

Writing Studio

Grade 4

Program Guide

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Program Guide



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Welcome to Writing Studio





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

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



Program Overview

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

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

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

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

Why Writing Studio?

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

Principles of Effective Writing Instruction

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

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

Where This Principle Is Applied in Writing Studio:

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

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

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

Where This Principle Is Applied in Writing Studio:

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

3. It instills rhetorical flexibility.

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

Where This Principle Is Applied in Writing Studio:

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

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

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

Where This Principle Is Applied in Writing Studio:

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

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

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

Where This Principle Is Applied in Writing Studio:

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

6. It requires students to work collaboratively.

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

Where This Principle Is Applied in Writing Studio:

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



Writing Studio Components

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

The Core Connection

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

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

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

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

Writing Studio Alignment

Shaded domains and units align to a Writing Studio unit.

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

Writing Studio Structure

Across the Writing Studio Program

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

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

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

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

In Grades 3–5, students complete all units introducing the text types before moving to the units in which they deepen their knowledge of the text types. This requires upper elementary students to demonstrate greater retention of discourse knowledge, including knowledge about texts 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	The writing includes all of the following: <ul style="list-style-type: none"> • a topic relevant to the purpose • an opinion or preference about the topic • a reason for the opinion 	The writing includes all of the following: <ul style="list-style-type: none"> • a topic relevant to the purpose • an opinion or preference about the topic 	The writing does not include one or more of the following: <ul style="list-style-type: none"> • a topic relevant to the purpose • an opinion or preference about the topic
Organization	The writing includes all of the following: <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 	The writing includes all of the following: <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 	The writing does not include one or more of the following: <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	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 of the topic or writing type

Third Grade Writing Rubric: Opinion Writing

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

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

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

Fifth Grade Writing Rubric: Opinion Writing

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

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

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

Pre-assessment

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

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

Formative Assessment

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

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

Summative Assessment

• Within Each Text Type

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

• Rhetorical Flexibility

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

CCSS Standards Alignment

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

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

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

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

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

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Grade 4

Pacing



Keeping Pace with Primary Instruction

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

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

Each unit overview includes specific pacing recommendations.

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

Grade 4 Unit Overviews

UNIT 1: INTRODUCING NARRATIVE WRITING

Why This Unit Is Important

This unit introduces narrative writing, using a variety of approaches to help students learn the purpose of narrative text and identify its common features. Students study an exemplar text, see a teacher model how to write a narrative, and write collaboratively and independently. The unit culminates in a writing activity in which students draw on Core Unit 2, *Empires in the Middle Ages*, to compose narratives about someone watching a jousting match.

Pacing Guide

Writing Studio Unit 1	Unit 2, <i>Empires in the Middle Ages</i> , Part 1
Lesson 1	Lesson 7
Lesson 2	Lesson 8
Lesson 3	Lesson 9
Lesson 4	Lesson 10
Lesson 5	Lesson 11
Lesson 6	Lesson 12
Lesson 7	Lesson 13
Lesson 8	Lesson 14

Why This Unit Is Important

This unit introduces informative writing, using a variety of approaches to help students learn the purpose of informational text and identify its common features. Students study an exemplar text, see a teacher model how to write an informative piece, and write collaboratively and independently. The unit concludes with an extended writing activity in which students draw on primary instruction Unit 3, *Poetry*, to write an informative text describing the elements of a poem.

Pacing Guide

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

Why This Unit Is Important

This unit introduces opinion writing, using a variety of approaches to help students learn the purpose of opinion text and to identify its common features. Students study an exemplar text, see a teacher model how to write an opinion piece, and write several different opinion pieces, culminating in an activity in which they draw on Unit 4, *Eureka! Student Inventor* to compose an essay identifying the most important invention.

Pacing Guide

Writing Studio Unit 3	Unit 4, <i>Eureka! Student Inventor</i>
Lesson 1	Episode 3
Lesson 2	Episode 4
Lesson 3	Episode 5
Lesson 4	Episode 6
Lesson 5	Episode 7
Lesson 6	Episode 8
Lesson 7	Episode 9
Lesson 8	Episode 10

Why This Unit Is Important

This unit builds on students' knowledge of narrative writing, asking students to apply that knowledge in crafting more nuanced and diverse types of narratives. Students consider the myths they study in Unit 5, *Geology*, then synthesize their knowledge of myths and their purpose with their understanding of the natural world. The unit concludes with a writing activity in which students draw on primary instruction Unit 5, *Geology*, to create myths that a population without much knowledge on geology might use to explain the existence of ancient ocean fossils on Mount Everest. Then they revise these narratives into a final product.

Pacing Guide

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

Why This Unit Is Important

In the final unit expressly devoted to informative writing, students continue to develop their understanding of and ability to craft informative texts. Using extensive scaffolding, this unit guides students through a review of domain knowledge, then draws on the work they have already done in Core Unit 6, *Contemporary Fiction*. Students use their understanding of this domain to craft informative texts that summarize one of the vignettes they have read from *The House on Mango Street*.

Pacing Guide

Writing Studio Unit 5	Unit 6, <i>Contemporary Fiction</i>
Lesson 1	Lesson 5
Lesson 2	Lesson 6
Lesson 3	Lesson 7
Lesson 4	Lesson 8
Lesson 5	Lesson 9
Lesson 6	Lesson 10
Lesson 7	Lesson 11
Lesson 8	Lesson 12

Why This Unit Is Important

In the final unit expressly devoted to opinion writing, students continue to develop their understanding of and ability to craft persuasive texts. Using extensive scaffolding, this unit guides students through a review of content knowledge, then draws on the work they have already done in Unit 7, *American Revolution*. Students use their understanding of the revolution to compose opinion pieces explaining how they would have reacted to the events of 1776.

