

3RD EDITION

Writing approach and progression

Building writing skills and confidence in K–5



BUILT ON THE
Science
OF
Writing



“There used to be moans and groans when it was writing time, and I don’t get that anymore. Writing doesn’t faze my students. They’re willing to try and there is no hesitancy. Writing is no longer intimidating.”



Teresa Karney
Grade 5 teacher, MI

Amplify.

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Integrated reading and writing instruction built on the latest research

Amplify's Core Knowledge Language Arts (CKLA) 3rd Edition writing instruction is designed to develop skilled, confident writers from the ground up. By leveraging research-based strategies, Amplify CKLA integrates reading and writing instruction to reinforce understanding and composition skills. Students engage in daily writing activities that:

- Support comprehension of complex texts.
- Enhance sentence-level writing abilities.
- Build a solid foundation for high-quality composition.

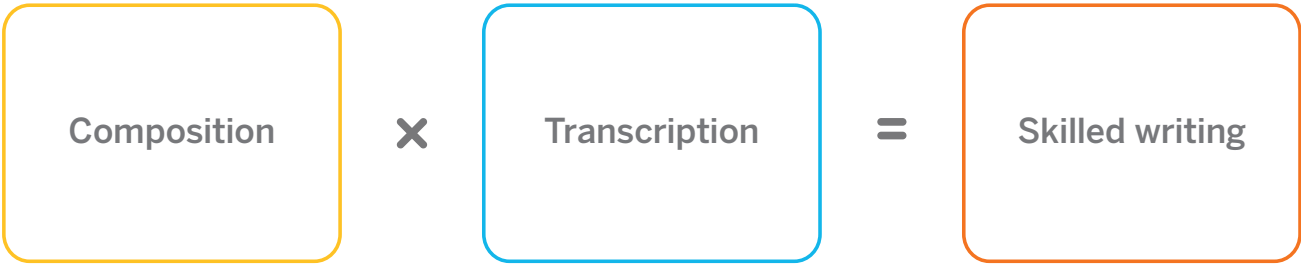
Through the consistent practice of the complete writing process—planning, drafting, revising, editing, and publishing—students learn to articulate their thoughts coherently and confidently. Amplify CKLA's systematic instruction ensures students build proficiency across grade levels.

Writing and reading in Amplify CKLA are reciprocal processes; effective writing improves reading comprehension while skilled reading enhances writing quality. Amplify CKLA employs various writing types such as opinion, narrative, informative, and research-based projects, fostering versatile and adaptable writing skills.



The Simple View of Writing

Amplify CKLA's writing instruction is based on the Simple View of Writing which is focused on integrating transcription skills with composition skills. This approach ensures students develop both the mechanical and expressive abilities needed for effective and skilled writing.



Composition

Organizing and expressing ideas

- **Writing across text types**
Students hone their writing across narrative, descriptive, expository, and persuasive formats.
- **Connecting reading and writing**
Students activate deeper comprehension and express their knowledge through writing.

Transcription

Laying the foundation

- **Handwriting and spelling**
Students practice writing new sound-spellings as they learn them, building automaticity with the code.
- **Connecting reading and writing**
Students read decodable chapter-books, then write in response to text while practicing sound-spelling patterns.

Skilled writing

Constructing meaning

- **Foundational transcription skills combined with creative compositions**
Students' comprehension, critical thinking, and expressions come to life as they confidently express their ideas across various topics and text types.
- **Connecting reading and writing**
Students respond to the text and concepts within the knowledge domain, using authentic writing projects to dig deeper.

Transcription skills

Transcription skills, including handwriting and spelling, must be automatic to free up cognitive energy for composition. Students build this automaticity through explicit instruction and deliberate practice aligned to the phonics scope and sequence. By mastering these mechanics, students can focus more on the creative aspects of writing, allowing for clearer and more effective written communication.

Grade K

3.1 Activity Page

29

Grade 1

1.1 Activity Page

3

Grade 2

2.1 Activity Page

Word Sort

Sort the words by spelling. Write the words with the /u/ sound spelled 'u' under *bug*. Write the words with the /u/ sound spelled 'o' under *other*.

rush	trust	bunch	son
month	ugly	mother	until
truck	unkind	money	front

/u/ spelled 'u'
as in *bug*

/u/ spelled 'o'
as in *other*

rush

4

Rattlers

This is a rattler. He is a desert dweller that hunts for rats and rabbits. He has a pattern on his scales that helps him blend in and hide in the desert sands. When the rattler is hidden, it is hard for rats and rabbits to see him.

The pattern on the rattler's scales helps it hide in the desert.

16

17

Composition skills

Composition skills develop through practice and improve with increased knowledge of the topic. In Amplify CKLA, instruction systematically builds background knowledge and vocabulary within and across grades, empowering students to express their ideas effectively. Through a structured approach to planning, drafting, and revising, students learn to convey their thoughts clearly, adapting their writing to various purposes and audiences.



A World of Homes:
Animals and Habitats

Students explore the interconnectedness of life by learning about habitats, indigenous plants and animals, and fundamental principles of nature.

Fur, Fins, and Feathers:
Animal Classification

Students explore the science of classification and develop critical scientific skills by identifying characteristics of organisms and objects and presenting evidence-based claims.

The Deep Blue World: Oceans

Students dive into the diversity of life in oceans, consider characteristics of ocean environments that support ecosystems, and collaboratively create and share their findings.



Grade 5

Lesson 11: Ecosystem: Main Idea and Supporting Details

Writing

Primary Focus: Students will complete an outline with relevant information about a specific animal from informational texts using summary and paraphrasing. [W.5.5, RI.5.2]

35M

Write an informative essay about a marine animal's role in it's ecosystem and food web.

Writing types in Amplify CKLA 3rd Edition

Amplify CKLA prepares students for quality writing pieces throughout each unit and grade level while setting the stage for increased complexity and rigor across grade levels.

