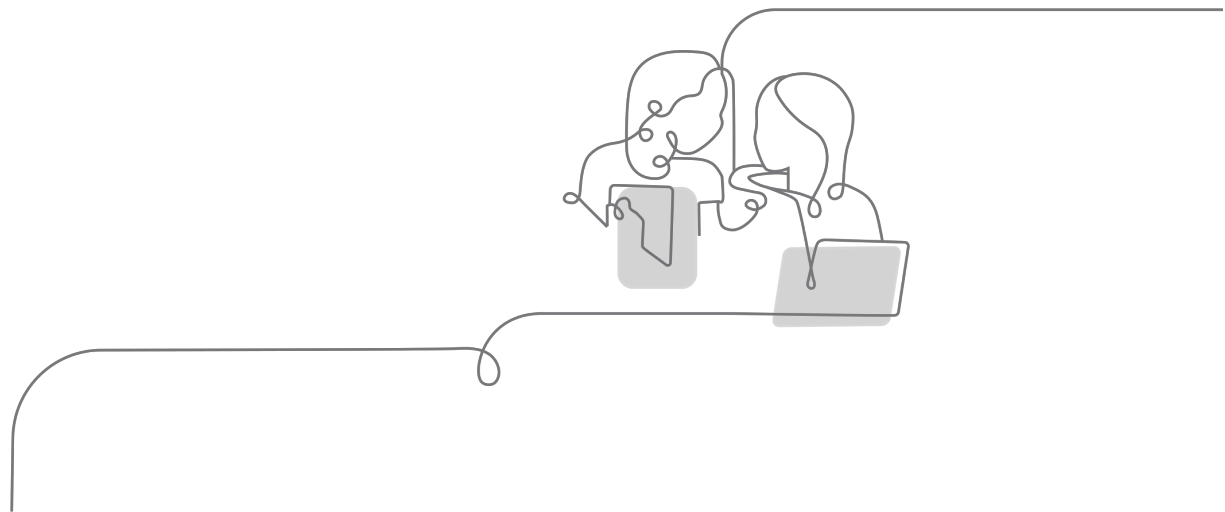


Amplify.

Writing, K-2 Teachers

Core Knowledge Language Arts



Agenda

- Introduction
- Writing Across the Year
- Writing Across a Unit/Domain
 - Skills
 - Knowledge
- Writing Within a Lesson
 - Skills
 - Knowledge
- Analyzing Student Writing
- Closing

Objectives

- Identify writing opportunities with the CKLA Skills and Knowledge strands
- Identify connections between the writing tasks across a year of instruction in the Skills and Knowledge strands
- Determine how the writing process is sequenced to support student success throughout a Skills unit and Knowledge domain
- Plan for an individual writing lesson in the Skills and Knowledge strand
- Analyze student writing using determined criteria for success

	Kindergarten			Grade 1			Grade 2			Notes
	<i>Early</i>	<i>Mid</i>	<i>Late</i>	<i>Early</i>	<i>Mid</i>	<i>Late</i>	<i>Early</i>	<i>Mid</i>	<i>Late</i>	
	Skills Units 1-3	Skills Units 4-6	Skills Units 7-10	Skills Units 1-3	Skills Units 4-5	Skills Units 6-7	Skills Units 1-2	Skills Units 3-4	Skills Units 5-6	
Writing Instruction: Sentences, Paragraphs, Genres			Response to Text (Story Questions)	Sentence Building and Expansion Response to Text (Sentence)	Sentence Building and Expansion Response to Text (Paragraph)	Sentence Building and Expansion Response to Text (with citation)	Response to Text: Sentences (with citation) Plan-Draft-Edit Process	Response to Text: Sentences (with citation) Plan-Draft-Edit Process	Response to Text (Sentences with citation, summary) Plan-Draft-Edit Process	Response to Text (Speech, taking notes)
				Plan-Draft-Edit Process (Unit 3) Fictional Narrative: Retelling a Story (Unit 3) Book Report (Unit 3)	Plan-Draft-Edit Process Descriptive Paragraph Using the Senses (Unit 4) Opinion Paragraph (Unit 5)	Plan-Draft-Edit Process Personal Narratives (Unit 6) Explanatory Writing: Directions (Unit 7)	Fictional Narrative: Retelling a Story (Unit 2) Book Report (Unit 2) Response to Text: Multi-Sentence Description	Personal Narrative (Unit 3) Persuasive Letter (Unit 4) Response to Text: Summary	Fictional Narrative: New Story Endings (Unit 5) Note taking (Unit 6) Paragraph Construction – Topic Sentences and Details (Unit 6) Informational Research Paper (Unit 6)	
Grammar	Common prepositions	Common prepositions Capitalization End Punctuation	Plural Marker ‘s’ Commas and End Punctuation Common prepositions Question words	Common and Proper Nouns Verbs Present and Past Verb Tense	Plural Nouns Verbs Present, past and future verb tenses Adjectives Statements, Questions, and Exclamations Contractions Root words	Nouns and Pronouns Noun-Verb Agreement Conjunctions Commas Quotation Marks Adjectives and prepositions Common and Proper Nouns	Sentence Punctuation & Capitalization (Review) Quotation Marks (Review) Plural Nouns (Review) Past Tense (Review) Contractions Antonyms	Common and Proper Nouns (Review) Irregular Plural Nouns Action Verbs To Be: Present and Past Tense Synonyms and Antonyms Capitalization (Review)	Review Complete v. Incomplete Sentences Run on sentences Subject and Predicate Adjectives Adverbs Changing Verb Tense Alphabetical order Contractions	
Spelling	Chaining with one-syllable words	Sound dictation Chaining with one-syllable words	Dictation with words Dictation with phrases Chaining with one-syllable words	Dictation with words Weekly spelling lists and assessments of phonetically regular and irregular words	Dictation with words Tricky words that have been taught Dictation with phrases Dictation with words Weekly spelling lists and assessments of phonetically regular and irregular words	Tricky words that have been taught Dictation with words Weekly spelling lists and assessments of phonetically regular and irregular words	Review Spelling and Tricky Spelling Dictation Review Past Tense Weekly spelling lists and assessments of phonetically regular and irregular words	Review Spelling Alternatives Dictation Weekly spelling lists and assessments of phonetically regular and irregular words	Weekly spelling lists and assessments of phonetically regular and irregular words	
Handwriting	Fine Motor Skills and Writing Strokes	Lowercase Letters corresponding to taught sounds Words containing: • 2-3 sounds	Lowercase letters continued Uppercase letters	Review letter writing Review digraph writing	Write statements and questions					

