

Securing Students' Knowledge

Amplify CKLA provides explicit instruction to help students achieve grade-level writing proficiency. Writing instruction builds systematically and cohesively within and across grades.

Narrative and informational texts are studied in all grade levels and students write in connection to the texts in the three major text types (narrative, informative, opinion).

Students learn to use planning techniques, including brainstorming and graphic organizers. Students communicate in writing with multiple audiences and with purposes as diverse as reconstructing major historical events, dramatizing text, summarizing or paraphrasing events for specific audiences, and demonstrating the products of group collaborations.

Grade 3 Unit 7: Astronomy

Teacher Guide: Lesson 17

Lesson 17: A Tour of the International Space Station

Writing



Primary Focus: Students will plan to write an informative piece about a day in the life of an astronaut aboard the International Space Station.

INTRODUCING INFORMATIVE WRITING (10 MIN.)

- Tell students that they will be writing an informative piece about a day in the life of an astronaut on the International Space Station.
- Ask students what it means to write an informative paragraph. They should recall from earlier in the year during the Animal Classification unit and the Light and Sound unit. (It means to relay information or facts that inform the reader about a specific topic.)
- Explain to students that they have already collected a lot of information from today's video, and also they have learned from their previous lessons what it's like to be in space. Tell them tomorrow they will be reading a little more about the ISS, and that they'll be able to add more to their notes.
- Remind students of the steps of the writing process—plan, draft, revise, edit, and publish. Tell them that today we'll be focusing on planning their writing.

Student Writing Sample

3rd

Would you like to know about a day in the life of an astronaut on the International Space Station? They start off in the morning by washing their hair with dry shampoo. When they wash their body they have to rub it on and scrape it off. Then brush teeth, go to bathroom. Next they exercise. They have to exercise twice daily. It is necessary to keep the muscles, bones, and heart in good shape. Then they eat food that has to be in a bag so it doesn't float away. They have to have a lot of food that has nutrients. After that, they have to work on the space station to see if anything is wrong out side on the spacecraft or do experiments. Last, for free time they look out the window. Also, they play with their food or visit their crewmates. Finally, they sleep in suits with holes for their arms. They sleep up straight. Astronauts go through a lot during a day in space

Grade 4 Unit 6: Contemporary Fiction

Teacher Guide: Lesson 4

REFLECTION (15 MIN.)

- Remind students that as they are reading the personal narrative created by Sandra Cisneros, they will be writing their own personal narratives. The next activity is writing a personal reflection.
- Direct students to Writer's Journal 4.3 and read the instructions.

Note: If you're chosen to adapt the prompt on this reflection, write your prompt on the board.

Note: You may wish to instruct students that although Sandra Cisneros chose not to use quotation marks for dialogue, you would like them to use quotation marks to indicate dialogue in their own work.

Note: The following content is from Writer's Journal 4.3.

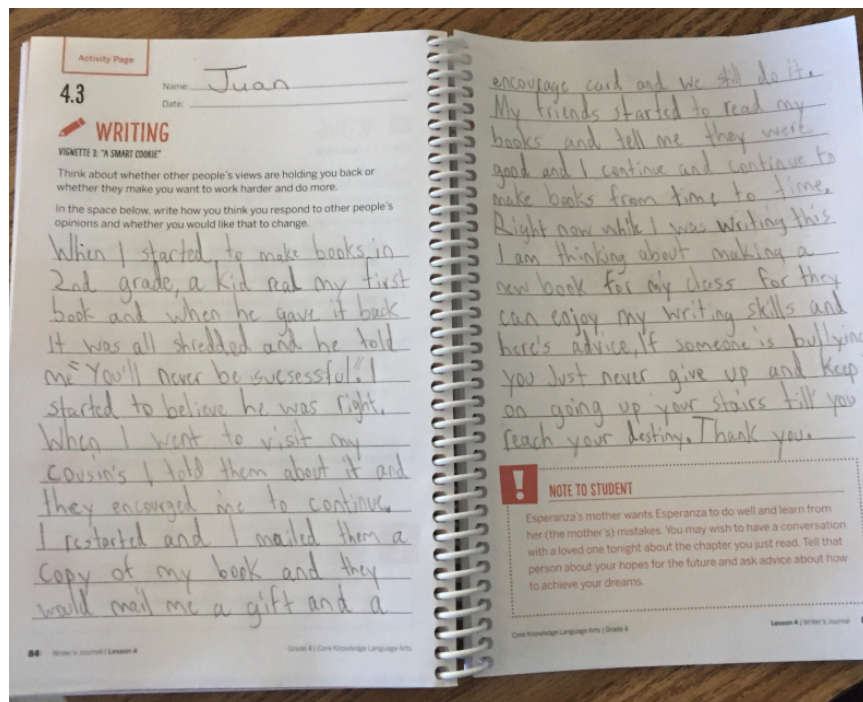
Writer's Journal 4.3

Vignette 3: "A Smart Cookie"

Think about whether other people's views are holding you back or whether they make you want to work harder and do more.

In the space below, write how you think you respond to other people's opinions and whether you would like that to change.

Student Sample



Grade 5 Unit 3: Poetry

Teacher Guide: Lesson 7

WRITING ORIGINAL ADVICE POEMS (20 MIN.)

Drafting

- Direct students to Poet's Journal 7.3.
- Review the instructions and the example, then tell students to complete the prompts to draft their work.
- Monitor student progress and check for understanding as students work independently to revise their work. Clarify any questions regarding the revision process, or continuing questions about similes and metaphors.

Poet's Journal 7.3

Now it's time to draft your work! You will follow these steps to write your draft:

1. Review your metaphor.

In the example, the writer decided to compare the flapping wings of a bird to doing homework every night. The writer decided these two things were similar because each one seems like a little task, but when you put all the little tasks together, they add up to something bigger.

2. Compose a title.

Your title should name the human action you are describing.

3. Write your poem's first draft.

Because this is an implied metaphor, you are not going to state directly that you are comparing two different things. Therefore, your poem should not mention the human action. It should only discuss the animal action.

Student Sample

Activity Page

7.3 Date: _____

Remember that your poem does not have to be exactly the same as the example poem; in fact, it should be unique to the situation you are describing.

When couch Ripper ran faster
than the speed of light.
You know when you play
soccer and someone gets
into a fight. Well that's what
happened at recess. At 1:30,
that's when I saw couch Ripper
run faster than the speed
of light. It was fast like flash
faster than I ^{even} scratch my rash.
It was so fast he could of earned
cash.

by _____

When you finish drafting your poem, make sure to go back and look over it again. Did you include any mention of the human action in the lines of the poem? If so, make sure to change those. As you read, find a place where you could add one more detail to your poem to make the description even stronger.