Pacing Guide

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

Why This Unit Is Important

Grade 4 Writing Studio culminates in a unit that presents students with an authentic writing opportunity. Students draw on their knowledge of Core Unit 8, *Treasure Island*, to imagine they are part of the company that sells *Treasure Island*, and they have been asked to write something that will make new audiences interested in reading the book. Students select one of the three previously studied text types to compose their final piece of writing, which they will share with each other in a finished, publishable form.

Pacing Guide

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

Grade 4

Teacher Resources



Teacher Resources

Grade 4	Writing Studio 1
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Teacher Resources

Contents

- Writing Prompt for Activity Page 1.1
- Fourth Grade Writing Rubric: Narrative Writing
- “Gabriel and the Unicorn”
- Writing Prompt for Activity Page 3.1
- Narrative Writing Prompt for Activity Page 5.1
- Watching Something New: Opera
- Sample Paragraph - “Gabriel’s First Opera”

Activity Pages

- Activity Page 1.1
- Blank Story Map
- Drafting Paper
- Graphic Organizer: Watching Something New

Writing Prompt

Write a narrative about someone who is playing a game. This narrative may be true or fictional. You may write about something you have experienced or something you imagine.

Fourth Grade Writing Rubric: Narrative Writing

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **[W.4.3]**

- a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **[W.4.3a]**
- b) Use dialogue and description to develop experiences and events or show the responses of characters to situations. **[W.4.3b]**
- c) Use a variety of transitional words and phrases to manage the sequence of events. **[W.4.3c]**
- d) Use concrete words and phrases and sensory details to convey experiences and events precisely. **[W.4.3d]**
- e) Provide a conclusion that follows from the narrated experiences or events. **[W.4.3e]**

	Advanced	Proficient	Basic
Ideas	<p>The composition</p> <ul style="list-style-type: none"> • orients the reader and establishes a situation • introduces a narrator and/or characters • demonstrates awareness of audience and purpose 	<p>The composition</p> <ul style="list-style-type: none"> • orients the reader and establishes a situation • introduces a narrator and/or characters 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • orient the reader and establish a situation • introduce a narrator and/or characters
Organization	<p>The composition</p> <ul style="list-style-type: none"> • organizes an event sequence that unfolds naturally • uses dialogue and description to develop experiences and events or show the responses of characters to situations • provides a sense of closure 	<p>The composition</p> <ul style="list-style-type: none"> • includes an event sequence • includes relevant dialogue and description • provides a sense of closure 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • include an event sequence • include relevant dialogue and description • provide a sense of closure
Conventions	<p>The composition</p> <ul style="list-style-type: none"> • uses a variety of transitional words and phrases to manage the sequence of events • uses concrete words and phrases and sensory details to convey experiences and events precisely • uses language to add subtlety through connotative meanings 	<p>The composition</p> <ul style="list-style-type: none"> • uses a variety of transitional words and phrases to manage the sequence of events • uses concrete words and phrases and sensory details to convey experiences and events precisely 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • use a variety of transitional words and phrases to manage the sequence of events • use concrete words and phrases and sensory details to convey experiences and events precisely

Gabriel and the Unicorn

Gabriel was not excited. Usually Gabriel liked field trips, but today his class was going to a museum. Mr. Brogan said this museum held important artworks from the medieval era, which they had been studying recently. Even though they were important, Gabriel wasn't excited about seeing them. Mr. Brogan said the most important artworks were the Unicorn Tapestries. He explained that tapestries were embroidered cloths, but to Gabriel they sounded a lot like blankets hung on the wall.

A museum guide, Ms. Eames, led the class inside, explaining the museum's history and pointing out lots of medieval artwork and objects. There were stained glass windows and paintings, but Gabriel's favorite involved knights.

"There's almost no complete armor surviving from the early Middle Ages in Europe," Ms. Eames explained, "but we do have this helmet worn by a knight who probably lived before 1500."

Ms. Eames explained that the museum had experts, called curators, who studied each object to figure out where and when it came from. She showed the class

lots of different things, then said she had saved her favorite for last.

The class followed Ms. Eames into a big room. On every wall hung a tapestry. Many of them included a unicorn. One in particular was Gabriel's favorite. It showed the unicorn in a small fence, with no people around. The unicorn's tail was up in the air as if he were using it to flick away a fly. The background of the tapestry had lots of plants and many colors in it. Ms. Eames explained how the tapestries told a story and how the unicorn was a symbol that represented things many medieval people believed. She answered lots of questions from Mr. Brogan's students.

Suddenly, Mr. Brogan said it was time for lunch, because they would have to go back to school soon. Gabriel realized that several hours had passed, and he could hardly believe it. The museum had been much more interesting than he expected.

As he followed Mr. Brogan outside, Gabriel saw a museum brochure with some pictures on it. He picked one to show his family what he had seen. This field trip made him realize that seeing things could be a lot more fun than just hearing about them.

Writing Prompt

Compose narrative about someone who watches a sporting event. The narrative may be fiction or nonfiction.

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

Narrative Writing Prompt

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

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

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

Gabriel's First Opera

When they got to the theater, Gabriel remembered the rules Mr. Brogan taught them about watching opera. He looked at the program to learn about the performers in the opera. When the lights dimmed, Gabriel felt excited.

