

3rd – 5th grade Expository Writing Unit

3rd Grade Expository Unit

Week 1

Day 1: Expository Introduction

Introduce students to Mrs. Narrative and Mr. Expository. On Mrs. Narrative write all the components/aspects of narrative. Example: telling a story, characters, plot. On Mr. Expository write the components/aspects of an expository. Example: stating reasons, thesis statement.

Put example story on the overhead. Perform a think aloud where you decide if this writing is a piece of expository or a piece of narrative writing. Tell the students why you decided it was narrative.

Put students in groups and give them an overhead copy of an essay. Have them read the essay and decide what type of writing it is. Have them underline proof in their writing to show why they believe it is narrative or why they believe it is expository.

Day 2: Support Ideas

Teacher think aloud to brainstorm supporting ideas. Put the topic favorite holiday on the overhead. List all the reasons you can think of why it is your favorite holiday. Tell students they want to be able to come up with as many ideas as possible and then decide on which ideas are best. Remind students of the popcorn from narrative where they would want to choose from a bowl of popcorn and not just one kernel. Tell students you are going to now pick three of the best reasons from your list. Model how you choose the best. Example: "I probably cannot think of a lot of ideas to go with this reason, so I will not pick it."

Students will now be brainstorming about a class pet. Students should think of one animal they would like to have as a class pet and write it at the top of their paper, Give them three minutes to list as many reasons as they can about why they want this animal as a class pet. Give students time to pick their three strongest reasons from the list and circle them.

Put overhead of three boxes up and write one of the reasons you chose in each box. Perform a think aloud where you list examples underneath your reasons. Example: Presents: fun to unwrap, surprise what you will get, give and receive.

Give each child a sheet with three columns. Have students write one reason that they chose in each box. Give students time to list examples under their reasons. As students are working, walk around and make sure students are staying on track with their ideas.

Day 3: Body Paragraph/Graphic Organization

Take out overhead from Week 1, Day 2. Tell students you are going to show them how to move from brainstorming ideas into organizing your ideas into a body paragraph.

Put overhead of graphic organizer up and show students how to fill it out using your ideas. Pick one reason from your list and show how you would turn it into a body paragraph. Explain to

students why you are putting the sentences in each spot and what each part of a body paragraph means. Make sure they understand what topic sentence, detail and further explain mean.

Pass out graphic organizer to students. Have them pick one reason from their chart and put it into the organizer. They will just be looking at one reason. After you have checked their organizer have them put it into their journal as a paragraph.

*Make sure students are writing complete sentences in the graphic organizer.

Week 2

Day 1: Body Paragraph

Show example of a good body paragraph to the students. Using their outline from previous day, have students help identify the important parts of a body paragraph. Highlight/underline the parts on the overhead as you identify them.

Have students take out paragraph from Week 1, Day 3. See if they can identify the parts of a body paragraph in their own writing. Have each student highlight their topic sentence and then pick on some students to share. Then have students highlight their reason and then share. Do this for each part of the body paragraph.

Then have students fill out the rest of the outline using their other ideas from Week 1, Day 2 and 3. If time permits, have them write these into their journal under their first paragraph.

While students are writing find time to conference with students to see if they understand the concepts involved in body paragraphs.

Day 2: Generating Ideas

Complete a What, Why brainstorm. Give students the prompt of What/Why? Students will brainstorm for three minutes as many what/why statements as they can. They should think of a question for the what and not an answer yet. Example: What is your favorite subject? Why? What is your favorite pet? Why? What sport do you love to play? Why? They do not answer the why now. They will answer it later with their three reasons.

After students have brainstormed, have them pick one of the questions that they would like to write about. Give them three minutes to brainstorm the why? for that question. From this list of answers have students choose three reasons that they will turn into their body paragraphs.

Allow students time to turn these reasons into three body paragraphs. Give students time to write these sentences into a graphic organizer.

Day 3: Introductions

Show student the jack in the box. Turn knob and let the jack in the box out. Relate this to the hook of a writing paper. Tell students you used the jack in the box to get their attention, while a hook is written to get the writers attention.

Go back to the good beginnings paper from narrative. Remind students of the good beginnings that they used and what each one means. Tell students we need to have strong beginnings in expository writing as well as narrative.

Teach students the three parts of an expository introduction: hook, topic sentence, and preview. Tell students that the hook gets the readers attention, topic sentence is answering the question, and the preview is stating your three reasons. Show example essay from a what/why prompt that is missing the introduction. Show students how to develop an introduction for this essay. Be sure they understand that they are telling the three reasons that they have already written about in the body.

Have students take out their What/Why body paragraphs and have them add an introduction on the outline. Go through each part and have students write it and share. First have them write their hook and share. Then, topic sentence and share. Finally, preview and share. Remind students that the parts need to relate to the whole essay.

Week 3

Day 1: Introductions/Topic sentence

Review with students what a strong introduction entails. (Hook, Topic Sentence, and Preview)

Show students the overhead of a poor introduction paragraph. Identify the three main parts of the introduction. Tell students that each sentence of your beginning should not start the same way. Example: Spongebob is my favorite TV show. Spongebob is my favorite TV show because....

Together fix this introduction so that the paragraphs do not start the same way.

Pick a new What/Why topic and write an introduction for that topic. Remind students that should be using different sentences patterns. Share some of the student's introductions aloud and point out when students use different sentence patterns.

If time permits, students can write other beginnings for What/Why topics.

Day 2: Strong Support (Further Explain)

Show essay from Week 1, Day 1. Focus on the strong support within the body paragraphs. Point out how the essay includes a topic sentence, a detail and then a further explain. Remind students that this is what they should be putting into their essay.

Use your brainstorming from Week 1, Day 2. Do a think aloud demonstrating how to write and support a body paragraph using one of your reasons. Make sure you include a topic sentence, detail and further explain.

Have students go to one of the body paragraphs they have already written and improve it using what they learned.

Day 3: Strong Support

Tell students that the support of your paper is the main part of your essay. It's what holds the whole paper together. Show students two graham crackers and say that they represent the beginning and

ending of your story. Show them the chocolate and the marshmallow and explain how this is the body of your essay. The part that holds the paper together is the body. Take out the marshmallow and say how if we didn't have the marshmallow to hold our smore together it would fall apart, just like your paper will fall apart if you don't have good support.

Have students work on another What/Why topic or work on a paper they have already written to show good support.

Week 4

Day 1: Transitions appropriate for expository writing

Remind students about the transitions links from narrative writing. If you still have your links you can reference right to them. Have student take list of transitions from narrative. Go through the list and highlight transition words that you would use during expository writing.

Then make a T chart on chart paper. On one side write beginning and on the other side write with in. Have students use their list to help make lists of acceptable transitions to use to start a paragraph and then transitions to use within a paragraph. Post your chart in your room.

Have students go back into their writing and highlight any transition words that they used. Have them add transitions words where needed.

Day 2: Conclusions

Have students take out their good endings sheet from narrative. Review the different type of endings that can be used in their essays.