Kindergarten Skills Strand	
	Unit Introduction
1	In many ways, Units 1 and 2 are the most important of the Kindergarten Skills Strand units. Units 1 and 2 lay the groundwork for teaching students to read and write. Unit 1 has three main purposes: increase students' awareness of environmental noises and words within sentences, teach students to draw a number of writing strokes and to teach students the meanings of various position words
2	Unit 2 continues to reinforce the difference between left and right, and also focuses on tracking on paper. In this unit, students still work with crayons and continue to practice forming the tripod grip. Students work with cups, humps, zigzags, wavy lines, spirals, loops, canes, and hooks in this unit by completing a number of activity pages. In Unit 2, students will also learn to recognize and trace their names.
3	In Unit 3, students begin to form letters. Once they are familiar with the sound, the most common spelling for that sound will be introduced. After the first few lessons, students will also be asked to read words made up of spellings they have learned. A little later they will practice spelling words with letter cards. We refer to this type of lesson as a Basic Code Lesson.
4	As in Unit 3, each new sound is introduced by playing oral language games. Activity pages allow students to practice writing the spellings.
5	As in Units 3 and 4, each new sound is introduced with oral language exercises and students are shown how to make a picture of the sound. At this point in the program, if students have not already made the transition from writing with crayons to pencils, you should do so now. Consistent daily practice will help students learn to decode and encode (i.e., to read and write).
6	One goal for this unit is to encourage students to automatize the letter-sound correspondences and blending procedures they learned in Units 3–5. Additionally, In this unit, our primary focus is on literal questions about the character(s), setting, and events which can be answered by citing a specific text reference or illustration. In some instances, particularly with questions about the setting, you will note that we have classified a question as Inferential. In these cases, students must infer what the setting is by referring to multiple story illustrations.
7	It is still a bit early to give free or nondirected writing assignments. Students should have learned how to write most of the consonant sounds in the language, but they only know how to write 5 of the 18 vowel sounds. Students who wish to write on their own may do so, but you should not routinely assign free writing tasks. Students will derive greater benefit at this point in their literacy development by participating in the shared writing activities suggested in Knowledge, in which the teacher serves as a scribe.
8	This unit continues to introduce new sound spellings but more significantly. This unit contains a mid-year assessment to monitor a student's progress towards 1st grade.
9	This unit does not introduce any new letter-sound correspondences. However, it does introduce the uppercase letters having a different shape than the lowercase letters as well as 15 additional tricky words. It also introduces Story Questions Activity Pages, which contain questions on the stories in the Reader.
10	In this unit you will introduce five additional vowel sounds and the most common spelling for each sound. Students will also continue to complete story questions activity pages on the stories they have read. Some students may answer the questions using single words or phrases. You should encourage them to answer in complete sentences. This will allow them to practice writing sentences, print capital letters, and use punctuation marks.

Kindergarten Knowledge Strand		
	Domain Introduction: Writing	Portfolio
1	In this domain, students will focus on the literary genre through the retelling of nursery rhymes and fables. They will identify literary elements, including character, main events, and moral lessons. They will practice sequencing events for the beginning, middle, and end of fables. They will compare and contrast characters to identify similarities and differences between characters from different nursery rhymes and fables.	1. Sequencing Events 2. Drawing Characters and Main Events
2	In this domain, students will focus on using drawing to describe key concepts in informational texts about the five senses. Students will create drawings that identify the sense with the corresponding body part. They will also use a T-Chart to categorize odors and will sort foods based on the sense of taste. Students will complete two timelines showing important scenes from the lives of Ray Charles and Helen Keller.	1. Drawing the Senses 2. Categorizing Activities 3. Timelines
3	In this domain, students will focus on the literary genre through the retelling of stories. They will identify story elements, including characters, setting, and plot. They will practice sequencing events for the beginning, middle, and end of stories. They will compare and contrast characters to identify similarities and differences between characters from different stories.	1. Sequencing Events 2. Drawing Characters and Main Events
4	In this domain, students will focus on oral communication, with the teacher acting as scribe. With teacher assistance and the use of graphic organizers, students will compare and contrast different types of plants, seeds, and how different plant parts are used by people. They will also draw pictures to communicate understanding of plant parts and the life cycle of plants.	1. Drawing the Life Cycle 2. Drawing the Read-Aloud
5	In this domain, students will focus on using details to describe key concepts in informational texts about farms. They will use drawing to identify important characteristics of farm animals, illustrate the farming jobs associated with different seasons, and sequence events in the process of getting food from farm to market. This domain includes one folktale in Lesson 7. Students will use drawing to retell the main events of the story and to review the farming jobs associated with each season.	1. Sequencing Events 2. Drawing Farm Animals and Jobs
6	In this domain, students will focus on using details to describe key concepts in informational texts about Native Americans. Students will use a graphic organizer to compare and contrast the food, clothing, shelter, and environment of the Lakota Sioux, Wampanoag, and Lenape. They will also use drawing to identify important characteristics of different tribes, illustrate items used in Native American life, and describe the events in a story by decorating an image of a totem pole.	1. Graphic Organizer 2. Drawing Native American Items and Traditions
7	In this domain, students will focus on oral communication with the teacher acting as scribe. Students will also focus on written communication through drawing detailed pictures and sequencing images from a story. With teacher assistance and the use of graphic organizers, students will compare and contrast their own families with royal families. Students will identify story elements, including characters, setting, and plot through drawing. They will also practice sequencing events for the beginning, middle, and end of stories.	1. Drawing the Read-Aloud 2. Sequencing Events 3. Drawing Character, Setting, and/or Plot

