

Unit Title: Tell It Like It Is! Expository Writing

Grade Levels: 4

Select/Topic Areas: ELA

Key Words: expository, composition, central idea, fact, detail, example, introduction, conclusion, authority words, rhetorical questions, anecdote, sensory image, expert, call to action

Designed by: Whitney Myler

Time Frame: 4 weeks

School District: Austin ISD

School: Mills Elementary

Brief Summary of Unit (including curricular context and unit goals): 4th Grade ELA TEKS -

Writing/Expository and Procedural Texts. 4.(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details; (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. Students will learn the qualities of being considered an expert on a topic. They will learn how to engage their reader through the use of rhetorical questions, personal anecdotes, and sensory images. Students will practice the use of specific examples, quality details, and facts backed up by research. Students will apply their previous knowledge of authority words to strengthen their credibility in their compositions. Students will review previously written student compositions and grade-level/age appropriate non-fiction articles. They will work through a step-by-step revision process and work collaboratively to improve their their compositions to meet STAAR testing standards. Students will use a common graphic organizer to plan and prepare their compositions.

Understanding By Design

Stage 1 - Desired Outcome

Established Goals: 4.(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details; (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity

What essential questions will be considered?

What understandings are desired?

Essential Questions:

How is an expository essay organized?
Where do writers get ideas for expository writing?
How does a person become an expert in this field of knowledge?
How do we use strong vocabulary to establish our expertise?

Understandings:

Unlike narratives which are organized by time (this happened, then this happened, then finally this happened), expository essays are organized by an topic presented as a central idea. The central idea is supported with quality details, specific examples, and facts based on research. Instead of being written so

	the reader can participate in the event, expository essays are written so the reader can think about a topic. Writers should choose supporting details that prove they are an expert on the topic related to the prompt.
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What key knowledge & skills will students acquire as a result of this unit?

<p>Students will know... Meaning of “expert” and “expository” The structure and organization of an expository composition. The key elements of an expert composition. Ways to “hook” their reader and inspire them to action.</p>	<p>Students will be able to... Use a graphic organizer to plan an expository composition. Develop a clear central idea supported by 2 reasons. Revise drafts to include literary elements such as figurative language and sensory images. Choose their words carefully (using Wordly Wise words & authority words). Choose meaningful and specific facts, details, and examples to best support their central idea.</p>
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Stage 2 - Assessment Evidence

What evidence will show the students understand?

Tests, quizzes, prompts, work samples, observations

<p>Performance Tasks: Expository composition - response to Time For Kids article.</p>	<p>Other Evidence: Create graphic organizer based on STAAR example compositions. Graphic Organizer = students will recreate an expository graphic organizer including hook, central idea, 2 reasons, facts, examples, details, conclusion w/ personal connection. Observations based on guided lessons in small groups.</p>
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Student self-assessment & reflection:

Students will use teacher made expository checklist to reflect on their own compositions.

Assessment Task Blueprint

What understandings or goals will assessed through this task?

Students will write expository compositions to communicate ideas and information as an expert.	
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What qualities must student work demonstrate to show that standards were met?

Organized with clear central idea and supporting facts, details, & examples. Sounds like an expert.	
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Through what authentic performance task will students demonstrate learning?

<p>Task Overview: Now, that we are EXPERTS! You will have the opportunity to show what you know about expository compositions by responding to an article from Time for Kids magazine, “Inspiring Educators”. We all have a teacher we love and look up to, who made our lives better! You will get to use your graphic to plan</p>
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your draft. I want you to be sure to include an introduction, with a hook, and a conclusion, including a personal connection for your readers. I want you to be an EXPERT! How do we show this? By including details, specific examples, and facts (use the article). Don't forget about our authority and Wordly Wise words!

What student products and performances will provide evidence of desired understandings?

Correct graphic organizer

Composition

By what criteria will student products and performances be evaluated?

Organized into 4 paragraphs (water cycle graphic organizer)

Clear central idea

2 supporting reasons

3 facts, details, and/or examples per paragraph

Restate central idea + 2 reasons

Hook/Introduction (descriptive segment, question, or anecdote)

Central Idea w/ 2 supporting reasons

Reasons w/ facts, details, examples

Conclusion (rhetorical question, personal connection, authority words, restated central idea)

Stage 3 - Learning Plan

WHERE TO

W: Where & Why **H:** Hook **E-1:** Equip **R:** Rethink, Reflect, Revise **E-2:** Evaluate **T:** Tailored **O:** Organized

Learning Activities:

Concept Part 1: The Graphic Organizer

1) Begin w/ an entry question #1 ("Turn & talk - What is an expert?") Give students time to discuss. Share thoughts (What topics/areas would you consider yourself an expert?) to hook students into a discussion about what it means to be an expert.