Take out graphic organizer and model how to add a good conclusion. Tell students that good conclusions should have

Have students take out their graphic organizers and add a good conclusion.

Day 3: Precise Vocabulary

Show students a baseball, football, soccer ball and tennis ball. Give each student's dry erase boards and markers. Tell students that you are going to say a sentence and you want them to guess what sports item you are referring to. Be very general so that it is very hard for students to guess which item you mean.

Ask: Which ball is used to play a sport?
Which ball can be kicked?
Which ball is round?

After each question comment on the how different students picked different items. After all 3 questions have been asked; explain to students how it was hard for them to guess because the questions did not use specific/precise/interesting vocabulary. Tell students you are going to ask the students questions again and see if they can get the answers.

Ask: Which round ball is hit while playing baseball?
Which brown ball can be kicked for a field goal?
Which ball is green and fuzzy?

Explain to students that these questions were easier to answer because they included better vocabulary words.

Have students go back into their writing and add precise vocabulary words. Tell students that the words they add should give the reader a better idea of what they are trying to explain.

*Last week to use writing outline. Move to Expository Checklist

Week 5

Introduce Expository Checklist

Day 1: Generate Ideas

Give each student an index card with a prompt on it. Tell students that you are going to play a song. When the music starts, students should start passing the cards. Play the song and when the music stops the students must write three reasons on the back of their card that goes with that topic.

Once students have generated three reasons, have them meet in a group with the students that have the same topics as them. Give students time to share the three ideas they each wrote on their card.

Once everyone has shared have students return to their seats and write an expository essay about their topic. Remind students to use the checklist as they write so that they have all the necessary parts in their essay. If students are struggling, have a poster with the outline for them to reference.

Day 2: Sentence Fluency

Take out cards from Simple Six lesson on Different Sentence Patterns. Remind students what each cards means with their writing.

Display sample paragraph on overhead. Ask students if they can tell you what is wrong with this body paragraph i.e. sentences start the same way, lengths are the same etc. Together fix the paragraph so that the sentences use different lengths.

Tell students that they should not make each paragraph sound the same either. Remind students that this will make their essay more interesting to the reader. Show second paragraph and say how it is very similar to the first before we changed it. Together change the second paragraph so it does not sound like the first.

Give students time to go back into one of their essays and see if they can change some sentences to make their paragraphs have better sentence fluency.

Day 3: Show Not Tell

Discuss showing an emotion without saying it. Ask students how people look when they are angry, tired, and sick. Explain how you can see how they feel without them telling you. Assign each student an emotion. Have the students draw and label a picture of that word. Students should draw what a person experiencing that emotion would look like and then label the different parts of their drawing that show us that they are experiencing that emotion. Show example of sick person to give

students an idea of what to do. Show how the sick person has red eyes, sweating, etc. We can see that the person in the drawing is sick.

Give students an index card and have them write a few sentences about their emotion without saying the name of the emotion.

Put students in groups and see if they can guess the emotion from the picture and the paragraph.

Week 6

Day 1: Prompt Attack

Discuss the importance of writing to a prompt. It's wonderful for students to write about an idea you think of on your own, but also good for students to practice responding to a prompt. Students have a difficult time dissecting the prompt and figuring out what the question is asking. Explain today that we will do something called Prompt Attack where students will get different prompts and come up with how they will organize their paper.

Display the first prompt on the overhead. Draw attention to how much extra information is put in the prompt that may not be part of the actual question. Ask students to figure out what the prompt is actually asking them to write about and how they would organize their topic and preview sentences.

Point out to students that they could often use the extra information from the prompt to help give them ideas of what to write about.

Have students take out their journals. Tell them you are going to show some other prompts and they have to write their topic and preview statement in their journal about the prompt. Show two more prompts and have students write their topic and preview statements about those prompts.

Have students pick one of the prompts and write an essay about the given prompt.

Day 2: Parts of an Expository Essay

Pick a student with a good expository essay and copy their essay on an overhead. Together review the parts of an expository essay and identify them in the author's paper. Then have students take out the Expository Essay Checklist. Go through each part of the checklist and see if you can find it in the child's paper. Discuss the different parts of the checklist as you go through it.

Pair up students and have them use the checklist on their partner's paper. Tell students they should look for each of these things in the paper and not to check them off unless you are sure you see it in their paper.

Day 3: Being a Critical Reader – Write final draft

Point out the importance of being a critical reader of your own writing. Remind students of how they reviewed an essay on Day 2 and remind of importance of critiquing your own writing.

Tell students to name 2 strengths and 2 weaknesses that they found in their writing on the writing key. Tell them these are things that they can work on throughout the year in their writing.

Give students time to write the final draft of their paper. Be sure that you have met with the students and discussed their paper before they begin writing.

Week 7

Day 1: Generate Ideas using Non Fiction Text

Explain to students that they will be using research to write an expository essay about animals. Tell students that you are going to be writing a research paper on wolves. Put up the graphic organizer and show how the three things they need to find out are; where is the animal found, what do they eat and an interesting facts about the animal.

Show students the book about wolves and tell them that you are going to use this book to find the answers to your questions. Look at the headings of the book and tell students you are looking for one that will give you clues about where wolves are found. Stop on the section called Wolves: Making a Comeback and read the page aloud. Tell students it says that wolves are found throughout North America, Europe, and Asia. Revel that part of the graphic organizer and say that you wrote this here because it answers the question. Tell them you need to do further research to find out their habitat.

Tell students you are now going to look for an interesting fact from the book. Turn to Part 1: Wolf Behavior. Read page 4 aloud. Tell students that you think that wolves living in packs and that the leader of the pack is called an alpha male are interesting. Say you also think that there is also an alpha female is important. Revel this part of the graphic organizer and say thee facts will go under interesting fact because it is something I found interesting. Tell students that they will be finding many interesting facts and will narrow them down. This is a brainstorming process so the students can write as many things as they would like under the headings.

Give students a copy of the overhead and tell them they will now be researching an animal and filling out the organizer about the information that they find. Students may need assistance deciding what facts are important and looking through the books.

Day 2: Organizing Research

Put up graphic organizer from Day 1. Show students how you have more information then you need in your organizer. Show students the graphic organizer and tell them that this is what you will fill out for your research paper. Go back to the organizer and model how you would find the most important reasons that you want to include in your paper. Cross out some ideas that would be hard to support and circle ones that would be easy. This will really only need to be done for interesting facts since where they are found and what they eat are concrete answers. Model how you use these reasons to fill out the organizer.

Have students continue researching their animal. During this time meet with students as they finish and have them narrow down their information under each column. After you feel the students have narrowed down their reasons, give them a graphic organizer to fill out.

Day 3: Writing a Research Based Expository Essay

Show students the graphic organizer from Day 2. Model for students how you take the information from the graphic organizer and put it into the different parts of the paper.

Start with the introduction. Show students how you take the introduction and put it into a paragraph. Have students then take their outline and put it into a paragraph. Then do the same for the first body paragraph. After you have modeled the first body paragraph. Give students time to write their three body paragraphs. When students have finished, model the conclusion and then allow students to write the conclusion.