	Kindergarten Knowledge Strand (cont.)	
8	In this domain, students will focus on using details to describe key concepts in informational texts about <i>Seasons and Weather</i> . Students will create a Weather Diary to observe, record, and predict the weather. They will also use drawing to identify important characteristics of the seasons, and they will complete a sequencing activity to illustrate the cycle of seasons. Students will also present a weather report at the end of the domain.	<ol style="list-style-type: none"> 1. Weather Diary 2. Drawing and Sequencing the Seasons
9	In this domain, students will focus on written communication through drawing detailed pictures and writing short phrases or sentences. Students will create travel journals documenting the voyages of Columbus and the voyages of the Pilgrims. They will also demonstrate an understanding of the information they learned from the read-aloud text by drawing pictures and discussing them with the class.	<ol style="list-style-type: none"> 1. Drawing the Read-Aloud 2. My Travel Journal
10	In this domain, students will focus on written communication through drawing detailed pictures and writing short phrases or sentences. Students will complete two sequencing activities and a Know-Wonder-Learn (KWL) Chart to help them organize and retell information. Students will also demonstrate an understanding of the information they learned from the read-aloud text by drawing pictures and discussing them with the class.	<ol style="list-style-type: none"> 1. Drawing the Read-Aloud 2. KWL Chart 3. Sequencing Activities
11	In this domain, students will focus on written communication through drawing detailed pictures and writing short phrases or sentences. With assistance from the teacher as scribe, students will complete a Know-Wonder-Learn Chart about taking care of the earth. Students will also participate in a class book, which includes ideas for solutions to problems regarding taking care of the earth.	<ol style="list-style-type: none"> 1. Know-Wonder-Learn Chart 2. Drawing the Read-Aloud 3. Class Book
12	In this domain, students will focus on written communication through drawing detailed pictures, exchanging feedback with peers, and writing short phrases or sentences. With assistance from the teacher as scribe, students will complete a Venn Diagram and several timelines about events in American history as well as events in the lives of individual presidents. Students will also demonstrate an understanding of the information they learned from the read-aloud text by drawing pictures and discussing them with the class. Students will complete several sequencing activities, do a Mount Rushmore puzzle, and “publish” a legend.	<ol style="list-style-type: none"> 1. Venn Diagram 2. Sequencing Activities 3. Drawing the Read-Aloud 4. Mount Rushmore Puzzle

First Grade Skills Strand	
	Unit Introduction
1	Formal writing instruction designed to address the Common Core State Standards in writing starts in Unit 3.
2	Formal writing instruction designed to address the Common Core State Standards in writing starts in Unit 3.
3	In this unit, formal instruction in the writing process begins by focusing on narrative writing. Early lessons call for students to practice retelling a previously read story, incorporating key story features by identifying the setting, describing the characters, and then recounting a sequential series of events from the plot. Students progress from writing a simple narrative retelling to writing a book report, in which they are encouraged to include their opinion about the story that they have read. All writing activities are presented in carefully scaffolded steps, modeled first by the teacher with the group, followed by additional student practice, with a gradual release of responsibility so that students learn how to plan, draft, and edit pieces of writing. Note: While students will have learned many letter-sound spellings by the end of this unit, there are still some spellings that remain to be taught in first and second grade. Students should be encouraged to use their existing code knowledge to spell and write the words they want to use. Plausible, but not dictionary correct spelling, should be accepted at this point, though they can be corrected if written work is being prepared for “publication.”
4	We continue our writing lessons by teaching descriptive writing. Students will practice thinking about the five senses to describe objects, and they will then describe and write informational text about an animal. You may wish to incorporate digital resources, such as video clips or informational websites, for students to use to gather more information about their animal.
5	In this unit, we continue formal instruction in the writing process by asking students to write a letter to Kate, expressing their personal opinion about their favorite parts of her book. Students will be encouraged to give reasons substantiating why a certain part is their favorite, citing examples from the text. All writing activities are presented in carefully scaffolded steps, modeled first by the teacher with the group, followed by additional student practice, with a gradual release of responsibility so students learn how to plan, draft, and edit pieces of writing.
6	In this unit you will introduce students to personal narratives. Students first explore the writing genre through excerpts of personal narratives. You will then work together with the class to plan and draft a class personal narrative of a shared class experience, such as a recent class field trip or school assembly. A three-stage writing process is used in these lessons. First students plan, then they draft, and then they edit. You will be asked to draw attention to these steps as students work on these and subsequent kinds of writing. You are encouraged to have students publish their work using digital resources, as those resources are available.
7	In this unit, you will introduce students to instructional writing. As in other units of Grade 1, students are taught a three-stage writing process. First students plan, then they draft, and then they edit. You will be asked to draw attention to these steps again as students work on these kinds of writing.

First Grade Knowledge Strand		
	Domain Introduction: Writing	Portfolio
1	In this domain, students will explore the genre of narrative writing. They will learn to identify important elements of stories before, during, and after informational read-alouds. They will practice planning for narrative writing by note-taking as a group with a Story Map, Personification Chart, and Somebody Wanted But So Then organizer. Students will work independently to draw and write or dictate one-sentence retellings of read-alouds in Lessons 3 and 6. Finally, as a class, students will review the writing process and draft a narrative retelling of “The Tale of Peter Rabbit”.	1. Write About It
2	In this domain, students will explore the genre of informational writing. They will learn to identify important facts and information before, during, and after informational read-alouds. They will practice collecting and synthesizing information by note-taking as a group with a KWL chart and a Somebody Wanted But So Then organizer. Students will work independently to draw and write or dictate one-sentence responses about read-alouds in Lessons 2–6. These will be combined to form a booklet. Finally, as a class, students will review the writing process and draft an informational paragraph about the five body systems.	1. Body Systems Booklets 2. Germs 3. Five Keys to Health 4. Body Systems
3	In this domain, students will focus on the literary genre through the retelling of stories. They will identify story elements, including characters, setting, plot, and conflict. They will practice sequencing events for the beginning, middle, and end of stories. They will compare and contrast fairy tales and folktales as a group to identify similarities and differences in stories.	1. Drawing the Read-Aloud 2. Venn diagrams
4	In this domain, students will explore the genre of informational writing. They will learn to identify important facts and information during and after read-alouds. They will use a variety of graphic organizers to record information about and compare and contrast key components of civilizations; to compare and contrast important buildings across civilizations; to describe the life of an important pharaoh; and to record key information about three world religions. Students will also create timelines as a class to understand how ancient times and modern times differ and to identify when different pharaohs ruled ancient Egypt. In addition, students will create an informational paragraph as a group to describe key components of civilizations.	1. Civilizations Chart 2. Three World Religions Chart
5	In this domain, students will explore the genre of informational writing. They will learn to identify important facts and information before, during, and after informational read-alouds. They will practice collecting and synthesizing information by note-taking as a group with Civilization Charts and other graphic organizers. Students will work independently to write one-phrase or one-sentence responses to read-alouds and activities throughout the domain. In Lesson 2, you will model informational paragraph writing. Then in small groups, students will synthesize their response statements into a paragraph.	1. Civilization Chart responses 2. Write About It informational paragraphs
6	In this domain, students will explore the genres of informational and opinion writing. They will learn to identify important facts and information before, during, and after informational read-alouds. They will practice collecting and synthesizing information by note-taking as a group with a Planets Chart and other graphic organizers. Students will independently journal one- to three-sentence responses to read-alouds and activities throughout the domain. In Lesson 5, you will model opinion paragraph writing. Then in their subsequent journal entries, students will write opinion statements in which they state an opinion and supply reasons for it.	1. Astronomy Journals