Activity Pages

Grade 4	Writing Studio 1
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NAME: _____

DATE: _____






Playing Games

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

Writing Prompt

Write a narrative about someone who is playing a game. This narrative may be true or fictional. You may write about something you have experienced or something you imagine.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

 Title	
 Character(s)	 Setting(s)
 Plot	Beginning
	Middle
	End
 Final Thought	
Indicate one place where your narrative will include dialogue:	
Indicate where your narrative should include concrete words and details to describe things:	

ACTIVITY PAGE

LESSON

[illegible]

Watching Something New

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

Teacher Resources

Grade 4	Writing Studio 2
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Teacher Resources

Contents

- Writing Prompt for Activity Page 1.1
- Fourth Grade Writing Rubric: Informative/Explanatory Writing
- Paragraph about a Paragraph
- “Who’s at the Top?”
- Model: Gathering and Organizing Information – Castle Components
- Informative Essay Map – Castle Components
- Sample Paragraphs from “Castle Components”

Activity Pages

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

Writing Prompt

Eating a well-balanced diet is an important part of a healthy lifestyle. Think about good nutrition habits and write an informative essay that describes the parts of a healthy meal.

Fourth Grade Writing Rubric: Informative/Explanatory Writing

Write informative/explanatory texts to examine a topic and convey ideas and information clearly [W.4.2]

- a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. [W.4.2a]
- b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. [W.4.2b]
- c) Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). [W.4.2c]
- d) Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.4.2d]
- e) Provide a concluding statement or section related to the information or explanation presented. [W.4.2e]

	Advanced	Proficient	Basic
Ideas	<p>The composition</p> <ul style="list-style-type: none"> examines a topic develops the topic with a combination of relevant facts, accurate definitions, concrete and specific details, quotations from multiple sources, or other nuanced information and examples makes sophisticated connections between ideas demonstrates awareness of audience and purpose 	<p>The composition</p> <ul style="list-style-type: none"> examines a topic develops the topic with facts, definitions, concrete details, quotations, or other information and examples 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> examine a topic develop the topic with facts, definitions, concrete details, quotations, or other information and examples
Organization	<p>The composition</p> <ul style="list-style-type: none"> introduces a topic clearly and in an engaging fashion groups related information in paragraphs or sections and explains connections between groups includes a combination of formatting, illustrations, and multimedia that explain the ideas provides a concluding statement that connects the topic to a big question or the purpose for writing 	<p>The composition</p> <ul style="list-style-type: none"> introduces a topic clearly groups related information in paragraphs and sections includes formatting, illustrations, and multimedia when useful provides a concluding statement 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> introduce a topic clearly group related information in paragraphs and sections include formatting, illustrations, and multimedia when useful provide a concluding statement
Conventions	<p>The composition</p> <ul style="list-style-type: none"> links ideas within categories of information using words and phrases uses precise language and domain-specific vocabulary uses language to add subtlety through connotative meanings 	<p>The composition</p> <ul style="list-style-type: none"> links ideas within categories of information using words and phrases uses precise language and domain-specific vocabulary 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> link ideas within categories of information using words and phrases use precise language and domain-specific vocabulary

Paragraph about a Paragraph

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

"Who's at the Top?"

If you were born in the Middle Ages, many parts of your life would depend on what part of society you were in. Feudal society was divided into separate elements, or groups of people. Usually people could not move out of the element they were born into.

The people at the top of society were leaders with important jobs and a lot of power. The most important person was the king, who ruled large areas of land. The king had many subjects, or people who lived in his kingdom and obeyed his rules. Under the king were other noblemen such as lords. These men had some land and gave orders to some people, but they were still subjects of the king. Another important group of people in feudal society consisted of the church leaders. They were religious leaders. Sometimes the church leaders and rulers worked together. At other times, they fought. Still, these three kinds of people held the most power in a feudal society.

The people at the bottom of society had everyday jobs or worked for other people. They were all subjects of the king. People in the middle class built, sold, or made things. They had more power than freemen and serfs. Both freemen and serfs worked for lords. Freemen had some freedom, but serfs would spend their entire lives working for their master. People in these groups were at the bottom of feudal society, because they had very little power or wealth.

In a feudal society, a big part of your daily life depended on what part of society you were born into. The difference between a king and a serf might just be who your parents were!

Model: Gathering and Organizing Information

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

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

Introduction

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

Sample body paragraph

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

Activity Pages

Grade 4	Writing Studio 2
---------	------------------

Teacher Guide

NAME: _____

DATE: _____

Healthy Eating

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

Writing Prompt

Eating a well-balanced diet is an important part of a healthy lifestyle. Think about good nutrition habits and write an informative essay that describes the parts of a healthy meal.

[illegible]

Title**Topic****Paragraphs****Body Paragraph One**

Main Idea/Topic Sentence

Supporting Information

Body Paragraph Two

Main Idea/Topic Sentence

Supporting Information

NAME: _____

ACTIVITY PAGE

DATE: _____

CONTINUED

Blank Informative Essay Map (continued)

Paragraphs	Body Paragraph Three (optional)
	Main Idea/Topic Sentence

	Supporting Information

	Conclusion
	Final thoughts about the topic

NAME: _____

DATE: _____

5.1

ACTIVITY PAGE

Gathering and Organizing Information

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

Essay topic:

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

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

Group A

Group B

Group C (optional)

Heading:

Heading:

Heading:

Teacher Resources

Grade 4	Writing Studio 3
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Teacher Resources

Contents

- Writing Prompt for Activity Page 1.1
- Fourth Grade Writing Rubric: Opinion Writing
- Words and Phrases Connecting Ideas
- Sample Opinion Paragraph
- Introduction and Conclusion of “Healthy Habits, Part 2”

Activity Pages

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

Writing Prompt

Write an opinion essay in which you explain what the best grade in school is. You may write about Grade Four if you like, or you may write about another grade, from Kindergarten to Grade 12. No matter what grade you pick, make sure to provide the reasons for your choice.

