

Trinity University Digital Commons @ Trinity

Understanding by Design: Complete Collection

Understanding by Design

Summer 6-12-2015

Show Me Your Expertise: 4th Grade Expository Writing Unit

Anne Waidelich

Trinity University, ewaideli@trinity.edu

Follow this and additional works at: http://digitalcommons.trinity.edu/educ_understandings

Repository Citation

Waidelich, Anne, "Show Me Your Expertise: 4th Grade Expository Writing Unit" (2015). *Understanding by Design: Complete Collection*. 315.

http://digitalcommons.trinity.edu/educ_understandings/315

This Instructional Material is brought to you for free and open access by the Understanding by Design at Digital Commons @ Trinity. For more information about this unie, please contact the author(s): ewaideli@trinity.edu. For information about the series, including permissions, please contact the administrator: jcostanz@trinity.edu.

UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Show Me Your Expertise

Grade Level: 4th Grade

Subject/Topic Area(s): Expository Writing

Designed By: Anne Waidelich

Time Frame: 15 days

School District: Lake Dallas ISD

School: Corinth Elementary

School Address and Phone: 3501 Cliff Oaks Drive Corinth, TX 76210 940-497-4010

Brief Summary of Unit (Including curricular context and unit goals):

Oftentimes students struggle to distinguish the difference between narrative and expository writing. Therefore this unit is intended to help 4th grade students understand what expository writing truly is, the purpose of expository writing and how it impacts their lives and the lives of others around them. Through composing two expository papers of their own, students will learn that expository texts are the basis for obtaining knowledge and that authors of expository texts develop a greater self-identity and gain perspective as they write expository texts.

Show Me Your Expertise: 4th Grade Expository Writing Unit

Stage 1 – Desired Results		
<p>4.15A - Plan a first draft for conveying the intended meaning to an audience and generating ideas through a range of strategies</p> <p>4.15B - Develop drafts by categorizing ideas and organizing them into paragraphs</p> <p>4.15C - Revise drafts for coherence, organization, use of simple and compound sentences, and audience</p> <p>4.15D - Edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric</p> <p>4.18 – Writing/Expository and Procedural Texts. Students write expository and procedural work-related texts to communicate ideas and information to specific audiences and purposes.</p> <p>4.18A - Create brief compositions that:</p> <p>4.18Ai - establish a central idea in a topic sentence</p> <p>4.18ii - include supporting sentences with simple facts, details, and explanations</p> <p>4.18iii - contain a concluding statement</p>	Transfer	
	<p><i>Students will independently use their learning to...</i></p> <p>Write an expository text explaining something about themselves while using details to support their central idea.</p> <p>Draw upon their own experience writing an expository text in order to write an expository text that explains the importance of expository writing while using details to support their central idea.</p>	
	Meaning	
	<p>Understandings <i>Students will understand that....</i></p> <p>Authors develop a greater self-identity and gain perspective as they communicate ideas and beliefs through the writing of expository texts.</p> <p>Our basis for learning is grounded in our ability to explain what we know.</p> <p>Exceptional authors are conscious of their audience so that the message of their writing appropriately engages and meets the needs of their audience.</p>	<p>Essential Questions</p> <p>What does it mean to inform or explain and when and why would you do so?</p> <p>What can I learn about myself through writing an expository text?</p> <p>How does the audience I'm writing to influence my writing?</p>
Acquisition		
<p>Knowledge <i>Students will know...</i></p> <p>The definition and purpose of an expository text.</p> <ul style="list-style-type: none"> • expository text: a text that explains information about a topic <p>The definitions of the following words:</p> <ul style="list-style-type: none"> • inform – to tell facts about a topic, answering Who? What? When? Where? • explain – to support facts with reasons and details, answering Who? What? When? Where? Why? How? • central idea statement – a sentence that clearly states the 	<p>Skills <i>Students will be able to...</i></p> <p>Brainstorm a central idea that will inform others of a topic about themselves and a central idea that will explain the importance of expository writing.</p> <p>Write a central idea statement, supporting details, and a concluding statement.</p> <p>Write with a specific audience in mind.</p> <p>Demonstrate their understanding of the “explanation” process by appropriately using the complete writing process (planning, revising and editing a draft) in order to produce an expository text.</p>	

	<ul style="list-style-type: none"> • main idea of the paper • supporting details - facts that help you better understand the central idea • concluding statement – a sentence that restates the central idea and supporting details in a new way • audience – the person or people that read a text <p>Expository writing is beneficial for the betterment of themselves and the world around them.</p> <p>All expository texts are created with a specific purpose and audience in mind.</p>	
--	---	--

Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria (for rubric)	
T	See Figures 6 and 7	Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i>
T		<p>Preparing an expository paper for a “Meeting of the Experts Special Event”, which they will share with a panel of experts (their classmates). Students’ papers should explain something unique about themselves and include a central idea statement, details to support their central idea, and a concluding statement. Students will write their papers with the panel of experts as their audience.</p> <p>Writing an expository paper to assure their 3rd teachers from last year that they are now expository writing experts. Students should use their own prior experience writing an expository paper to write an expository paper that explains the importance of expository writing. Their papers should include a central idea statement, details to support their central idea, and a concluding statement. Students will write their papers with the 3rd grade teachers as their audience.</p> <hr style="border-top: 1px dashed black;"/> <p>Other Evidence (e.g., formative)</p> <p>Pre-assessment Think-Pair-Share Ticket-out-the-door Gingerbread man brainstorm template Octopus brainstorm template Rough draft of expository paper #1 Rough draft of expository paper #2</p>

Stage 3 – Learning Plan

CODE (A, M, T)	Pre-Assessment	
	<p><i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i></p> <p>Write the following questions on the board and have students respond on a piece of notebook paper: 1. What is an expository text? 2. What is the purpose of an expository text? 3. How is it different from a narrative text? 4. What is an audience? Show six examples of a mixture of expository and narrative writing samples and have students guess which is which – have students continue their numbered list (numbers 5-10) and write “N” if they believe the text is narrative and “E” if they believe the text is expository.</p>	
M A, M A	<p>Learning Activities</p> <p>Day 1: Write the following questions on the board and have students respond on a piece of notebook paper:</p> <ol style="list-style-type: none"> 1. What is an expository text? 2. What is the purpose of an expository text? 3. How is it different from a narrative text? 4. What is an audience? <p>Show six examples of expository and narratives texts and have students guess which is expository and which is narrative. These can be books, magazines, essays, internet articles, etc. Have students continue their numbered list (numbers 5-10) and write “N” if they believe the text is narrative and “E” if they believe the text is expository. Show students Figures 1 and 2 and explain that by the end of this unit they will have written two expository papers with these specific purposes in mind.</p> <p>Day 2: Hook – Ask students, “What would our lives be like if we only had story books?” Pose questions that only expository texts could answer (e.g. What is the height of Mt. Everest? How fast can cheetahs run?). Give students 2 minutes to develop their own question and then allow them to ask their question of a partner. Next ask, “How did you know this information? How would you figure these things out if you did not have nonfiction books or online resources to research this type of information?” Allow time for a few student responses. Explain that the purpose of expository texts are to <i>explain</i> or <i>expose details</i> about a topic. They are the main way that we learn! Without these texts we would have to base all of what we know off of our own observations of the world around us. Every author of a nonfiction text is the expert on a particular topic and decided to share the information that he/she knew with others so that they could learn more about the topic. Write the words <i>explain</i> and <i>inform</i> on the whiteboard. Have students do a Think-Pair-Share on the difference between the words. Explain that when you inform you simply tell facts about a topic (answering Who? What? When? Where?), and when you explain you support facts with reasons and details (answering Who? What? When? Where? Why? How?). Write the following statement on an anchor chart: EXpository papers EXplain and EXpose all the details about a topic.</p> <p>Day 3: Give students back their pre-assessment from Day 1. Show the same examples of expository and narrative texts from Day 1 and in the same order for a second time, guiding students in an understanding of each text’s appropriate identification¹:</p> <ul style="list-style-type: none"> • Demonstration: Do a think aloud for the first two example texts (preferably one narrative and one expository text) in order to model to the students what evidence supported your decision to label it as either expository or narrative. 	<p>Progress Monitoring (e.g., formative data)</p> <p>Pre-assessment of knowledge about expository texts</p> <p>Think-Pair-Share on the difference between the words <i>explain</i> and <i>inform</i>.</p>

