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Writing Instruction in the Core Knowledge Language Arts (CKLA) Program

The ability to read and write is grounded in the ability to listen and speak. *CKLA* supports children's success by explicitly recognizing these two facts in the design of its program. Children's speaking, listening, reading and writing skills are supported daily in intentional and systematic ways. The emphasis that any one of these individual skills receives during the *CKLA* instructional block shifts across preschool– grade 3 in developmentally appropriate ways. This comprehensive, developmental approach supports children's success as they move from being primarily oral language users in preschool and kindergarten to skilled oral and written language users by the end of third grade.

In addition to explicit lessons in **handwriting, spelling** and **grammar**, a three-step **writing process**— plan, draft and edit—is taught in the Skills strand. The process is reinforced as each new writing genre is addressed. Each genre is taught through a gradual reduction in scaffolding over a 5- to 6-lesson duration that includes teacher modeling, group practice, independent practice, and independent application. This systematic approach allows for continued support and predictable learning as children progress in their knowledge of text types and complexity of writing.

In addition to genre writing, each story in the Skills strand student readers is accompanied by an opportunity for students to demonstrate their ability to respond in writing using text-based evidence. Initially, students answer text-based questions in writing with words or short phrases, but as the program progresses, and handwriting and spelling skills develop, required answers become more elaborate.

The sequential lessons included in this sample from a Grade 1 Teacher Guide demonstrate **Fictional Narrative Writing**.

Lesson 12

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Capitalize holiday, product names, and geographic names (L.2.2a)
- ✓ Use commas in greetings and closings of letters (L.2.2b)
- ✓ Plan, draft, and edit a persuasive letter in which they introduce the topic 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)
- ✓ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (L.2.2)
- ✓ Use collective nouns (e.g., *group*) (L.2.1a)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Grammar	More Proper Nouns	Worksheet 12.1	20
Writing	Introduction to Persuasive Writing	Worksheets 12.2, 12.4	40
Take-Home Material	"The Subway" and Sound Review Worksheet	Worksheets 12.5, 12.6	*

Advance Preparation

If possible, bring in a box of brand-name children's cereal and a generic or store brand of cereal for comparing and contrasting. Alternatively, you could use commercials for various children's products available on the Internet.

Prepare a copy of Worksheets 12.2 and 12.3 to display during the lesson.

Write the following headings on the board for the Grammar portion of this lesson.

Common Nouns			Proper Nouns		
People	Places	Things	People	Places	Things

For the grammar exercise, you may want to write the sentences in the following boxes on the board or chart paper in advance of the lesson to save time.

rob and beth invited me to celebrate their birthday on june 23, 2013
 the bash will take place on tuesday at pike park on main street in the town
 of tomkins some children I know from the town of barton will be there, too

- | | |
|--------------|---------------|
| 1. Mr. Parks | 3. Miss Burks |
| 2. Mrs. Ward | 4. Ms. Rand |

1. did mr lane chop the wood into logs for the fireplace yesterday
2. mrs jefferson placed three pies on the shelves in the kitchen for miss
 craff on sunday

Note to Teacher

We are exposed to many forms of persuasive communication on a daily basis. Such communication may be nonverbal, oral or written, formal or informal. Persuasive communication occurs whenever an individual attempts to convince others to take a certain action, such as purchasing a certain product or adopting a certain belief. Advertisements and commercials are good examples of persuasive communication, but persuasive communication can take more subtle forms and may be a part of letters, booklets, newspaper articles, essays, and so on. In this lesson and those following, students will learn about persuasive writing by writing a persuasive letter.

Grammar

20 minutes

More Proper Nouns



Worksheet 12.1

- Tell students today they will review proper and common nouns as well as learn some additional kinds of proper nouns. Remind them that common nouns identify general people, places, or things, and are always written starting with a lowercase letter, whereas proper nouns identify specific people, places, or things, and are always written starting with an uppercase letter.
- Draw students' attention to the headings you placed on the board.

Common Nouns			Proper Nouns		
People	Places	Things	People	Places	Things

- Ask students to provide multiple examples under each heading. Prompt students to offer the names of specific streets, cities, and states, as well as days of the week and months of the year if they do not do so spontaneously.
- Draw students' attention to the sentences you placed on the board earlier.

rob and beth invited me to celebrate their birthday on june 23, 2013
the bash will take place on tuesday at pike park on main street in the town
of tomkins some children I know from the town of barton will be there, too

- Tell students there are many errors in these sentences: proper nouns that have not been capitalized and missing punctuation. Ask students to first read all of the sentences aloud. Then, starting with the beginning of the first sentence, have students proceed word by word to identify each noun, indicating whether it is a common or proper noun, whether it should be capitalized, and why. Complete each sentence, circling each noun and making capitalization and punctuation changes as students direct you to do so.
- Reread the sentences one more time, telling students to pay special attention as to whether the nouns are singular or plural. Ask them to identify the only noun in all of the sentences that is plural (*children*). If necessary, remind students the singular form of *children* is *child*; unlike many regular nouns, we do not add 's' to the end of *child* to create the plural form of this noun.
- Tell students they will now learn a new type of proper noun. Write your name on the board (e.g., Miss Jones, Mr. Parks, Ms. Rogers, Mrs. Sanders).
- Explain to students that many times we write names with a title in front of the person's last name as a sign of respect. Explain the title always begins with a capital letter.
- Draw students' attention to the names you placed on the board earlier.