Fourth Grade Writing Rubric: Opinion Writing

Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **[W.4.1]**

- a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. **[W.4.1a]**
- b) Provide reasons that are supported by facts and details **[W.4.1b]**
- c) Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*). **[W.4.1c]**
- d) Provide a concluding statement or section related to the opinion presented **[W.4.1d]**

	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 groups related ideas in an organizational structure that supports the writer's purpose 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 and in an engaging fashion groups related ideas in an organizational structure that supports the writer's purpose provides a concluding statement or section related to the opinion presented and to the audience or purpose for writing 	<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 and in an engaging fashion group related ideas in an organizational structure that supports the writer's purpose provide a concluding statement or section related to the opinion presented and to the audience or purpose for writing
Conventions	<p>The composition</p> <ul style="list-style-type: none"> links opinion and reasons using words and phrases uses language to add subtlety through connotative meanings 	<p>The composition</p> <ul style="list-style-type: none"> links opinion and reasons using words and phrases 	<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 and phrases

Words and Phrases Connecting Ideas

for example

specifically

in order to

in addition

Sample Opinion Paragraph

Eating nutritious foods is the most important part of a healthy lifestyle. Without good nutrition, it's hard to do other healthy things. If you are hungry, you probably won't sleep well or be able to exercise enough. Food gives your body important fuel to do other healthy things. This makes eating well the most important thing for staying healthy.

Introduction and Conclusion of “Healthy Habits, Part 2”

Introduction

Living a healthy lifestyle has many parts. It's important to get lots of sleep and regular exercise. Getting regular check-ups is also an important part of staying healthy. But the most important way to stay healthy is to eat a well-balanced, nutritious diet.

Conclusion

These are just a few reasons that eating well is the best way to stay healthy. But you don't have to take my word for it. You can try it yourself. Eat a well-balanced breakfast, lunch, and dinner and you'll feel great!

Activity Pages

Grade 4	Writing Studio 3
---------	------------------

NAME: _____

DATE: _____

The Best Grade in School

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

Writing Prompt

Write an opinion essay in which you explain what the best grade in school is. You may write about Grade Four if you like, or you may write about another grade, from Kindergarten to Grade 12. No matter what grade you pick, make sure to provide the reasons for your choice.

[illegible]

Title**Introductory Paragraph**

Topic: _____

Opinion: _____

Body Paragraph One

Reason to support opinion:

Evidence for this reason:

Body Paragraph Two

Reason to support opinion:

Evidence for this reason:

Paragraphs

NAME: _____

ACTIVITY PAGE

DATE: _____

CONTINUED

Body Paragraph Three (optional)

Reason to support opinion:

Evidence for this reason:

Conclusion

Why readers should agree with this opinion:

NAME: _____
DATE: _____

Drafting Paper

NAME: _____

DATE: _____

Opinion Writing

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

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

NAME: _____

DATE: _____

[illegible]

NAME: _____

DATE: _____

5.2

ACTIVITY PAGE

Invention: _____

1. What this invention does:

2. What came before this invention?

NAME: _____

DATE: _____

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

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

Teacher Resources

Grade 4	Writing Studio 4
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Teacher Resources

- Writing Prompt for Activity Page 1.1
- Fourth Grade Writing Rubric: Narrative Writing
- Writing Prompt for Mount Everest Myth
- Example of Feedback and Revision
- Sample Introduction

Activity Pages

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

Writing Prompt

Think about the way humans have constructed myths to explain things about their environment. Pick something that happens in your school or community that you believe needs a better explanation. Then write a myth that explains why this thing happens this way. Make sure to include all the elements of a narrative in your myth.

Fourth Grade Writing Rubric: Narrative Writing

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **[W.4.3]**

- a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **[W.4.3a]**
- b) Use dialogue and description to develop experiences and events or show the responses of characters to situations. **[W.4.3b]**
- c) Use a variety of transitional words and phrases to manage the sequence of events. **[W.4.3c]**
- d) Use concrete words and phrases and sensory details to convey experiences and events precisely. **[W.4.3d]**
- e) Provide a conclusion that follows from the narrated experiences or events. **[W.4.3e]**

	Advanced	Proficient	Basic
Ideas	<p>The composition</p> <ul style="list-style-type: none"> • orients the reader and establishes a situation • introduces a narrator and/or characters • demonstrates awareness of audience and purpose 	<p>The composition</p> <ul style="list-style-type: none"> • orients the reader and establishes a situation • introduces a narrator and/or characters 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • orient the reader and establish a situation • introduce a narrator and/or characters
Organization	<p>The composition</p> <ul style="list-style-type: none"> • organizes an event sequence that unfolds naturally • uses dialogue and description to develop experiences and events or show the responses of characters to situations • provides a sense of closure 	<p>The composition</p> <ul style="list-style-type: none"> • includes an event sequence • includes relevant dialogue and description • provides a sense of closure 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • include an event sequence • include relevant dialogue and description • provide a sense of closure
Conventions	<p>The composition</p> <ul style="list-style-type: none"> • uses a variety of transitional words and phrases to manage the sequence of events • uses concrete words and phrases and sensory details to convey experiences and events precisely • uses language to add subtlety through connotative meanings 	<p>The composition</p> <ul style="list-style-type: none"> • uses a variety of transitional words and phrases to manage the sequence of events • uses concrete words and phrases and sensory details to convey experiences and events precisely 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • use a variety of transitional words and phrases to manage the sequence of events • use concrete words and phrases and sensory details to convey experiences and events precisely

Writing Prompt for Mount Everest Myth

The highest mountain in the world, Mount Everest, is located in Asia and stands 29,029 feet above sea level. That means it is approximately five and a half miles taller than the ocean. However, scientists on Mount Everest have discovered some special kinds of fossils on the mountain. These fossils are of animals that live only in the ocean.