A, M	<ul style="list-style-type: none"> • Shared Demonstration: Look at the third sample text and guide students in determining whether it is expository or narrative. Ask, “What are some features that clearly made it expository? narrative?” • Guided Practice: Allow students to work with a partner to determine what type of text the fourth example is. Have a class discussion to make sure that they correctly identified the text. • Independent Practice: Have students check their answers to the last two text examples, making corrections in a different color pen if necessary and then turn in their pre-assessment. <p>After going through all six examples, discuss with students similarities and differences between the two types of texts by drawing a Venn diagram on the board and filling in students’ responses. Remind students that narratives tell a story and are meant to entertain their audiences.</p>	
A, M	<ul style="list-style-type: none"> • Sticky note Ticket-out-the-door: “What is the main difference between an expository and a narrative text?” 	Ticket-out-the-door: “What is the main difference between an expository and a narrative text?”
A, M	<p>Day 4: Begin by having students turn-and-talk about the question, “What is an expert?”. Explain that an expert is someone who knows a lot about a certain topic. Tell students that today they are going to do an activity that exposes some of the areas in which they themselves are experts! Guide students in the answering of the questions below and completion of the gingerbread man brainstorm template² while creating your own gingerbread man as a model for the students:</p> <ul style="list-style-type: none"> • Right hand: things you feel you are really good at • Left hand: things you enjoy doing • Head: things you know a lot about • Heart: things you are passionate about • Left foot: people that inspire you to do good things • Right foot: places you often go • Stomach: things that worry you 	Gingerbread Man Brainstorm Template
A	<p>Close by telling students that everyone is an expert at something and they specifically are the only true expert of themselves and their experiences. Refer back to the concept from Day 2 and explain that EXperts write EXpository papers in order to EXplain and EXpose all the details about a topic. Add the extra words “EXperts write” and “in order to” to the statement already written on the anchor chart.</p>	
A	<p>Day 5: Show a sample of an expository paper or a paragraph from a nonfiction text (possible options are listed under “Possible Nonfiction Text Resources” on p. 14 of this document) and see if students can identify what is the central idea statement, which clearly states the main idea, in the paragraph. Tell students that every good expert has a central idea statement that summarizes the topic he/she is explaining. Hand back the gingerbread men brainstorming templates from the day before in order to refresh students’ memory of what they wrote yesterday. Explain the guidelines for the “Meeting of the Experts Special Event” by giving each student a copy of Figure 1.</p> <ul style="list-style-type: none"> • Demonstration: Refer to your own gingerbread man from the day before and think aloud in order to demonstrate how you choose one topic and turn it into a central idea statement (e.g. Taking the idea of <i>my dad</i> and adding words to create the statement <i>My dad is the person that inspires me most.</i>) • Shared Demonstration: Choose a second idea from your gingerbread man and illicit students’ help to turn it into a sentence. • Guided Practice: Ask for a student volunteer to share one of his/her 	
A		

A	<p>ideas from the gingerbread man brainstorm template and ask if they could explain how to turn it into a central idea statement. Provide support and allow the class to help as the student demonstrates if necessary.</p> <ul style="list-style-type: none"> • Independent Practice: Have students develop a central idea statement about themselves based on their ideas (e.g. I care about making my school a better place. I am good at helping others.) Remind students to add a verb and to make sure that the sentence states something true about themselves. <p>Model drawing a circle with lines extending out from it (like an octopus with 6-8 legs – see Figure 3) and then have student do the same in their writer’s notebooks. Have students write their central idea statement in the middle of the circle. Explain that the central idea statement is in the middle of the circle because it is the “center” for the all other details in paper. Finish by writing “central idea statement” on the anchor chart as “Elements of Expository Texts”.</p>	Octopus Brainstorm Template
A	<p>Day 6: Review the meaning of a central idea statement – a sentence that clearly states the main idea of a text. Return to the sample expository paper or paragraph from yesterday’s nonfiction text and work together as a class to find at least three details that support the central idea statement. (You may also choose to read the entire book in order to authentically show how a single paragraph can have a central idea statement and supporting details or how an entire nonfiction book can have the same structure as well.) Discuss how they knew that these were the supporting details. Supporting details are facts that help you better understand the central idea and help answer the “Why and How?” that is so important to expository texts and must directly connect to the central idea. Model taking your own central idea statement and writing it in the middle of the “octopus” and then creating your own supporting details. Have students return to the “octopus” brainstorm template in their writer’s notebooks from yesterday. Allow time for students to think about as many details as possible that support their central idea on the “legs” of the octopus template. Guide students in an adaptation of Randi Whitney’s “OCTO Surgery” process³:</p>	
A	<ul style="list-style-type: none"> • O – omit ideas that do not support the central idea (crossing out this idea) • C – combine details that are similar (drawing an arrow between the two legs ↔) • T – toss ideas to the side that they may want to use but are unsure about (writing a “T” to the side of this leg) • O – organize the ideas deciding what would be the best order of these ideas in the paper (writing the numbers 1, 2, and 3 next to these legs) <ul style="list-style-type: none"> ○ See Figure 4 for a complete example 	
M	<p>Explain that all good expository papers will have at least 2 or 3 supporting details. Close by writing “supporting details” on the anchor chart as “Elements of Expository Texts”.</p> <p>Day 7: Read the sample expository paper or nonfiction text paragraph (or entire book depending upon what you chose to read the day before) together one last time. First have students independently choose one sentence that they believe is the concluding statement from the book. Then have students pair up with a partner and discuss whether or not they chose the same sentence – why or why not? Guide students in the process of developing a good concluding statement that restates the central idea and supporting</p>	