Students will gain confidence with a full range of text types in Amplify CKLA, including:

- Narrative writing
- Informative writing
- Opinion writing
- Poetry
- Research

K–2 Writing Focus by Unit

Unit	Kindergarten		Grade 1		Grade 2	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
1	Narrative	Prerequisite Writing Skills	Narrative	Writing Skills	Narrative	Writing Skills
2	Opinion	Prerequisite Writing Skills	Narrative	Writing Skills	Opinion	Narrative
3	Narrative	Letter & Word Formation Skills	Narrative	Narrative	Narrative	Narrative
4	Informative	Letter & Word, Writing Skills	Opinion	Informative	Informative	Opinion
5	Opinion	Letter, Word, & Phrase Writing Skills	Opinion	Opinion	Opinion	Narrative
6	Informative	Word, Phrase & Sentence Writing Skills	Informative	Narrative	Informative	Informative
7	Informative	Word, Phrase & Sentence Writing Skills	Informative	Informative	Poetry	
8	Narrative	Sentence Writing Skills	Informative		Narrative	
9	Informative	Sentence Writing Skills	Opinion		Informative	
10	Culminating Research	Sentence Writing Skills	Culminating Research		Culminating Research	

Students will encounter multiple writing types in a unit. This chart highlights an area of writing focus per unit.

3–5 Writing Focus by Unit

Unit	● Grade 3	● Grade 4	● Grade 5
	Integrated Instruction	Integrated Instruction	Integrated Instruction
1	Opinion	Narrative	Narrative
2	Informative	Informative	Informative
3	Poetry	Poetry	Poetry
4	Opinion	Opinion	Opinion
5	Informative	Informative	Informative
6	Informative	Informative	Opinion
7	Narrative	Narrative	Narrative
8	Informative	Narrative	Informative or Narrative
9	Culminating Research	Culminating Research	Culminating Research



Writing types in action

Grade 1 Writing Focus in Knowledge Domains

Domain	Narrative	Opinion	Informative	Research	Building Blocks
1					✓
2	✓				✓
3	✓				✓
4		✓	✓		✓
5		✓			✓
6	✓		✓		✓
7			✓		✓
8			✓		✓
9		✓			✓
10				✓	✓

Grade 1 Writing Focus in Skills Units

Unit	Narrative	Opinion	Informative	Research	Building Blocks
1					✓
2					✓
3	✓				
4			✓		
5		✓			
6	✓				
7			✓		

Examples highlighted are indicated with orange

1. Narrative writing | Grade 1 Knowledge Domain 2

Narrative writing is the process of storytelling, where students create structured stories with a clear beginning, middle, and end, often including characters and a plot.



Parts of a Story in Grade 1 Unit 2.
From Nose to Toes: How Your Body Works

Lesson 6: Control Center: The Brain

Application

Writing: Students will use a story map to identify the elements of a narrative. [W.1.3]

WRITING: PARTS OF A STORY (5 MIN.)

- Ask a few student volunteers to name their favorite story. (*Answers may vary, but could include stories heard at home or from the The Moral of the Story: Fables and Tales domain.*)
- Remind students that earlier in the year they heard many fables and folktales and that fables and folktales are both kinds of stories.
- Remind students that they learned the elements of a story, then ask them to name some of those elements. (*character, plot, and setting*)
- Ask students to name some characters from their favorite stories. This may be a fable or folktale they studied in class, or it could be a story they heard elsewhere. (*Answers may vary, but they could include characters from the fables and folktales in the The Moral of the Story: Fables and Tales domain.*)

2. Opinion writing | Grade 1 Unit 4

Opinion writing is about expressing a preference or belief and supporting it with reasons. It teaches students to articulate their thoughts and justify their viewpoints.



Introduction to Opinion Writing in Grade 1 Unit 4, Reach for the Stars: Astronomy

Lesson 5: The Moon Application

Writing: Students will plan an opinion paragraph about renaming a constellation. [W.1.1]

WRITING: INTRODUCTION TO OPINION WRITING (10 MIN.)

- Tell students that for the rest of the unit they will be planning and writing an opinion paragraph about a new constellation name.
- Write the word *opinion* on the board or chart paper. Explain that an opinion is a personal belief or view. It is what you think or feel about something.
- Read this example of an opinion: "I believe that Mars is the best planet in our solar system."
- Ask students to raise their hand if they think Mars is the best planet in the solar system. Explain that your opinion is your personal belief, and others may agree or disagree with your opinion. Ask students who did not raise their hand which planet they believe is the best planet.

3. Writing building blocks | Grade 1 Unit 1

Building Blocks are the foundational skills of writing and the routines needed to express ideas at the sentence level (oral or written). They are present across all units, covering multiple types of writing.

Visual Support 13.1

1. some dog	8. some mugs	15. some spot
2. all fish	9. some dad	16. all the pots
3. all kids	10. to the jet	17. some rest
4. all fun	11. some men	18. all of us
5. some twigs	12. all of it	19. some nuts
6. all the dust	13. some webs	20. to the van
7. all cats	14. all the kings	21. to the dog

Check for Understanding

Monitor students' performance as you call on individual students to read the phrases in the third column. Be sure to note whether the student makes decoding errors or word recognition errors for Tricky Words.

TRICKY WORD PRACTICE (15 MIN.)

Small Group

- Distribute Activity Page 13.2.
- Ask students if any of them can read the first sentence.
- Ask students if any of them can identify two Tricky Words in the sentence.
- Have students circle the Tricky Words *is* and *a* following your example.
- Have students write the Tricky Words on the provided line, following your example.
- Read the rest of the sentences as a class before breaking into small groups.

Group 1: Ask students who are able to do independent work to complete the activity page on their own. Once they have worked through the sentences, they may write an original sentence containing one of the Tricky Words.

Group 2: Have students who need more support work with you to complete the activity page.

NAME: _____ DATE: _____ 13.2 Activity Page

a I no to all of is

1. It is a big bus.

2. No, it is not a tent.

Transcription skills practice from Grade 1 Unit 1, Skills.