First Grade Knowledge Strand (cont.)		
7	In this domain, students will explore writing friendly letters. Students were introduced to the format and parts of a friendly letter in Early American Civilizations. Students will work as a class to write a letter to the geologist from the read-alouds describing what they learned about the earth's crust. In later lessons, students will work with a partner to write a letter to the paleontologist from the read-alouds describing what they learned about fossils. Students will also work with a partner to write a letter to someone of their choice describing what they learned about dinosaurs. They will identify important facts and information during and after read-alouds to use in writing the letters. In addition to letter writing, students will draw and write about a read-aloud and create an idea web graphic organizer to record information about minerals.	<ol style="list-style-type: none"> 1. Drawing the Read-Aloud 2. Idea Web 3. Friendly Letters
8	In this domain, students will explore informational writing. Students will keep a habitat journal throughout the domain. They will add a journal entry for every habitat they learn about, which includes writing sentences and drawing pictures. In addition, students will create an idea web graphic organizer about endangered species.	<ol style="list-style-type: none"> 1. Habitat Journal 2. Endangered Species Idea Web
9	In this domain, students will explore the genre of narrative writing. They will learn to identify important elements of fairy tales before, during, and after read-alouds. They will practice planning for narrative writing by note-taking as a group with Elements of Fairy Tales charts, a Venn diagram, and other organizers. After you model narrative writing, students will independently plan, write, and edit a narrative retelling of their favorite fairy tale.	<ol style="list-style-type: none"> 1. Elements of Fairy Tales charts 2. Venn diagram 3. Narrative retelling of their favorite fairy tale
10	In this domain, students will explore the genre of informational writing. They will learn to identify important facts and information before, during, and after informational read-alouds. They will practice collecting and synthesizing information by note-taking as a group with graphic organizers and by retelling the read-alouds from the first eight lessons in an ongoing Story Chart. Students will also work as a class, in small groups, and independently to write captions for an ongoing Picture Gallery, analyzing and describing images depicting important events in this time period. In Lesson 11, you will review informational paragraph writing. Students will then plan and write their own informational paragraphs about the founding of the United States.	<ol style="list-style-type: none"> 1. Thirteen Colonies map 2. Captions for the Picture Gallery 3. The Original Flag 4. Informational Paragraphs
11	In this domain, students will explore informational writing. Students will use a graphic organizer to analyze the actions of the trailblazer Daniel Boone. Students will also write sentences about such topics as: the Appalachian Mountains as a natural barrier to moving west; the Louisiana Purchase; and the route they take to school. Students will also work together to write a short informational paragraph summarizing Lewis and Clark's expedition using information from a graphic organizer they completed in various lessons.	<ol style="list-style-type: none"> 1. The Louisiana Purchase Puzzle 2. Map with Route 3. Three Tasks Chart 4. Summary of Lewis and Clark's Expedition

Second Grade Skills Strand	
	Unit Introduction
1	Formal writing instruction designed to address the Common Core State Standards for writing starts in Unit 2. (In Unit 1, students focus on writing sentences as preparatory to the more challenging writing tasks of the later units.)
2	In this unit, writing lessons begin by having students retell a fable and then ask students to write a book report on “The Hare and the Hedgehog.” Narrative writing activities are presented in carefully scaffolded steps. Students will review how to plan, draft, and edit, incorporating the key features of narrative writing: character(s), setting, and plot. Students should be able to produce a plausible spelling or spelling alternative for nearly every sound in any word they want to write. Plausible but not dictionary-correct spellings—like hunnee for honey and wate for wait—should be given credit at this point, though they can also be corrected if written work is being prepared for “publication.” Additionally, students should be held accountable for spellings that have been taught.
3	In Unit 3, students will practice writing their own personal narrative. At this point, students have learned one way to write every sound in English except for the veryrare /zh/ as in treasure. (They should also know a number of spelling alternatives for consonant sounds.) They should therefore be able to write a plausible, if not dictionary-correct, spelling for any word in their oral vocabulary. As the year goes on they will learn more and more of the spelling alternatives they will need to achieve dictionary-correct spelling. However, it will take some time for most students to begin to spell with a high level of accuracy, particularly when it comes to spelling vowel sounds.
4	The writing strand continues with students learning about persuasive communication, specifically how to incorporate persuasive writing as part of a friendly letter.
5	In Unit 5, students will continue to practice narrative writing. They will learn to brainstorm and write a logically plausible, but different, ending to a story. They will first be introduced to this type of writing activity using a story of your choice from Sir Gus; they will then rewrite an ending to the story “Fire!” from Sir Gus.
6	In Grade 2 CKLA, students have thus far practiced writing personal narratives, as well as writing new story endings and story summaries. They have also practiced persuasive writing in the context of a friendly letter. At the end of this unit, they will be introduced to expository or report writing. This form of writing is well suited to the nonfiction text they are reading. Report writing is focused on organizing information into paragraphs, each with a topic sentence and supporting details. The lessons have been written to build upon what students have learned about the War of 1812. If students have access to computers for writing assignments, you are strongly encouraged to teach them how to use the available spell-check feature.