A	<p>details.</p> <ul style="list-style-type: none"> • Demonstration: Refer back to your octopus brainstorming template and model how to take your central idea statement and supporting details and turn it into a concluding statement. Tell students that when creating your concluding statement you do not want to simply restate it but that you want to do so in a new way. Your concluding statement should answer the question “So what?” (e.g. Without the example of my dad in my life I would not be the person that I am today.) • Shared Demonstration: Ask for one student to volunteer his/her central idea and supporting details as an example. Guide the class in helping this student restate his/her central idea in a new way, answering “So what?”. • Guided Practice: Ask for a confident volunteer to guide the class in the process independently. • Independent Practice: Have students create their own concluding statements, walking around the room to offer assistance if needed. 	
A		
A, M	<p>Introduce the guidelines for their first expository paper. Have students guess who is the audience of their mentor text. Explain that the audience is the person or people that will be reading their papers – describe the difference between a specific audience and a general audience (e.g. kids vs. students in elementary school who want to learn about snakes). Tell students that their classmates will be the audience for this paper. Have students form groups and discuss how knowing that their classmates will be the audience will influence their writing. Clarify that this does not mean that they are <i>writing to</i> their classmates but that they <i>will be reading</i> each other’s papers, which will be published in a class book to later be placed in our classroom library. Close by writing “concluding statement” and “audience” on the anchor chart as “Elements of Expository Texts”.</p>	
A, T	<p>Day 8: Tell students that most of the hard work is done! They now have all of the pieces they need to write an expository paper. Now they just have to tie it all together. Introduce the rubric for Expository Paper #1 (see Figure 6) and explain what you will be looking for in the students’ papers. Review the structure of a paper and allow students time to complete a rough draft of their papers. Have students refer back to the anchor chart or Figure 1 if they need help remembering elements that need to be included in their paper.</p>	Rough draft of Expository Paper #1
A	<p>Day 9: Provide students with the ARMS and CUPS rubric⁴ for revising and editing. Allow more time for the completion of rough drafts. Once students have completed their rough draft, have them exchange papers with a partner and revise and edit their partner’s paper according to the rubric and then return to their desks to make revisions based on their classmate’s suggestions.</p> <ul style="list-style-type: none"> • Optional questions activity: Have students get into triads. One student reads his/her paper aloud while the other two students write down questions that they still have after listening to the paper on a sticky note. The students should then return to their desks and make sure that their paper “answers” their classmates’ questions and fully explains their topic. 	
A, T	<p>Day 10: Have students write a final draft of their expository paper on lined paper.</p> <p>Day 11: Host a “Meeting of the Experts” celebration that recognizes the students as “experts” on a particular topic about themselves. Assign students</p>	Final draft of Expository Paper #1

M	<p>to groups of four, allowing one student at a time to be the “expert”, designated by a name tag titled <i>EXPERT</i>, and read their paper to the other three students. After the “expert” has read his/her paper, have the other three students offer Two Stars and a Wish in response to hearing the paper (stars = things the author did well; wish = something the author can improve upon). Laminate and bind all the students’ papers together and create a class book that will be put in the classroom library.</p> <p>Day 12: Give each student a copy of Figure 2. Tell students that you were talking to the 3rd grade teachers and they are afraid that they did not adequately teach this 4th grade group about expository texts. Of course, the teachers know that expository writing is very important so we do not have to convince or persuade them of this, BUT we do need to explain how important expository writing is and support this with details about all that we have learned through writing expository texts. “You all are now the experts on expository writing. Do you think that you can explain to the 3rd grade teachers that you know how important expository writing truly is?” Referring back to the expository writing anchor chart, remind students of the elements of an expository paper. Tell the students that they will write an expository paper about the importance of expository paper, explaining what they learned about others and themselves by going through the process. The 3rd grade teachers will be reading their papers. Clarify once again that they are not <i>writing to</i> the 3rd grade teachers but that they are instead writing a paper that will be <i>read by</i> the 3rd grade teachers. Introduce rubric for Expository Paper #2 (see Figure 7). Provide the following questions to guide students in developing a central idea.</p> <ul style="list-style-type: none"> • What did you learn about yourself by writing your paper? • What did you learn about your classmates by listening to their papers? • Why is writing expository papers important? 	
A, T	<p>Have students develop a central idea and then draw a second “octopus” in their writer’s notebooks, writing the central idea in the center and drawing the legs around the circle. Have students brainstorm supporting details for their central idea.</p>	Octopus Brainstorm Template
A, T	<p>Day 13: Have students complete the “OCTO Surgery” process for Expository Paper #2 and then choose at least three supporting details and a concluding statement. Have students begin writing their rough drafts.</p>	Rough draft of Expository Paper #2
A, T	<p>Day 14: Have students write their rough drafts and revise and edit them independently according to the ARMS and CUPS rubric.</p>	Final draft of Expository Paper #1
M	<p>Day 15: Have students write their final draft on lined paper and share papers with the 3rd grade teachers. Ask for the 3rd grade teachers’ feedback in order to see if the students adequately explained their expertise on expository texts. Also, hand back their pre-assessments from the beginning of the unit. Discuss the first four questions – “Has their thinking changed? stayed the same? or been improved?” Encourage students to continue to read the class book in order to learn more about each other.</p>	