Later in Unit 5, *Geology*, you will learn the scientific explanation for how these fossils arrived on Mount Everest. (If you think it has to do with the things you're learning about *Geology*, you're right!) For now, though, this assignment asks you to think about how people would have reacted to these fossils before geologists could explain how they got to Mount Everest.

Imagine you lived a long time ago. Remember that in the 1950s, scientists were still trying to understand how mountains were formed. Pretend that you are a person in the 1950s who knows that fossils of ocean animals have been discovered on Mount Everest, and write a myth to explain how those fossils got there.

Remember that a myth does not have to be a true story; you can invent characters and plot events. Your myth should include all the elements of a good narrative. It should also explain how and why the fossils got to Mount Everest.

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

Peer feedback:

- What is the best detail in this myth?

Give a reason for your choice.

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

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

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

Sample Introduction

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

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

Activity Pages

Grade 4	Writing Studio 4
---------	------------------

NAME: _____

DATE: _____

Writing Myths

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

Writing Prompt

Think about the way humans have constructed myths to explain things about their environment. Pick something that happens in your school or community that you believe needs a better explanation. Then write a myth that explains why this thing happens this way. Make sure to include all the elements of a narrative in your myth.






NAME: _____

DATE: _____

1.1
CONTINUED

ACTIVITY PAGE

[illegible]

 Title	
 Character(s)	 Setting(s)
 Plot	Beginning
	Middle
	End
 Final Thought	
Fill in the blank to indicate what caused ocean fossils to appear on Mount Everest:	
Fill in the blank to indicate one place where your narrative will include dialogue:	
Fill in the blank to indicate where your narrative should include concrete words and details to describe things:	

DATE: _____

LESSON

[illegible]

NAME: _____

DATE: _____

Peer Feedback

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

1. Write down the myth's title:

2. Write down the myth's main characters:

3. Write down the myth's setting:

4. You already know that the effect in the myth, or the thing it explains, should be how fossils of ocean animals got to Mount Everest. Is that what this myth explains? Circle one:

yes

no

NAME: _____

DATE: _____

5.1
CONTINUED

ACTIVITY PAGE

5. What is the cause described in the myth? In other words, how do the fossils get to Mount Everest?

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

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

8. Underline any place the author of the myth includes transition words.

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

10. Name the myth's final thought.

Teacher Resources

Grade 4	Writing Studio 5
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Teacher Resources

- Summary of “My Name”
- Summary Writing Prompt
- Fourth Grade Writing Rubric: Informative/Explanatory Writing

Activity Pages

- Blank Summary Map
- Activity Page 2.1
- Drafting Paper

Summary of “My Name”

In the vignette titled “My Name,” a girl thinks about her name, Esperanza. This vignette is part of a book titled *The House on Mango Street*.

This vignette begins with Esperanza thinking about some of the different meanings her name has. Because her family speaks Spanish, Esperanza knows that her name means different things in different languages. For example, in English, the literal meaning of Esperanza is hope. Esperanza knows that her name has figurative meanings, too. She says those are things like sadness, waiting, and a muddy color.

After thinking about her name’s different meanings, Esperanza considers her name’s origin, or where it came from. Esperanza got her name from her great-grandmother. Her great-grandmother was wild and did not want to get married. Esperanza never met her great-grandmother, but she believes she was sad and does not want to be like her. She says, “I have inherited her name, but I don’t want to inherit her place by the window” (7).

Esperanza's final thoughts on her name include that it sounds different in English than it does in Spanish. Esperanza likes the way her name sounds in Spanish best, because it is softer and like silver. Maybe because Esperanza lives in the United States and goes to a school where people speak English, she decides she wants to baptize herself with a new name. She picks ZeZe the X as the name she would most like to have.

Esperanza does not like all the things her name makes her think about. Esperanza thinks if she changes her name, maybe her life will also change. She thinks people will see her for who she really is.

Source: "My Name," Vignette 2 of *Writer's Journal: Contemporary Fiction* (2015).

Summary Writing Prompt

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

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

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

Fourth Grade Writing Rubric: Informative/Explanatory Writing

Write informative/explanatory texts to examine a topic and convey ideas and information clearly [W.4.2]

- a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. [W.4.2a]
- b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. [W.4.2b]
- c) Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). [W.4.2c]
- d) Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.4.2d]
- e) Provide a concluding statement or section related to the information or explanation presented. [W.4.2e]

	Advanced	Proficient	Basic
Ideas	<p>The composition</p> <ul style="list-style-type: none"> examines a topic develops the topic with a combination of relevant facts, accurate definitions, concrete details, quotations from multiple sources, or other nuanced information and examples makes sophisticated connections between ideas demonstrates awareness of audience and purpose 	<p>The composition</p> <ul style="list-style-type: none"> examines a topic develops the topic with facts, definitions, concrete details, quotations, or other information and examples 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> examine a topic develop the topic with facts, definitions, concrete details, quotations, or other information and examples
Organization	<p>The composition</p> <ul style="list-style-type: none"> introduces a topic clearly and in an engaging fashion groups related information in paragraphs or sections and explains connections between groups includes a combination of formatting, illustrations, and multimedia that explain the ideas provides a concluding statement that connects the topic to a big question or the purpose for writing 	<p>The composition</p> <ul style="list-style-type: none"> introduces a topic clearly groups related information in paragraphs and sections includes formatting, illustrations, and multimedia when useful provides a concluding statement 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> introduce a topic clearly group related information in paragraphs and sections include formatting, illustrations, and multimedia when useful provide a concluding statement
Conventions	<p>The composition</p> <ul style="list-style-type: none"> links ideas within categories of information using words and phrases uses precise language and domain-specific vocabulary uses language to add subtlety through connotative meanings 	<p>The composition</p> <ul style="list-style-type: none"> links ideas within categories of information using words and phrases uses precise language and domain-specific vocabulary 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> link ideas within categories of information using words and phrases use precise language and domain-specific vocabulary