Give students time to share their finished papers in groups or partners.

Week 8

Day 1: On Demand Writing – give students a writing prompt. Tell students they will have 40 minutes to brainstorm and write an essay to this prompt. Collect the essays and put in writing folders.

Day 2: Editing - conventions

Display an overhead of a student's paper. (You will need to pick a student and copy it on an overhead) Edit the paper together using the proofreader's marks focusing on conventions.

Have students take out an essay. Put in pairs and have students peer edit their partners work using the proofreader's marks. Try to pair a strong writer with a weak writer to edit.

Day 3: Prompt Attack

Remind students of previous activity where they were given prompts and they had figure out what the prompt was actually asking doing a prompt attack.

Display the first prompt on the overhead. Draw attention to how much extra information is put in the prompt that may not be part of the actual question. Ask students to figure out what the prompt is actually asking them to write about and how they would organize their topic and preview sentences.

Have students take out their journals. Tell them you are going to show some other prompts and they have to write their topic and preview statement in their journal about the prompt. Show two more prompts and have students write their topic and preview statements about those prompts.

Have students pick one of the prompts and write an essay about the given prompt.

Week 9

Day 1: Strong Support (Making Connections)

Review strong support by showing an example of an essay where is not the same throughout. Show students how the first two paragraphs have strong support where the last paragraph has weaker support. Model to students how you could change this to be more consistent throughout the essay. You do not want strong support in the first paragraph and then your other reasons

thrown into the essay without any way to support them.

Have students go back into an essay and ensure that their support is consistent throughout.

Day 2: Voice

Tell students that many times we can tell who wrote a story by the voice that they use. Remind student that voice is the author's style. It is the quality that makes his or her writing unique and tells about their attitude, personality, and character. Share voice poem.

Tell students that they are going to play a game. All students will close their eyes and listen for the sound of a student's voice. While student's eyes are closed, you will go around and tap a student on the shoulder. If the student gets tapped they should say, "Hi! It's me!" See if students can guess whose voice it was. Repeat this a few times.

Teach students that just like we heard different voices during the game, you can hear different voices in your writing. Give students an index card and have them write a short paragraph about how they were able to identify whose voice they heard. Have students share their paragraphs.

Have students go back to their writing and see if they can find their voice in their essay.

Day 3: Overall Editing with Checklist

Show sample essay with some mistakes and go through the checklist with students. If there is a part of the checklist that is missing from the essay have students suggest changes that could be made so that it can be checked off.

Give students a copy of the checklist and have them complete it using one of their essays.

Week 10

Writing Celebration Week

- Use technology to bring a paper to final draft
- Allow students time to share their final draft

4th Grade Expository Writing

Week 1

Day 1: Expository Introduction

- Using chart paper, write narrative and expository writing at the top. Have the students help you brainstorm all of the components of a narrative essay and list on chart paper. Ex. Narrative is a story, has characters, plot. Teacher should explain parts of an expository and add to chart paper. Ex. Expository explains, reasons, support.

- Pass out a sample essay to a small group of students. Their job is to read the paper and decide if it is narrative or expository. They have to give reasons to support their decision. The students can share their reasons with the class, giving them a quick summary of what their essay was about and justifying their decision.

Day 2: Support ideas

- Teacher think aloud to model brainstorming supporting ideas. Write the topic “My favorite sport” on the overhead. (You will use this brainstorm in a future lesson, so be sure to keep this overhead!) Demonstrate choosing a sport and listing all the reasons why it is your favorite sport. (The more reasons the better!) Relate this idea back to narrative writing and choosing the candy, it’s always better to have more choices when writing.
- You need to then circle three reasons that you will use in your body paragraphs. Talk through the reasons you brainstormed and cross off ones that you won’t be able to think of a lot of support for. Once you circle three, discuss with the class that you are thinking ahead of ideas you can use to write.
- Give the students the prompt “My favorite holiday.” Students should list their favorite holiday in their spiral. Set the timer for 3 minutes and have students brainstorm all the reasons that it is their favorite holiday. (Again, the more reasons the better!)
- The students should look at their list and choose three reasons to use in their body paragraphs. Divide spiral into 3 sections and list the reason at the top of each section.
- The teacher should then make 3 columns on the overhead and list the three reasons they chose and write them on the overhead. List supporting details under each to model for the kids.
- Set the timer for 5 minutes and have students list ideas under their three reasons.

Day 3: Body paragraph graphic organizer

- Hand out the expository outline or expository graphic organizer (whichever you chose to you) and focus on the body paragraph. Go through all the important parts that are included in the body paragraph.
- Using the ideas you brainstormed from the previous lesson, do a think aloud to plug those reasons into the graphic organizer. Talk through the parts and explain to the students what should go in each section.
- Hand out the graphic organizer to the students and they should use their brainstorming from the previous lesson to plug in to the graphic organizer.
- Once they fill out the graphic organizer, they should transfer it into their spiral as a paragraph.

Week 2

Day 1: Body paragraph

- Display sample body paragraph for students. Using their outline have students point out all the parts needed in a good body paragraph. The teacher can highlight the parts as the students go through.

- Then students should go into their spirals and look at the paragraph they wrote from the previous lesson. The teacher should call out each part, starting with topic sentence. Have students put their finger on the part in their paragraph, call on a few students to share. Continue this process through all the parts of the body paragraph. If you call out a part that students don't have written, they should add that sentence.
- Have students fill out the other two body paragraph sections in the outline. If they finish, they can write those in paragraph form in their spiral.

Day 2: Generating ideas

- Explain to students that they will be brainstorming ideas for expository writing. Remind them that expository essays explain topics.
- Introduce "What, Why" statements. (What _____ and Why.) What is your favorite sport and why? What is your favorite color and why? What is your favorite movie and why?
- Set the timer for 3 minutes and have students think of as many "what, why statements" they can.
- Then have students circle the statement they want to use for their essay. This will be the prompt they write about.
- Students should then brainstorm reasons to support their prompt. (3 minutes) For example, if they chose "What is your favorite movie and why?" They should list all the reasons it is their favorite movie. Then the students should circle the three reasons they will use as their three body paragraphs. Remind the students that these reasons need to be supported, so to choose wisely.
- Then have students divide their paper into three sections and list their three reasons at the top. They should provide as much supporting detail under each of these three sections. 4 minute timer.
- Once students have their three reasons and support for each reason, they can fill out the outline. (Pass a new one out.) Again, you can use the graphic organizer instead of the outline if you would like.

