

Grade 9 SAUSD Writing Notebook

Expository

Strategic

Expository Writing for Strategic Students

Content Objectives

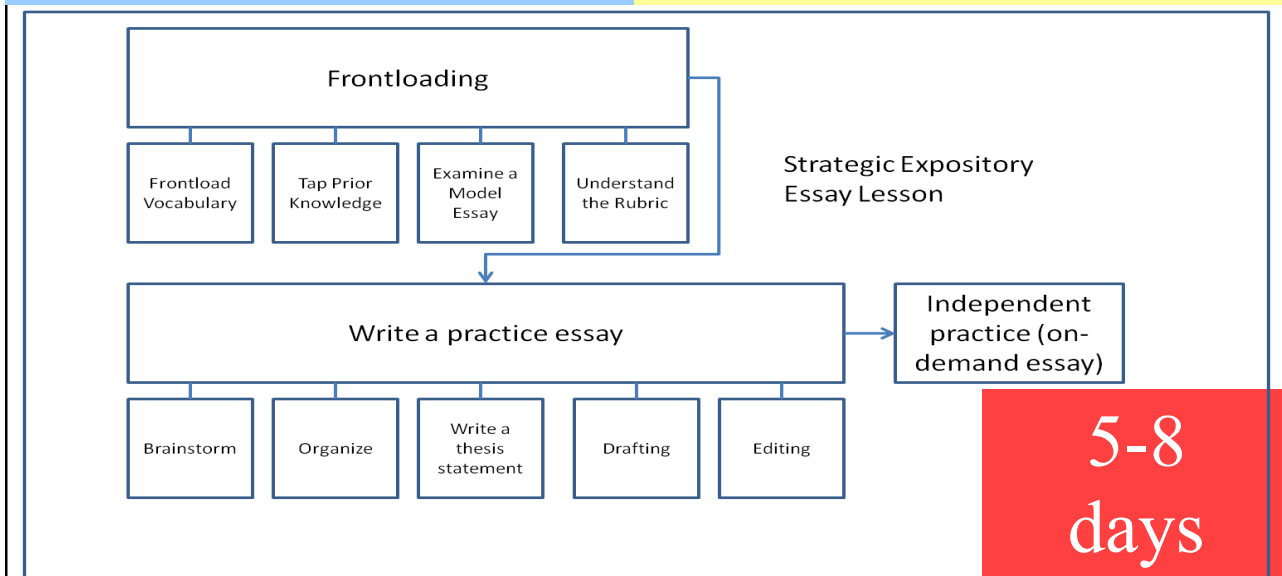
Students will

- determine the task of a writing prompt.
- use Thinking Maps for prewriting and organizing ideas.
- create a thesis statement that clearly establishes the claim of an essay.
- provide specific evidence to support claims.

Language Objectives

Students will

- correctly use the academic terms *expository* and *rubric* in a complete sentence.
- write effective paragraphs with a topic sentence and supporting detail.
- use transitions to connect paragraphs.



Lesson Overview

The purpose of an expository essay is to describe, explain, compare and contrast or offer a solution to a problem. The writer's main task is to convey information accurately and effectively in order to 1) increase a reader's knowledge, 2) help a reader better understand a process, and 3) help to enhance a reader's comprehension of a concept or an idea. As such, the writer's tone is authoritative, objective and informative.

The target audience of this lesson is Strategic students with intermediate language fluency. Students will write a multi-paragraph essay (introduction, body paragraphs and one concluding paragraph) in response to an expository prompt. As preparation, students will read and annotate one model expository essay, complete practice exercises including a practice essay and revision exercises before writing to a final prompt. The final prompt will also include revision exercises. California Common Core Standards are provided as well as ELD standards for students with intermediate fluency.

Writing Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

Activity 1: Introduce Target Vocabulary

L9.1: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and content choosing flexibly from a range of strategies.

Intermediate ELD Standard: Use knowledge of both academic and social vocabulary to read independently.

Introduce the word “expository” by writing the word on the board and asking students to complete the Target Vocabulary activities (**Resource 1**).

Below is the key, for your personal reference:

Name: _____ Date: _____ Due Date: _____ Per. _____

Target Vocabulary: Expository

Directions: Read and answer all of the questions below with your partner. Please commit this term to memory. You will be held accountable for knowing this term and will be practicing it during your daily exercises.

word	meaning	examples
expository ex-pos-i-tory (adj) <u>expository</u>	a type of writing or speech that explains something	All students in high school learn to write an <u>expository</u> essay.

 **Practice writing and saying!**

Write the correct form of the word in each of the blanks below and then read the sentence aloud to your partner(s):

To write a successful expository essay, students should be well informed about a particular topic.



Academic Author!

On the lines below, write your own grammatically correct sentence using the word “expository.” Be prepared to share your sentence with the class.

These will all differ. Encourage students NOT to copy but create original sentences.



Fast Finishers: Write one more grammatically correct sentence for extra credit.

This target vocabulary format was introduced in earlier lessons and should be familiar to students, so you can expect this part of the lesson to move at a fairly quick pace.

Ask students to put their finger on the word “expository” in the first box and check to make sure their elbow buddy is doing the same thing. Move around the room checking to make sure all students are pointing to the target word.

Now, ask students to recite, after you, the correct pronunciation of the word. Clap out the syllables (once or twice) and ask students to follow along. Now, have students copy the word “expository” on the line in the first box.

Next move the middle of the page. Ask students to put their finger on the (red) arrow and check to see that their elbow buddy is doing the same thing. Working with their elbow buddy, ask students to complete the sentence by writing the word “expository” in the blank and then to take turns reading the sentence aloud to one another. Once everyone has done this, ask for volunteers to read the sentence aloud to the class. Encourage students to speak in a public voice, that is twice as loud and twice as slowly as their normal voice, so everyone in the room can hear.

