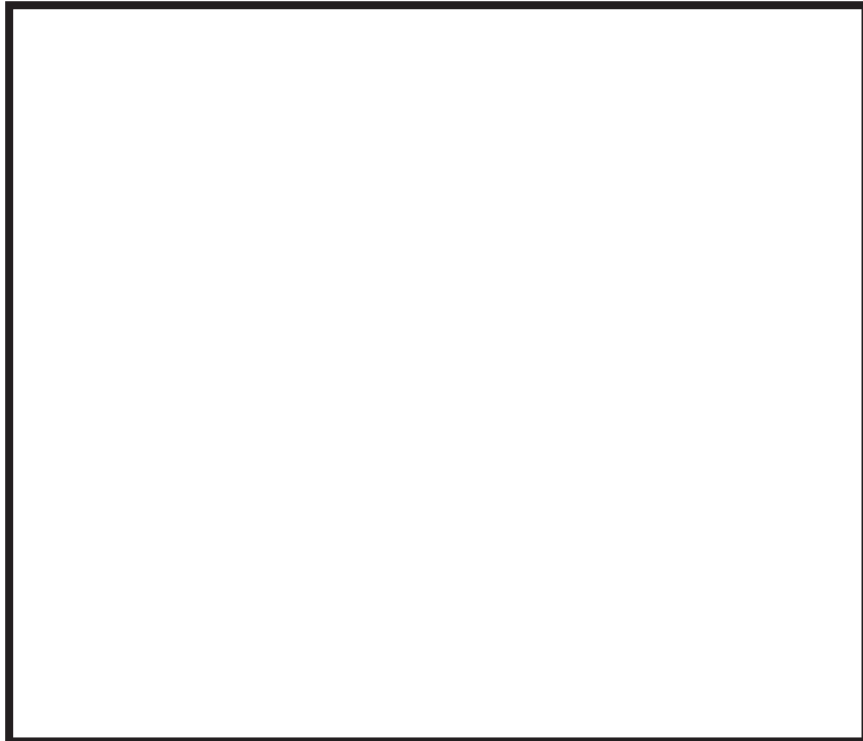
DATE: _____

My Friend and I

First,



Then,



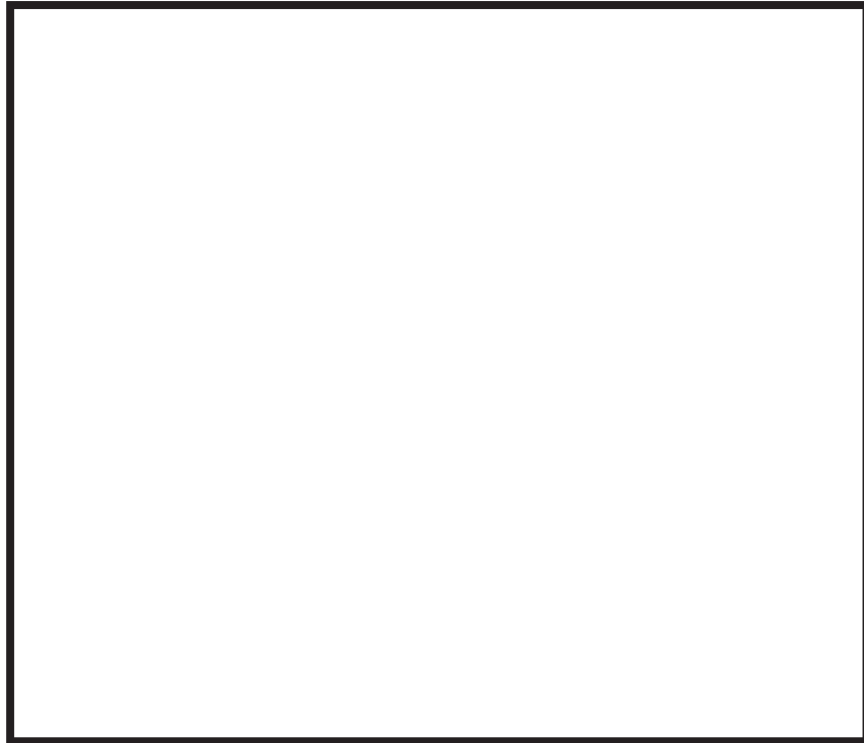
NAME: _____

DATE: _____

3.1
CONTINUED

ACTIVITY PAGE

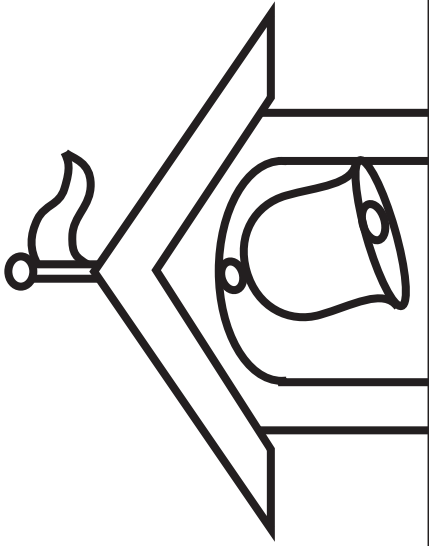
Finally,



NAME: _____

DATE: _____

What Are We Doing Today?