Day 3: Introductions

- Trigger: Use party poppers to get students' attention. Relate this to the hook of an introduction in an expository essay. Explain to students that a good introduction always needs to get the reader's attention. Remind students that in narrative we started our stories with different strong beginnings. Ask students to share the ways they remember from narrative (question, surprise, exclamatory sentence, noise, descriptive setting.) Explain to students that they can use any of these as a hook to their introduction.
- Once the students understand hook, introduce the idea of a topic sentence. Explain to students that the topic sentence is the answer to the question in their prompt. For example, if the prompt was "What is your favorite movie and why?" The topic sentence would be "My favorite movie is Star Wars." Verbally give students a few questions, where they would come up with the topic sentence. For example, if you gave them the prompt "What is your favorite subject?" They should respond that their topic sentence would be "My favorite subject is Math." Continue with a few examples so that the students understand topic sentence.
- The last part of an introduction is the preview sentence. Explain to students that this sentence previews the three reasons that will turn in to their three body paragraphs. Use

one of the examples from your think aloud to show an example of a preview sentence. For example, if my topic sentence was “Math is my favorite subject.” My preview would be “Math is awesome because we get to use calculators, there is always an exact answer, and there are many ways to solve one problem.”

- Allow students time write an introduction from the “what/why statements” they wrote.

Week 3

Day 1: Introductions

- Ask students the three important parts of an introduction- list on the board. Have them describe what goes into each part. Explain that today we are going to be working on the preview sentence.
- Explain to students that it is important for writers to avoid repeating themselves, especially in an introduction that isn’t necessarily long. (It might only be 3 sentences).
- Display the weak sample introduction that has repetition with the topic and preview sentence. Underline the repetition and discuss with students ways to change the preview. Take one of the students suggestions and change the introduction. Reread the new introduction for students to hear the improvement.
- Using the “what/why” statements from previous lesson, have students pick a new topic and write an introduction. They should focus on making sure that there isn’t repetition with their topic sentence and preview. Remind students that their introduction needs to start with a hook.
- Allow students to share their strong introductions. If they finish, they can chose one of their introductions and continue writing their paper.

Day 2: Strong support (further explain)

- Show sample essay from week 1 day 1. Focus in on the strong support within the body paragraphs. Point out the supporting detail and the further explain.
- Use your brainstorming from week 1 day 2 (what is your favorite sport) and pick one reason to write a sample body paragraph. Do a think aloud demonstrating how to write and support a body paragraph.
- Have students go back to a body paragraph they have already written. They should improve this paragraph adding support where it is lacking.

Day 3: Strong support

- Trigger: To demonstrate the importance of having substantial support and that strong support is “the meat” of an expository essay show the students a sandwich. The sandwich should just be two slices of bread (intro and conclusion) and a piece of lettuce (some support). Ask students if they would like to eat this type of sandwich. (hopefully they will say no 😊) Connect this to their papers, that a reader wants to read something with juicy support, just like a hungry person wants to eat a sandwich with lots of meat and toppings- not just bread and lettuce.
- Place the weak sample body paragraph on the overhead. Have students point out what they notice about it. Together, change the weak support to “meaty” strong support.
- Students should continue with their expository paper. If they finish one, they should look at their brainstorming page and pick a new topic to write about

Week 4

Day 1: Transition (different within the body paragraphs)

- Refer back to the transition lesson in narrative (legos). Have students share some of the great transitions they learned or have used in their narrative writing. (they can take out their transition page you handed out during narrative) Explain to students that in expository, you not only transition at the beginning of each paragraph, but also within the paragraph.
- Display sample essay from week 1 day 1. With the students' assistance, highlight all the transitions in the essay.
- Make a T-chart on the board, students should put this in their spiral. Label one side "beginning" and one side "within." Explain to students that the transitions you use to begin a body paragraph are different than the transitions you use within a body paragraph. Students can use the sample essay you just highlighted as a reference to list the appropriate transitions under the appropriate side of the T-chart.
- Students should go back to any body paragraph they have written. Using the T-chart for ideas, they should go back and change or add any transitions within their paragraph.
- Students can continue writing.

Day 2: Conclusion

- Use the graphic organizer or outline (whichever you are using) to introduce conclusion. Explain to students the importance of a conclusion, it is the last part of the essay and should be strong to leave an impact on the reader. It needs to have a restatement of the preview, restatement of the topic, and zinger. Explain to students that the introduction and conclusion have similar parts, but should not be stated exactly the same.
- Place either sample essay from week 1 day 1 on the overhead. Point out the three parts to the conclusion for the students. Then have the students reread the intro and then reread the conclusion. Again, pointing out that they are saying similar things, but should be worded differently.
- Have students look back to an essay that they are working on or have written the introduction and body paragraphs for. They should write the conclusion to their essay based on what they learned today.
- Allow for time for students to turn to a partner and read their introduction and conclusion. They should be sure that they are worded differently.
- Students can continue working on their paper. If they finish one, they should look back to their "what/why" brainstorm list and start a new essay.

Day 3: Precise vocabulary

- Trigger: Play "Simon Says" with the students. However, you are going to be very vague with your directions and tell students who don't do what you were thinking (but didn't say) to sit down. For example, "Simon says to lift a body part." In your head, you are thinking "lift your hand." Everyone who did not lift their hand, tell to sit down. Give a few examples. "Simon says to turn." You want the class to turn to the left, anyone who didn't turn the way you wanted, tell to sit down. You are trying to demonstrate that precise vocabulary is important in expository writing otherwise it can be unclear for the reader, just as your directions were not specific enough for the students to understand.

- Explain to students that it is important to write exactly what you are thinking. You don't want to include general words such as "sport" "movie" "things" "stuff." You want specific words.
- Have students go back into their writing and underline or highlight any general words they included. Then have students change these words to more precise, vivid words. Allow for students to share the changes they have made.
- Students should continue working on their expository essay.

Week 5

Day 1: Generate ideas

- On the board write "Anna McDonald" have students use their spirals to generate all the problems our school has that they would like to fix. For example, one problem might be that they have a short lunch or we don't have PE everyday. (3minutes) Allow students to share some of the problems they brainstormed- this might give other students some ideas.
- Then have students circle one problem. They should rewrite this problem at the top of their spiral and list all the reasons it is a problem. For example, if the problem was lunch is too short, a reason that this is a problem is because some students are not eating enough during lunch. If the problem was that we don't have PE everyday, a reason this is a problem is because kids are not active enough. Set the timer for 3 minutes.
- Then have the students pick 3 reasons that support their problem. Students may then use the checklist or graphic organizer and start planning for their essay. *This topic can easily become persuasive, so be sure that students are not convincing the reader to change, but instead explaining why it is a problem.

Day 2: Sentence fluency

- Remind students that it is important for them to use different sentence patterns when writing. They want to make sure to use different sentence lengths, start sentences off different ways, and include transitions.
- Display sample body paragraph with poor sentence fluency. Have students point out what they think the paragraph is lacking and discuss ways to improve it. (Every sentence starts with "I"- they are all the same length.) Working together, revise the body paragraph so that it displays sentence fluency.
- Have students go back into an essay and reread one of their body paragraphs. They should combine, fix, or add sentences to make it more fluid. Allow for students to share the changes they have made.
- Have students continue writing.