Second Grade Knowledge Strand		
	Domain Introduction: Writing	Portfolio
1	In this domain, students will explore the genre of narrative writing. They will learn about characteristics of fairy tales and tall tales, including the types of characters, settings, and plots often associated with these stories. Students will work independently to rewrite a fairy tale by changing one element of “The Fisherman and His Wife”, and write a description of a scene from “Beauty and the Beast.” Students will also work as a class to gather information about tall tales in a Tall Tales Characteristics Chart. Students will create a Venn diagram comparing and contrasting John Henry and Casey Jones.	<ul style="list-style-type: none"> • Rewriting the Read-Aloud • Write About It • Tall Tales Characteristics Chart • Venn Diagram
2	In this domain students will explore the genre of informational writing. They will learn to identify important facts and information before, during, and after fictional read-alouds. They will practice collecting and synthesizing information by using note-taking tools such as charts and graphic organizers. Students will work independently to write one to three sentence responses to read- alouds and vocabulary activities, and will learn how to improve their writing by editing or revising with peer feedback. Finally, students will work in small groups over multiple days using the writing process to plan, draft, publish, and present an informational book about writing in ancient China.	<ul style="list-style-type: none"> • Interactive Writing • Bookmakers
3	In this domain students will practice collecting and synthesizing information by using note-taking tools such as charts and graphic organizers. Students will also work independently to write a short opinion on whether they would prefer to live in Athens or Sparta. Toward the end of the domain, students will begin to explore the genre of fictional writing. They will learn to establish a character and will incorporate facts about ancient Greece into a piece of fictional writing. During this project they will use the writing process to plan, draft, and edit a short piece of fictional writing.	<ul style="list-style-type: none"> • The Ancient Greek Civilization Notebook • Draft an Opinion: Which City-State? • Somebody Wanted But So Then • Fictional Narrative • Domain Assessment Part IV
4	In this domain students will practice collecting and synthesizing information by using note-taking tools such as charts and graphic organizers. In the first half of the domain, students will write a brief summary of a Greek myth in preparation for writing their own Greek myth later in the domain. Students will also work independently to write a fictional narrative in the style of a Greek myth. They will build upon their learning from Domain 3 by including a character. They will gain new experience developing a plot with a beginning, middle, and end. During this project they will use the writing process to plan, draft, edit, publish, and share a short piece of fictional writing.	<ul style="list-style-type: none"> • Greek Myths Journal • Summary of “Daedalus and Icarus” • Somebody Wanted But So Then • Greek Myth • Domain Assessment Part III
5	In this domain, students will be planning, drafting, and presenting a persuasive speech. They will present arguments either for or against going to war with Great Britain in 1812. Students will also be creating a Picture Gallery of important people and events connected with the War of 1812.	<ul style="list-style-type: none"> • Portrait of America in 1812 • Draft of persuasive speech
6	In this domain students will practice collecting and synthesizing information by using note-taking tools such as charts and graphic organizers. As a class students will participate in a shared research project by recording observations of scientific phenomena. Throughout the domain, students will practice summarizing knowledge about cycles. Toward the end of the domain, students will also work independently to write an informational paragraph summarizing the life cycle of a frog.	<ul style="list-style-type: none"> • Sequencing and Summarizing the Life Cycle of a Flowering Plant • I Am A Tree response strips • Interactive Illustrations • Informational Paragraph • Summarize the Water Cycle

Second Grade Knowledge Strand (Cont.)		
7	In this domain, students will be writing informational text in the format of a Westward Expansion Quilt.	<ul style="list-style-type: none"> • Westward Expansion Quilt • Culminating Activities
8	In this domain students will practice collecting and synthesizing information by recording information in journals. Students will also work independently to write an informational narrative in the style of the read-alouds in this domain. They will build upon their learning from Domains 3 and 4 by including a character, and a plot with a beginning, middle, and end.	<ul style="list-style-type: none"> • Insects Journal • Plan an Informational Narrative • Draft an Informational Narrative • Edit an Informational Narrative
9	In this domain, students will be writing entries into a Civil War journal, detailing various events and people associated with the Civil War.	<ul style="list-style-type: none"> • Civil War Journals
10	In this domain, students will create several entries for a My Human Body Journal	<ul style="list-style-type: none"> • My Human Body Journal
11	In this domain, students will practice collecting and synthesizing information by using note-taking tools such as charts and graphic organizers. Students will also work independently throughout the domain to write short summaries of what they have learned about immigration. In the last lesson of the domain, they will put them together to form a bigger picture of the United States and immigration. Toward the end of the domain, students will begin to explore the genre of letter writing. They will plan and draft a letter as a fictional immigrant to a family member or friend in the country from which they emigrated. After learning about James Madison and the U.S. Constitution, students will, as a class, craft their own “Classroom Constitution”.	<ul style="list-style-type: none"> • E Pluribus Unum Puzzle • Postmarked from America • Classroom Constitution
12	In this domain, students will write free verse poetry in which they express their opinions. They will then revise, edit, and publish one of the free verse poems.	<ul style="list-style-type: none"> • Poem

Writing Across the Year

Time of Year	Skills Describe the type of writing and writing skills addressed during each time of year	Knowledge Describe the type of writing and writing skills addressed during each time of year	What connections do you see between the writing in the Skills and Knowledge strand? Across Skills units? Across Knowledge domains?
Early			
Middle			
Late			

Writing Across the Year: Reflection Questions

How does the sequence of writing instruction students receive across the year support students' development as writers?

How does the writing students experience in previous grades support the writing at your grade? (Grades 1-2 only)

Writing Across a Unit: Skills Strand (Kindergarten)

Goal of Grade 1, Unit 3 Writing:

In this unit, formal instruction in the writing process begins by focusing on narrative writing. Early lessons call for students to practice retelling a previously read story, incorporating key story features by identifying the setting, describing the characters, and then recounting a sequential series of events from the plot. Students will progress from writing a simple narrative to writing a book report.