Figure 1



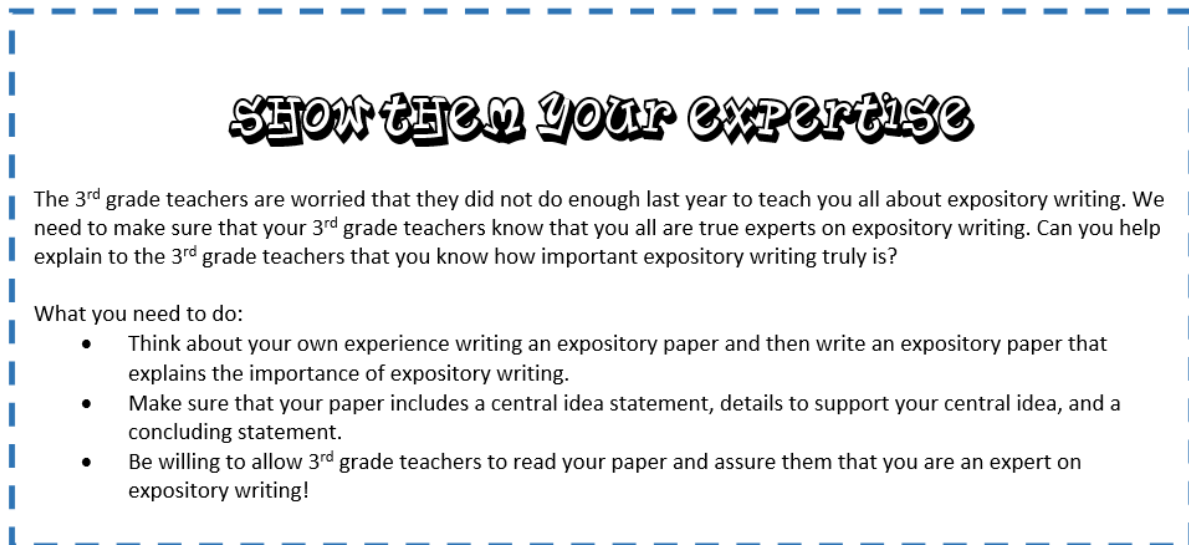
Meeting of the Experts Special Event!

You are invited to a special event honoring experts in our surrounding area, and the greatest part of it all is that YOU are the expert! The celebration will allow you to share your expertise on a specific topic about yourself. Below are the criteria for participating in the event:

- You must write an expository paper explaining something unique about you.
- The paper must include a central idea statement, details to support your central idea, and a concluding statement.
- You must be willing and prepared to share your paper with other experts.

We look forward to seeing you at this very special event!

Figure 2



SHOW THEM YOUR EXPERTISE

The 3rd grade teachers are worried that they did not do enough last year to teach you all about expository writing. We need to make sure that your 3rd grade teachers know that you all are true experts on expository writing. Can you help explain to the 3rd grade teachers that you know how important expository writing truly is?

What you need to do:

- Think about your own experience writing an expository paper and then write an expository paper that explains the importance of expository writing.
- Make sure that your paper includes a central idea statement, details to support your central idea, and a concluding statement.
- Be willing to allow 3rd grade teachers to read your paper and assure them that you are an expert on expository writing!