1. Mr. Parks	3. Miss Burks
2. Mrs. Sadler	4. Ms. Rand

- Explain that *Mr.* is the title for a married or unmarried man and that *Ms.* is the title for a married or unmarried woman. Explain that we can also use *Mrs.* as a title for a married woman and *Miss* as a title for an unmarried woman. Point out that *Mr.*, *Mrs.*, and *Ms.* are all abbreviated (or shortened) forms of other words, so a period follows each title. *Miss* is a complete word and needs no period at the end.
- Draw students' attention to the sentences you placed on the board earlier.

1. did mr lane chop the wood into logs for the fireplace yesterday
2. mrs jefferson placed three pies on the shelves in the kitchen for miss craff on sunday

- Ask students to first read each sentence aloud. Then, starting with the beginning of the sentence, have students proceed word by word to identify each noun, indicating whether it is a common or proper noun, whether it should be capitalized or not, and why. Complete each sentence, circling each noun and making capitalization and punctuation changes as students direct you to do so.
- Next, ask students to indicate whether the nouns are singular or plural.
- Finally, ask students to identify the verb in each sentence so you can draw a wiggly line under it.

1. **Proper Noun:** Mr. Lane (S) **Common Nouns:** wood (S), logs (P), fireplace (S), yesterday (S) **Verb:** chop
2. **Proper Nouns:** Mrs. Jefferson (S), Miss Craff (S), Sunday (S) **Common Nouns:** pies (P), shelves (P), kitchen (S) **Verb:** placed

- Distribute Worksheet 12.1. Review the directions and complete the first few items in each section as teacher-guided practice. Be sure students complete both sides of the worksheet.

Writing

40 minutes

Introduction to Persuasive Writing



Worksheets
12.2–12.4

- Tell students today they will begin several lessons learning how to write a letter persuading someone to do something.
- Tell students when you try to persuade someone, you try to convince them to do something you want them to do. Use the cereal boxes and/or Internet commercials to talk about how the writer(s) of these materials use many different techniques to try to convince customers to buy something. Point out specific text, colors, and images designed to catch the eye so people will purchase the products.
- Remind students of the story, “Dwight’s Lights,” in which Dwight tries to persuade Kim and Kurt to purchase lights from his store. Ask students to turn to “Dwight’s Lights” in the Reader and identify several things Dwight says as he tries to persuade Kim and Kurt to buy something. Explain that Dwight tries to offer several reasons why Kim and Kurt should purchase a light from him.

If you or students prefer to choose a different topic as the subject of the persuasive letter to the principal, feel free to do so.

You may want to point out the parts of the word *reason* that are decodable (the first syllable *rea-*), and the parts that are tricky (the second syllable *-son*).

- Ask students to read and discuss several of Dwight’s statements aloud. These reasons should come up during the discussion:
 - Dwight claims to have every kind of light anyone would need.
 - Dwight claims to have the best price of anyone.
- Tell students they are going to practice writing letters to persuade someone to do something. Today students will pretend to ask the principal if the school cafeteria can serve french fries every day for lunch.
- Tell students to turn to Worksheet 12.2 to find the planning template for persuasive letter writing. Tell them they will use this template to organize their thoughts on the topic before they actually write the letter.
- Tell students each piece of persuasive writing should start with an opening sentence that states what it is that they want to happen, i.e., the goal or purpose of this persuasive writing. In this case, the purpose might be, “We would like french fries for lunch every day at school.” As you model writing the opening sentence on the display of Worksheet 12.2, have students copy the sentence on their worksheets.
- Tell students in order to persuade someone to do something, they will need to provide very convincing reasons why the other person should do what is asked or proposed. Explain that people often mention specific facts or opinions when they are providing reasons to persuade someone to do something.
- Explain that facts and opinions are not the same things:
 - Opinion—someone’s belief about something. For example, one person might think chocolate ice cream is the best flavor, whereas another person might think vanilla ice cream is the best.
 - Fact—a statement that can be checked or proven. For example, my house is one mile from the school.
- Point out to students that although persuasive writing is most powerful if the writer can provide facts as reasons why someone should do something, the reasons given in a persuasive piece are often opinions (as is the case in advertisements and commercials).
- Encourage students to suggest reasons they might use to persuade the principal they should have french fries every day. Here are a few ideas if they need prompting:
 - French fries taste good.
 - Everyone likes french fries.
 - French fries are easy to make.
- Model writing three reasons on the display worksheet as students write three reasons on their own worksheets.

- Tell students it is effective to end persuasive writing with a sentence that sums up and restates the purpose in a closing sentence. Model writing a closing sentence as students add the closing sentence on their worksheets.
- Now that students have their persuasive writing ideas organized on paper, tell them to turn to Worksheet 12.3 so the class can compose a friendly letter to the principal.

Note: Students who used CKLA materials in Grade 1 may already be familiar with a friendly letter and its components.

You may want to point out the Tricky Words on the letter template such as *school*, *principal*, and *sincerely*.