1	2	3
---	---	---

NAME: _____

DATE: _____

5.1

ACTIVITY PAGE

What Do Kings and Queens Do?



NAME: _____

DATE: _____



If We Ruled the School

First,

Then,

NAME: _____

DATE: _____

6.1
CONTINUED

ACTIVITY PAGE

Finally,



Teacher Resources

Kindergarten	Writing Studio 4
--------------	------------------

Teacher Resources

- “My Fourth of July”
- Peer Feedback: Writing Poster
- Kindergarten Writing Rubric: Narrative Writing

Activity Pages

- Activity Page 1.1
- Activity Page 2.1
- Activity Page 3.1
- My Perfect _____ Day book



My Fourth of July

On the night of the Fourth of July, my family and I went to the park to watch a fireworks show.

First, we put a blanket on the grass so we would have a place to sit.

Next, the show started with a bang when one rocket exploded in the sky. It was very loud! We watched as the rest of the fireworks exploded with bright, shimmering colors.

Finally, hundreds of fireworks were sent up all at once to end the show. That was my favorite part of the fireworks show.

Peer Feedback: Writing Poster



Listen carefully when the writer reads his or her writing.



Tell the writer what you like about the writing.



Ask the writer questions about his or her writing.



Think about what might be missing or might add more detail.



Share an idea that can help the writer.

Kindergarten Writing Rubric: Narrative Writing

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. **[W.K.3]**

	Advanced	Proficient	Basic
Ideas	The writing includes all of the following: <ul style="list-style-type: none"> • narration of a single or several loosely linked events • a reaction to what happened • descriptive words and details 	The writing includes all of the following: <ul style="list-style-type: none"> • narration of a single or several loosely linked events • a reaction to what happened 	The writing does not include one or more of the following: <ul style="list-style-type: none"> • narration of a single or several loosely linked events • a reaction to what happened
Organization	The writing includes all of the following: <ul style="list-style-type: none"> • events in the order in which they occur • temporal words 	The writing includes all of the following: <ul style="list-style-type: none"> • events in the order in which they occur 	The writing does not include one or more of the following: <ul style="list-style-type: none"> • events in the order in which they occur
Conventions	The writing contains: <ul style="list-style-type: none"> • complete sentences 	The writing contains: <ul style="list-style-type: none"> • a combination of writing, drawing, and/or dictation 	The writing does not contain: <ul style="list-style-type: none"> • a combination of writing, drawing, and/or dictation that demonstrates understanding

Activity Pages

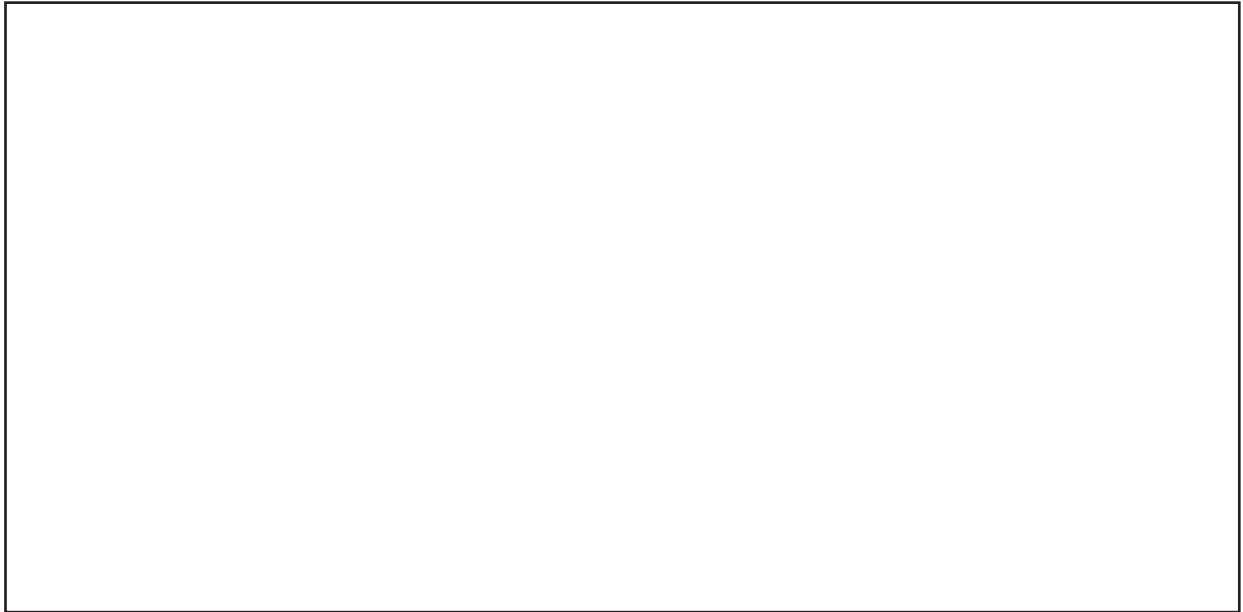
Kindergarten	Writing Studio 4
--------------	------------------

NAME: _____

DATE: _____

Yesterday Afternoon

Yesterday afternoon . . .