Continue w/ entry question #2 ("In which areas/topics would you consider yourself an expert?") Students can make a quick list and then share a few items with the class. Teacher should ask guiding questions (How/why are you an expert in that? What kind of experiences have you had to make you an expert?) This will hook the group into a discussion of the expository style of writing. **H**

2) Discuss the Essential Questions and discuss the performance tasks (graphic organizer completed on their own + Inspiring Educator composition). Teach students how to self-reflect using the expository checklist. **W, R**

3) Define "expert" and "expository". Students and teachers should continue to use the term "expert" to describe themselves through this process. **E-1**

4) Present mini-lesson on expository graphic organizer. Have students draw and label a graphic organizer while teacher creates anchor chart as a classroom resource/reference. Color code each section (Hook/sun - purple, Central Idea/cloud - yellow, Reasons/lightning bolts - red, facts, details, examples/raindrops - blue, conclusion/puddle - green). **E-1**

5) Students work in groups to read an expository composition (previous STAAR test student composition, score 7-8) that has been cut into paragraphs. Students color code the composition based on the graphic organizer. **E-1, T**

6) Students present their color coded compositions in small group w/ teacher. Students use their color coded

composition to complete an expository graphic (with support from teacher as needed) including the information from the sample expository. Students reflect on various elements included in each section of the expository structure. What noticings/observations do they have from each section? **R, E-2**

7) Class creates an anchor chart including observations from small group discussions. **E-1**

Concept Part 2 - Introductions

8) Show “Introductions” presentation. Guide students through 3 types of introductions. Students read example introductions to determine the type of introduction used in each. Students reflect on the characteristics of each type of introduction and how they are effective for different prompts. **E-1, R**

9) Students work in partners to create introductory sentences of each type. Groups share their sentences with the group. **E-1**

10) Students choose an introduction they created in partners and turn it into a complete first paragraph by adding a central idea and 2 supporting reasons. **E-2**

Concept Part 3 - Conclusions

11) Show “Conclusions” presentation. Guide students through 3 key parts of a conclusion (rhetorical question, authority words, restate of central idea). Students read example conclusions to determine identify elements. Students reflect on the elements included in each conclusion and how they are effective for different prompts. **E-1, R**

12) Students work in partners to create conclusions in response to several prompts. Groups share their sentences with the group. **E-1**

13) Students revisit their introductions from the previous mini-lesson. Student write a conclusion paragraph to go along with their introduction. **E-2**

Concept Part 4 - Being an Expert

14) Read and discuss Time for Kids “Inspiring Educators” article. **H, E-1**

15) Students work in partners to create a table documenting Facts, Details, Specific Examples from the Time for Kids article. Students use article to classify information/examples of each found in the article. **W**

16) Review student charts. Create a master list to use in the classroom as a resource. Throughout the discussion, teacher corrects misconceptions or mis-examples as needed. **R**

17) Students create a graphic organizer based on the prompt (A Teacher You Admire). **E-2**

Concept Part 5 - Putting It All Together

18) Review expository writing checklist and performance task expectations and directions. **E-1**

19) Students work independently to develop a draft in response to the Teacher You Admire prompt using their completed graphic organizer. Teacher will evaluate, through one-on-one conferences, and give feedback. **E-2**

20) Students self-assess their composition using the expository writing checklist. **R, E-2**

the fact that I liked to read—something that was cool for girls but not for boys.

Mrs. Caffiere helped make it okay for me to be myself. She pulled me out of my shell by sharing her love of reading. She asked me what I was interested in, and she found me books—biographies, for example—that were more challenging than the science fiction I was reading at the time. Then she made the time to discuss them with me. She genuinely listened to what I had to say.

I learned from Mrs. Caffiere that my teachers had so much more knowledge to share. I just needed to ask.

Mrs. Caffiere died in 2006, shortly after her 100th birthday. Before she passed, I got to thank her for the role she played in my life. She helped spark my interest in libraries (the first big effort in philanthropy for me and my wife, Melinda) and my belief that every child in America should get the benefit of great teachers. It's remarkable how much power one good person can have in shaping the life of a child.

Erin Entrada Kelly

*Erin Entrada Kelly won the 2018 Newbery Medal for *Hello, Universe*.*

Creative writing was my favorite class at LaGrange High School, in Lake Charles, Louisiana. I know it's a cliché. Of course I'd love creative writing. But I've also taught creative writing, and I know what a difference the teacher makes.