- Explain a friendly letter has very specific parts always placed on specific areas of the page. On the display copy, point out and complete the heading, greeting, and closing, using this specific terminology. (Do not complete the body of the letter.) Tell students to complete their own worksheet, following along as you fill out the template in front of the whole class. Use this opportunity to reinforce the capitalization of proper nouns in addresses, dates, and titles.
- After these parts of the letter are complete, tell students they are now ready to complete the main part of the letter called the body of the letter. Demonstrate how they will copy their persuasive writing from Worksheet 12.2, by writing the opening sentence from the display copy of Worksheet 12.2 on the display copy of the body of the letter. Tell students to finish the letter by copying the rest of their work from the persuasive writing template to the body of the letter.
- Then, direct students' attention to the closing provided, *Sincerely*. Tell students closings are a way to bring the letter to an end. *Sincerely*, is a fairly standard closing. You may also tell students the closing of a letter is dependent upon the person to whom the letter is addressed. A friendly letter to a friend or relative might close with *Love*, or *Very Truly Yours*.
- Last, direct students to sign their own names on the signature line of the template.
- If time permits, encourage any students who finish writing their letter to refer to Worksheet 12.4 to double check their work with the editing checklist.

You may want to point out the Tricky Words in the checklist, such as *heading*, *body*, and *signature*.

Take-Home Material

“The Subway” and Sound Review Worksheet

- Ask students to take home Worksheet 12.5 to read to a family member and Worksheet 12.6 to complete.

Persuasive Writing Plan

Kind of persuasive writing: _____ Letter _____

1. Opening Sentence:

2. Reason:

3. Reason:

Directions: Have students use this template to plan a persuasive letter.

4. Reason:

5. Closing Sentence:

Name _____

Persuasive Letter

(School Street Address)

(City, State, Zip Code)

(Date)

Dear _____,
(Principal's name)

Sincerely,

Directions: Have students use this template to draft a persuasive letter.

Editing Checklist for Friendly Letter

Fill out this chart as you edit the draft.

1. Do I have a heading?	
2. Do I have a greeting?	
3. Do I have a body?	
4. Do I have a closing?	
5. Have I added my signature at the end?	
6. Do all of my sentences start with uppercase letters?	
7. Do all of my sentences end with a final mark? (. ? or !)	
8. Have I spelled all of my words correctly?	

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Lesson 13

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Capitalize holiday, product names, and geographic names (L.2.2a)
- ✓ Use commas in greetings and closings of letters (L.2.2b)
- ✓ Plan, draft, and edit a persuasive letter in which they introduce the topic 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)
- ✓ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (L.2.2)

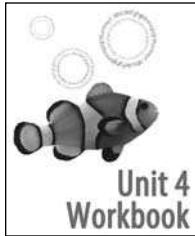
<i>At a Glance</i>	Exercise	Materials	Minutes
Grammar	More Proper Nouns	Worksheet 13.1	20
Persuasive Writing	Plan and Draft a Persuasive Letter	Worksheets 13.2–13.4	40
Take-Home Material	“Wall Street” and Story Comprehension	Worksheets 13.5, 13.6	*

Advance Preparation

Prepare Worksheets 13.2 and 13.3 for display.

Write the following sentences on the board.

1. mrs jones, jeff’s mom, drove him and some children from his class to the park on main street on friday
2. mr smith searched for foxes and wolves with three men last october



Worksheet 13.1

More Proper Nouns

- Quickly review common and proper nouns by asking students to verbally give two examples of common and proper nouns that are persons, two more examples of common and proper nouns that are places, and, finally, two examples of common and proper nouns that are things.
- Ask students which kind of nouns are written starting with a lowercase letter (common) and which start with an uppercase letter (proper).
- Remind students they also learned that titles, such as *Mr.*, *Ms.*, *Mrs.*, and *Miss* can be part of a proper noun.
- Draw students' attention to the sentences you placed on the board earlier.
- Read each sentence as a class, explaining these sentences include words that have not been capitalized or punctuated correctly. Starting at the beginning of each sentence, ask students to identify each word that should be capitalized and explain why.
- As students identify each proper noun, replace the lowercase letter with a capital letter. After capitalizing each title, ask students what punctuation mark needs to follow the abbreviated title (period) and add this as well.
- After students have correctly capitalized and punctuated each sentence, ask them to direct you in identifying common nouns (circle), proper nouns (box), and to also indicate whether each noun is singular (S) or plural (P). Then ask them to direct you in marking the verb with a wiggly line.

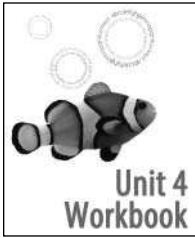
Sentence 1. **Common Nouns:** mom (S), children (P), class (S), park (S)
Proper Nouns: Mrs. Jones (S), Jeff's (S), Main Street (S), Friday (S)
Verb: drove

Note: Some students may mistakenly identify *Jeff's* as a plural noun because of the letter 's' at the end of his name. Make sure students understand the 's' shows possession, not more than one thing.

Sentence 2. **Common Nouns:** foxes (P), wolves (P), men (P)
Proper Nouns: Mr. Smith (S), October (S) **Verb:** searched

- Distribute Worksheet 13.1 and explain in Part I, students are to edit the sentences by adding capitalization and punctuation as needed. Students should cross out any lowercase letters that need to be capitalized and write the uppercase letter above the crossed-out letter. Complete Part I as guided practice with the class. Explain the remaining directions and allow students to complete the rest of the worksheet independently, if this is appropriate for the skill level of this class.