Then . . .



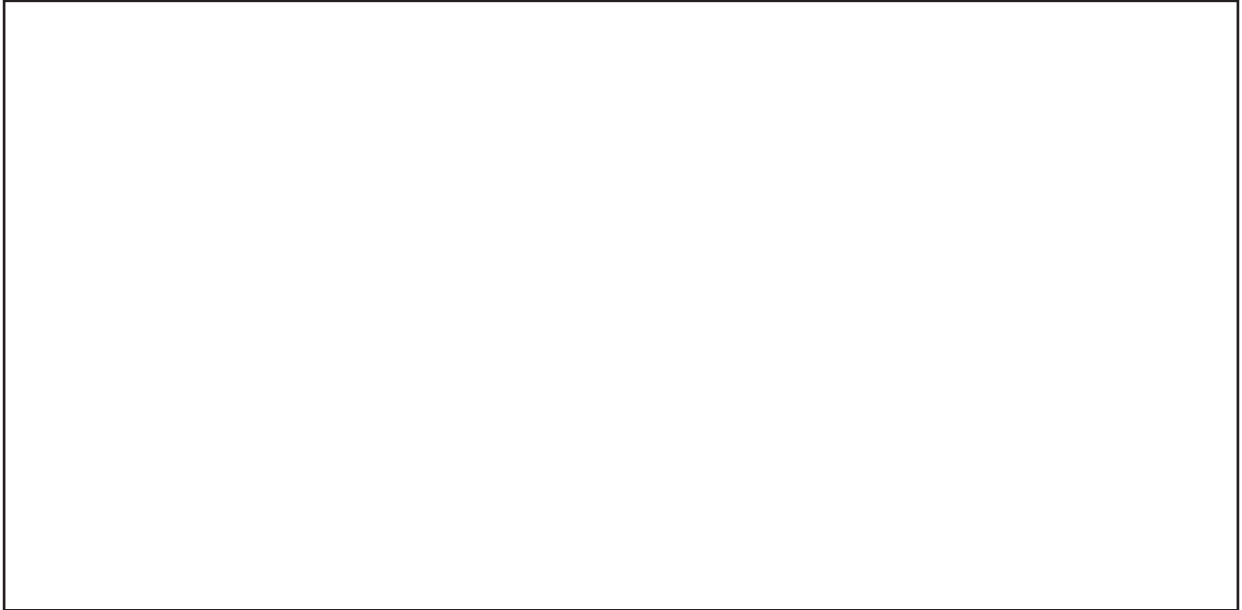
NAME: _____

DATE: _____

1.1
CONTINUED

ACTIVITY PAGE

Finally . . .



I had a _____ afternoon.

NAME: _____

DATE: _____

The Four Seasons



Spring



Winter

NAME: _____

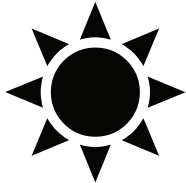
DATE: _____

2.1
CONTINUED

ACTIVITY PAGE



Autumn



Summer

NAME: _____

DATE: _____

My Perfect _____ Day

1.

2.

NAME: _____

DATE: _____

3.1
CONTINUED

ACTIVITY PAGE

3.

My Perfect

Day

Written and Illustrated by

NAME: _____



On my perfect _____ day, I will

NAME: _____



Four sets of primary writing lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

NAME: _____



Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Teacher Resources

Kindergarten	Writing Studio 5
--------------	------------------

Teacher Resources

- Kindergarten Writing Rubric: Informative/Explanatory Writing
- “Making Colonial Bread”
- “Making Yarn”
- Writing Prompt: The Colonial House Building Company
- Peer Feedback: Writing Poster

Activity Pages

- Activity Page 1.1
- Activity Page 2.1
- Activity Page 3.1
- Activity Page 4.1
- Activity Page 5.1

Kindergarten Writing Rubric: Informative/Explanatory Writing

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **[W.K.2]**

	Advanced	Proficient	Basic
Ideas	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • detailed facts and information relevant to the topic 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • some information relevant to the topic 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • information relevant to the topic
Organization	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • the name of topic • information about the topic • a sense of logical structure 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • the name of topic • information about the topic 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • the name of topic • information 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