Description of Culminating Writing Task/Project in Grade 1, Unit 3:

Students will write a book report, in which they are encouraged to include their opinion about the story that they have read.

Description of how the individual lessons support students' capacity to complete their first culminating writing task in Grade 1, Unit 3:

Lesson # ____

Lesson # ____

Lesson # ____

Lesson # ____

Lesson # ____

Lesson # ____

Lesson # ____	
Lesson # ____	
Lesson # ____	
Lesson # ____	
Lesson # ____	
Lesson # ____	
Lesson # ____	
Lesson # ____	
Lesson # ____	
Lesson # ____	
Lesson # ____	

Writing Across a Unit: Skills Strand (Grades 1-2)

Goal of Unit ___ Writing:	
Description of Culminating Writing Task/Project:	
Description of how the individual lessons support students' capacity to complete the culminating writing task/project:	
Lesson # ____	
Lesson # ____	
Lesson # ____	
Lesson # ____	
Lesson # ____	
Lesson # ____	

Lesson # ____	
Lesson # ____	
Lesson # ____	
Lesson # ____	
Lesson # ____	
Lesson # ____	
Lesson # ____	
Lesson # ____	
Lesson # ____	
Lesson # ____	
Lesson # ____	

Writing Across a Domain: Knowledge Strand

Goal of Domain ____ Writing:	
Description of Domain ____ Writing:	
Description of how the individual lessons support students' capacity to demonstrate success with the writing goals of the domain:	
Lesson # ____	
Lesson # ____	
Lesson # ____	
Lesson # ____	
Lesson # ____	
Lesson # ____	

Lesson # ____	
Lesson # ____	
Lesson # ____	
Lesson # ____	
Lesson # ____	
Lesson # ____	
Lesson # ____	
Lesson # ____	
Lesson # ____	
Lesson # ____	
Lesson # ____	

Writing Within a Lesson: Skills Exemplar Lesson

Lesson 16: Plan and Draft an Opinion Paragraph

Writing



Primary Focus: Students will work together as a class to brainstorm ideas about a favorite school or class event, and will plan and draft an opinion paragraph.

[W.1.1; W.1.7]

PLAN AND DRAFT AN OPINION PARAGRAPH AS A CLASS (20 MIN.)

Review

- Remind students that they have been learning about the elements of an opinion paragraph, or how to take a stand and tell why.



Check for Understanding

Ask students what the difference is between an opinion and a fact.

(An opinion is your belief or personal view about something, and a fact is something that is known to be true.)

➤ Digital Component 15.1

- Direct students' attention to the enlarged version of the opinion paragraph titled "The Best Book Ever" from the previous lesson.
- Review with students the elements of an opinion paragraph from their discussion of "The Best Book Ever," which they read in the previous lesson (title, starting sentence with opinion, providing at least two reasons to support opinion, ending sentence).
- Remind students that in an opinion paragraph the writer states his or her opinion about something (takes a stand), tells a little about the thing, and gives reasons for that opinion (tells why they took that stand). Point out that the linking word *because* is used to introduce each reason.

Make a Plan

- Tell students that in today's lesson they will work as a group to plan a class opinion paragraph, or to take a stand and tell why.

➤ **Digital Component 16.1**

- Direct students' attention to The Writing Process graphic you prepared in advance and remind students that the first step in the writing process is planning—thinking about what they will write about.
- Tell students that they will plan an opinion paragraph about a favorite class or school event.
- Have students brainstorm a list of class or school events in which they have participated during this school year. You may wish to record students' ideas on the board/chart paper. (Try to use decodable words whenever possible.)
- Have students vote to select one of the ideas as a favorite class or school event for the class to write an opinion paragraph about, or select one for them in advance.
- Remind students of that event and review what happened during the event, asking students to share specific reasons why they enjoyed it.
- Explain that the class experienced this event as a group, so it would be possible to write an opinion about it as a group, saying what they liked about it. However, an opinion paragraph is usually written from the point of view of a single person instead of a group.
- **Explain that you would like the class to plan an opinion paragraph about the event as a group but use only one person as the writer.** The whole class will help think and talk about the opinion paragraph, but it will be only one student who writes it from his or her point of view.
- Ask if anyone would like to volunteer to be the writer for the opinion paragraph.

Note: If you think using a student to be the writer might be too confusing, you can volunteer to be the writer.

- Choose a student to be the writer. Explain that the whole class will be planning the opinion paragraph, but it will be an opinion of the event as experienced by this student.

➤ **Digital Component 16.2**

- Direct student's attention to the planning template you prepared in advance.
- Explain that the class will plan the opinion paragraph orally while you write the opinion and reasons on the template.



Writing

Interacting via Written English

Entering/Emerging

Provide students with a word bank for helping to draft reasons to support the opinion (e.g., *fun, learned, exciting, together*).

Transitioning/Expanding

Have students use familiar vocabulary and complete sentences for helping to draft reasons to support the opinion.

Bridging

Provide minimal support for open responses and encourage students to use detailed sentences.

- Consult frequently with the student chosen to be the writer. Because it is an opinion piece, the paragraph should reflect the chosen student's opinion of the event. This student should articulate an opinion of the event and two reasons to support his or her opinion of the event.
- Jot down the student's opinion and reasons on the planning template.
- Next, tell students that the class will work on writing a draft of the opinion paragraph using the ideas they just planned. The planning template will help you and the class complete the draft template together.

Make a Draft

- Point to The Writing Process graphic, and remind students of the three steps in the writing process—plan, draft, edit.
- Tell students that the next step is to write a draft based on the plan.