Plan and Draft a Persuasive Letter



Worksheets
13.2–13.4

- Review the concept of persuasive writing, reminding students when you write to persuade someone, you are trying to convince them to do or believe something. Ask students to give examples of persuasive writing. (advertisements, commercials, the friendly letter they wrote to the principal yesterday)
- Tell students today they will write a new persuasive letter as a class. Read the following prompts to students and allow them to choose which topic they would like to write about as a class; you may want to ask students to vote for their favorite topic.

- Possible persuasive letter writing topics:

Write a letter to the person or persons of your choice persuading them:

- a certain game is the best game for everyone to play at recess
- a class field trip to a certain place is best
- a certain name is the best name for the school mascot
- a certain kind of candy is the best
- a certain book is the best to read
- a certain movie is the best to go see
- a certain food is the best to eat for lunch or dinner
- a particular animal is the scariest at the zoo
- a certain song is the best song
- a particular knock, knock joke is the most hilarious joke

Of course, other ideas may be more appropriate for your class and if so, use those instead.

- Begin by verbally repeating whichever prompt the class has selected and ask the class to decide the specific item (game, trip, mascot, candy, book, etc.) as the subject of their persuasive letter; if multiple ideas are suggested, you may want to ask students to vote.
- Next, ask students to spend 30 seconds with their eyes closed and heads down, thinking about how they would go about convincing someone of the merits of the specific topic they have selected.
- When you say, “Heads up!” everyone should sit back up and you can begin calling on students to help you fill out the displayed Worksheet 13.2.
- Remind students this kind of writing is called persuasive writing and they are writing a persuasive friendly letter.
- Create an opening sentence stating the purpose of the letter, e.g., to have the teacher to take the whole class to the zoo.

- Help students think of three reasons why the action should take place.
- Assist students in developing a closing sentence recapping the request.
- Ask students to turn to Worksheet 13.3.
- Guide them through completing the worksheet as you work as a class, allowing them time to copy the information from your displayed sheet.
- If time permits, ask students to turn to Worksheet 13.4 and review the editing checklist as a class. While there may not be errors in the display letter you have written, urge students to double check their own work carefully using the checklist.
- Tell students in a future lesson, they will work on creating their own letter with a writing partner.

Take-Home Material

“Wall Street” and Story Comprehension

- Ask students to take home Worksheet 13.5 to read and Worksheet 13.6 to complete.

Persuasive Writing Plan

Kind of persuasive writing: _____ Letter _____

1. Opening Sentence:

2. Reason:

3. Reason:

Directions: Have students use this template to plan a persuasive letter.

4. Reason:

5. Closing Sentence:

Name _____

Dear _____,

Directions: Have students use this template to draft a persuasive letter.

Sincerely,

Editing Checklist for Friendly Letter

Fill out this chart as you edit the draft.

1. Do I have a heading?	
2. Do I have a greeting?	
3. Do I have a body?	
4. Do I have a closing?	
5. Have I added my signature at the end?	
6. Do all of my sentences start with uppercase letters?	
7. Do all of my sentences end with a final mark? (. ? or !)	
8. Have I spelled all of my words correctly?	

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Lesson 14

Grammar
Persuasive Writing

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Use both regular and irregular present-tense verbs orally and in own writing (L.2.1d)
- ✓ Capitalize holiday, product names, and geographic names (L.2.2a)
- ✓ Use commas in greetings and closings of letters (L.2.2b)
- ✓ Plan, draft, and edit a persuasive letter in which they introduce the topic 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)
- ✓ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (L.2.2)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Grammar	Recognize <i>To Be</i> as a Verb	Worksheet 14.1	20
Persuasive Writing	Planning and Drafting	Worksheets 14.2–14.4	40
Take-Home Material	Reminder		*

Advance Preparation

In this lesson, students will work in pairs to write persuasive letters on various topics.

Also prior to the lesson, write the following writing prompts on index cards or slips of paper, which will be distributed during the lesson. Feel free to add or substitute different prompts; you may also want to make multiple copies of some prompts, so several student pairs have the opportunity to write about the same topic.

Write a letter:

- to the President asking if he will come visit your class
- to your parents asking for ice cream as an afternoon snack every day
- to your parents asking to have a new pet
- to your parents asking for a later bedtime on the weekend
- to your parents asking to spend the night at your friend's house
- to your principal explaining why you and your partner should be "Principals for a Day"
- to your teacher asking for an extra recess later this week
- to your teacher asking for no homework for the rest of the year
- to your principal asking that you come to class only four days instead of five days a week for the rest of the year
- to a TV show producer asking that he make a TV show that you and your partner have created
- to an ice cream store asking that they serve a new kind of ice cream you and your partner have invented
- to the tooth fairy asking for more cash or a different surprise the next time one of your teeth falls out
- to a TV station manager asking for cartoons on TV all the time
- to a magic elf asking him to grant you a wish
- to an airline asking them to give you free tickets for a trip somewhere
- to your grandparents or a friend asking them to visit you
- to the mailman asking him to leave you surprise packages in the mail

Write the following sentences on the board to use in the Grammar portion of this lesson.

I run fast.	I play ball.	I sing a song.	I drink milk.
You run fast.	You play ball.	You sing a song.	You drink milk.
We run fast.	We play ball.	We sing a song.	We drink milk.
They run fast.	They play ball.	They sing a song.	They drink milk.
He runs fast.	He plays ball.	He sings a song.	He drinks milk.
She runs fast.	She plays ball.	She sings a song.	She drinks milk.