Day 3: Show not tell

- Put students into groups. Give each group a sentence cards with basic sentences. Their job is to make two changes to the sentence to make it more vivid. They can add proper nouns, change words, include adjectives, ect. Then have students pass their sentence card to a new group. Every group will get a new sentence card. Their card will have a few changes on it from the previous group, but they have to make even more changes to make it a stronger sentence. Allow students to switch one more time and make changes to the sentence.

- Then have students read the original sentence and the new revised sentence to see the power of adding more detail.
- Have students go back into their writing and find a few sentences they can add more detail to.
- Students can continue writing.

Week 6

Day 1: Prompt attack

- Discuss with students the importance of writing to a prompt. It's wonderful to be able to write an idea on your own. We are going to work today on responding to a given prompt. Part of a problem students have is understand exactly what the prompt is asking them to write. Explain to them that today we are going to be doing a prompt attack, where students get different prompts and come up with how they would organize their paper.
- Display the first prompt on the overhead. Draw attention to how much extra information is given in the prompt that may not be part of the actual questions. Tell students to look for what the prompt is actually asking them to write about and how they would organize their topic and preview statements. Do this example together.
- Point out to students they can often use some of the extra information in the prompt to help give them ideas of what to write about.
- Then display another prompt and have students brainstorm their topic sentence and preview statement in their spiral. This may take them a few minutes to come up with their three reasons. Allow for students to share their topic and preview sentence. Repeat this with one more prompt.
- Then have students chose one of the prompts to start writing.

Day 2: Parts of an Expository

- Select a sample expository essay from a student in your class and make a transparency. Have students take out their expository checklist (this is what you use to assess their papers). Go through each of the topics, focus, support, organization, ect. and what is supposed to be covered within the topics. With your class's help, decide if the paper should get a check for each of the items below the topic. Have students justify their answers to support their decision.
- Hand out a new checklist to each person. Have students switch essays with a partner and go through the checklist "grading" their partner's paper. Then they should return the essays with the checklist to the owner. Students should then work on the improvements their partner has suggested.
- Students can then continue to work on their essay.

Day 3: Being a critical reader (write a final draft)

- Point out the importance of being a critical reader of your own writing. Remind students of how they reviewed their classmate's essays yesterday and emphasize the importance of critiquing their own writing. We want students to be able to reread their own writing and be able to make improvements.
- Have students turn to one of the first expository essays they wrote and reread it. Then have students reread one of the latest essays. They should write a paragraph describing

the difference they see in their own work, pointing out improvements they have made throughout the weeks. Have students share some of the improvements they have noticed in their essays.

- Explain to students that any time they finish an essay, they should reread it and try to make improvements.
- Students should decide one paper that they want to bring to final draft, probably the one their partner “graded” the day before. For homework, they should write their final draft.

Week 7

Day 1: Generating ideas using nonfiction texts **(Computer lab)**

- Remind students that expository is explaining. When we write expository essays, it doesn't always have to be our own ideas. Today, we are going to use nonfiction texts and the internet to brainstorm our ideas. (Students should use the nonfiction books for at least one fact). Explain to students that when we use the internet or nonfiction texts, we need to write down the places we got our information from. (We are doing a very basic citation- just the title of the book and page number or the web address- it is part of 4th grade writing standards)
- We will be selecting one city that is important and three reasons why it is important. They need to include one important person from that city, one significant monument, and one event that took place in that city.
- Model for the students a sample brainstorm on the city Springfield. Divide the overhead into three columns and list “Person” “Monument” and “Event.” Open the book on Springfield and show the students that you found that the capital building is located in Springfield. Explain to students that it is a monument and write it under that column. Then list some facts about the capital building. Then demonstrate writing down the title and page number for your citation.
- Have students divide their spiral into three columns and label them the same way as yours. Write the following four cities on the board for students to choose from: Chicago, New York, San Francisco, and Honolulu. (If a student wants to do a different city that is fine too!) To save time, students should select the city they want to research before going in to the computer lab.
- Students should spend the remainder of the time researching their city and writing down facts. Bring the nonfiction texts into the computer lab so students can use them.

Day 2: Continue researching **(computer lab)**

- Students should continue to research and be sure they are citing their sources.
- Today, students should narrow down their research to prepare for writing. Depending on the amount of research, some students may have a lot of detail and need to weed through it. For example, if a student selected Honolulu and is writing that Pearl Harbor is the important event, they should highlight only a few facts they found that they are going to include about Pearl Harbor (if they found a ton of facts). Some students may not have found as much research and might not need to narrow down their facts as much.

Day 3: Writing a research based expository

- Display for students the sample brainstorming on Springfield. Show them how you sorted through and only circled a few details to include for each heading, just as they did the previous lesson.
- Then explain to students that your introduction for this essay is the same as their other expository papers- hook, topic sentence, and preview. Display sample essay on Springfield and show only the introduction.
- Then show students the brainstorming page again. Explain to students how to get from their brainstorming columns to an actual paragraph. Point out that it is not just listing all the facts; they need to include their own sentences as well. Repeat with the other body paragraphs.
- Finally, display the conclusion and show students that it is also the same as the other expository conclusions they have written.
- Students should begin to write their research based expository papers.

Week 8

Day 1: Continue Research paper

- Allow students more time to continue to write their research paper. It might be beneficial to display the sample Springfield essay while students are writing. (You can choose to have students bring this to final draft)

Day 2: On demand writing

- This day, we want to give students the opportunity to practice responding to a given prompt. This will also be the chance for the teacher to review their essays to identify any problems that need to be addressed in the last few weeks of expository writing.
- Place the prompt on the overhead and give students the full 40 minutes to write their expository essay. Remind students to use their time wisely because their entire essay needs to be completed in this time.

Day 3: Editing (Conventions)

- Select a student's essay and make a transparency. Have students take out their proofreaders mark page and edit the paper together.
- Then have students chose one paper of their own that they want to edit. Pair students up to switch papers and edit their partner's paper.

Week 9

Day 1: Prompt attack

- Refer back to week 6 day 1 "prompt attack." Remind students the importance of prompt attack.
- Display given prompts and have students brainstorm topic and reasons.
- Students can select one prompt and start writing.

Day 2: Strong support

- Review strong support by showing sample essay that the support dwindles by the third reason. Remind students each reason needs to have the same amount of support.

- Have students help you make the last two body paragraphs strong by adding more support.
- Then have students go back into the paper they are working on and reread their supporting paragraphs. They need to determine if they are using the same amount of support. If not, they should add more detail to even out their body paragraphs.
- Students should continue to write. They can use another prompt attack to write if they finish one essay.

Day 3: Voice

- Trigger- Pass out a bag of Oreo cookies and tell each student to take one and they can eat. (There are only a few in the bag, so not everyone will get one). Then together write what happened- verbatim with no expression. "Mrs. Kirk passed out Oreos. She told everyone to take one and eat it. Only the first five people got an Oreo." Then tell students they have to write what happened, but this time adding feeling. The goal is for students who got to eat an Oreo are writing how excited they were and how good it tasted and the students who didn't get an Oreo are writing how upset they were they didn't get a cookie. The purpose of this is to show that students can be writing about the same topic, but have different feelings towards it. It is important in your writing for your voice and feeling to come through.
- Allow for students to go back into their writing and add any place that they can add their own twist and feelings.
- Students should then continue to write.