Making Colonial Bread

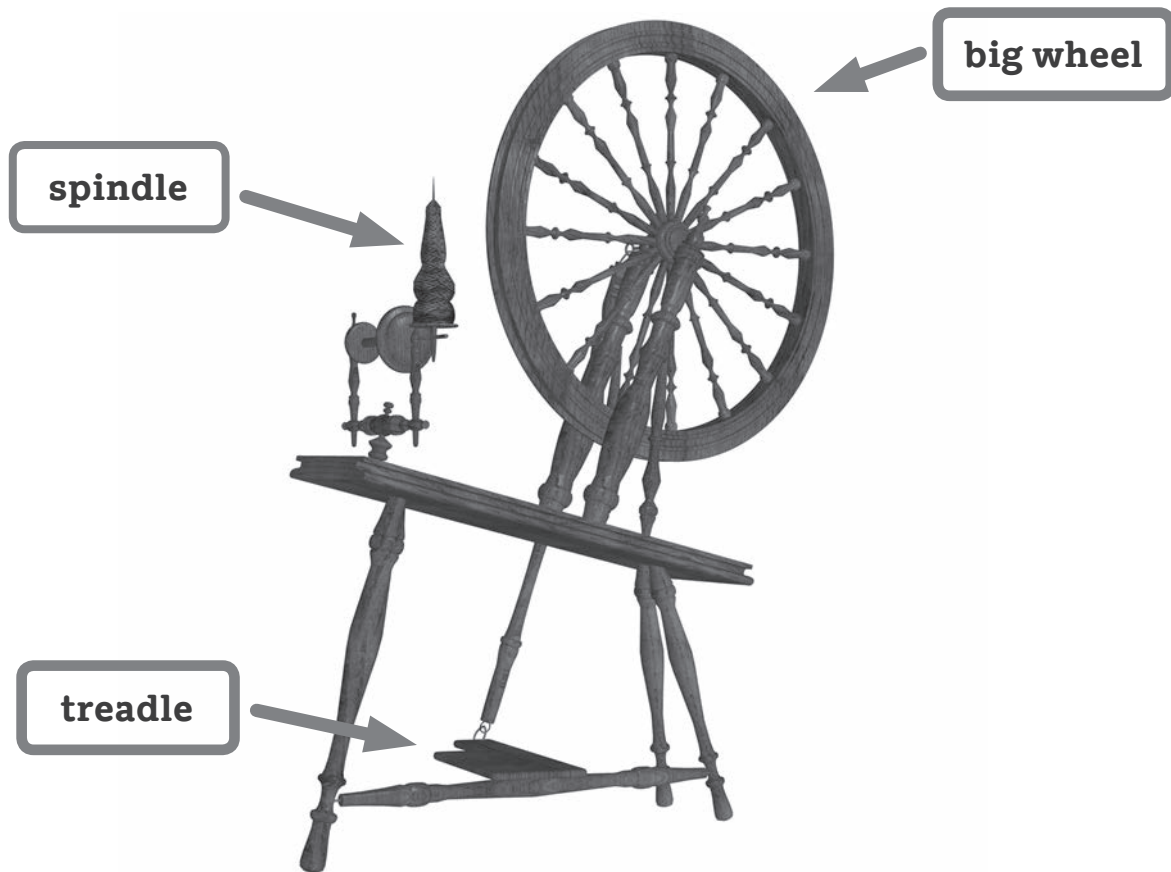


To make bread like people did in colonial times, I will start by getting the right ingredients. I will need flour that is made by grinding wheat into a fine powder. I will also need water, salt, and yeast.

Next, I will mix the ingredients together by kneading the dough, or pressing and stretching it until the texture is just right. Then I can shape it into a loaf.

After the bread dough is ready, I will put it in an oven made of brick with a fire burning inside. I will know the bread is ready when the outside turns a wonderful golden brown color. After cooling, it will be ready to eat!

Making Yarn



A Spinning Wheel and Its Parts

Fact 1 wool fibers go into spinning wheel

Fact 2 treadle (foot pedal) makes the big wheel spin around


Fact 3 The big wheel turns the spindle quickly, tightly twisting the wool into yarn.

The Colonial House Building Company

We're back in colonial times, living in a town that keeps growing and growing! People want to build new houses in the town. You are a part of a colonial house building company made up of these tradespeople: a bricklayer, a mason, and a carpenter. Your company will create a poster explaining what each tradesperson does to help people decide if your company is one that they want to hire to get the job done right!

The Colonial House Building Company

Bricklayer



Mason

Carpenter

Peer Feedback: Writing Poster



Listen carefully when the writer reads his or her writing.



Tell the writer what you like about the writing.



Ask the writer questions about his or her writing.



Think about what might be missing or might add more detail.



Share an idea that can help the writer.