Now write these sentences on the board, also to use in the Grammar portion of this lesson.

I am glad.	I am sick.	I am in the gym.
You are glad.	You are sick.	You are in the gym.
We are glad.	We are sick.	We are in the gym.
They are glad.	They are sick.	They are in the gym.
He is glad.	He is sick.	He is in the gym.
She is glad.	She is sick.	She is in the gym.

Grammar

20 minutes

Recognize *To Be* as a Verb



Worksheet 14.1

Note: Before introducing *to be* as a verb, it will be helpful for students to have a very basic understanding of verb conjugation; it is not necessary, however, for students to know or use the term *conjugation*.

This lesson will introduce the concept of conjugation with a review of action verbs first. The second part of the lesson will introduce students to present tense forms of *to be* as a verb. The next grammar lesson will focus on the past tense.

- Direct students' attention to the first chart you placed on the board.
- Ask students to read each group of sentences and identify the action verb in each sentence as you underline it with a wiggly line. Point out that the action verb in each group is the same, though it may change form slightly depending on who is performing the action in each sentence. For example, when we use the words *I*, *you*, *we*, or *they* with the action verb *run*, we say *I run*, *you run*, *we run*, or *they run*. But when we use the words *he* or *she* with *run*, we say *he runs* or *she runs*.
- Repeat the process with the remaining groups of sentences in the first chart.
- Explain that students are going to learn a new kind of verb that is not an action verb, but is still a verb. Write the following sentence on the board: *He is glad*.
- Explain to students the verb in this sentence is not an action word. The verb in this sentence is *is*. Draw a wiggly line under *is*. Ask students who the sentence is about, i.e., who is glad? (*he*) Explain that the verb *is* is about *he* but it does not show action like *runs* or *jumps*. It is one form of the special verb *to be*.
- Direct students' attention to the second chart you wrote on the board.
- Ask students to read the first group of sentences. Underline each form of the verb *to be* with a wiggly line and point out this is the verb in the sentence. Continue with the other groups of sentences, but now ask students to identify the verb in each sentence as you underline it with a wiggly line.

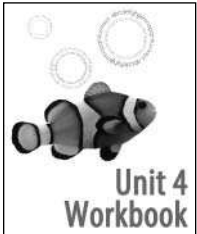
See the Pausing Point for additional resources for *to be* verbs.

- Distribute Worksheet 14.1 and complete the front with the whole class as guided practice. The back of the sheet may be used for guided practice or independent practice. If you choose independent practice, do at least the first one or two items with students.

Persuasive Writing

40 minutes

Planning and Drafting



Worksheets 14.2–14.4

- Tell students today they will plan and draft a persuasive letter.
- Group students as writing partners. Pass the box or basket of writing slips to each pair and have them draw one prompt without looking.
- Tell each pair to read a prompt together and then take several minutes to talk quietly about the topic. Circulate around the room to make sure all students understand what they are to write about.
- Ask students to turn to Worksheets 14.2 and 14.3. Suggest the pairs discuss possible opening sentences for their persuasive writing. Once they have agreed on a sentence, tell students to write the opening sentence on their own copy of Worksheet 14.2.
- Ask students to talk with their partner for several minutes to brainstorm three reasons that would support the topic of their persuasive writing. When they are ready, tell each student to write their three reasons on their respective worksheets.
- Guide students through creating their closing sentence. Remind writing partners the closing sentence should restate their request.
- When students have completed Worksheet 14.2, ask students to turn to Worksheet 14.3 and work with their partner to complete the provided letter template. Circulate throughout the room giving feedback and assistance as needed. You may especially need to provide assistance in completing the address and date.
- It is unlikely students will have time for editing today, but if they do, ask students to turn to Worksheet 14.4 to begin the editing process.

Take-Home Material

Reminder

- Remind students about the Spelling Assessment in Lesson 15.

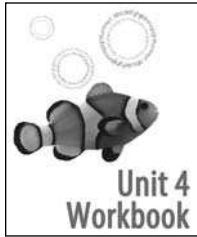
Lesson 15

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Plan, draft, and edit a persuasive letter in which they introduce the topic 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)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Capitalize holidays, product names, and geographic names (L.2.2a)
- ✓ Use commas in greetings and closings of letters (L.2.2b)
- ✓ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (L.2.2)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Use sentence-level context as a clue to the meaning of a word or phrase (L.2.4a)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Spelling	Student Spelling Assessment	Worksheet 15.1	15
Persuasive Writing	Planning and Drafting	Worksheets 14.2–14.4	25
Reading Time	Close Reading: “The Daydream”	<i>The Job Hunt</i>	20

10 Student Spelling Assessment

Worksheet 15.1

- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.
- The spelling words for this week are as follows.

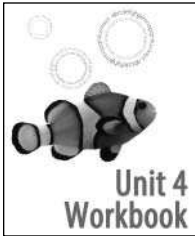
- | | |
|-------------|--------------------------|
| 1. meow | 9. elbow |
| 2. below | 10. shower |
| 3. growling | 11. sorrow |
| 4. yellow | 12. rainbow |
| 5. arrow | 13. flowers |
| 6. plow | 14. chow |
| 7. snow | Tricky Word: your |
| 8. powder | |

- Direct students' attention to the lines on the bottom of the worksheet.
- Tell students to write the sentence "Did your cat meow?" Slowly repeat this sentence twice.
- At the end, read each spelling word once more.
- After all the words have been called out, tell students you will now show them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then on to the sentence.