Figure 3 – Octopus Brainstorm Template³

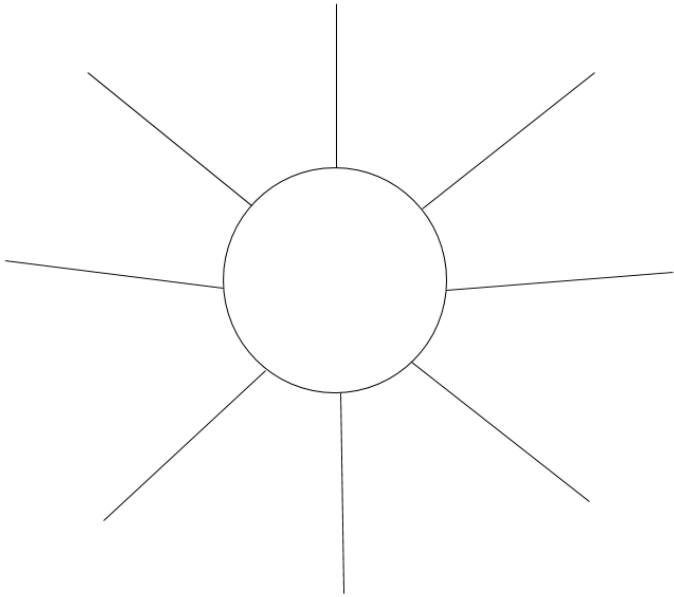


Figure 4 – Octopus Brainstorm Template (example)³

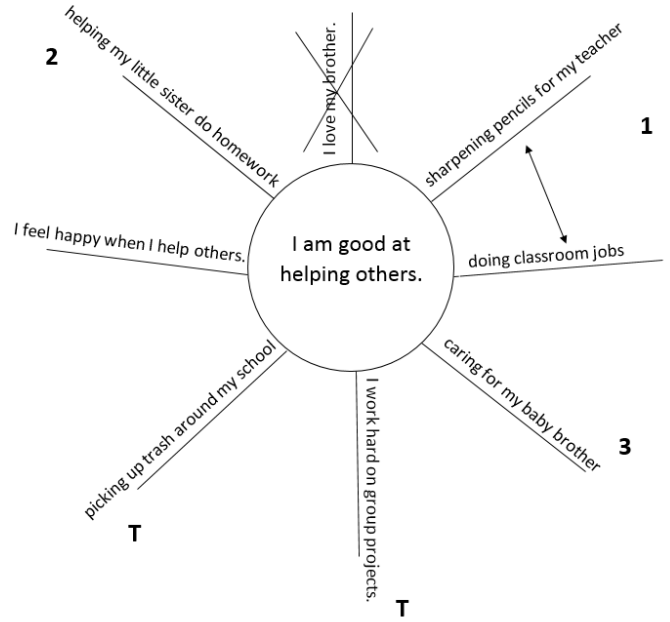


Figure 5 – Gingerbread Man Brainstorm Template⁵

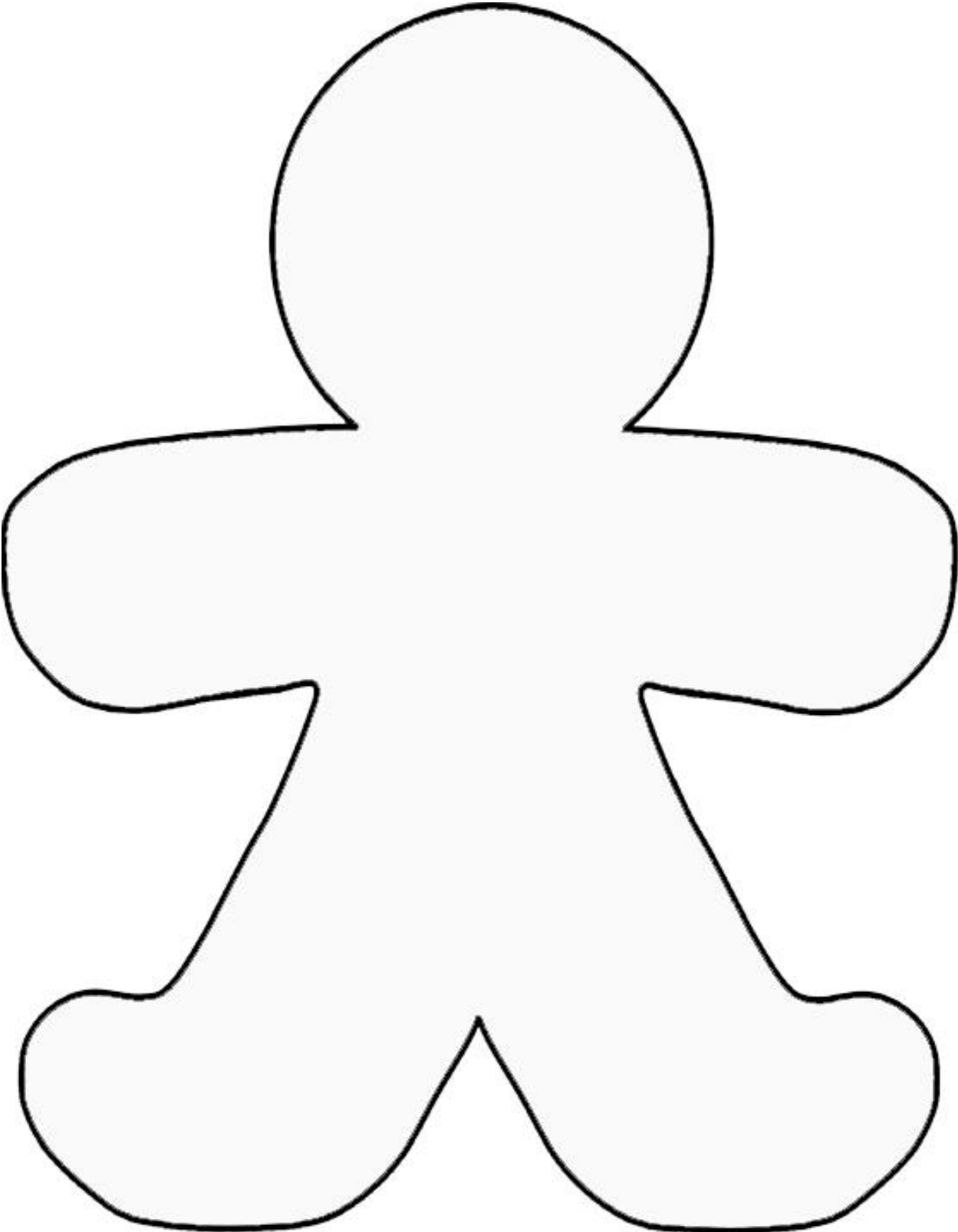


Figure 6⁶

Performance Task Rubric – Expository Paper #1				
	Unmet – 1	Approaches -2	Meets – 3	Exceeds – 4
<p>Organization</p> <p>- Write a central idea statement, supporting details, and a concluding statement</p>	<p>Does not clearly establish a central idea</p> <p>Little to no organization of the paper into paragraph form</p> <p>No evidence of transition words</p>	<p>Includes a weak central idea</p> <p>Shows evidence of some organization in the form of paragraphs, which include an introductory paragraph, 2 supporting detail paragraphs, and a concluding paragraph</p> <p>Uses weak transition words that somewhat distract from the purpose of the paper</p>	<p>Establishes a clear central idea in the form of a topic sentence</p> <p>Organizes paper into paragraphs, which include an introductory paragraph, 2-3 supporting detail paragraphs, and a concluding paragraph</p> <p>Uses some transition words to help connect ideas</p>	<p>Establishes a clear central idea in the form of a topic sentence</p> <p>Organizes paper into paragraphs, which include an introductory paragraph, 3 supporting detail paragraphs, and a concluding paragraph</p> <p>Uses meaningful transition words to help connect ideas</p>
<p>Development of Ideas</p> <p>- Brainstorm and write a central idea that will inform others of a topic about themselves</p> <p>- Write with a specific audience in mind</p>	<p>Does not demonstrate understanding of the meaning of an expository text, telling a story rather than explaining</p> <p>Details are unrelated to a central idea and are not fully developed</p> <p>Does not reflect upon a unique aspect of his/her identity</p> <p>Does not use language