Next, ask students to put their finger on the (yellow) star and read the directions aloud. Set the timer for 3-4 minutes while you circulate the room, giving students an opportunity to write their complete sentence. Answer questions and encourage students to write as you circulate the room. When the timer goes off, ask students if they would like 1-2 more minutes and allow it.

Activity 2: Brainstorm (“I know more than I thought I did!”)

W9.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.

Intermediate ELD Standard: Use basic strategies of notetaking, outlining, and the writing process to structure drafts of simple essays with consistent use of grammatical forms. (Some rules may not be followed).

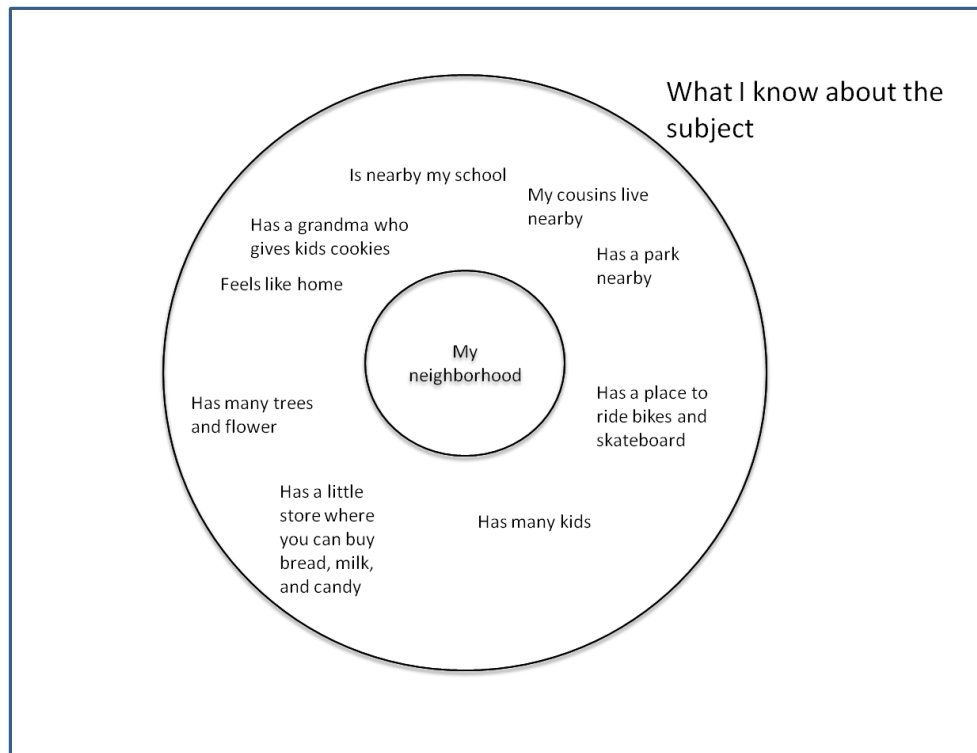
In order to make the task of writing an expository essay less imposing, remind students that they are completely equipped to write an expository essay *right now*, without doing any research or other preparation. Their life experience up to now is quite enough for them to write a beginning expository essay. Later on, they will be asked to write a research paper which is a more complex form of expository writing but for now, everything they need is already inside their heads.

Using a Circle Map, ask each student to choose one topic from the list below and brainstorm everything they know about it.

List of Topics to Brainstorm for Expository Writing (to Report Information):

- my favorite hobby (or all my hobbies)
- my pet(s)
- my best friend
- my family
- the sport(s) I play (or have played)
- my neighborhood
- my favorite shopping mall

Model Circle Map Students will probably not have a problem completing their Circle Map once they choose a subject. If you find they are sluggish about ideas, the teacher can create a model Circle Map on the document camera to encourage students to continue their brainstorm.



This is meant to be a confidence building activity. Expository writing expects students to sound authoritative about a topic. This requires using a tone that not all students are comfortable with. Helping students build confidence about their knowledge of the subject will help set the context for a strong expository essay.

Independent Oral Practice – Move around the Room and Share your Brainstorm

Once this Circle Map is complete, instruct students that they have 2-5 minutes to get up and move around the room and find *at least* two students in class (These student should be someone other than their elbow partner) to share their brainstorm with. They should take a few minutes to read and talk about each others' Circle Maps, ask any questions or make positive, supportive comments. When time is called, instruct students to write the names of the students whose brainstorm they read on their own Circle Map (or have the student print their name at the bottom of the others' Circle Maps) to help them remember their classmates' names during the next activity.

Guided Oral Practice using Sentence Frames

Instruct students to return to their seats and alert 2-3 students that they will be asked to share their own brainstorm or the brainstorm of one of their classmates at the document camera (or, standing at their desk). Instruct all the students to construct a sentence using the following sentence frames. Then have selected students read their sentences to the class.

Write the following **Sentence Starter(s)** on the board:

- “My classmate whose name is _____ created a Circle Map about _____ . (in this blank say whatever is in the classmate’s inner circle)

or

- I created a Circle Map about _____ . (name whatever is in your inside circle)

Teacher should listen carefully for grammatically correct sentences and make explicit corrections if there are errors. It is advisable to make a mental note of errors and then after all students have shared their brainstorm, write the corrected sentences on the document camera rather than call out the errors of individual students.

Once this “speak aloud” activity is complete, ask students to put their Circle Maps aside while you move to reading a model expository essay.

Activity 3: Examining a Model Expository Essay

W9.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Intermediate ELD Standard: Write brief expository compositions and reports that a) include a thesis and some supporting details.

Read the model expository essay (**Resource 2**) to the students. While teacher reads the text aloud, slowly, loudly, and clearly enunciating each word, invite students to track the words with their fingers (or track the lines with a book mark) and follow along silently.

Before you start reading, tell students that you will read the essay aloud **two** times. The first time you'll read it all the way through, without stopping, so students can listen to the sound of the words. The second reading will be for comprehension. Tell students to circle any words they don't really understand so we can define them after.