Note to Teacher

At a time later today, you may find it helpful to use the template provided at the end of this lesson to analyze students' mistakes. You will find the spelling analysis sheet and directions at the end of this lesson. This will help you to understand any patterns beginning to develop or persisting among individual students.

Planning and Drafting



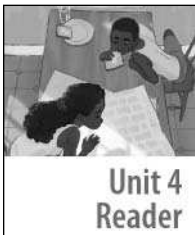
Worksheets 14.2–14.4

- Tell students they will continue to work on the persuasive letter they started with their partner during yesterday’s lesson. Ask students to return to Worksheets 14.2 and 14.3. Suggest they reread both worksheets first and then start writing wherever they left off the day before. Circulate throughout the room providing feedback and assistance as needed.
- Tell students to turn to Worksheet 14.4 when they are finished writing their letter and are ready to begin the editing process. Suggest partners read aloud each item on the editing checklist one at a time and then read the letter line by line to check for any errors.
- If time permits, allow students to read their letters aloud to the class.

Reading Time

Close Reading: “The Daydream”

Introducing the Story



“The Daydream”

- Ask students if they remember the setting of the last story, “Wall Street” (the subway). Tell students in today’s story, “The Daydream,” Kurt and Kim are still riding on the subway. Remind them that Kim and Kurt took the subway from Brooklyn to Manhattan because Kim was having difficulty finding a summer job in Brooklyn. She wanted to come to Manhattan to see if she would have better luck finding a job there.
- Direct students’ attention to the title “The Daydream” and ask if they know what it means to daydream. If students are able to respond correctly, ask them to give examples of things they like to daydream about. If students are unfamiliar with this word, provide an example of something you like to daydream about, explaining when people daydream they usually like to think about pleasurable, happy things they wish they could do or they wish would happen.

Previewing the Spellings

- You may wish to preview the following spellings before reading today’s story.

/ae/				/ee/	/ie/		
‘ai’	‘a’	‘a_e’	‘ay’	‘ea’	‘i_e’	‘y’	‘i’
train	pa per	base ball	day dream	day dream	smile	fly	ninth
				team	life		mind
					twice		wild

reviewing the Vocabulary

- Preview the following phrases before reading today’s story.

1. **This is the life!**—expression to say it’s a good way to be living
2. **the bee’s knees**—an expression meaning something is really great
(Note to teacher: this expression originated in the 1920’s as a slang expression used by the Flappers to mean *excellent*)

- Preview the following baseball terms in “The Daydream”.

1. **play-by-play**—to say out loud what someone sees happening at that moment
2. **down by two runs**—a baseball teams needs two more runs to even the score
3. **two out in the ninth inning**—two players have struck out (not moved around the bases) in the final inning of the game
4. **caller on my show**—someone who calls on the phone to talk to a sports announcer while his show is on radio or TV
5. **a strike**—when a baseball player does not hit the ball and cannot move forward on the bases
6. **They don’t like the call.**—means the fans do not like the umpire’s decision about the play.
7. **fly ball**—when a ball goes high into the air
8. **It’s out of here!**—when the player hits the baseball so far it cannot be caught
9. **home run**—to hit a ball so far the player can run around all of the bases in one turn to score a run
10. **rounding the bases**—to run around the bases

Close Reading

- Have students partner read “The Daydream.”
- After students have finished reading “The Daydream” with their partners, lead students in a close reading of the text by doing the following:
 - asking text-dependent questions that require students to draw on evidence from the text;
 - identifying and discussing general academic (Tier 2) vocabulary;
 - discussing sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
 - engaging students in a culminating writing activity completed independently, if possible.
- There are many ways for students to respond to the questions you present and you may want to change the way in which you ask for students’ responses in each lesson or even during the lesson to improve student engagement. Here are some suggestions:
 - Have students work as partners. Following each question, direct students to consult with their partner about the correct response, before one student then raises his/her hand to respond.
 - Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response, before one student then raises his/her hand to respond.
 - Following a question, ask all students to provide a written response, before asking an individual student to respond orally.

Teacher Overview

Main Idea and Key Details: The main idea of the story is Kurt sees a poster as he rides along on the subway and it fuels his daydream about his future. Key details of the text include Kurt daydreams about being a successful baseball player and what the crowds and announcer will sound like.

Synopsis: The story “The Daydream” contains a play-by-play account of a baseball game that Kurt imagines himself playing.