Activity Pages

Kindergarten	Writing Studio 5
--------------	------------------

NAME: _____

DATE: _____

1.1
CONTINUED

ACTIVITY PAGE

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated ten times down the page.

NAME: _____

DATE: _____



Town Shopping List

1.

2.

3.

NAME: _____

DATE: _____

How to Make Bread

Step 1

Step 2

Step 3



NAME: _____

DATE: _____

Colonial Garments



Caption:

NAME: _____

DATE: _____

4.1
CONTINUED

ACTIVITY PAGE

Fact 1

Fact 2

Fact 3

NAME: _____

DATE: _____

Carpenter

Mason

Bricklayer

Teacher Resources

Kindergarten	Writing Studio 6
--------------	------------------

Teacher Resources

Contents

- Kindergarten Writing Rubric: Informative/Explanatory Writing
- Peer Feedback: Writing Poster

Activity Pages

- Activity Page 1.1
- Activity Page 2.1
- Activity Page 3.1
- Activity Page 4.1
- Activity Page 5.1
- Activity Page 6.1

Kindergarten Writing Rubric: Informative/Explanatory Writing

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **[W.K.2]**

	Advanced	Proficient	Basic
Ideas	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • detailed facts and information relevant to the topic 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • some information relevant to the topic 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • information relevant to the topic
Organization	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • the name of topic • information about the topic • a sense of logical structure 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • the name of topic • information about the topic 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • the name of topic • information 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

Peer Feedback: Writing Poster



Listen carefully when the writer reads his or her writing.



Tell the writer what you like about the writing.



Ask the writer questions about his or her writing.



Think about what might be missing or might add more detail.



Share an idea that can help the writer.

Activity Pages

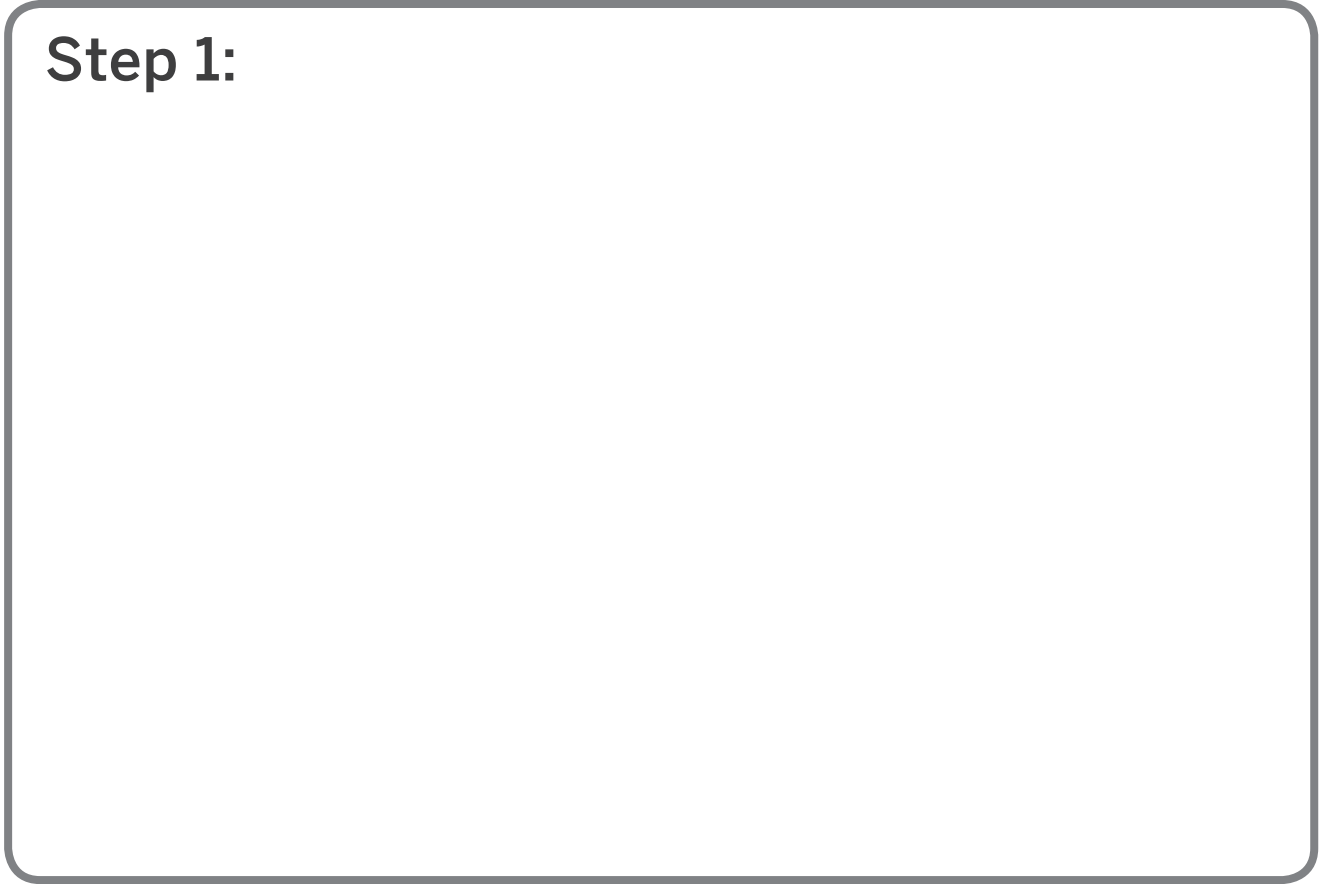
Kindergarten	Writing Studio 6
--------------	------------------