Activity Pages

Grade 4	Writing Studio 5
---------	------------------

Blank Summary Map

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

NAME: _____

DATE: _____

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

NAME: _____

DATE: _____

Researching the Text

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

Paragraph number	Main idea of the paragraph

NAME: _____

DATE: _____

2.1
CONTINUED

ACTIVITY PAGE

Information that supports this idea	Quotation and page number

NAME: _____
DATE: _____

Drafting Paper

Teacher Resources

Grade 4	Writing Studio 6
---------	------------------

Teacher Resources

- Opinion Writing Prompt
- Loyalist or Patriot Writing Prompt
- Sample Sentences for Giving Feedback
- Fourth Grade Writing Rubric: Opinion Writing

Activity Pages

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

Opinion Writing Prompt

Consider the action the Sons of Liberty took in the Boston Tea Party. Think about what led them to act in this way and why the British had levied the taxes in the first place. If you were an American colonist, would you have participated in the Boston Tea Party? Why or why not? Make sure to give reasons and evidence for your choice.

Loyalist or Patriot Writing Prompt

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

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

Sample Sentences

This is an excellent detail that helps me see why you would be a patriot.

Good.

I don't like this.

Do you need more detail here?

Fourth Grade Writing Rubric: Opinion Writing

Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **[W.4.1]**

- a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. **[W.4.1a]**
- b) Provide reasons that are supported by facts and details **[W.4.1b]**
- c) Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*). **[W.4.1c]**
- d) Provide a concluding statement or section related to the opinion presented **[W.4.1d]**

	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 groups related ideas in an organizational structure that supports the writer's purpose 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 and in an engaging fashion groups related ideas in an organizational structure that supports the writer's purpose provides a concluding statement or section related to the opinion presented and to the audience or purpose for writing 	<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 and in an engaging fashion group related ideas in an organizational structure that supports the writer's purpose provide a concluding statement or section related to the opinion presented and to the audience or purpose for writing
Conventions	<p>The composition</p> <ul style="list-style-type: none"> links opinion and reasons using words and phrases uses language to add subtlety through connotative meanings 	<p>The composition</p> <ul style="list-style-type: none"> links opinion and reasons using words and phrases 	<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 and phrases

Activity Pages

Grade 4	Writing Studio 6
---------	------------------

Blank drafting paper with horizontal lines.

NAME: _____

DATE: _____

2.1

ACTIVITY PAGE

Revolution

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

If I were a colonist, I _____ have participated in the Boston Tea Party.

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

NAME: _____

DATE: _____

Audience	Cares about	Most convincing reason	Because
a teenager who was born in the American colonies			
someone who had just arrived in the colonies			
a businessman who worked long, hard hours to provide for his family			

NAME: _____

DATE: _____

Loyalist or Patriot

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

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

NAME: _____

DATE: _____

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

NAME: _____

DATE: _____

5.1

ACTIVITY PAGE

Title

Introductory Paragraph

Topic: _____

Opinion:

Idea for Hook:

Body Paragraph One

Reason one to support opinion:

Evidence for this reason:

Body Paragraph Two

Reason two to support opinion:

Evidence for this reason:

Paragraphs

NAME: _____

DATE: _____

Paragraphs

Body Paragraph Three

Reason three to support opinion:

Evidence for this reason:

Conclusion

Why readers should agree with this opinion:

Final thought:

NAME: _____

DATE: _____

7.1

ACTIVITY PAGE

Peer Feedback

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

1. Write down the essay's title:

2. Write down the opinion expressed in the essay:

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

NAME: _____

DATE: _____

4. Write down the evidence for that reason:

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

6. Write down the evidence for that reason:

NAME: _____

DATE: _____

7.1
CONTINUED

ACTIVITY PAGE

7. Write down the third reason the author gives for the opinion:

8. Write down the evidence for that reason:

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

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

11. On your partner's draft, underline any place the narrative includes temporal or transition words.

12. Name the essay's final thought.

Teacher Resources

Grade 4	Writing Studio 7
---------	------------------

Teacher Resources

- Writing Prompt: Try *Treasure Island*
- Fourth Grade Writing Rubric: Opinion Writing
- Fourth Grade Writing Rubric: Narrative Writing
- Fourth Grade Writing Rubric: Informative/Explanatory Writing

Activity Pages

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

Writing Prompt:

Try *Treasure Island*

In class, we have been reading the adventure story *Treasure Island*. For the final Writing Studio essay, imagine that you work for the company that sells this book, and it is your job to convince new audiences to read it. You will write something that you think would make others want to read *Treasure Island*.

For the next few lessons, you will work on your writing. You will think about what you have read in Unit 8, *Treasure Island*, and what would make other readers interested in reading this story. You will use that information to plan a piece of writing about that topic. Your teacher will discuss some examples from other units with you as a model.

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

Remember that the purpose of your writing is to get other people interested in reading *Treasure Island*. That means that the audience for your writing is people who have never read this story. You should keep them in mind as you plan.