Lesson

Text From Student Reader	Vocabulary Instruction	Text-Dependent Questions	Responses
<ul style="list-style-type: none"> The text of the Student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. 	<ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence or paragraph. 	<ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
<p>Page 64</p> <p>The subway train went on past Wall Street, going north. Kim looked at the Job Opening ads in the paper. Kurt looked up at the posters that were hanging on the walls of the train. One of them was a poster of two star baseball players. The players seemed to smile down at Kurt, as if to say, “This is the life, man!” Kurt stared at the poster and daydreamed.</p>		<p>What prompted Kurt to start to daydream?</p>	<p>He saw a poster of baseball players on the wall of the subway train.</p>
<p>He could hear a man speaking. The man was calling out the play-by-play for a baseball game. <i>“Two out in the ninth inning,” the man said. “The home team is down by two runs. So, Mark, it looks like it’s all up to Kurt Gunter at this point.”</i></p>	<p>play-by-play—to say out loud what someone sees happening at that moment</p> <p>two out in the ninth inning—two players have struck out (not moved around the bases) in the final inning of the game</p> <p>down by two runs—a baseball team needs two more runs to even the score</p>	<p>Why is the text on page 64 written in italics?</p>	<p>It is written in italics to show Kurt is daydreaming about what an announcer might say.</p>

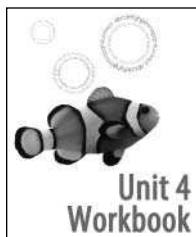
Lesson			
Text From Student Reader	Vocabulary Instruction	Text-Dependent Questions	Responses
<ul style="list-style-type: none"> The text of the Student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. 	<ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence or paragraph. 	<ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
<p>Page 66</p> <p><i>“Well, James,” said a different voice, “Kurt Gunter has had such a good year. As you know, the former spaceship pilot and race car driver is leading the team in hits, home runs, and runs batted in.</i></p>		<p>What other jobs do you learn that Kurt supposedly has had in his daydream?</p>	<p>Kurt was a former race car driver and spaceship pilot.</p>
<p><i>He has hit the ball so well this year that most fans I’ve spoken with think he’s the bee’s knees! In fact, I had a caller on my show, Sports Yap, last week who told me he thinks Gunter should make twice what they pay him.” “So Gunter steps up to the plate. Here’s the pitch. It’s a strike. The fans are mad. They don’t like the call. They think it was a ball. But Gunter himself seems not to mind. He steps back into the box. Here’s the pitch. Gunter swings.” Smack! “Look out, Mark! He got a bit of that one! It’s a long fly ball to the left. It’s going, it’s going. It’s out of here! Kurt Gunter has hit a home run! Home run by Gunter! We win! We win!”</i></p>	<p>caller on my show—the announcer has a radio call-in show where people telephone him with comments or questions</p> <p>a strike—a baseball term meaning a player tried to hit a ball thrown to him/her and missed</p> <p>fly ball—a baseball term meaning the ball has been hit by the player and is going a long way</p> <p>it’s out of here!—A baseball term meaning the ball has been hit so hard that it will land where it can’t be caught</p> <p>home run—a baseball term referring to a player running all the way around the bases to score one point</p>	<p>The announcer says Kurt is “the bees knees.” (Note to teacher: this expression originated in the 1920’s as a slang expression used by the Flappers to mean excellent) Find evidence in the text that calling Kurt Gunter “the bee’s knees” is a compliment.</p>	<p>After describing how most fans he’s spoken with think Kurt is “the bee’s knees,” the announcer reveals one caller told him Kurt should make twice what they pay him. Later, the announcer describes how the fans are angry when they don’t like a strike call. These examples show how much Kurt’s fans like him, so we can infer that “the bee’s knees” is a compliment.</p>
<p><i>“James, I’m telling you, that’s why Kurt Gunter is a rich man!”</i></p>		<p>The announcer says that “Kurt is a rich man.” Why does he make that statement?</p>	<p>He says that because in his daydream Kurt hits a home run. Baseball players who hit a lot of home runs are paid a lot of money.</p>
<p><i>“Gunter is rounding the bases. He tips his hat to the fans. The fans are going wild! They are shouting, ‘Kurt! Kurt! Kurt!’”</i></p>	<p>rounding the bases—a player has left second base and is approaching third base on his way to home base</p>	<p>What does the announcer mean when he says “The fans are going wild.”?</p>	<p>He means the fans are very excited and happy.</p>
<p>Page 68</p> <p>Just then Kurt looked up. Kim was shaking him and saying, “Kurt, Kurt, Kurt! This is our stop!”</p>			
		<p>Turn and Tell: Describe the plot of this story to your partner.</p>	

Note to Teacher

As in previous lessons, you may or may not have time to have students complete the worksheet during this lesson. If time does not permit, you may use this worksheet at another time in the unit.

Wrap-up

- Ask students to turn to Worksheet 15.2 and write four or five sentences describing the plot of this story.



Worksheet 15.2

Spelling Analysis Directions

Unit 4 Lesson 15

- Write students' names in the column provided.
- Place an X in the column of any word students did not spell correctly.
- Words 1, 3, 6, 8, 10, 13, and 14 represent the 'ow' as /ou/.
- Words 2, 4, 5, 7, 9, 11, and 12 represent the 'ow' as /oe/.
- In the Pausing Point, you will find two worksheets, one for the /ou/ sound and another for the /oe/ sound to use for additional practice or instruction.