Grade 4 Unit Writing Focus

Unit	Narrative	Opinion	Informative	Poetry	Research	Building Blocks
1	✓					✓
2			✓			✓
3				✓		✓
4		✓				✓
5			✓			✓
6			✓			✓
7	✓					✓
8	✓					✓
9					✓	✓

Examples highlighted are indicated with orange

1. Poetry | Grade 4 Unit 4

Poetry is writing that uses language creatively to evoke emotions and imagery through structured verse often using rhythm, rhyme. Poetry is a type of narrative writing.



Drafting Memory Poems in Grade 4 Unit 3, Meaning and Metaphor: Poetry

Lesson 6: From “Why We Play Basketball”

Writing

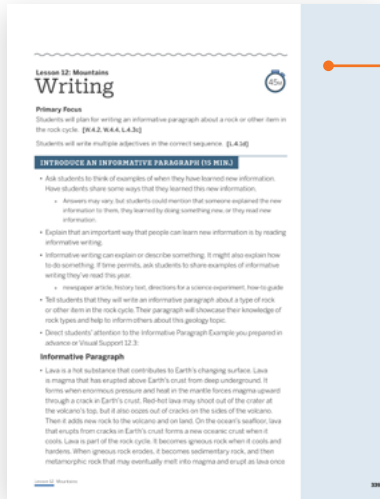
Primary Focus: Students will draft a memory poem, compiling specific important details, organizing information, and selecting a method of repetition to emphasize tone. [W.4.4, W.4.8]

DRAFTING MEMORY POEMS (25 MIN.)

- Ask students to name the steps they have taken so far on their memory poems.
 - They have gathered ideas, used feedback to revise their ideas, and planned different elements they will use in their poems.
- Tell students that in this lesson, they will combine all those things to draft their poems.
- Direct students to Poet’s Journal 6.3 for the exercise.

2. Informative writing | Grade 4 Unit 5

Informative writing is communicating facts and information clearly and accurately, aiming to educate the reader about a specific topic or idea.



Introduce an Informative Paragraph in Grade 4 Unit 5, Our Planet: Geology

Lesson 12: Mountains Writing

Primary Focus
Students will plan for writing an informative paragraph about a rock or other item in the rock cycle. [W.4.2, W.4.4, L.4.3c]

Students will write multiple adjectives in the correct sequence. [L.4.1d]

INTRODUCE AN INFORMATIVE PARAGRAPH (15 MIN.)

- Ask students to think of examples of when they have learned new information. Have students share some ways that they learned this new information.
 - Answers may vary, but students could mention that someone explained the new information to them, they learned by doing something new, or they read new information.
- Explain that an important way that people can learn new information is by reading informative writing.
- Informative writing can explain or describe something. It might also explain how to do something. If time permits, ask students to share examples of informative writing they've read this year.

3. Research | Grade 4 Unit 9

Research writing involves investigating a topic, gathering information, and presenting findings in a structured format, citing sources and references. Research is a comprehensive type of informative writing.



Inquiry and Research Process in Grade 4 Unit 9, Inspiration and Ingenuity: American Innovation

Lesson 3: Inventions Used in Daily Life Writing

Primary Focus: Students will practice developing research questions and compile a bibliography to support their research. [W.4.8]

INQUIRY AND RESEARCH PROCESS (20 MIN.)

- Begin by explaining to students why research is important. Say, "It helps us explore new ideas, deepen our understanding of topics, and discover new knowledge."

Writing building blocks

Amplify CKLA 3rd Edition uses the Simple View of Writing and research-based practices to enhance writing instruction. Across all levels, Amplify CKLA emphasizes the importance of writing building blocks to foster skill development.

Writing building blocks, seamlessly integrated across CKLA units, begin with oral activities and transition to writing, strengthening foundational skills as students progress. They include:

- Sentence types
- Sentence expansion
- Sentence combining
- Pre-writing and post-writing activities

These foundational writing skills start with oral activities in early grades and transition to written form, strengthening as students progress.



Amplify CKLA integrates sentence-formation activities in each lesson, encouraging engagement through Read-Alouds and interactive discussion. Lessons incorporate multiple teacher-led activities in every grade, providing a structured path to writing development.

NAME: _____
DATE: _____

1.1 Activity Page

Directions: Have students trace and copy the letters and words. The motion for 'b' can be described as 1. long line down, 2. circle to the right. Encourage students to say the sounds while writing the letters.

b b b

b b b

b b b

big big

big big

NAME: _____
DATE: _____

3.1 Activity Page

Stars

Directions: Draw a picture of what you can see at dusk or dark and answer the questions.

What can you see in the sky at dusk or dark?
I can see _____

What can you see in the sky at dusk or dark?

I can see _____

Students use sound-spelling in writing to build automaticity in letter formation and spelling, giving them the foundation for sentence construction. As they master these skills, they move on to combining words and forming complete sentences.

NAME: _____
DATE: _____

5.1 Activity Page

Paragraph Planning Page

Directions:

- Use the information from the texts to plan your writing about the important work of marine biologists.
- Gather information from both chapter 5 texts:
 - Text 1: "Marine Biologists"
 - Text 2: "Joan Murrell Owens: A Marine Biologist Who Broke Barriers"

Additional Answers May Vary

The Main Idea You Are Explaining (Your Words)	Supporting Details from the Texts (Quotations or Paraphrasing)	
Who? Text 1. marine biologists Text 2. Joan Murrell Owens	Text 1. "Scientists who study marine life are called marine biologists." Text 2. "Her father was a fisherman, and while accompanying him and her siblings on fishing trips, Owens fell in love with the ocean."	Text 2. "Her father was a fisherman, and while accompanying him and her siblings on fishing trips, Owens fell in love with the ocean."
What (is the accomplishment)? Text 1. observing and learning about species from sharks to crabs in their habitats Text 2. achieved a dream of becoming a marine biologist	Text 1. record their observations on waterproof tablets Text 2. "At age thirty-seven, Owens returned to college to pursue her dream of becoming a marine biologist."	Text 2. "At age thirty-seven, Owens returned to college to pursue her dream of becoming a marine biologist."