Wolves

Wolves are found all over the world and are popular in many cultures. Wolves are often pictured in fairy tales as ferocious animals, but they are very social and unique animals who do not deserve their scary reputation.

One interesting thing about wolves is that they are very social animals. They live together in packs as small as only two or as large as twenty wolves. Additionally, each wolf pack has a male leader and a female leader and the members of the pack cooperate and get along well with one another.

Another interesting thing about wolves is that they are often pictured howling at the moon. Scientists have discovered that the wolf howl is an important form of communication between members of the pack. The howl is a way for a lone wolf to locate the rest of his or her pack, or a way to sound an alarm if there is danger nearby. The howl is also a way to announce to the rest of the pack when one member has killed an animal for food and wants to share.

A third interesting thing about wolves is that they are great hunters. They actually feed on large animals such as deer. To do this the pack must work together because the deer is so much larger than the individual wolves. Wolves, it should also be noted, will only kill what they need to eat.

Who are the worst enemies of wolves? Humans! Wolves may be portrayed as ferocious man eaters, but they are actually more likely to run from people than attack them. In fact, wolf attacks on humans are rare, but wolves were almost hunted to extinction by man.

Wolves are much more complex animals than people think and more interesting than picture books show them to be.

Check for Understanding

During the second read-through, call for questions about any of the vocabulary. If no student raises his or her hand, the teacher should then choose specific vocabulary words, such as those in the end notes or other pre-chosen words in anticipation of difficulty and ask students to either define them or offer a synonym. This is a way to check for understanding and ensure that the model is completely clear to all students. Teacher should not move on with the lesson until it is clear that all students comprehend the text.

Color Code Essay Elements:

In order for students to understand the elements of an expository essay, take the students through a color-coding activity. Once the teacher has read the essay two times (once for pronunciation, rhythm, cadence, etc. and once for comprehension), tell students they need three different colored pencils on their desk for this next activity: blue, red and green. Highlighters will work as well but not markers because these can make the text unreadable.

Brief Review of Terms

Before color-coding the essay elements, take students through a brief review of the following terms: **thesis**, **topic sentences**, **supporting details**, and **transitions**. Students will have already studied these in previous lessons, but a brief review of all these terms will set them up for success and establish feelings of competence and self confidence. Place the **Review of Terms (Resource 3)** document on the on the document camera as a review. Remind students that they have already studied these terms and know them. They are being asked to keep a lot of information in their heads and this brief review is simply to help them with recall of information they already know. A copy of the Signal Words and Phrases handout, which includes transitions, is reproduced as **Resource 4**.

Review of Terms: Thesis, Topic Sentence, Supporting Detail, Transitions (from Holt 3rd Course)**Thesis statement and/or topic sentence:**

A thesis statement is a sentence that states the subject of an essay. A topic sentence states the subject of a paragraph. For example, the first sentence in the “Wolves” essay is the topic sentence. It tells the reader that the essay is about wolves: “Wolves are ...” A concise topic sentence is imperative for creating a strongly written paragraph.

Supporting Details:

Supporting details are sentences which add information to your topic sentence by explaining, describing, or defining it. For example, we learn in the second body paragraph of the “Wolves” essay three reasons why wolves howl at the moon: “to locate their pack, to sound an alarm or announce a kill.”

Transitions

Transition in writing are like road signs in traffic: they tell the reader what is coming next. They also tell the reader how the information contained in two sentences relates to each other. For example, the transition “in addition” or “similarly” tells the reader that they are going to learn “more of the same” information. “On the other hand” is a transition that tells the reader that he or she will hear an opposing point of view. Transitions are imperative for unity and coherence in writing.

Modeling Annotation: With the essay under the document camera, tell the students you'll be taking them through a step by step (line by line) process of annotation by underlining each of three aspects in the model essay: underline the thesis (and topic sentences) in red, the supporting details in green and the transitions in black.

Place the model expository essay on the document camera and, with the red pen in hand, re-read the first paragraph *and* think-aloud while you find and underline the thesis. Go back and forth from the Review of Terms handout to the essay while you ask the students if, once you decide on the thesis sentence, it satisfies the definition. Continue in this way through the entire essay, pausing to allow students to copy the underlined sections in the appropriate color(s) as you progress.

Annotated Expository Essay Key

“Wolves”

Wolves are found all over the world and are popular in many cultures. Wolves are often pictured in fairy tales as ferocious animals, but they are very social and unique animals who do not deserve their scary reputation.

One interesting thing about wolves is that they are very social animals . They live together in packs as small as only two or as large as twenty wolves. Additionally, each wolf pack has a male leader and a female leader and the members of the pack cooperate and get along well with one another.

Another interesting thing about wolves is that they are often pictured howling at the moon. Scientists have discovered that the wolf howl is an important form of communication between members of the pack. The howl is a way for a lone wolf to locate the rest of his or her pack, or a way to sound an alarm if there is danger nearby. The howl is also a way to announce to the rest of the pack when one member has killed an animal for food and wants to share.

A third interesting thing about wolves is that they are great hunters. They actually feed on large animals such as deer. To do this the pack must work together because the deer is so much larger than the individual wolves. Wolves, it should also be noted, will only kill what they need to eat.