My teacher was Bebe Usie. In addition to having an excellent name, Mrs. Usie was engaged and encouraging. She focused on the “creative” part of the course, not the mechanics. We spent several class periods making papier-mâché masks to wear while reciting original haiku. I don't remember my haiku, but I recall feeling the pulp against my skin and the frantic beating of my heart as I shared my work. I was afraid but proud. I'd created haiku, which I'd never done. Not only that, I read it in front of my peers wearing a handmade mask of paper and paste. It certainly wasn't the best haiku or the most beautiful mask. But both were mine.

The best teachers take us out of our comfort zone and introduce us to new realms. That's what Mrs. Usie did for me.

Anne Burrell

*Chef Anne Burrell hosts the Food Network show *Worst Cooks in America*.*

My third-grade teacher, Mz. Battasti, was unique. She asked that we call her “Mz.” instead of “Ms.” or “Mrs.” She had high expectations of her students, and this made us want to work harder. She could be tough, but she cared about all of us. A few years ago, I ran into Mz. Battasti. She remembered that she had switched my seat because I was socializing when I wasn't supposed to be. She did this because she wanted me to learn.

Now, I give the same tough love to contestants on *Worst Cooks in America*. I tell them how they can improve their cooking, but I also praise them when they're doing something right. Mz. Battasti taught me how to be a strong woman and a confident leader.

Karlie Kloss

*Karlie Kloss is a model and the founder of *Kode With Klossy*, a computer-coding program for girls.*

Occasionally, you get a teacher who not only brings learning to life, but reminds you to believe in yourself and dream bigger. For me, that teacher was Ms. Brewster. Officially, Ms. Brewster taught high school English at Webster Groves, in St. Louis, Missouri. Unofficially, she taught students about life. Before Ms. Brewster, I had accepted this idea that I was just not an avid reader or a good writer. Math and science were my best subjects, and in my mind, nothing could change that. But Ms. Brewster proved me wrong. She taught me to take risks in my writing and helped me uncover the storyteller within me.

CODE THE FUTURE At Kode With Klossy camps, girls become coders.

Her love and joy for learning were contagious, and her impact on her students extended well beyond the classroom. She created a safe space where our opinions, ideas, and ambitions mattered. When I started modeling, I would come back from a long weekend in Milan or New York City to tell Ms. Brewster about all the shows I was in. That was the thing about Ms. Brewster—she understood that life is a classroom. She recognized that I could take a slightly different path and still be a lifelong learner. The respect she showed me helped form the person I am today.

John Urschel

HEAD OF THE CLASS John Urschel shares his love of math with students across the country.

John Urschel is a mathematician and a retired National Football League player.

Michel Goemans is my math teacher at the Massachusetts Institute of Technology, where I'm a Ph.D. student. Michel has an unusual way of looking at math. He says it is more like art than computation. When math is done well, he says, it should be as beautiful as a painting. That's why he believes in showing your work. That way, everyone can share in its beauty. Whenever I show him a math problem I've done, he wants me to smooth the edges and sculpt it, so it's prettier. And you know what? It's true. Math can be beautiful and fun if you present it the right way.

Michel has made me a better mathematician. Even more, he has become a role model for me. He's someone I can look at and say, "I want to be like him when I grow up!"

Expository Rubric

Expository Grading Checklist	
Introduction	<input type="checkbox"/> Clear Central Idea <input type="checkbox"/> State 'Reasons'
Body (2-3 paragraphs)	<input type="checkbox"/> Paragraph States 'Reason' in the First Sentence <input type="checkbox"/> Quality Supporting Details <input type="checkbox"/> Quality Supporting Facts <input type="checkbox"/> Quality Supporting Examples <input type="checkbox"/> Expert
Conclusion	<input type="checkbox"/> Restate Central Idea <input type="checkbox"/> Restate Reasons
Conventions (spelling, punctuation, grammar, sentence structure)	<input type="checkbox"/> Few Errors (don't distract from understanding)
Step Up to a 4!	
<input type="checkbox"/> Hook	<input type="checkbox"/> Show, Don't Tell
<input type="checkbox"/> Statistic	<input type="checkbox"/> Cite Sources
<input type="checkbox"/> Call to Action (personal connection)	<input type="checkbox"/> Sentence Variety
<input type="checkbox"/> Figurative Language	<input type="checkbox"/> Strong Vocabulary (word choice)
<input type="checkbox"/> Writer's Voice (personality)	<input type="checkbox"/> Smooth Transitions

Expository Graphic Organizer