NAME: _____

DATE: _____

How to Brush Your Teeth

Step 1:



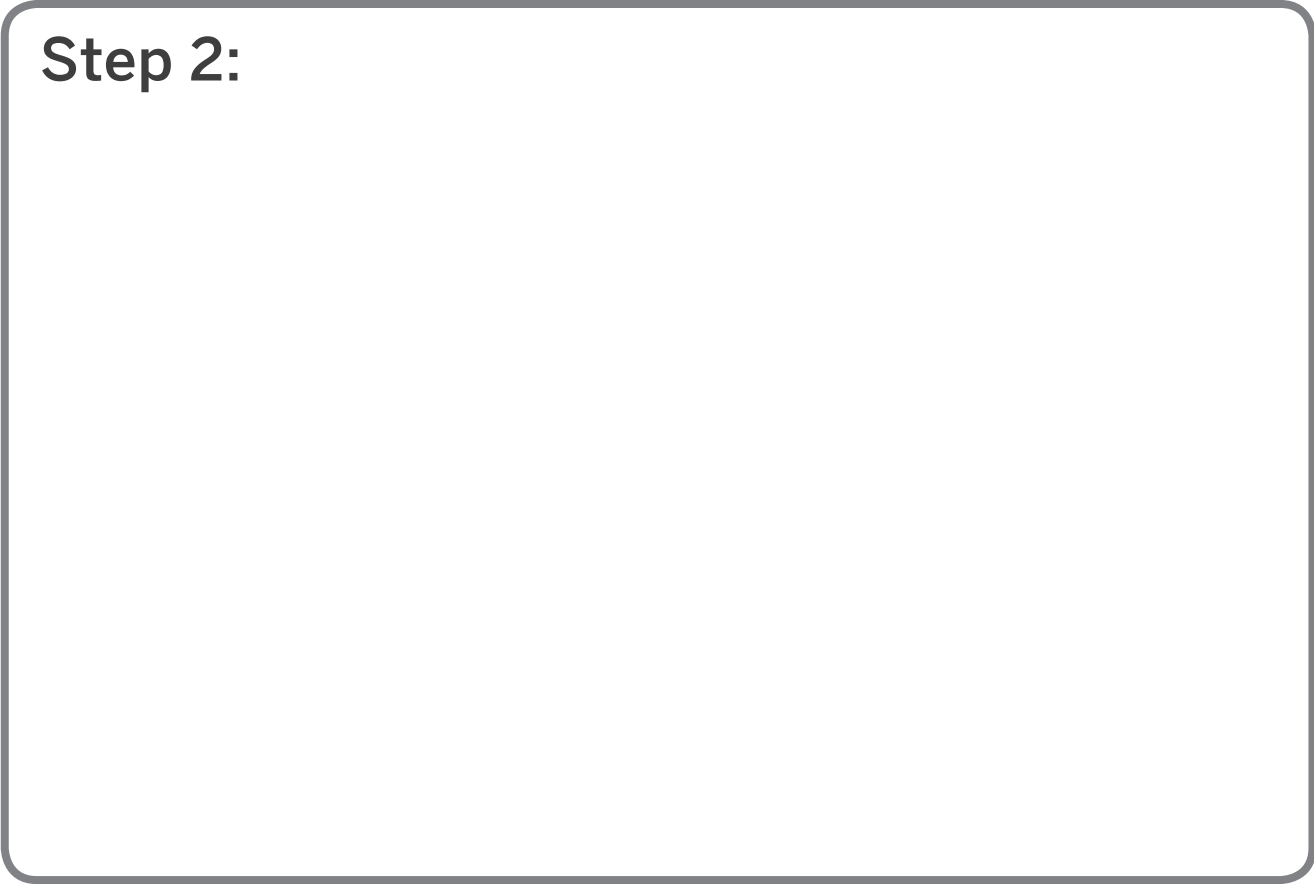
Caption:

NAME: _____

DATE: _____

1.1
CONTINUED

Step 2:

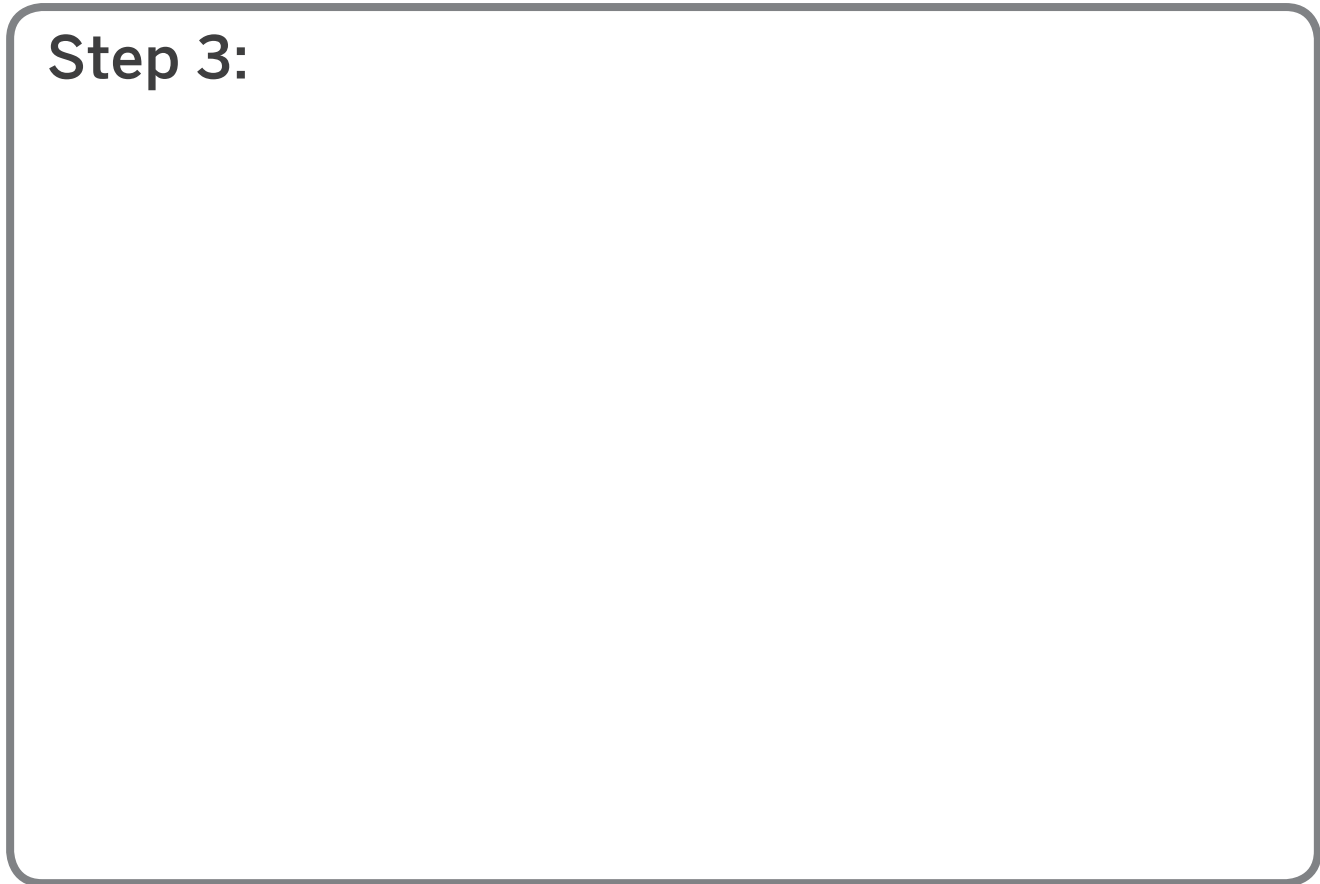


Caption:

NAME: _____

DATE: _____

Step 3:



Caption:

NAME: _____

DATE: _____

2.1

ACTIVITY PAGE

How to Take Care of Our...

1.

2.

3.

NAME: _____

DATE: _____

How Can We Make Less Garbage?

We can reduce

We can reuse

We can recycle

NAME: _____

DATE: _____

4.1

Research: The Earth

Topic:

<p>What is land?</p>	<p>What harms the land?</p>
-----------------------------	------------------------------------

NAME: _____

DATE: _____

Research: The Earth

Topic:

What is air?

What harms the air?

NAME: _____

DATE: _____

5.1

CONTINUED

ACTIVITY PAGE

Research: The Earth

Topic:

What is water?

What harms the water?