Spelling Analysis Chart Lesson 15

Student name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	meow	below	growing	yellow	arrow	plow	snow	powder	elbow	shower	sorrow	rainbow	flowers	chow	your

Lesson 16

Persuasive Writing
(or Review)

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Capitalize holidays, product names, and geographic names (L.2.2a)
- ✓ Use commas in greetings and closings of letters (L.2.2b)
- ✓ Plan, draft, and edit a persuasive letter in which they introduce the topic 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)
- ✓ With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing (W.2.5)
- ✓ Consult the Individual Code Chart to check spelling (L.2.2e)
- ✓ Use adjectives appropriately orally and in own writing (L.2.1e)
- ✓ Ask and answer questions (e.g., *who*, *what*, *where*, *when*, *why*, *how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Introduce Spelling Words	Worksheet 16.1	10
Reading Time	Partner Reading: "The Florist"	<i>The Job Hunt</i>	25
Persuasive Writing and/or Small Group Review	Editing a Persuasive Letter and/or Small Group Review	Worksheets 14.2–14.4 and/or Worksheets 16.2–16.4	25
Take-Home Material	Spelling Letter and Mixed Practice: The Bunny Hop	Worksheets 16.1, 16.5–16.7	*



Worksheet 16.1

Introduce Spelling Words

- Write /ee/ on the board. Tell students the spelling words this week all have the /ee/ sound spelled in four ways: 'e_e', 'ee', 'ea', and 'e'.
- Make four columns on the board with the headings: 'e_e', 'ee', 'ea', and 'e'. Write the spelling words in the appropriate columns.
- The spelling words for this week are as follows.

1. 'e_e' as /ee/: eve, com | plete
2. 'ee' as /ee/: creek, week, meet | ing
3. 'e' as /ee/: she, we, fe | ver, ze | ro, pre | tend
4. 'ea' as /ee/: squeak, meal, wheat, seal

Tricky Word: peo | ple

- Read each of the words aloud with students, focusing on the specific spellings in each word. Tell students the Tricky Word for this week is *people*.
- Remind students to practice their spelling words at home each night with a family member. Have students take Worksheet 16.1 home.

Reading Time

25 minutes

Partner Reading: "The Florist"

Introducing the Story

- Write the word *florist* (*flor* | *ist*) on the board and guide students in reading the word aloud. Ask students if they know what the word *florist* means. (a person who arranges flowers into pretty bouquets)
- Tell students the first place Kim will go to look for a job in Manhattan is a florist shop. Ask students what they think is sold at a florist shop.

Previewing the Spellings

- Teach the word *building* as a Tricky Word. The letters 'ui' are tricky and unexpected because they stand for the /i/ sound, but otherwise the rest of the word is sounded out as expected.
- Also review the Tricky Word *people*, which is a spelling word this week.



"The Florist"

- You may also wish to preview the following spellings before reading today’s story.

/ie/	Multi-syllable words
sights	un der ground
sighed	hun dreds
right	sky scra pers
bright	Hes ter
tired	as ter
	lark spur

Previewing the Vocabulary

- Preview the following vocabulary before reading today’s story.

- skyscraper**—a tall building
- thongs**—big groups of people
- ringing up people**—to total up a person’s purchases at a cash register
- larkspur and aster**—types of flowers

Purpose for Reading

- Before students read the story with their partners, have them look at the illustration of Hester, Kim, and Kurt on page 73. Ask students to share their thoughts about what is happening in this picture. Ask them to predict what a good caption might be for the illustration. Tell students to read the story to find out if their predictions are correct.

Wrap-Up

- Use the discussion questions to guide your conversation about “The Florist.”

Discussion Questions on “The Florist”

1. *Literal* What is a florist? (A florist is a person who arranges flowers into bouquets to sell.)
2. *Literal* What did Hester want to hire someone to do? (Hester wanted to hire someone to ring up people and take their cash.)
3. *Literal* What three questions does Hester ask Kim? (1. Have you ever had a job ringing up people and taking their cash? 2. Have you ever had a job at a florist shop? 3. Is it your lifelong dream to have a job as a florist?)
4. *Literal* Why does Hester tell Kim that she said the wrong thing? (Kim said she is leaving at the end of the summer and Hester does not want to hire someone for a short time.)
5. *Inferential* What adjectives would you use to describe Hester? (Answers may vary but may include: *old, gray-haired, mean, cranky, etc.*)

Persuasive Writing and/or Small Group Review

25 minutes

Editing a Persuasive Letter and/or Small Group Review



Worksheets 14.2–14.4,
16.2–16.4

- If there are still students who have not completed the persuasive letter they started with their partner in Lesson 14, allow students sufficient time to finish writing and editing their letter.
- You may also choose to use this time for students to recopy their edited draft so their letters can be displayed. Alternately, students may use a word processing program to prepare their letters for display or publication.
- If you prefer, you may also use all or part of this time for small group work to address specific student needs. You may use Worksheet 16.2 for students needing additional decoding practice and Worksheets 16.3 and 16.4 for students who would benefit from enrichment. You may also choose other worksheets or activities from the Pausing Point.

Take-Home Material

Spelling Letter and Mixed Practice: The Bunny Hop

- Students should take home Worksheet 16.1 to practice the spelling words.
- Students should also take home Worksheets 16.5–16.7 to play the Bunny Hop Game.

Persuasive Writing Plan

Kind of persuasive writing: _____ Letter _____

1. Opening Sentence:

2. Reason:

3. Reason:

Directions: Have students use this template to plan a persuasive letter.

4. Reason:

5. Closing Sentence:

Editing Checklist for Persuasive Letter

Fill out this chart as you edit the draft.

1. Do I have a heading?	
2. Do I have a greeting?	
3. Do I have a body?	
4. Do I have a closing?	
5. Have I added my signature at the end?	
6. Do all of my sentences start with uppercase letters?	
7. Do all of my sentences end with a final mark? (. ? or !)	
8. Have I spelled all of my words correctly?	

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