The Main Idea You Are Explaining (Your Words)		Supporting Details from the Texts (Quotations or Paraphrasing)	
Who?			
Text 1. marine biologists Text 2. Joan Murrell Owens	Text 1. "Scientists who study marine life are called marine biologists." Text 2. "Her father was a fisherman, and while accompanying him and her siblings on fishing trips, Owens fell in love with the ocean."	Text 2. "Her father was a fisherman, and while accompanying him and her siblings on fishing trips, Owens fell in love with the ocean."	
What (is the accomplishment)?			
Text 1. observing and learning about species from sharks to crabs in their habitats Text 2. achieved a dream of becoming a marine biologist	Text 1. record their observations on waterproof tablets Text 2. "At age thirty-seven, Owens returned to college to pursue her dream of becoming a marine biologist."	Text 2. "At age thirty-seven, Owens returned to college to pursue her dream of becoming a marine biologist."	

Students practice planning, drafting, revising, editing, publishing, and presenting their writing over the course of the unit, building toward a culminating writing activity.

Writing approach and progression | 15

Sentence types

Comprehending different sentence types lays the groundwork for effective communication. In Amplify CKLA, students engage with four essential sentence types that are consistently integrated into each unit through a combination of oral practice and written exercises.

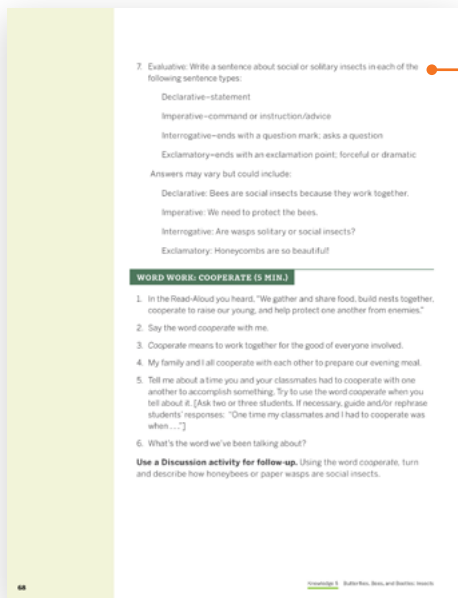
The four sentence types are:

Declarative sentences convey statements or facts. They form the backbone of clear communication, allowing students to express information succinctly.

Interrogative sentences pose questions, inviting inquiry and dialogue. They end with a question mark and help students develop critical thinking skills.

Imperative sentences provide commands or instructions. They empower students to articulate directions and advice confidently.

Exclamatory sentences express strong emotions or reactions, marked by an exclamation point. They enable students to convey excitement or urgency.



7. Evaluative: Write a sentence about social or solitary insects in each of the following sentence types:

- Declarative—statement
- Imperative—command or instruction/advice
- Interrogative—ends with a question mark; asks a question
- Exclamatory—ends with an exclamation point; forceful or dramatic

Answers may vary but could include:

- Declarative: Bees are social insects because they work together.
- Imperative: We need to protect the bees.
- Interrogative: Are wasps solitary or social insects?
- Exclamatory: Honeycombs are so beautiful!

Grade 2 Domain 5 Teacher Guide

Sentence expansion

Sentence expansion is a crucial skill that helps students add depth and clarity to their writing by elaborating on basic sentences. Students learn to expand sentences using conjunctions and question words, which enrich their descriptions and explanations.

Technique for sentence expansion: Conjunctions

Using conjunctions like, and, but, because, and so, allow students to add detail and expand their thoughts.

And, but, because, so

Example: Students receive a stem and use conjunctions to expand it.

The Arctic fox is well-adapted to its environment **because** it has thick fur that keeps it warm.

The Arctic fox is well-adapted to its environment, **but** it must also avoid predators.

The Arctic is well-adapted to its environment, **so** it can provide food for its young.

D Differentiation

Support
 Have students take notes with partners or small groups without or without guided teacher assistance.

Challenge
 Have students underline details on their notes that support the Big Question.

Check for Understanding
 Ask students, "How does the current in the open ocean and deep sea contribute to food webs in these ecosystems?"

- Currents move organisms and food sources throughout the water for them to be consumed. Plankton move across the open ocean on currents to feed consumers, and materials and debris move up and down towards and from the deep sea to supply food to producers and detritivores.

Discuss "The Open Ocean and the Deep Sea"

- When all students have finished reading and taking notes, discuss the comprehension questions below.

- 1. Literal.** What abiotic factor influences how organisms move in the open ocean?
 - current
- 2. Literal.** What abiotic factor influences food sources in the deep sea?
 - light
- 3. Inferential.** Why does deep sea marine life rely on complex adaptations?
 - Answers may vary but could include that the lack of sunlight in very deep water means organisms have to find and make food in ways that work in the dark.
- 4. Evaluative.** Explain how deep sea vents support marine life on the ocean floor by expanding the sentence below. Write three sentences, one for each of the following conjunctions: because, but, and so.
 Deep sea vents support marine life on the ocean floor.
 - Answers may vary but could include sentences such as:
 Deep sea vents support marine life on the ocean floor because they contain minerals that replace energy from sunlight.
 Deep sea vents support marine life on the ocean floor, but they supply different sources of food from sunlight.
 Deep sea vents support marine life on the ocean floor, so animals there have adapted to create food from chemicals in the vent instead of sunlight.

Grade 5 Domain 5 Teacher Guide

- 4. Evaluative.** Explain how deep sea vents support marine life on the ocean floor by expanding the sentence below. Write three sentences, one for each of the following conjunctions: *because*, *but*, and *so*.

Deep sea vents support marine life on the ocean floor.

- Answers may vary but could include sentences such as:

Deep sea vents support marine life on the ocean floor, because they contain minerals that replace energy from sunlight.

Deep sea vents support marine life on the ocean floor, but they supply different sources of food from sunlight.

Deep sea vents support marine life on the ocean floor, so animals there have adapted to create food from chemicals in the vent instead of sunlight.

Sentence combining

In Amplify CKLA, sentence combining is a targeted activity designed to enhance students' writing skills by encouraging them to merge shorter sentences into more sophisticated ones.