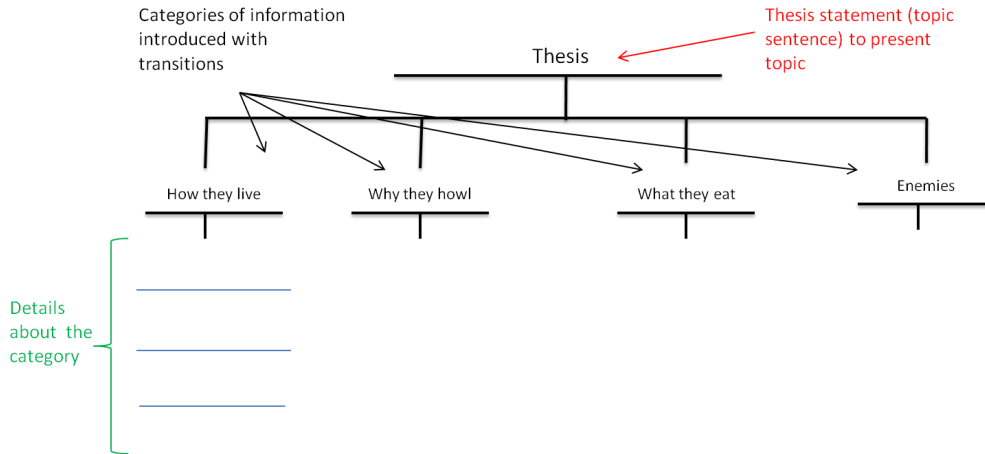
Who are the worst enemies of wolves? Humans! Wolves may be portrayed as ferocious man eaters, but they are actually more likely to run from people than attack them. In fact, wolf attacks on humans are rare, but wolves were almost hunted to extinction by man.

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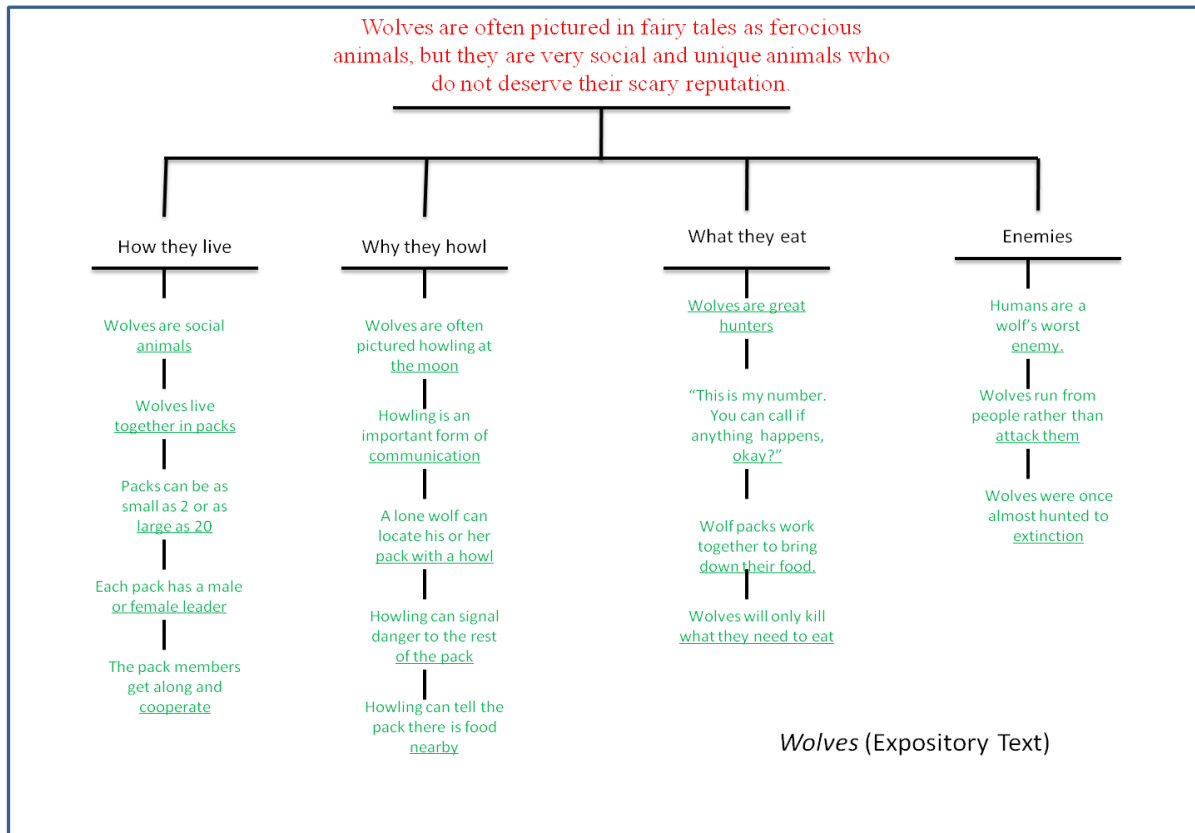
Once you have a completed annotated essay, alert students that eventually they will be annotating their peers' essays as well as their own essays as part of the revision process. Simply alerting students that this will happen in the future helps them *mentally prepare* and plan for it.

Modeling-Creating a Tree Map to report information from our annotated text

The next step in our analysis of expository writing is to see the component parts of the essay through a different lens by placing them on a Tree Map. Note that the color coding on the Tree Map will correspond to the annotated text on the model expository essay.



Model how you would find details in the first paragraph and fill in the first branch of the Tree Map for the first category, “How they live.” Next, ask students to find the details for the second branch, “Why they howl,” and check for understanding before letting student partners complete the rest of the Tree Map. After students have identified the details, have them identify the thesis. Discuss how the thesis provides an overview of the contents of the essay.



Wrap up and Check for Understanding after the Tree Map

Once students have finished the Tree Map, the teacher might consider writing the following sentence frames on the board to help students report out and check for understanding. Allowing a minute or two for elbow partners to Pair-Share before they answer orally will likely help students feel competent and confident. Choosing one or two students ahead of time and alerting them they will be called on may also help with confidence and to move the lesson along smoothly.

Sentence Starters

- _____ is an example of a **topic sentence**.
- _____ is an example of a **detail about the topic**.
- _____ is an example of a transition.

Activity 4: Understanding the Rubric

W9.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.

Intermediate ELD Standard: Use basic strategies of notetaking, outlining, and the writing process to structure drafts of simple essays with consistent use of grammatical forms. (Some rules may not be followed).