Fourth Grade Writing Rubric: Opinion Writing

Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **[W.4.1]**

- a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. **[W.4.1a]**
- b) Provide reasons that are supported by facts and details **[W.4.1b]**
- c) Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*). **[W.4.1c]**
- d) Provide a concluding statement or section related to the opinion presented **[W.4.1d]**

	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 groups related ideas in an organizational structure that supports the writer's purpose 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 and in an engaging fashion groups related ideas in an organizational structure that supports the writer's purpose provides a concluding statement or section related to the opinion presented and to the audience or purpose for writing 	<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 and in an engaging fashion group related ideas in an organizational structure that supports the writer's purpose provide a concluding statement or section related to the opinion presented and to the audience or purpose for writing
Conventions	<p>The composition</p> <ul style="list-style-type: none"> links opinion and reasons using words and phrases uses language to add subtlety through connotative meanings 	<p>The composition</p> <ul style="list-style-type: none"> links opinion and reasons using words and phrases 	<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 and phrases

Fourth Grade Writing Rubric: Narrative Writing

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **[W.4.3]**

- a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **[W.4.3a]**
- b) Use dialogue and description to develop experiences and events or show the responses of characters to situations. **[W.4.3b]**
- c) Use a variety of transitional words and phrases to manage the sequence of events. **[W.4.3c]**
- d) Use concrete words and phrases and sensory details to convey experiences and events precisely. **[W.4.3d]**
- e) Provide a conclusion that follows from the narrated experiences or events. **[W.4.3e]**

	Advanced	Proficient	Basic
Ideas	<p>The composition</p> <ul style="list-style-type: none"> • orients the reader and establishes a situation • introduces a narrator and/or characters • demonstrates awareness of audience and purpose 	<p>The composition</p> <ul style="list-style-type: none"> • orients the reader and establishes a situation • introduces a narrator and/or characters 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • orient the reader and establish a situation • introduce a narrator and/or characters
Organization	<p>The composition</p> <ul style="list-style-type: none"> • organizes an event sequence that unfolds naturally • uses dialogue and description to develop experiences and events or show the responses of characters to situations • provides a sense of closure 	<p>The composition</p> <ul style="list-style-type: none"> • includes an event sequence • includes relevant dialogue and description • provides a sense of closure 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • include an event sequence • include relevant dialogue and description • provide a sense of closure
Conventions	<p>The composition</p> <ul style="list-style-type: none"> • uses a variety of transitional words and phrases to manage the sequence of events • uses concrete words and phrases and sensory details to convey experiences and events precisely • uses language to add subtlety through connotative meanings 	<p>The composition</p> <ul style="list-style-type: none"> • uses a variety of transitional words and phrases to manage the sequence of events • uses concrete words and phrases and sensory details to convey experiences and events precisely 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • use a variety of transitional words and phrases to manage the sequence of events • use concrete words and phrases and sensory details to convey experiences and events precisely

Fourth Grade Writing Rubric: Informative/Explanatory Writing

Write informative/explanatory texts to examine a topic and convey ideas and information clearly [W.4.2]

- a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. [W.4.2a]
- b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. [W.4.2b]
- c) Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). [W.4.2c]
- d) Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.4.2d]
- e) Provide a concluding statement or section related to the information or explanation presented. [W.4.2e]

	Advanced	Proficient	Basic
Ideas	<p>The composition</p> <ul style="list-style-type: none"> examines a topic develops the topic with a combination of relevant facts, accurate definitions, concrete and specific details, quotations from multiple sources, or other nuanced information and examples makes sophisticated connections between ideas demonstrates awareness of audience and purpose 	<p>The composition</p> <ul style="list-style-type: none"> examines a topic develops the topic with facts, definitions, concrete details, quotations, or other information and examples 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> examine a topic develop the topic with facts, definitions, concrete details, quotations, or other information and examples
Organization	<p>The composition</p> <ul style="list-style-type: none"> introduces a topic clearly and in an engaging fashion groups related information in paragraphs or sections and explains connections between groups includes a combination of formatting, illustrations, and multimedia that explain the ideas provides a concluding statement that connects the topic to a big question or the purpose for writing 	<p>The composition</p> <ul style="list-style-type: none"> introduces a topic clearly groups related information in paragraphs and sections includes formatting, illustrations, and multimedia when useful provides a concluding statement 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> introduce a topic clearly group related information in paragraphs and sections include formatting, illustrations, and multimedia when useful provide a concluding statement
Conventions	<p>The composition</p> <ul style="list-style-type: none"> links ideas within categories of information using words and phrases uses precise language and domain-specific vocabulary uses language to add subtlety through connotative meanings 	<p>The composition</p> <ul style="list-style-type: none"> links ideas within categories of information using words and phrases uses precise language and domain-specific vocabulary 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> link ideas within categories of information using words and phrases use precise language and domain-specific vocabulary

Activity Pages

Grade 4	Writing Studio 7
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Text Types

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

NAME: _____

DATE: _____

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

NAME: _____

DATE: _____

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

NAME: _____

DATE: _____

Planning: Try *Treasure Island*

Use information from your own experience and from *Treasure Island* to complete the following items. You will use this information to help you plan your writing.

1. The most interesting thing I have learned from *Treasure Island* is

2. This is interesting to me, because

NAME: _____

DATE: _____

2.1
CONTINUED

ACTIVITY PAGE

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

4. Something that makes me excited to read *Treasure Island* is

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

NAME: _____

DATE: _____

Remember that your writing should make a new set of readers interested in reading *Treasure Island*. The audience for your work is that group of new readers. Based on your answers to the previous questions, answer the following questions.