► Digital Component 16.3

- Direct students' attention to the drafting template you prepared in advance.
- Explain that the class will draft the opinion paragraph orally while you write the draft on the template.
- Tell students that the first thing they need to write on the draft is the title or name of the subject.
- Ask students for a title. Explain that a good title lets the reader know what you are writing an opinion about.
- If students have difficulty coming up with a good title, suggest a simple decodable title (e.g., "The Best Class Trip Ever").
- Write the title on the top line of the display draft template under "Name of Subject."
- Tell students that the first sentence of the opinion paragraph should state the writer's opinion or take a stand.
- Have students help you come up with a good starting sentence for the opinion paragraph (e.g., "The best class trip ever was . . .").
- Write the sentence below the title under "Take a Stand" on the draft template.
- Point out that the sentence starts with a capital letter and ends with a punctuation mark. Also, point out that the sentence is indented (i.e., it starts a bit further to the right than the other sentences in the paragraph).

- Work with students to draft the opinion paragraph with two supporting reasons and an ending sentence, asking students—and especially the writer—to help you transform the ideas the class planned into complete sentences. It might be good to ask the writer to share a reason first and then have other students refine or expand on what the writer said.
- Be sure to use the linking word *because* to introduce each reason. Write the first reason under “Tell Why #1” on the draft template. Write the second reason under “Tell Why #2” on the draft template.
- As you transcribe the oral sentences, remind students that written sentences need to begin with a capital letter and end with a punctuation mark.
- Tell students that the ending sentence should let the reader know that the opinion paragraph is finished. A good ending sentence makes a suggestion to the reader based on his/her opinion.
- Work with the writer and other students to come up with a good ending sentence for the opinion paragraph. Write the ending sentence on the draft template under “End with a Zinger.” Tell students that a *zinger* is a snazzy statement that tries to convince the reader to take the same stand as the author.
- Read the draft to the class, or have a student read it aloud.

Wrap-Up

- Remind students that in today’s lesson, they drafted an opinion paragraph about a favorite class/school event, based on the plan they had made earlier.
- Note that the whole class helped [writer’s name], who is the writer of the opinion paragraph, to write the draft. Drafting is the second step in the writing process.
- Explain that the draft has a starting sentence that states the writer’s opinion, a sentence that describes the topic, two more sentences that give reasons supporting his/her opinion, and an ending sentence that wraps up the opinion paragraph. The draft is written in paragraph format.
- Tell students that in the next lesson, they will plan their own opinion paragraph discussing their opinion of *Kate’s Book*.

Note: Please save today’s completed plan and draft templates for future use.

Planning for a Skills Writing Lesson

Step	Description
1	Complete culminating writing task
2	Review/determine criteria for success for culminating writing task
3	Annotate lesson to prioritize skills necessary for success on culminating writing task
4	Annotate lesson with additional active engagement strategies, as needed

Writing Within a Lesson: Knowledge Exemplar Lesson



Speaking and Listening

Reading/Viewing Closely

Entering/Emerging

Point to the different sections of the Civilization Chart: Maya and help students identify what is already there.

Transitioning/Expanding

Point to the different sections of the Civilization Chart: Maya and ask students if anything they learned in the read-aloud could be added to the chart.

Bridging

Have students point to the applicable section of the Civilization Chart: Maya and name something that could be added based on the read-aloud.

Lesson 4: The Maya: The Festival of the First Star

Application



Writing: In collaboration with peers, students will write about the ancient Maya. [W.1.2]

WRITE ABOUT IT



Check for Understanding

Brainstorm: What other information could we add to the Civilization Chart: Maya based on today's read-aloud? (*Answers may vary, but may include that the Maya honored their gods through festivals, the Maya believed the stars were gods, King Pakal talked to the gods, etc.*) [You may wish to write these words or phrases in the given space on the chart.]

- Have students sit with their preassigned groups for the writing activity.
- Remind students that throughout this domain, they have been individually writing sentences about each of the important aspects of the Maya.
- Explain that today they will work with their groups, using their sentences and the information on the Civilization Chart: Maya to create a written paragraph about one aspect of the Mayan civilization.
- Refer to the model paragraph you prepared in advance about farming, and remind students that they should include an introductory sentence, body sentence(s), and a concluding sentence.
- Give each group a copy of the Write About It: Maya organizer.
- Have students assign a scribe, or writer, for each group. Alternatively, you may choose to assign this person.
- Explain that the introductory sentence has already been started. Students will fill in the blank with their topic.
- Then, tell groups that each person should share their sentence for the given topic, and then they will combine and elaborate on the sentences as a group.

- Explain that these sentences should be combined to be the body sentence(s) of the paragraph. Then, the group will work together to create a concluding statement.
- As students work with their groups, circulate and check in with students to ensure they are sharing and working together to write their paragraphs. If students are struggling, you may choose to reread portions of a read-aloud that relate to their given topic.



Exit Pass

Collect the group paragraphs to evaluate student understanding of the important aspects of the Mayan civilization.

End of Lesson

Challenge

If a group finishes composing its paragraph, members may choose to draw an illustration to accompany it for their presentation.

Planning for a Knowledge Writing Lesson

Step	Description
1	Complete writing task
2	Review/determine criteria for success for writing task
3	Annotate lesson execution to promote student success on writing task
4	Annotate lesson with additional active engagement strategies, as needed

Analyzing Student Writing

Step	Description
1	Complete writing task
2	Review/determine criteria for success for writing task
3	Score writing task using rubric/criteria for success
4	<p data-bbox="326 583 829 615">Determine next steps for instruction</p> <ul data-bbox="375 636 1430 1003" style="list-style-type: none"><li data-bbox="375 636 1430 772">• What trends do you notice across student work? Are there students that need support crafting an introduction? Students who need support encoding accurately? Students who need support writing complete sentences?<li data-bbox="375 793 1430 825">• Are there students who can be grouped together with similar needs?<li data-bbox="375 846 1430 951">• How do you plan to address student needs? Can you provide in-lesson support during future writing lessons? Do students need to be pulled for small group instruction to remediate skill gaps?<li data-bbox="375 972 1430 1003">• What resources will you use for next instructional steps? Why?