that addresses a specific audience</p>	<p>Has a limited understanding of the meaning of an expository text, including some narrative elements</p> <p>Details vaguely support the central idea and are not fully developed</p> <p>Begins to reflect upon a unique aspect of his/her identity</p> <p>Intended audience is unclear</p>	<p>Demonstrates understanding of an expository text – to explain</p> <p>Most details support the central idea and are well-developed</p> <p>Reflects upon a unique aspect of his/her identity</p> <p>Addresses a general audience</p>	<p>Fully grasps the meaning of an expository text – to explain as opposed to narrate</p> <p>Well-developed details support and provide a greater understanding of the central idea</p> <p>Thoughtfully reflects upon a unique aspect of his/her identity</p> <p>Clearly addresses a specific audience</p>
<p>Language/Conventions</p> <p>- Demonstrate their understanding of the “explanation” process by appropriately using the complete writing process (planning, revising and editing a draft) in order to produce an expository text</p>	<p>Sentence conventions distract from the overall purpose of the paper</p> <p>Numerous spelling error distract from the coherency of the paper</p> <p>Does not use correct capitalization or age-appropriate punctuation</p>	<p>Sentence conventions somewhat distract from the overall purpose of the paper</p> <p>Has various spelling errors</p> <p>Only partially uses capitalization and age-appropriate punctuation</p>	<p>Writes in complete sentences, using appropriate subject-verb agreement</p> <p>Has minimal age-appropriate spelling errors</p> <p>Correctly uses capitalization and age-appropriate punctuation</p>	<p>Writes in complete sentences, using appropriate subject-verb agreement that enhance the overall strength of the paper</p> <p>Has only age-appropriate spelling errors</p> <p>Correctly use capitalization and age-appropriate punctuation</p>