Providing a formal definition of the word “rubric” provides an explicit starting point for this section. “Rubric” is an academic term that students see repeatedly and which often gives students minor trouble until it is explicitly defined. A printable version of the vocabulary table can be found as **Resource 5**.

word	meaning	example
rubric (noun) rub-ric _____	a set of rules used to judge or assess something	This student’s report card does not use letter grades but uses a _____ instead.

The teacher might consider reviewing the SAUSD writing rubric with students at this time and, depending on the level of your students, focus on just the three terms discussed up to now: **thesis/topic sentence**, **supporting details** and transitions. A modified rubric is shown below and is also reprinted as **Resource 6**.

	6 Advanced	5 Highly Proficient	4 Proficient	3 Basic	2 Below Basic	1 Far Below Basic
Writing Task						
Thesis and Support	Contains a meaningful thesis which is thoroughly supported with specific and relevant examples and textual evidence (if applicable)	Contains a thesis which is well supported with details and examples	Contains a central idea or thesis which is adequately supported by details			
Organization and Focus	Maintains a logical and seamless organizational structure, includes coherent paragraphs, and <u>effective transitions between ideas</u>	Maintains a logical organizational structure, includes paragraphs, and <u>transitions between ideas</u>	Maintains a mostly logical structure, includes paragraphs and uses some <u>transitions between ideas</u>			
Audience						
Sentence Structure and Language						
Written Conventions						

Model Grading the “Wolves” Essay (Optional)

At this point, the teacher can either have the students use the rubric to score the “Wolves” essay by working with their elbow buddies or simply direct instruct students why the “Wolves” essay is considered “Proficient.”

Activity 5: Writing a Practice Expository Essay

W9.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Intermediate ELD Standard: Write brief expository compositions and reports that a) include a thesis and some supporting details.

Now that students have analyzed a model expository essay and they have brainstormed a Circle Map, it is time to try writing their first expository essay. Tell students that while this is an important exercise, it is preparation for the final, timed essay they will complete at the end of the lesson. Alerting students about how this current activity connects to future activity helps them to plan ahead and prepare mentally.

The first step in this process is for students to quietly re-read their Circle Map.

Begin by explaining to students that there are actually four *types* (another name for “types” in this context is *text structures*) of expository essays and that they will *eventually* study all four types.

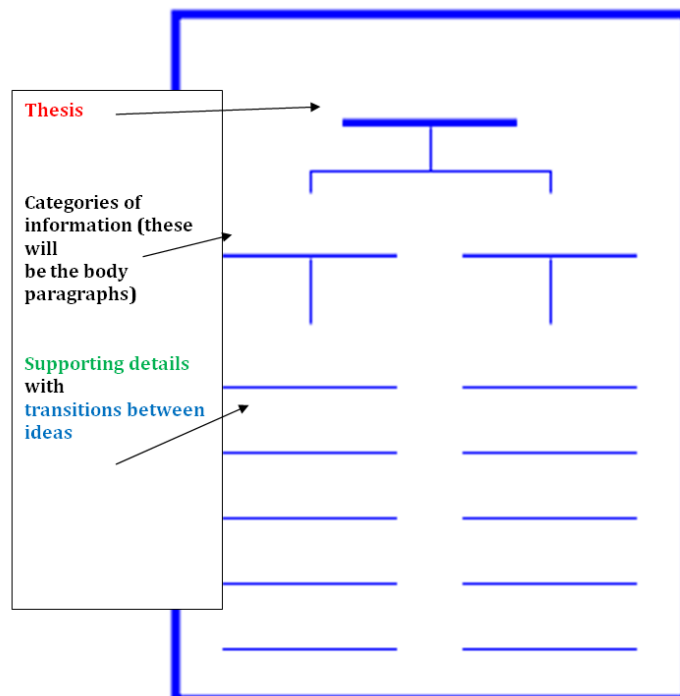
For teacher’s reference *only*, the four basic types of expository essays are

- Writing to Report Information
- Writing to Compare and Contrast
- Writing to Explain Why
- Writing to Describe Concrete,
Physical Parts of a Whole

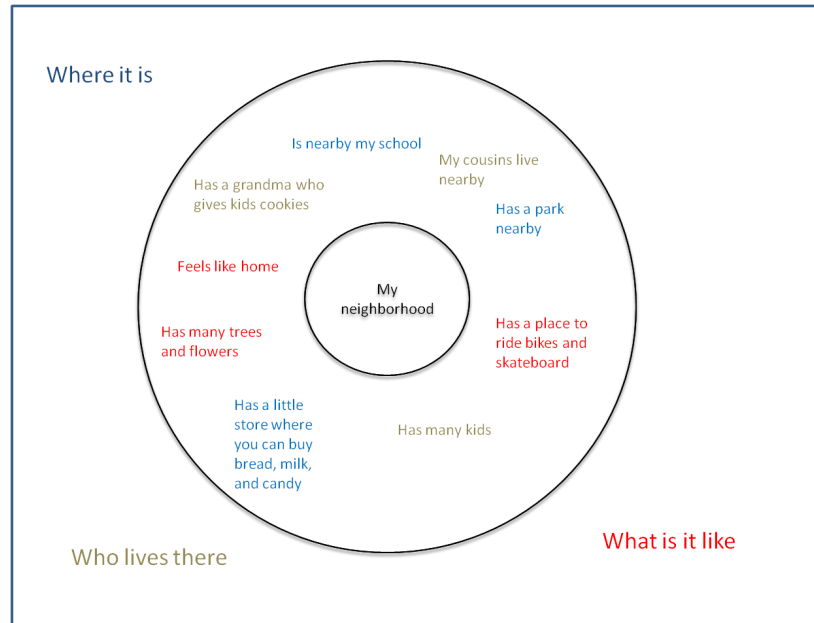
However, for this lesson, all students will focus on the most basic type of expository essay which is **Writing to Report Information**.