Appendix: Rubrics

Kindergarten | Writing Rubric: Opinion Writing

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*) **[W.K.1]**

	Advanced	Proficient	Basic
Ideas	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

Kindergarten | Writing Rubric: Informative/Explanatory Writing

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

	Advanced	Proficient	Basic
Ideas	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • detailed facts and information relevant to the topic 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • some information relevant to the topic 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • information relevant to the topic
Organization	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • the name of topic • information about the topic • a sense of logical structure 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • the name of topic • information about the topic 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • the name of topic • information about the topic
Conventions	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete sentences 	<p>The writing contains:</p> <ul style="list-style-type: none"> • a combination of writing, drawing, and/or dictation 	<p>The writing does not contain:</p> <ul style="list-style-type: none"> • a combination of writing, drawing, and/or dictation that demonstrates understanding of the topic or writing type

Kindergarten | Writing Rubric:

Narrative Writing

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

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

Grade 1 | Writing Rubric:

Opinion Writing

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. **[W.1.1]**

	Advanced	Proficient	Basic
Ideas	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • an opinion that demonstrates deeper understanding of the topic • multiple reasons to support the opinion 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • an opinion about the topic • a reason relevant to the opinion 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • an opinion about the topic • a reason relevant to the opinion
Organization	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a paragraph structure • introduction with topic sentence stating the topic and opinion • multiple reasons to support the opinion • words or phrases that link the opinion and reasons • a strong conclusion 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • introduction that names the topic and opinion • a reason that supports the opinion • a sense of closure 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • introduction that names the topic and opinion • a reason that supports the opinion • a sense of closure
Conventions	<p>The writing contains:</p> <ul style="list-style-type: none"> • simple and compound sentences 	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete sentences 	<p>The writing does not contain:</p> <ul style="list-style-type: none"> • complete sentences

Grade 1 | Writing Rubric:

Informative/Explanatory Writing

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **[W.1.2]**

	Advanced	Proficient	Basic
Ideas	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • facts and details relevant to the topic • examples and/or definitions 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • facts and details relevant to the topic 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • fact and details relevant to the topic
Organization	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a paragraph structure • an introduction with a topic sentence • facts and details about the topic • a concluding sentence 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • an introduction that names the topic • facts and details about the topic • a sense of closure 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • an introduction that names the topic • facts and details about the topic • a sense of closure
Conventions	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete simple and compound expanded sentences 	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete simple and compound sentences 	<p>The writing does not contain:</p> <ul style="list-style-type: none"> • complete sentences

Grade 1 | Writing Rubric:

Narrative Writing

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. **[W.1.3]**

	Advanced	Proficient	Basic
Ideas	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a well-elaborated recounting of two or more events • descriptive language and details 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a recounting of two or more events • details describing what happens 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a recounting of two or more events • details describing what happens
Organization	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a structure that enhances the recounting of the sequence of events • temporal words and phrases that signal event order • a clear ending or closure 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a logical structure that sequences the events • temporal words that signal event order • sense of closure 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a logical structure that sequences the events • temporal words that signal event order • a sense of closure
Conventions	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • simple and compound sentences 	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • complete sentences 	<p>The writing does not include the following:</p> <ul style="list-style-type: none"> • complete sentences

Grade 2 | Writing Rubric:

Opinion Writing

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section. **[W.2.1]**

	Advanced	Proficient	Basic
Ideas	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • an opinion that demonstrates deeper understanding of the topic • thoughtful reasons to support the opinion • a strong conclusion 	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a topic and an opinion • reasons and information relevant to topic and opinion 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a topic and an opinion • reasons and information relevant to topic and opinion
Organization	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a paragraph structure that clearly introduces, develops, and closes the topic • an introduction that states the topic and an opinion • multiple reasons to support the opinion • linking words or phrases to connect reasons to the opinion • a strong conclusion 	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • an introduction that states the topic and an opinion • reasons that support the opinion • linking words to connect reasons to the opinion • concluding statement or section 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • an introduction that states the topic and an opinion • reasons that support the opinion • linking words to connect reasons to the opinion • concluding statement or section
Conventions	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete simple, compound, and complex sentences 	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete simple and compound sentences 	<p>The writing does not contain:</p> <ul style="list-style-type: none"> • complete simple and compound sentences

Grade 2 | Writing Rubric:

Informative/Explanatory Writing

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. **[W.2.2]**

	Advanced	Proficient	Basic
Ideas	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • facts and definitions relevant to the topic • examples to support facts 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • facts and definitions relevant to the topic 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • facts and definitions relevant to the topic
Organization	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a paragraph structure that clearly introduces, develops, and closes the topic • facts and definitions to develop points about the topic • a strong concluding statement or section 	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • an introduction that names the topic • facts and definitions to develop points about the topic • concluding statement or section 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • an introduction that names the topic • facts and definitions to develop points about the topic • concluding statement or section
Conventions	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete simple, compound, and complex sentences 	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete simple and compound sentences 	<p>The writing does not contain:</p> <ul style="list-style-type: none"> • complete simple and compound sentences

Grade 2 | Writing Rubric:

Narrative Writing

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **[W.2.3]**

	Advanced	Proficient	Basic
Ideas	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a recounting of a well-elaborated event or short sequence of events • descriptive language and details that describe actions, thoughts, and feelings • skillful use of dialogue 	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a recounting of a well-elaborated event or short sequence of events • details that describe actions, thoughts, and feelings 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a recounting of a well-elaborated event or short sequence of events • details that describe actions, thoughts, and feelings
Organization	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a structure that enhances the recounting of the event or sequence of events • temporal words and phrases that signal event order • a clear ending or closure 	<p>The writing includes the following:</p> <ul style="list-style-type: none"> • a logical structure that recounts the event or sequence of events • temporal words that signal event order • a sense of closure 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a logical structure that recounts the event or sequence of events • temporal words that signal event order • a sense of closure
Conventions	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete simple, compound, and complex sentences 	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete simple and compound sentences 	<p>The writing does not contain:</p> <ul style="list-style-type: none"> • complete simple and compound sentences

Amplify Educational Support Team

Today's Presenter: _____

Email: _____

Tech Support: help@amplify.com

Pedagogical Support: edsupport@amplify.com

Phone: Call toll-free at (800) 823-1969, Monday through Friday, 7:00 a.m. to 7:00 p.m. EST

Survey link: : <https://www.surveymonkey.com/r/CKLAAstrengthening>