Week 10

Day 1: Editing (overall with checklist)

- Pick one of the student's expository essays from the beginning of the unit. (You want something that needs improvement). Make a transparency of that and the student checklist. Go through each point and show students how to check it as if you were grading. Fix an area while you are grading, to model for students. You want students to be able to analyze their own work.
- Have students take out an essay that they want to bring to final draft. Using their checklist they should "grade" their own writing. If they feel like an area is lacking, they should use this time to correct the mistake.

Day 2 and Day 3:

Writing celebration: Use technology to bring paper to final draft. Allow for students to share their essays.

5th Grade Expository Writing

* Week 1- Expository Introduction, Supporting Ideas, Body Paragraphs-G.O

Day 1:

*Expository Introduction

- Discuss the elements of narrative and expository writing by placing two pieces of chart paper on the board. Label each one Narrative or Expository and discuss with the class different elements that they know are part of a narrative text. Write each of these on the paper and then move to expository. Students are just learning this genre, but should be able to note that expository means to explain. Add more to the chart paper based on what a good expository paper must have.
- Give students an example essay and have them work with their writing partners to identify the type and writing and be prepared to give reasons to support their decisions. Have students share what they found.
- Display different types of expository writing (Ex: encyclopedia, almanac, newspaper articles, dictionary, thesaurus). Have students choose a reference source and work in small groups to come up with reasons that support why each source would be expository text.
- Show example expository essay and briefly review why it would be expository (you will use this example in other places throughout the essay).

Day 2:

*Support Ideas

- Today's goal is to get students comfortable with generating ideas/reasons on a given topic.
- Do a think aloud to model brainstorming and supporting ideas. Write the example topic "My favorite animal" on the overhead. Take a few moments to then write several reasons that you would choose _____ as your favorite animal. Show students how we should come up with many different reasons for support and then choose our three strongest (reference the bubbles example that we used in narrative writing). Be sure to explain through your think aloud why you are eliminating or choosing specific reasons. The focus should be on the idea that stronger reasons will make support easier in the essay.
- Give students the topic "My favorite subject." Students will choose one subject that is their favorite and write it at the top of their paper. Then, give them three minutes to come up with support for this topic.
- Students will now go back to their topic and choose the three strongest reasons. Have a few students share what they came up with and why those reasons were the best.
- Teacher should then return to the think aloud and demonstrate how students can brainstorm specific examples for support. Draw three boxes and write each of your topics at the top of your box. Begin writing supporting examples under each supporting reason. For example, if I chose that dogs were my favorite animals and one reason was that they are fun. I will then make a list of all the ways that dogs are fun. (Save this for later in the unit)
- Students will now brainstorm examples in their spirals to support their three reasons. Allow the rest of writing time for students to come up with examples and share. Note that if students are struggling with examples, they need to ask themselves if they really chose the best reason for support.

Day 3:

*Body Paragraphs- Graphic Organizer

- Hand out the expository outline and focus on the body paragraph. Discuss with students the different parts of a body paragraph. Using the topic from the think aloud on day 2, display the transparency of the expository outline to show students how they can turn one reason into a paragraph. Fill out the outline to model using complete sentences, then have students go back to

their list from day 2 and choose a reason to fill out the graphic organizer on. Students should transfer the body paragraph to their writing notebook as a full paragraph.

***Week 2- Body Paragraphs, Generating Ideas, Introductions**

Day 1:

*Body Paragraphs

- Display sample body paragraph on the overhead. Using the expository outline, have students help identify the important parts of a body paragraph. Underline each part in a different overhead marker.

-Students will now go back into their notebooks and use different colors to highlight the important parts of their paragraph to ensure that everything is present. Topic sentence and concluding sentence should be the same color, 1st order support can be one color, and 2nd order support should be another color. Students can share highlighters if needed.

-Take a few moments to have students share what they noticed about their paragraphs. Were they missing any important parts? Was there a section that seemed weak?

-Students will spend the rest of writing time finishing the other two body paragraph sections and if time allows adding them to their writing notebook along with the paragraph from week 1, day 3.

This will be the time to conference with struggling students.

Day 2:

*Generating Ideas

-Remind students of the importance of generating a list of essay ideas to aid them throughout the writing unit (dominoes and bubbles were the triggers that can be referenced for this topic).

-Display the prompt, "What _____? Why?" and explain to students that today we will be generating ideas for expository writing. Remind them that expository is different from narrative because we are concentrating on explaining and supporting ideas versus describing/showing a story. Fill in the blank from the prompt to say, "What sports do you like to play? Why?" and "What is your favorite holiday? Why?" Explain that we are going to come up with many different what/why statements for students to write about as we move through the unit. Give students four minutes to come up with as many what/why statements as they can. You can do this as well on the overhead as an example.

-Students will now choose one topic to brainstorm on. For example, students may choose, "What's your favorite sport? Why?" They will then go to their notebooks and come up with many different reasons why that sport is their favorite. They will choose three reasons that will become their three body paragraphs. Students should then make a list of support for each reason. Again the goal is for students to come up with many different ideas and choose the best possible support.

-Students will use the rest of writing time to fill out a new outline (body paragraphs only) for the chosen topic. Remind students to be writing in complete sentences. If a student finishes they can begin writing in their notebooks

*If students have not had time to transfer body paragraphs from outlines they should still be keeping all outlines in their folders and can revisit them later to take to a draft.

Day 3:

*Introductions

- Use a balloon filled with confetti and pop it in the middle of class. Use this to get the students attention. Remind students that the introduction is the first impression that a reader has of their writing, and it's important to catch their attention.
- Have students reference their list of good beginnings that were taught in the narrative unit to review possible examples for a hook.
- Review the other important parts of an introduction from the outline that students have been working on. Hook- catch the reader's attention, Topic Sentence- answer the question, Preview Statement/Thesis- give reasons to support the topic sentence. Give students several prompts verbally and have them quickly give you a possible topic sentence to ensure understanding.
- Use the previous topic, "What is your favorite animal? Why?" and write an introductory paragraph together.
- Students can now go back into their writing and add an introduction to one of their outlines. If students finish, they can continue writing from their previous topic or begin a new essay.

***Week 3- Introductions-Thesis, Strong Support (Further Explain), Strong Support (Further Explain)**

Day 1:

*Introductions- Thesis

- Ask students to explain the three main parts of an introduction. Make the connection between a preview statement and a thesis (we will use thesis as the vocabulary for the preview statement in fifth grade to coincide with junior high).
- Show example introduction on the overhead and have students identify the three parts of an introduction.
- Explain to students that we want to write a topic sentence and thesis separately without repeating. For example, a poor example may be: "Dogs are my favorite animals. Dogs are my favorite animals because they are fun, loyal, and sweet." Instead we can explain that students should use different wording for the thesis. For example, "Dogs are my favorite animals. I absolutely love dogs because they are a lot of fun, extremely loyal, and super sweet." (Save your brainstorming for later in the unit)
- Show example of weak introduction and have students explain what may be wrong. Correct together.
- Students will not choose another what, why prompt and write another introduction. If students finish they can continue with their body paragraphs.