Guided Practice:

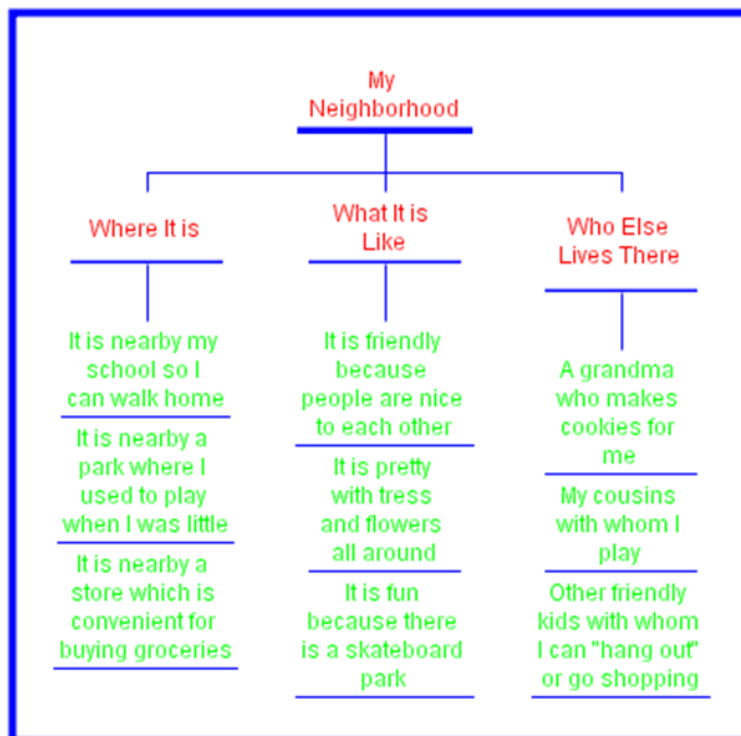
Remind students that the best way to organize ideas after brainstorming in a Circle Map is to create a Tree Map categorizing information.



The next step is for students to create their own Tree Maps on the topic they chose earlier. Depending on the level of your students, you may ask for them to color-code their Circle Map, categorizing ideas before placing them on the Tree Map. Ask them to narrow down their categories to three by combining relating details. You might show students how to do this by categorizing the ideas using the sample Circle Map modeled in Activity 2.



After students have categorized the information, they can place their ideas on the Tree Map. Here is a sample Tree Map for the color-coded Circle Map above.



Activity 6: Developing a Claim and Thesis Statement

W9.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Intermediate ELD Standard: Use basic strategies of notetaking, outlining, and the writing process to structure drafts of simple essays with consistent use of grammatical forms. (Some rules may not be followed).

Explain to the students that the next step in their essay is to decide what their claim is and develop a thesis statement. The claim is the main idea they are proving in their essay. In an expository essay which explains a topic or reports information, one will have to develop a claim and support it with evidence. For example, a claim about your neighborhood might be “My neighborhood is a great place to live.”

When beginning to write a paper, one should ask himself/herself, "What is my point?" That will help establish the claim. The *claim* will be stated in a *thesis statement*. This will be what the essay is trying to show. A good thesis statement will act as a road map for the reader. Readers want to know where the essay will take them.

Ask students to go back to their prewriting maps and determine what *claim* they are making. After students have developed a claim, the next step in the writing process is for students to focus their ideas into a specific thesis statement. One way to help students write a specific thesis statements is to teach them that the thesis statement should answer not only “what” (the subject of the essay) but also “how” or “why.”

To illustrate this point, write and read the following example to students:

- *My neighborhood is a great place to live.*

Ask students to identify the **what** and the **why** in each sentence. They should notice that the **why** is missing from this thesis statement. While it is an adequate topic sentence, it can be improved by answering the **why**.

Now, write/read the following example for students.

- *My neighborhood is a great place to live because of its location, what it is like, and the people who live nearby.*

Again, ask students to identify the claim (**what**) and the **why**. This time they should be able to clearly see that “what” or claim is that “my neighborhood is a great place to live.” The “why” is because of “its location, atmosphere, and people.”

Developing a thesis statement is a difficult task for even native speakers. One way you can scaffold the activity is to give students a structured format for writing their thesis statement. A worksheet is provided in the Resource Section (**Resource 7**) which guides students through the process. Students will be asked to come up with a claim. Then they will have to provide *because statements*. Have students refer back to the main ideas in their Tree Map to come up with their *because statements*. The claim and main ideas (because statements) can be then integrated into a one or two sentence thesis. For example:

Claim: **My neighborhood is a great place to live.**

- Because:
- 1) It has a great location.
 - 2) I love what it is like.
 - 3) The people that live there are nice.

Thesis:
My neighborhood is a great place to live because of **the location, what it is like, and the people who live nearby.**

Thesis Statement Worksheet

Claim _____

Finalized main ideas /or "because statements." These ideas form the "kernels" of topic sentences for each body paragraph. You should have at least 2. If you have too many, try to combine ideas.

1. _____
2. _____
3. _____
4. _____

Now, combine your claim and your main ideas/or "because statements" to create a thesis. You may generate two related sentences that function together as a statement of purpose for your essay.

First Draft: Write a draft of your thesis below and underline key words from your thesis that refer back to your main ideas/or because statements. Then share with a partner or in a small group.

5. After sharing ideas, finalize a working thesis/proof statement and write it here:

A good activity is to have students write the thesis statements for their essay on a separate piece of paper. They should then pass the paper to a partner (or the person next to them). The partner then needs to identify the elements of the thesis ("what" and "why"). Model this by asking for a few volunteers to share their thesis statements on the document camera/overhead and critique the statements as a class.