Sentence combining provides repeated practice using conjunctions, adjectives, and other parts of speech to turn short, often unconnected sentences into seamless, informative statements that enhance clarity and precision in their communication.

Technique for Sentence combining: Conjunctions

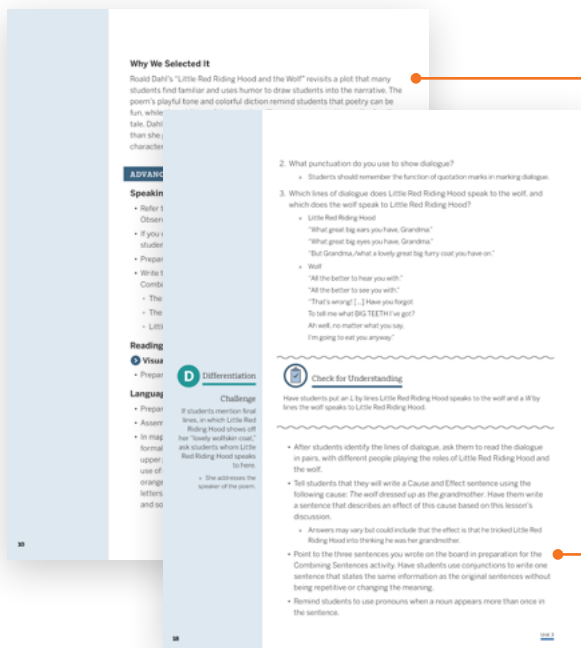
For, and, nor, but, or, yet, so

Example: Provide students with an example of two separate sentences and show how they can be combined using the word *or*.

Sentence 1: We can go to the park.

Sentence 2: We can go to the mall.

Combined sentence: We can go to the park **or** to the mall.



Grade 4 Domain 3 Teacher Guide

- Prepare to divide students into pairs.
- Write the following three sentences on the board in preparation for a Combining Sentences activity:
 - The wolf dressed in Grandma's clothes.
 - The wolf wanted to trick Little Red Riding Hood.
 - Little Red Riding Hood saw through the wolf's disguise.

- Point to the three sentences you wrote on the board in preparation for the Combining Sentences activity. Have students use conjunctions to write one sentence that states the same information as the original sentences without being repetitive or changing the meaning.

Pre-writing and post-writing activities

Successful writing involves careful preparation and refinement. In CKLA 3rd Edition, pre-writing and post-writing activities help students organize and enhance their ideas. Starting in kindergarten with pre-writing strokes to editing essay drafts in later grades, students develop their skills throughout the writing process—from planning to publishing—strengthening their ability to communicate effectively.

Pre-writing in Amplify CKLA

NAME: _____ DATE: _____

PP2Activity Page

CONCEPTS

Graphic Organizer

What imagery does this poet use?

Fill in the chart below to keep track of descriptive language. In the center, you will find the subject of the poem, the Statue of Liberty. In the circles reaching out from the center, write details from the text about the poem.

The Statue of Liberty

Graphic Organizer

What imagery does this poet use?

Fill in the chart below to keep track of descriptive language. In the center, you will find the subject of the poem, the Statue of Liberty. In the circles reaching out from the center, write details from the text about the poem.

Directions: Listen to the teacher's instruction and write the four research steps on the organizer.

NAME: _____ DATE: _____

1. _____ 2. _____

Research Organizer

4. _____ 3. _____

4.1Activity Page

Post-writing in Amplify CKLA

Peer Review Checklist

Writer: _____ Reviewer: _____

Ideas	Does the writing explain the topic? ☐ Yes ☐ No	Does the writing include key ideas about the topic? ☐ Yes ☐ No	Does the writing include concrete facts and specific details? ☐ Yes ☐ No
Organization	Is there an introduction, body paragraphs, and conclusion? ☐ Yes ☐ No	Are the details grouped together in ways that make sense? ☐ Yes ☐ No ☐ Sometimes	
Language	Are the words used appropriate for the topic? ☐ Yes ☐ No ☐ Sometimes	Are the sentences complete and easy to read? ☐ Yes ☐ No ☐ Sometimes	Is there correct capitalization and punctuation? ☐ Yes ☐ No ☐ Sometimes

Compliment: _____

Suggestion: _____

Ideas	Does the writing explain the topic?	Does the writing include key ideas about the topic?	Does the writing include concrete facts and specific details?
	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
Organization	Is there an introduction, body paragraphs, and conclusion?	Are the details grouped together in ways that make sense?	
	☐ Yes ☐ No	☐ Yes ☐ No ☐ Sometimes	

Writing instruction and supports

Amplify CKLA 3rd Edition ensures that students engage in writing every day as part of their core learning activities. Writing instruction is easily accessible within the teaching materials.

Every lesson in Amplify CKLA includes built-in differentiation strategies for all students, including supports for multilingual/English learners.

Lesson 1: Introduction to the Sun and Space

Application

Writing: Students will make observations about the sky and record them in a journal.

[W.1.2]

WRITING: ASTRONOMY JOURNALS (20 MIN.)

- Tell students that over the next few weeks they are going to pretend to be astronomers as they learn about outer space. Tell them they will use astronomy journals to record both observations (what they see) and facts (what they learn) about outer space.
- Hand out the journals you prepared in advance.
- Take students outside, or if that is not possible, take them to a large window where they can see the sky.
- Have students spend a few minutes sketching the objects they see in the sky on the first page of their journals. Tell students that a sketch is a simple drawing with few details or colors.
- Have students return to their work spaces.
- Have students label the objects they drew.
- Remind students about the two levels of the sky: the atmosphere and outer space.

20M

Differentiation

Support

Some students may benefit from using the modified Astronomy Journal prompts on Activity Page 1.2.

Differentiation

Support

If students have difficulty categorizing their images, have them refer to the T-Chart for Atmosphere/Outer Space.

Challenge

Challenge

Encourage students to share their drawings with a partner and identify which objects are part of the atmosphere and which are part of outer space.

Lesson 1 Introduction to the Sun and Space

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Multilingual/English learner supports

Amplify CKLA makes grade-level instruction accessible to your multilingual/English learners (ML/ELs) with effective scaffolds.