Day 2:

*Strong Support (Further Explain)

- Show example expository essay from week 1 day 1. Focus in on the body paragraphs and the strong support that is given for each reason. Remind students that after they think of their three reasons, the second order support is essential to their essay.
- Use the examples from generating ideas (My Favorite Animal). Choose one supporting reason and do a think aloud demonstrating how to write and support a body paragraph.
- Have students go back into their writing and choose a body paragraph that needs additional support. Students can then continue making improvements on the essay or begin a new topic.

Day 3:

*Strong Support (Further Explain)

- Use the taco materials to demonstrate the importance of strong support within a body paragraph. Ask students how many of them like tacos. The display a taco shell with only lettuce on top. Talk about what is missing in the taco and how this relates to the support within an essay. Without proper support, the essay is very bland and uninteresting. Remind students that their goal is to not only give their own ideas, but also focus on supporting the ideas to their reader.
- Display a weak expository example and have students identify the problems with the support of the essay. Then, discuss how this affects the essay. Students should share ways that this essay could be improved and you can note them on the overhead.
- Students should now go back into their writing and write down ways that their support could improve, share a few together.
- The students can now go back into their writing and make improvements or begin a new essay.

***Week 4- Transitions, Conclusions, Using Precise Vocabulary**

Day 1:

*Transitions

- Refer to the trigger- Barrel of Monkeys and have students name some different transitions that they used in narrative writing.
- Have students take out their transitions list from the narrative unit. Display the example expository from week 1 day 1 and have students identify the different transitions that are present in the essay while you underline them.
- Point out the importance of using transitions not only at the beginning of a paragraph but also within to make sentence seem more fluid. Discuss and write down different transitions that could be used within a paragraph such as; for example, as a result, to further explain, also, another way, one way, etc. Students can use their list of transitions to help them come up with ideas (make sure the transitions are appropriate for expository writing).
- Students should now go into their writing and highlight any transitions that they find in an essay. If students only have transitions at the beginning of the paragraphs, and very few within, point that out as something to improve. They can then add transitions in their paragraphs and continue writing.

Day 2:

*Conclusions

- Refer back to the outline/graphic organizer for expository writing and draw students' attention to the three main parts of a conclusion paragraph: Restate thesis, restate topic sentence, Zinger.
- Point out to students that they need to go back and review their introduction paragraph in order to ensure that they are not repeating word for word the same sentences in the conclusion.
- Display the sample introductory paragraph and do a think aloud demonstrating how a strong conclusion should look. Take each sentence one at a time and talk through your thinking process of how to come up with a different way of restating the topic and thesis statement. For example: Introduction topic sentence- Dogs are my favorite animals; Restatement of topic sentence- Dogs are the most amazing creatures.
- Display the second example and have students write a conclusion (if time allows students can do this in their writing partners, otherwise individually is fine), then share a few examples.
- Students should now go back into their most recent essay and add a conclusion. They will then continue writing.

Day 3:

*Using Precise Vocabulary

-Hand out index cards to students with descriptions and have them take a moment to identify the object that is being described. Multiple students will have the same description but will likely come up with different answers because the description is so general. Make a big deal about the students who didn't get the write answer. "I can't believe you guessed baseball, that's way off base!" At this point students will likely respond with "How was I supposed to know" or "All you said was...." Draw them to the importance of using precise vocabulary in their writing. We want the readers to know exactly what we are talking about. The worst thing we can do is leave our readers confused.

-Display the list of general topics and discuss together some changes that could be made.

-Have students go back into their essays and find at least three places where they used generic vocabulary and have them change it to more precise vocabulary.

-Students can now continue writing.

***Students should move from the expository outline/graphic organizer to the student writing checklist. Some students may still use the outline or graphic organizer for planning, however, the overall checklist should be the focus. Take a moment to highlight the parts of the checklist that has already been covered and add to it each week until every area is highlighted.**

* Week 5- Generate Ideas, Sentence Fluency, Show-not-Tell

Day 1:

*Generate Ideas

-This time for generating ideas we are trying to have students move towards coming up with their own prompts for expository writing, which will be something they have not done before. Write the topic school on the overhead. Tell students that we are going to brainstorm all of the different expository topics that we could write about regarding school. Give the example of bullying-I could write an essay about the three reasons why bullying can be a problem or I could write about different things that our school does to prevent bullying. Another example could be writing about your favorite time of the school day and give the three reasons why (gym) is the best part of your day. Go over several examples with the students and give them a few minutes to come up with ideas on their own. Go over these together and write the suggestions on the overhead (if an idea given is more of a persuasive topic, explain that and do not put it on the list). The idea is that all of the students can gather more ideas from sharing.

-Other topics that you could write are Social Studies, sports, animals, etc.

-Students are not actually coming up with their three reasons at this point but are instead generating essay ideas. Example: If my heading is social studies I could write essays about- the causes of the revolutionary war, why George Washington was a good leader, how King George mistreated the colonists, what were the advantages of the continental army, etc.

-Do as many topics as time allows and share with one another. These topics should not be something that would require research beyond possibly using the social studies book.

-Once many ideas are generated students can begin writing on a topic.

Day 2:

*Sentence Fluency

- Our goal today is to review varied sentence patterns and show students how this along with the use of transitions can add to their sentence fluency. We want the paper to flow and not come across as choppy.
- Display the example essay from week 1 day 1 and have students point out transitions and varied sentence patterns.
- Display the weak example and discuss the difference between the sentence fluency in each example.
- Have students work with their writing partners for a few minutes to make changes and share a few.
- Students should now go back into their writing and find three places where they can improve their sentence fluency.
- Students can continue writing.

Day 3:

*Show-not-Tell

- Split students into two teams and have chart paper at the front of the room. The students will play "Pictionary." Have one student come to the front of the room and give them a topic to draw about. After the team guesses correctly ask the team to share what part of the picture showed them _____. Make the connection to their writing by reminding students that even though we are writing expository essays it's still important to provide clear pictures for the reader and use the show-not-tell skill.
- Continue playing for 10-15 minutes
- Have students go back into their essay and write with red pen changes to areas where they could use show-not-tell
- Continue writing

***Week 6- Prompt Attack, Review Parts of Expository Writing, Being a Critical Reader**

Day 1:

*Prompt Attack

- Discuss with students the importance of writing to a prompt. It's wonderful to be able to write about an idea that you come with on your own, but we also need to be able to respond to a prompt. Part of a problem students sometimes have is that they find it difficult to understand what the prompt is actually asking them to write. Explain that today we will be doing something called "prompt attack" where students will get different prompts and come up with how they would organize their paper (the graphic organizer may be useful to some students for this activity but it is not necessary).
- Display the first prompt on the overhead, note how much extra information is given in the prompt that may not be part of the actual question. Tell students to look for what the prompt is actually asking them to write about and how they would organize their topic and thesis statements.
- Point out to students that they can often use some of the extra information in the prompt to help give them ideas of what to write about.
- Display two other prompts, one at a time and have students write a topic sentence and thesis for each.
- Students will now choose one of the three topics and begin writing an essay.