6. I think the thing that will get people most interested in reading *Treasure Island* is

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

an opinion

a narrative

an informative essay

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

NAME: _____

DATE: _____

ACTIVITY PAGE

LESSON

Blank Story Map

Title:

Character you are writing about:

Problem or conflict in the story:

Additional characters:

Setting:

Beginning

Middle

Plot

End

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

NAME: _____

DATE: _____

ACTIVITY PAGE

LESSON

Blank Opinion Essay Map

Title

Introductory Paragraph

Topic: _____

Opinion:

Idea for Hook:

Body Paragraph One

Reason one to support opinion:

Evidence for this reason:

Body Paragraph Two

Reason two to support opinion:

Evidence for this reason:

Paragraphs

NAME: _____

DATE: _____

Blank Opinion Essay Map, continued

Paragraphs**Body Paragraph Three**

Reason three to support opinion:

Evidence for this reason:

Conclusion

Why readers should agree with this opinion:

Final thought:

Where will you use linking words or phrases to connect your opinions and reasons?

NAME: _____

ACTIVITY PAGE

DATE: _____

LESSON _____

Blank Informative/Explanatory Essay Map

Title

Introduction

Topic

Main Idea of Essay

Body Paragraph

Main Idea/Topic Sentence

Supporting Information

Body Paragraph

Main Idea/Topic Sentence

Supporting Information

Paragraphs

Paragraphs**Body Paragraph (optional)****Main Idea/Topic Sentence**

Supporting Information

Conclusion**Final thoughts about the topic:**

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

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

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

ACTIVITY PAGE

LESSON

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Core Knowledge Language Arts Amplify.

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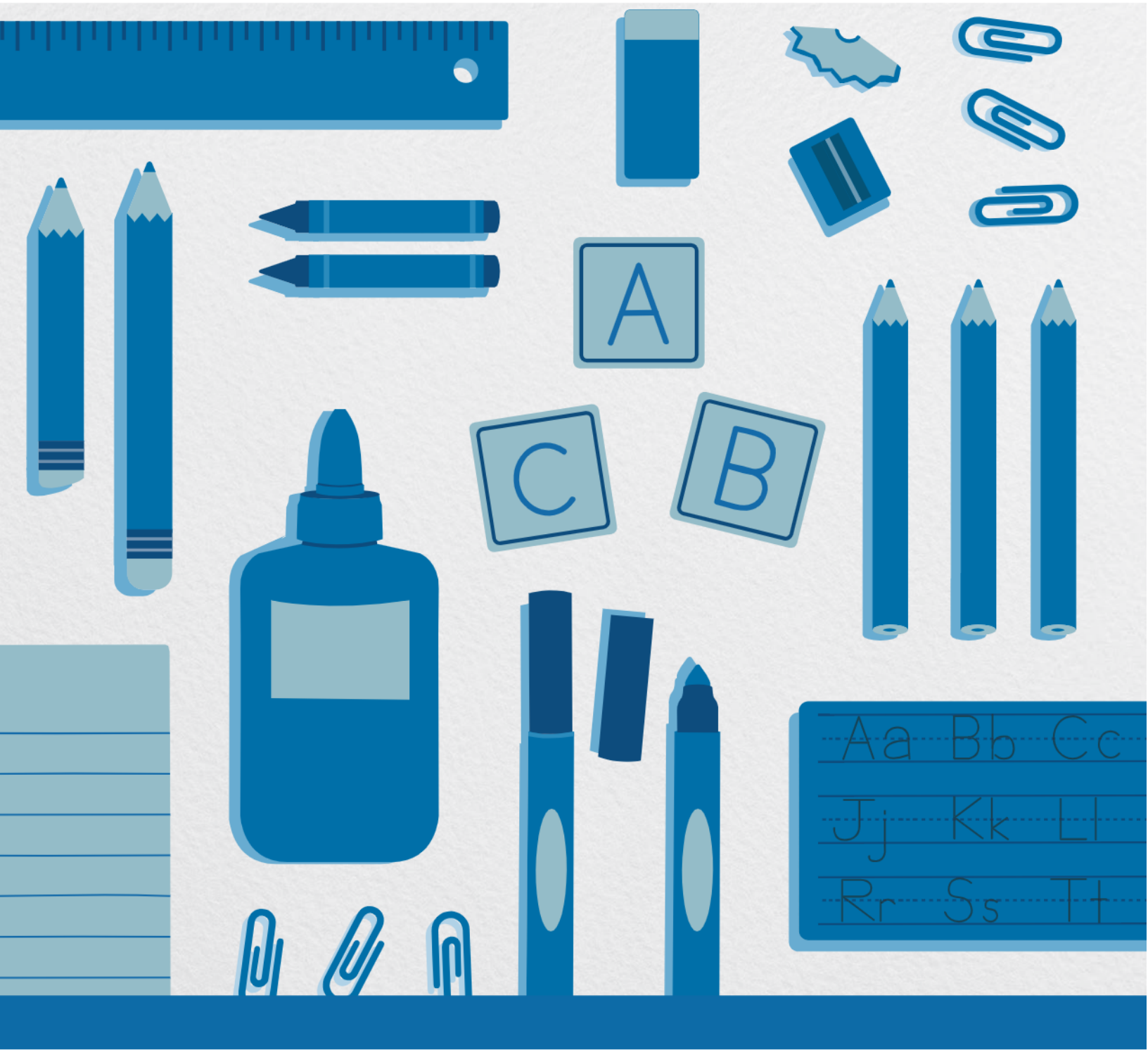
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