Each lesson incorporates ML/EL supports to practice listening, speaking, writing, and reading. Students engage with activities aided by scaffolds such as anchor charts, graphic organizers, and the integration of Spanish cognates for meaningful language connections

D Differentiation

Challenge

Have students orally generate a topic sentence using additional words or phrases that show their opinion of Earth's name change, such as: "In my opinion, the name Earth is a good name for our planet because..."

Astronomy Journals

- Model writing a topic sentence for changing "Earth" to "The Planet Planet" using different words that express feelings on a whiteboard or chart paper. Examples of topic sentences are below:
 - I like the name The Planet Planet as a new name for Earth.
 - I believe Earth's new name should be The Planet Planet.
- Have students discuss their opinions for renaming a constellation using their Astronomy Journals in small groups. Tell students to decide which word they will use to express their opinion about renaming a constellation.

WRITING: OPINION DRAFTING (15 MIN.)

- Have students take out their Astronomy Journals and turn to the next clean page. Tell students that they are going to write the topic sentence for their opinion paragraphs. Tell them to choose one of the following phrases to start their sentences:
 - "I like..."
 - "I feel..."
 - "I believe that..."
 - "The best..."
- Remind students to write their topic sentences starting on the first line of the page in their Astronomy Journals. Tell students to use the correct capitalization and punctuation in their sentences. Remind students to use the example from Visual Support 5.3 to support their writing.
- Allow students time to draft and read over their topic sentences before collecting them for review. You may pull students in small groups to answer any questions about writing their topic sentences for their opinion paragraphs.

MULTILINGUAL/ENGLISH LEARNERS

Writing

Writing a Topic Sentence

Entering/Emerging	Have students dictate their opinion for renaming a constellation using one of the opinion words as you write their topic sentence.
Transitioning/Expanding	Provide students with a specific sentence frame, such as "I think the constellation _____ should be renamed_____."
Bridging	Ask students if support is needed with writing their topic sentence and provide assistance if needed.

Knowledge 4: Ready for the Stars Astronomy

Grade 1, Knowledge Domain 4, Lesson 6, ML/EL support for opinion writing: Writing a Topic Sentence

Oral language development opportunities are embedded into every lesson and support ML/ELs in building confidence by applying their English skills in a variety of inclusive ways.

COMPREHENSION QUESTIONS (10 MIN.)

- Literal.** Ancient Greeks believed that gods put certain groups of stars together in the sky in order to make pictures that would tell stories and teach lessons. What are three pictures called? (constellations)

Show Images 4A-4, 4A-6, and 4A-9

Check for Understanding

Turn and Talk: Name the constellation as I point to it. [Point to the constellation(s) in each image.] Turn to a partner and share one thing you remember about that constellation. Signal when both partners have contributed to the conversation. You will share your partner's fact about a constellation while I write key words or ideas on a white board or chart paper.

Show Image 4A-4: Big Dipper

- Literal.** Why is this group of stars called the Big Dipper? (group of stars that looks like a ladle or pot)
- Inferential.** What is special about Polaris, the North Star? (it always stays in the north, making it a good star to use for navigation)
- Literal.** What astronomer was the first to say that the earth revolved around the sun? (Copernicus)
- Literal.** We also learned about another important astronomer, Galileo, who improved upon telescopes. Why did Galileo improve telescopes? Share your response with a partner. Sample answers are below:
 - Galileo improved telescopes because astronomers wanted to see objects in outer space.
 - Galileo improved telescopes, so astronomers can clearly see planets and other objects in space.

WORD WORK: ANCIENT (10 MIN.)

- In the Read-Aloud you heard, "The ancient Greeks, Arabs, Romans, Chinese, Egyptians, Turks, Mayans, Babylonians, and countless others all studied the stars."
- Say the word ancient with me.

Fig Book 4A-4, 4A-6, 4A-9

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Check for Understanding

Turn and Talk: Name the constellation as I point to it. [Point to the constellation(s) in each image.] Turn to a partner and share one thing you remember about that constellation. Signal when both partners have contributed to the conversation.

You will share your partner's fact about a constellation while I write key words or ideas on a white board or chart paper.

Grade 1, Knowledge Unit 4, Lesson 4, Turn and Talk

Grade level writing progression: Narrative

In Amplify CKLA, writing is an intentional journey, where each grade level builds on the skills acquired in previous years. Through a structured progression, students begin with sequencing and characterization, crafting simple retellings that are later enhanced with rich language, developed plots and diverse perspectives to create increasingly intricate narratives.



Grade 1: Narrative writing

Students begin exploring narrative writing by retelling simple stories. In Unit 1: The Moral of the Story: Fables and Tales, students use story elements like characters, setting, and sequence to retell a fairy tale, focusing on conveying key events clearly and coherently.



Grade 2: Narrative writing

Students' narrative writing becomes more sophisticated as they explore imaginative stories. In Unit 3: Legends and Heroes: Greek Myths, students create their own myths inspired by ancient Greek tales. They focus on developing characters and simple plot structures to bring their narratives to life.



Grade 5: Narrative writing

By Grade 5, narrative writing achieves greater complexity and depth. In Unit 1: In My Own Words: Personal Narratives, students craft detailed personal stories that reflect their individual experiences. They use advanced literary techniques to create engaging and meaningful personal tales that highlight their creativity and self expression.

Grade-level writing progression: Informative

The development of informative writing focuses on conveying factual information clearly and effectively. As students progress through grade levels, they learn to research, organize, and present information beginning with simple descriptions and advancing to detailed reports and analyses.



Grade K: Informative writing

Kindergarten students first explore informative writing by describing real-world items and experiences. In Unit 7: All Around the World: Geography, students discover basic geographical concepts and different landforms. Using drawing and dictation, they convey information about mountains, rivers, and oceans, developing their ability to organize and express facts.



Grade 2: Informative writing

In Grade 2, students enhance their informative writing by presenting researched facts and organized details. In Unit 4: Our Planet: Cycles in Nature, they compose informative paragraphs about natural processes, utilizing graphic organizers to plan and structure their writing.