Figure 7⁶

Performance Task Rubric – Expository Paper #2				
	Unmet – 1	Approaches -2	Meets – 3	Exceeds – 4
<p>Organization</p> <p>- Write a central idea statement, supporting details, and a concluding statement</p>	<p>Does not clearly establish a central idea</p> <p>Little to no organization of the paper into paragraph form</p> <p>No evidence of transition words</p>	<p>Includes a weak central idea</p> <p>Shows evidence of some organization in the form of paragraphs, which include an introductory paragraph, 2 supporting detail paragraphs, and a concluding paragraph</p> <p>Uses weak transition words that somewhat distract from the purpose of the paper</p>	<p>Establishes a clear central idea in the form of a topic sentence</p> <p>Organizes paper into paragraphs, which include an introductory paragraph, 2-3 supporting detail paragraphs, and a concluding paragraph</p> <p>Uses some transition words to help connect ideas</p>	<p>Establishes a clear central idea in the form of a topic sentence</p> <p>Organizes paper into paragraphs, which include an introductory paragraph, 3 supporting detail paragraphs, and a concluding paragraph</p> <p>Uses meaningful transition words to help connect ideas</p>
<p>Development of Ideas</p> <p>- Brainstorm and write a central idea that will explain the importance of expository writing</p> <p>- Write with a specific audience in mind</p>	<p>Does not demonstrate understanding of the meaning of an expository text, telling a story rather than explaining</p> <p>Details are unrelated to a central idea and are not fully developed</p> <p>Does not reflect upon the importance of the expository writing procedure and does not include evidence from his/her personal experience</p> <p>Does not use language that addresses a specific audience</p>	<p>Has a limited understanding of the meaning of an expository text, including some narrative elements</p> <p>Details vaguely support the central idea and are not fully developed</p> <p>Begins to reflect upon the importance of the expository writing procedure and includes some evidence from his/her personal experience</p> <p>Intended audience is unclear</p>	<p>Demonstrates understanding of an expository text – to explain</p> <p>Most details support the central idea and are well-developed</p> <p>Reflects upon the importance of the expository writing procedure and includes evidence from his/her personal experience</p> <p>Addresses a general audience</p>	<p>Fully grasps the meaning of an expository text – to explain as opposed to narrate</p> <p>Well-developed details support and provide a greater understanding of the central idea</p> <p>Thoughtfully reflects upon the importance of the expository writing procedure and includes evidence from his/her personal experience</p> <p>Clearly addresses a specific audience</p>
<p>Language/Conventions</p> <p>- Demonstrate understanding of the “explanation” process by appropriately using the complete writing process (planning, revising and editing a draft) in order to produce an expository text</p>	<p>Sentence conventions distract from the overall purpose of the paper</p> <p>Numerous spelling error distract from the coherency of the paper</p> <p>Does not use correct capitalization or age-appropriate punctuation</p>	<p>Sentence conventions somewhat distract from the overall purpose of the paper</p> <p>Has various spelling errors</p> <p>Only partially uses capitalization and age-appropriate punctuation</p>	<p>Writes in complete sentences, using appropriate subject-verb agreement</p> <p>Has minimal age-appropriate spelling errors</p> <p>Correctly uses capitalization and age-appropriate punctuation</p>	<p>Writes in complete sentences, using appropriate subject-verb agreement that enhance the overall strength of the paper</p> <p>Has only age-appropriate spelling errors</p> <p>Correctly use capitalization and age-appropriate punctuation</p>

Footnotes:

¹Technique based upon the Optimal Learning Model <http://www.regieroutman.com/teachingessentials/samples/OLM.pdf>

² Adapted from p. 2, #12 of <http://schoolreforminitiative.org/doc/icebreakers.pdf>

³ Adapted from Randi Whitney's "OCTO Surgery" as a part of The Writing Academy. For more information on this particular strategy and The Writing Academy visit twa.net

⁴ <https://www.teacherspayteachers.com/Product/ARMS-CUPS-Interactive-Journal-Page-with-CUPS-Editing-Checklist-1483597>

⁵ <http://winterwonderland.wikispaces.com/file/view/gbman-template.jpg>

⁶ Adapted from <https://www.killeenisd.org/departmentDocs/c950/documents/TEASTAARExpositoryRubric.pdf>

Possible Nonfiction Text Resources:

Just a Second by Steve Jenkins

My Librarian is a Camel by Margaret Ruurs

Puffins by Susan Quinlan

Bridges are to Cross by Philemon Sturge

Online expository paper examples: <https://academichelp.net/samples/academics/essays/expository/> *Some of which are not as kid-friendly as others, but many of which are and serve as great examples of expository papers.

Teacher background resource:

Genre Study by Fountas and Pinnell p. 128-170