Day 2: ***Make an overhead of a student's writing for this day**

*Review Parts of Expository Writing

- Use the expository checklist to guide the students as we move through all of the important parts of an expository paper.
- Display a student sample on the overhead and have students help you critique the paper using the expository checklist. Move through each section and decide together if the essay should get a check for each line item.
- Hand out a new checklist and have students work with their writing partners to peer edit. When students are finished they should return the essay and checklist to the owner. Have students share some of the problems that they found and discuss how they can improve their own essays.
- Continue writing

Day 3:

*Being a Critical Reader

- Point out the importance of being a “critical reader,” of your own writing. Connect this idea to literary criticism from reading and how we had to critique the writing of different authors. Remind students how they reviewed essays yesterday and emphasize the importance of critiquing their own writing. It’s often easy to point out the flaws in another writer’s piece, while we let some of the same mistakes go in our own writing.
- Published author’s spend countless months critiquing their writing to make the very best out of their story or essay.
- Have students choose an essay that they will take to final edit. They will then read the essay and write a paragraph explaining what areas (at least 3-5) that they need to change and improve upon. Give students 10-15 minutes to work on this while you move to conferencing. Then call back their attention and have some students share what they found and ask how they plan to make these improvements.
- Students will then continue make improvements in class for the rest of writing time.
- **The final copies are to be written at home while class time is spent making improvements.

***Week 7-Generate Ideas Using Non-Fiction Text, Organizing Research,**

Day 1: **Today’s lesson should take place in the computer lab**

*Generate Ideas Using Non-Fiction Text

- Explain to students that we will now be using non-fiction books and the internet to help us write an expository essay. This essay will rely on research information that students find that will support their three reasons. Their essay topic will be “Name an important person in history and explain why that person is important.”
- Hand out the example list of questions and go over them with students. These questions should help guide their research. Also inform students that they will be able to use the internet for their research, however, they must use at least one book as a resource (encyclopedia, non-fiction book, newspaper, etc.). Remind students to keep track of the places that they find information because they will need to include a reference page (this page can just be a list of books (with page numbers) and/or websites (with web addresses) where they found information.
- Use the example of George Washington and look on the internet to find information answering a question from the list. Point out on the smart board information that comes up that you could use and how you would write that down, just to give an example.
- Make sure you have several non-fiction books that will focus on important people in history in the computer lab with students. Once the students decide on their important figure, they will then spend the rest of reading time researching information for their three supporting reasons.

-It's important to walk around to help students find information and organize it as they go because this is the first time they have used research in expository writing class and although it's important, it may also be a challenge for some.

-Students will work on collecting information for the rest of writing time.

Day 2: Today may need to be spent in the computer lab again if students need more time to research. Please check each student as they finish researching to be sure that they have the appropriate information to write a full essay.

*Organizing Research

-Today students will continue researching and begin organizing their ideas for each of their body paragraphs. Show students how to divide their paper into three columns and use post it notes to write down information that they want to include in their essay. Prior to this students were using the questions given to guide their research. Today they need to decide on three reasons and look through their research and stick a post it with information under each reason as support. By the end of today students should all have completed their research and organized their support and three reasons. Students should not spend this entire writing time still researching information online.

-If some students are still organizing ideas by the end of class, please assign this as homework

Day 3:

*Research Based Expository Essay

-Today students will begin writing their actual essays. Display the example sheet for brainstorming on the overhead and explain that it may look like what they currently have from their own research. Note how some parts may be crossed to align with how they chose certain information and ignored other information, while they were organizing on day 2.

-Display example essay and explain how you moved from a brainstorming sheet to an actual essay. Note the similarities between what they have already been doing. The major difference is that they did not rely on their own ideas, but instead used actual facts and information to support their topic.

-Students will now begin writing. Please allow students to continue working on their rough draft during free time or possibly as part of your reading centers so that they are completed by week 8, day 2.

*** Week 8- On-Demand Writing, Editing- Conventions, Prompt Attack**

Day 1:

*On-Demand Writing

-Display the example prompt and give students this entire writing block to complete the essay. Have students turn them in and review to identify a possible need for instruction during the final weeks of conferencing. If 50 minutes are available in your schedule that would be the ideal time for this prompt in order to align with state testing.

Day 2: *Make an overhead of a student's writing for this day. Choose an example that makes several conventions errors.

*Editing- Conventions

- Place the student example on overhead and have students get out their paper with editing marks and begin editing the paper together.

- Have students choose one expository paper that they want to edit and trade papers with a partner. They will then edit each other's paper and return to their owner.
- If time allows students can continue writing

Day 3:

*Prompt Attack

- Refer to week 6 day 1 and continue prompt attack with the given examples. Discuss with students ways to identify the question being asked and how to organize their essays.
- Students can then choose one of the topics given and begin writing.

***Week 9- Strong Support, Voice, Editing-Overall with checklist**

Day 1:

*Strong Support

- Review strong support by having students take out their checklist and going over the area of support together. Discuss with students why having a strong support is important. Ask them if they have noticed anything regarding support that they are still having trouble with or something they feel has really improved.
- Display the example essay and ask students what part of the checklist is lacking (the support is not equal in each paragraph). Connect this issue to the importance of choosing three strong reasons for an essay and how sometimes we can come up with two really good reasons but the third one is weak. Discuss how this affects the overall essay. You can also connect this to reading extended response. Explain to students that if they complete an essay they should look at the support and make adjustments or change their reason if one paragraph looks weak.
- Have students go back into their writing to make improvements and continue writing.

Day 2:

*Voice

- Hand out different greeting cards (many of which will be on the same topic) have students then meet in groups based on their topics (birthday, graduation, etc.). Ask students to share with the class how their cards were different even though they were on the same topic. Connect this to how each writer of the greeting cards has their own voice and often someone can tell who wrote something based on the personality that comes through.
- Show the example card from the writer, Gary Larsen, who writes funny greeting cards. Explain how he is known for writing in a certain way and that has become his established voice in writing.
- Tell students to look at an essay that they are writing and think about how someone could tell their writing from another person. What could they add or change to make the essay more aligned with their own personality.
- Students can then make changes and continue writing.

Day 3:

*Editing- Overall with checklist

- Display example essay and go through the checklist to demonstrate making improvements.
- Students will now choose an essay that they want to take to final edit.
- Have students go through the checklist and make changes to improve. Each student should spend this time actually making changes, they should not be moving on to their final copy until next week.

*Week 10- Expository Writing Celebration. Allow time this week for students to use technology to bring their paper to final draft and allow time for them to share.