Grade 4: Informative writing

By Grade 4, students undertake more complex informative writing tasks. During Unit 5: Our Planet: Geology, students research various geological formations and create detailed reports on their formation process, characteristics, and significance. They compile information, organize their thoughts, and work to communicate complex scientific concepts.

Grade-level writing progression: Opinion

Opinion writing skills are cultivated in a purposeful sequence, building a students' ability to express and support opinions with reasoned arguments. As they advance, students transition from simple statements to sophisticated essays, developing the confidence to persuade and inform through detailed, evidence-based arguments.



Grade 1: Opinion writing

Students in Grade 1 form and express simple opinions. For example, in Unit 4: Reach for the Stars: Astronomy, students articulate their preference on whether they would want to travel to space, using supporting reasons such as their interest in exploring the stars or apprehensions about the journey. They learn basic sentence construction to communicate opinions.



Grade 3: Opinion writing

In Grade 3, opinion writing becomes more structured. In Unit 4: Rise and Fall: Ancient Rome, students explore topics related to Roman history and express opinions on which aspect of Roman culture they find most influential. They use details to support their viewpoints and construct paragraphs that reflect their ability to argue persuasively.



Grade 5: Opinion writing

By Grade 5, students' opinion writing reaches new levels of complexity and sophistication. In Unit 4: A Knight's Tale: Don Quixote, students write opinion pieces on whether Don Quixote should be considered a hero or a misguided dreamer. Students incorporate evidence from the text to support their viewpoints, structuring their essays with an introduction, supporting paragraphs, and a conclusion.

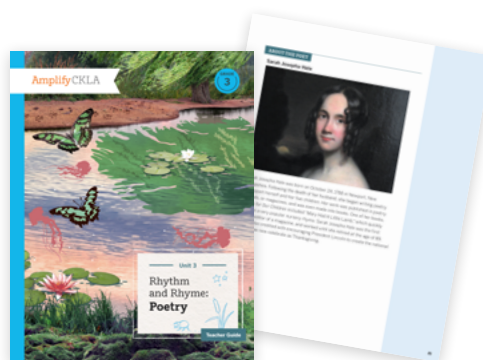
Grade-level writing progression: Poetry

Poetry writing skills progress as students' practice the creative expression of ideas and emotions. Starting in grade 2 and each year after, students experiment with language in the poetic form, transitioning from simple rhymes to complex forms and themes, gaining confidence in conveying meaning and emotion through their compositions.



Grade 2: Poetry writing

In Grade 2, students explore poetry in Unit 7: Sounds and Stanzas: Poetry. They create simple, sensory-rich poems focusing on sound patterns and rhythms. Students play with language, using descriptive words and simple structures to convey their experiences and emotions through verse.



Grade 3: Poetry writing

In Grade 3, poetry writing becomes more focused on structure and rhythm. Within Unit 3: Rhythm and Rhyme: Poetry students learn to craft poems that incorporate various rhyming schemes and rhythmic patterns. They begin to understand how to use these elements to enhance their poetic expression and communicate their ideas effectively.



Grade 4: Poetry writing

By Grade 4, students' poetry writing incorporates deeper forms of expression. In Unit 3: Meaning and Metaphor: Poetry they explore different poetic styles and practice using metaphors and similes to convey abstract ideas and emotions, creating more nuanced and layered compositions.



Grade 5: Poetry writing

By Grade 5, students' poetry writing reaches new levels of sophistication. In Unit 3: Visions in Verse: Poetry they explore advanced techniques such as free verse and narrative poetry. Students craft poems on personal reflections, adding depth and emotional resonance to showcase their ability to blend creativity with insight.

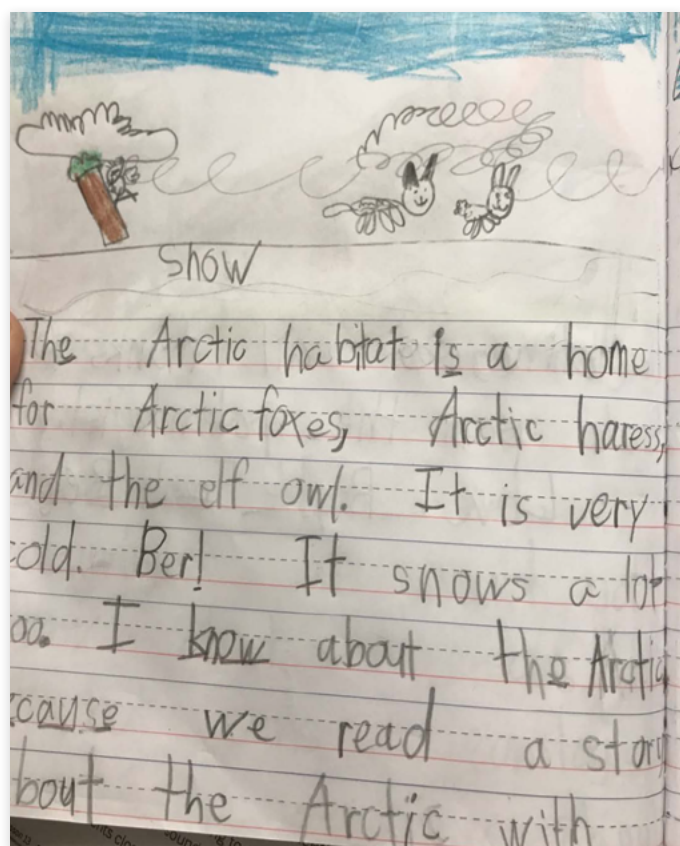
Extended writing opportunities

Amplify CKLA provides students with extended writing opportunities across all grade levels. These opportunities allow students to delve deeper into writing tasks, engage in prolonged exploration of topics, and refine their writing through extended projects.