Activity 7: Drafting the Essay

W9.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Intermediate ELD Standard: Use basic strategies of notetaking, outlining, and the writing process to structure drafts of simple essays with consistent use of grammatical forms. (Some rules may not be followed).

Students can now use the template, **Practice Expository Essay: Writing to Report Information (Resource 8)**, to transfer information from the Tree Map. Allow students to work with their elbow partners (assisting each other and asking each other questions) for approximately 15 minutes and set the timer. Teacher should move around the room answering questions and encouraging students. After the timer goes off, ask students if they would like another 3-5 minutes before the class looks at selected student answers. Set the timer again and look around the room for solid examples so you can alert specific students that they will be chosen to bring their template to the document camera and share their work.

Before students begin this activity you might model how to complete the template using details from the Tree Map about “my neighborhood.” A sample for this topic is shown below.

After students have completed their template, have them rewrite or word-process their essays and turn them in.

The Topic of my first expository essay is: my neighborhood

Title: My Neighborhood

Introductory sentence(s): My neighborhood is / are a really great place to grow up and to live.

S/he / They / It has many wonderful things that make it great.

Thesis Statement:

My neighbor is great because of where it is located, what it is like, and because of all the people who live nearby.

Transition: First of all,

Topic Sentence: my neighborhood is great because of where it is located.

Detail: My house is very close to my school so I can walk home for lunch any time I want.

Detail: My house is also located near a park where I used to play when I was just a little kid. I have many good memories of playing there with my sister who is two years younger than me.

Detail: There is also a nice little market nearby our house so my mother can buy fruits and vegetables without having to drive which is good because we only have one car in our family.

Transition: Another reason

Topic sentence: my neighborhood is great is because of what it is like or its character.

Detail: The neighbors say “Hi!” to each other which makes my neighborhood a friendly place.

Detail: In addition to this, there are also many pretty trees and flowers all around the yards which makes my neighborhood look really nice and colorful.

Details: Lastly, because my neighborhood has some ramps and stairs, it’s a pretty good place to skateboard.

Transition: The last reason why

Topic sentence: my neighborhood is a great place to live is because of the great people who live there with me.

Detail: First of all, the nicest lady in my neighborhood is a little grandmother (not mine) who lives right next door. She always gives my sister and me cookies and other special treats which makes us feel so happy.

Detail: My cousins, Sandra and Isaac also live in my neighborhood and even though we don’t see them every day, it’s nice when we get together.

Detail: Also, there are a lot of other friendly kids who live in my neighborhood. The one I play with most lives just down the street from me and his name is Edward. He has been my friend since first grade. We sometimes walk to school together.

Closing/Summary statement: There are many reasons why my neighborhood can be called great but the most important reasons are that it is in a great location and wonderful people and things are inside of it. I would not want to live anywhere else.

Oral Practice – Just before the students with pre-selected “solid” templates approach the document camera, remind the rest of the class of their “listening jobs” which include

- looking at the speaker.
- listening carefully to the speaker’s words.
- offering supportive comments (like “Good job!” or “That helped me to understand. Thanks”).
- asking questions (saying, “I’m not clear about this, can you explain” or “I could not quite hear you. Would you repeat that, please?”).

You may want to write the Sentence Starters on the board to make it easier for students to remember them.

Checking for Understanding – Now that students have a completed template, the teacher might ask the group what the *next* activity will be. Most students will probably figure out that transforming the template into an actual essay is the next step. However, if students do not predict this, offer direct instruction.

Writing – Independent Practice - Depending on resources, you might take students to the computer lab to type their essay, otherwise, students should now quietly write their essays on lined paper. This would be an opportune time to instruct students in using MLA (Modern Language Association) formatting by way of another template (**Resource 9**) – even if they are hand writing the essay, placing the header information in the upper left hand corner of the page and double spacing the entire document.

A sample completed essay is provided in **Resource 10**.

Activity 8: Peer Editing

W9.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.

Intermediate ELD Standard: Use basic strategies of notetaking, outlining, and the writing process to structure drafts of simple essays with consistent use of grammatical forms. (Some rules may not be followed).

Editing and revising should begin immediately after (the next day, perhaps) after the essay is written so the information is still fresh in students' minds.

Instruct students that, for this activity they need a red, black, and green colored pencils.

Once all students are ready, explain that they will now be *quietly* reading the expository essays of their classmates and the utmost respect should be given to all writers.

Teacher should pass out papers very thoughtfully in pairs paying attention first that the two peers editing each others' work sit across the room from one another and, secondly that they are relatively like-ability students. This makes it harder for students to talk to each other during the activity and, if the reader slips up and says something untoward, the writer is too far away to hear it and will not have his or her ego bruised.

Once the students have their peer's paper, go through each of the steps below, waiting while students complete each step. These steps are reproduced on **Resource 11**, so that you can project the list on a document camera and/or LCD projector.

Here are the basic ground rules students should follow while reading the essay of a peer:

- While reading another student's essay, there should be *no talking* – not even to the person whose essay you are reading (kids will really struggle with this one but this struggle is an important part of the editing process; the quiet will encourage most to focus and learn).
- Read the essay all the way through one time without making a single mark on the page.
- Read the essay through a second time using the red, green and black colored pencils and underlining the topic sentence in red, the supporting detail in green and the transitions in black.
- If a student is not sure whether something should be red, green or black, s/he should first refer to the annotated model and the list of terms.
- If a reader is still not sure, s/he should raise a hand *rather than* talk to the elbow partner; try hard to maintain “radio silence” during the reading process.

- If there are any words or phrases a reader does not understand, instruct the readers to put a tiny “?” question mark next to it.
- Lastly, the reader should find the line or the word that s/he likes best (for any reason) and draw a star, smiley face or heart next to signifying that it was his/her favorite.
- After all the papers are read and peer-annotated (in red, green or black) the pairs of students should then sit together, look at, question, explain and/or discuss the annotation. The reader should at least tell his or her peer what s/he liked best.