NAME: _____

DATE: _____

Taking Care of the Earth



The earth's

NAME: _____

DATE: _____



I will

NAME: _____

DATE: _____

6.1
CONTINUED

ACTIVITY PAGE

to help take care of the

Teacher Resources

Kindergarten	Writing Studio 7
--------------	------------------

Teacher Resources

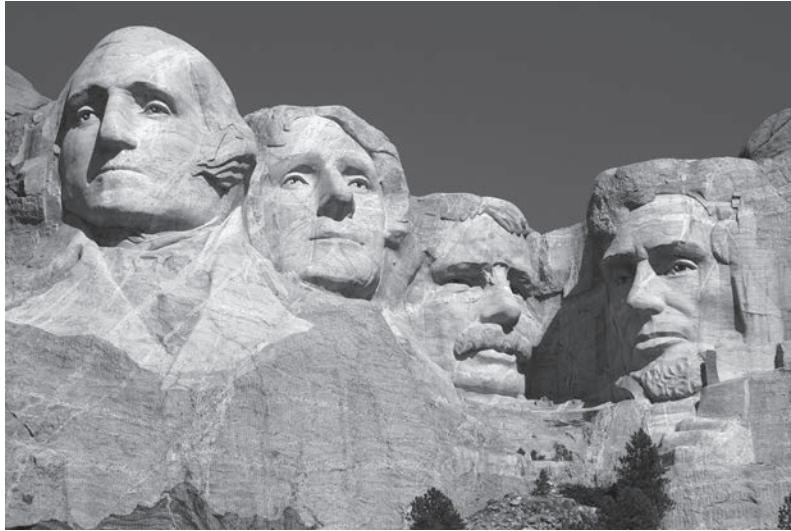
Contents

- Writing Prompt for Purposeful Writing
- Peer Feedback: Writing poster
- Kindergarten Writing Rubric: Opinion Writing
- Kindergarten Writing Rubric: Informative/Explanatory Writing
- Kindergarten Writing Rubric: Narrative Writing

Activity Pages

- Activity Page 1.1
- Activity Page 2.1
- Activity Page 3.1
- Activity Page 4.1
- Activity Page 5.1 (Blank Drafting Paper)

Writing Prompt for Purposeful Writing



We've learned so many interesting things about our American presidents this year! We learned that George Washington was our first president and that Barack Obama was our first African American president. We learned that Thomas Jefferson loved books and Teddy Roosevelt loved the outdoors. And, of course, we learned that Abraham Lincoln worked hard to free the enslaved people of the United States.

Do you know who might want to read about the American presidents? Your family! You will write a piece to help get your family interested in reading about the American presidents. You may choose to write an opinion, narrative, or informative/explanatory piece. Which one will work best?

Peer Feedback: Writing Poster



Listen carefully when the writer reads his or her writing.



Tell the writer what you like about the writing.



Ask the writer questions about his or her writing.



Think about what might be missing or might add more detail.



Share an idea that can help the writer.

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., *My favorite book is...*) **[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

<h2 style="text-align: center;">Kindergarten Writing Rubric: Informative/Explanatory Writing</h2>			
<p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. [W.K.2]</p>			
	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 • detailed facts and information relevant to the topic 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • some information relevant to the topic 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • information relevant to the topic
Organization	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • the name of topic • information about the topic • a sense of logical structure 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • the name of topic • information about the topic 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • the name of topic • information 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

Kindergarten Writing Rubric: Narrative Writing

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. **[W.K.3]**

	Advanced	Proficient	Basic
Ideas	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • narration of a single or several loosely linked events • a reaction to what happened • descriptive words and details 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • narration of a single or several loosely linked events • a reaction to what happened 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • narration of a single or several loosely linked events • a reaction to what happened
Organization	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • events in the order in which they occur • temporal words 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • events in the order in which they occur 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • events in the order in which they occur
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

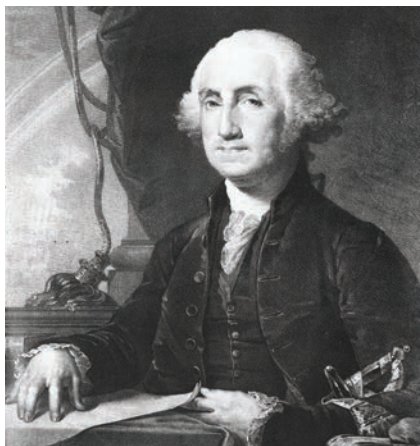
Activity Pages

Kindergarten	Writing Studio 7
--------------	------------------

NAME: _____

DATE: _____

George Washington



I could write a/an

about George Washington. I would want

to read it.

NAME: _____

DATE: _____

2.1

ACTIVITY PAGE

Writing Text Types

Opinion	
Informative/ Explanatory	
Narrative	

NAME: _____

DATE: _____

American Presidents

The type of writing I will do is

I think it will work best because

NAME: _____

DATE: _____

Writing Ideas

I will write a

Words and pictures I want to put in my writing about American presidents:



NAME: _____

DATE: _____

5.1

ACTIVITY PAGE



Four sets of primary writing lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

5.1

CONTINUED

NAME: _____

DATE: _____

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

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