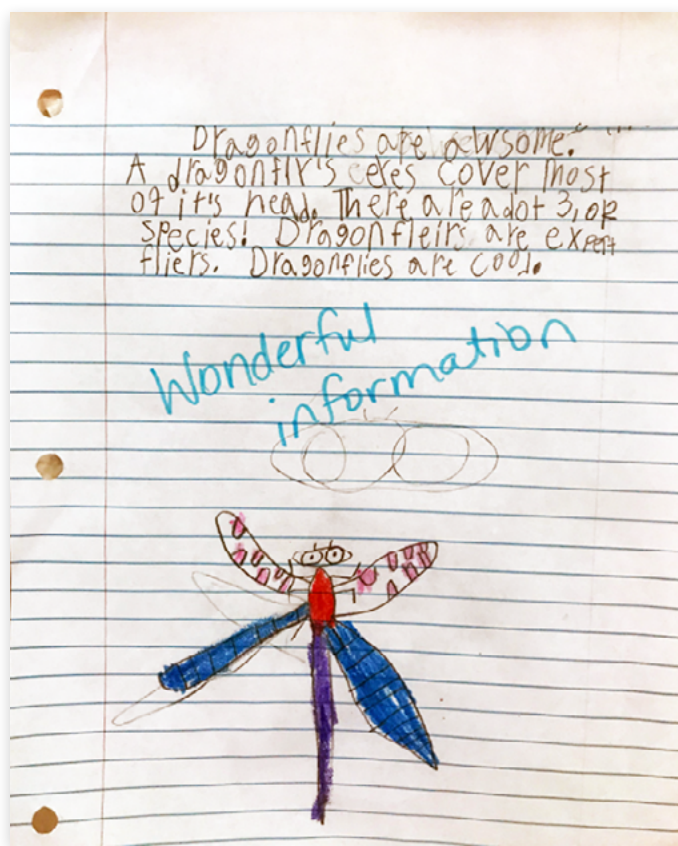
Grades K–2: Building a foundation

In the early grades, extended writing focuses on gradually building foundational skills. For example, **Kindergarten** students participate in a class book project, combining simple sentences and drawings to create a cohesive narrative about what they've learned.

In **Grade 1** and **Grade 2**, students tackle more structured assignments, like composing an informative booklet based on the topic they are learning where they organize information and present findings in a coherent manner.



CKLA student, grade 1



CKLA student, grade 2

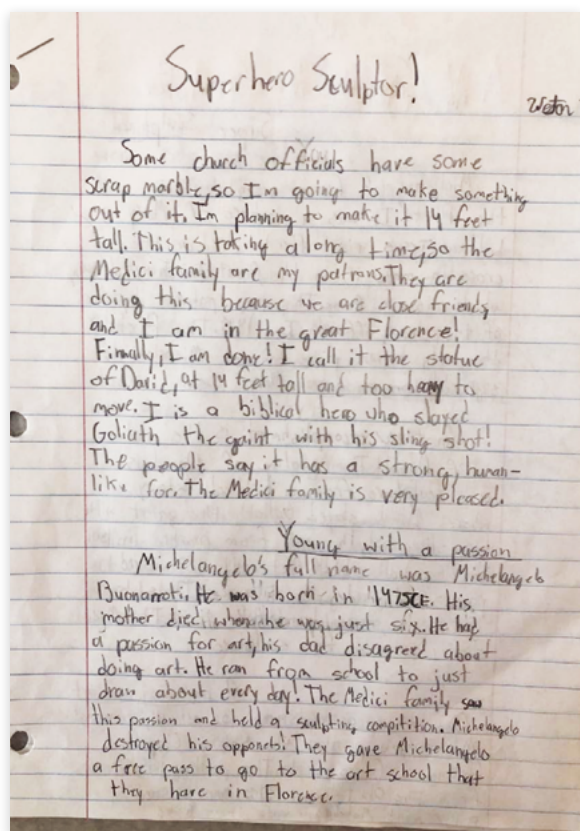
Grades 3–5: Enhancing complexity

As students progress, Amplify CKLA integrates more complex extended writing projects to enhance skills and communicate effectively across a range of genres.

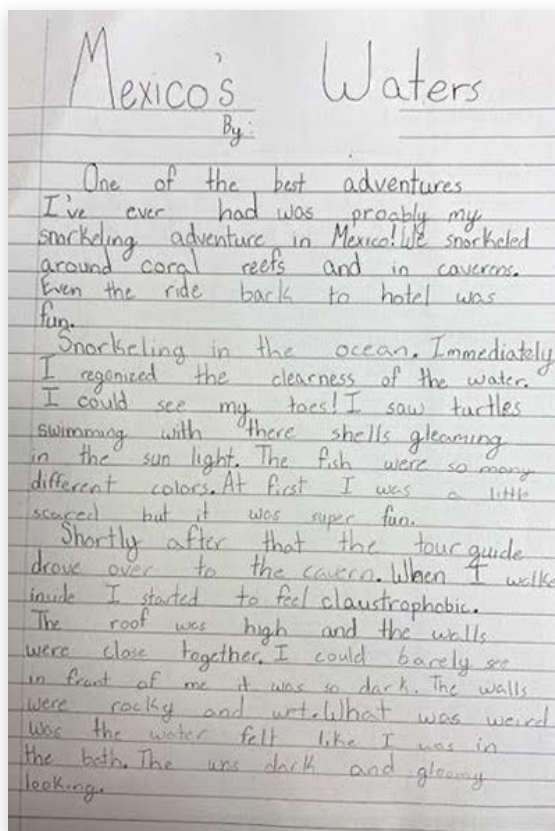
In **Grade 3** students write an extended narrative that incorporates cultural elements and historical context. They develop their narrative skills by creating plots and subplots, using rich descriptions and varied sentence structures to engage readers.

In **Grade 4** students are tasked with creating an innovative project proposal. This involves researching a historical innovation, writing a comprehensive proposal that includes background, purpose, and expected impact, and presenting their ideas to the class.

By **Grade 5** students are blending writing types, research and narrative skills, for example, to craft a fictional travel diary from the perspective of a character in the texts they are reading. Students are encouraged to stretch their creativity and critical thinking skills as they integrate facts with imaginative writing.



CKLA student, grade 5



CKLA student, grade 5

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