Now that each student has a peer-annotated essay, the teacher can either choose to take the group to the computer lab for the final, final draft. Or, the teacher can simply collect the annotated essays to read and grade using the rubric and move on to the next activity.

Wrap up and Check for Understanding:

The teacher may choose to de-brief with students before moving to the next step. A quick write with multiple choice answers and one or two fill in the blank questions may help. For example, see the Wrap Up hand out (**Resource 12**) for a clean, printable copy.

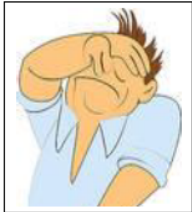
Wrap up and Check for Understanding - Debriefing Students
Opinionnaire and Quick Write after Peer Edit

1. Overall, on a scale from 1 to 10 (1 being “easy” and 10 being “pretty hard”) this essay was... (circle one number below):

1	2	3	4	5	6	7	8	9	10
				in	between				pretty
									hard


2. I think that the **hardest** part of this lesson so far has been... (circle one or two):

- Circle Map for brainstorming
- Reading the “Wolves” essay
- Color Coding the “Wolves” essay
- Making a Tree Map of the “Wolves” essay
- Learning about the rubric
- Creating a Tree Map from my own Circle Map
- Transferring the information from my Tree Map to the Template
- Writing (or typing) the final essay from the Template
- Peer Editing (reading and color coding) my classmates essay



3. I think the **easiest** part of this lesson so far has been (circle one or two):

- Circle Map for brainstorming
- Reading the “Wolves” essay
- Color Coding the “Wolves” essay
- Making a Tree Map of the “Wolves” essay
- Learning about the rubric
- Creating a Tree Map from my own Circle Map
- Transferring the information from my Tree Map to the Template
- Writing (or typing) the final essay from the Template
- Peer Editing (reading and color coding) my classmates essay



4. Dear teacher,
When you teach this lesson to next year’s 9th graders, you should...
(write one sentence of advice to your teacher below to help make the lesson better):

Activity 9: Independent Practice-On Demand Prompt

W9.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Intermediate ELD Standard: Write brief expository compositions and reports that a) include a thesis and some supporting details.

These are the culminating activity for this lesson. Teacher can encourage students by telling them they are now ready to work a little more independently since they have successfully completed a practice essay. Since they are still learning how to write, ensure them that you will be there for guidance but they should strive to work as independently as possible.

Prompt: Begin by giving students the expository prompt as follows (**Resource 13**),

Timed, On-demand Essay Writing

Remember that an expository essay (in which you are writing to report information) is an essay in which you...

- describe
- explain
- convey information accurately and effectively in order to
 - 1) increase a reader's knowledge or
 - 2) help to enhance a reader's comprehension of a concept or an idea
- use a tone that is authoritative, objective and informative.

Writing Situation: No one knows for sure what the future will bring but everyone wonders about it from time to time. Some people have visions of the future that are destructive (because of global warming or war, for example), while others believe the future will bring wonderful and exciting things (from technical advancements, global peace, or cures for diseases, for example).

Writing Task: Please use the short quotes below to inspire you to think about the future of our world. Then, write an expository essay in which you offer one general prediction (or claim) about how the world will be in the year 2050. Will the world be a better place for humans or a worse place for humans in the year 2050? Once you have determined if the future will be better or worse, provide specific examples to explain your vision of the future. You may consider how the following things will change between now and the year 2200: people, science, technology, the environment, medicine, health, news, race relations, gender relations, education, families, or any or the area. Be sure to discuss how the changes will affect life.

**"For I dipped into the future,
 [As] far as [the] human eye could see,
 [I] saw the vision of the world,
 and all the wonder that would be.
 - Alfred Lord Tennyson**

**"I like the dreams of the future better than the history of the past."
 - Thomas Jefferson**

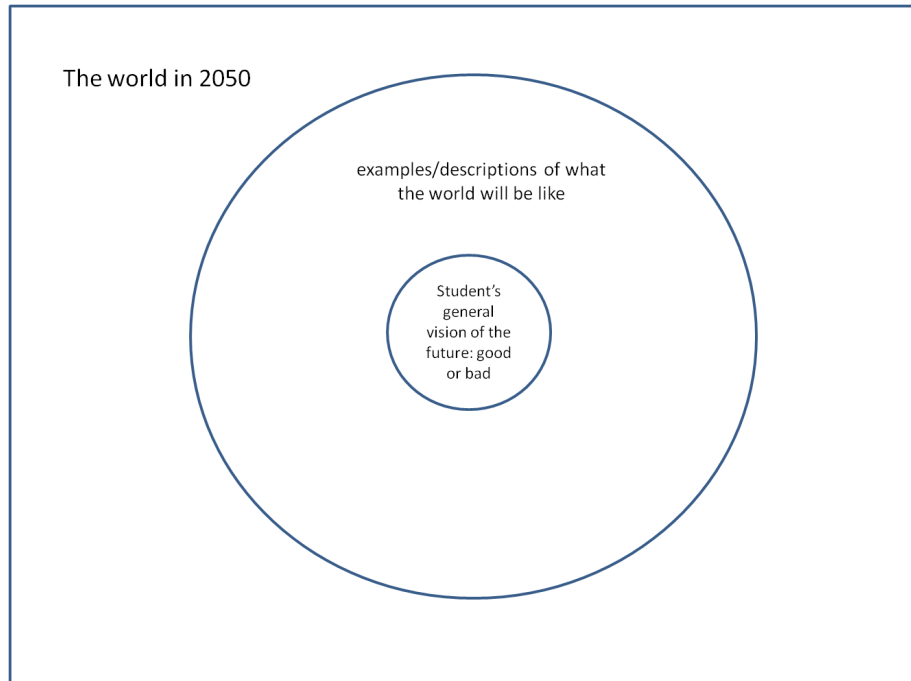
Instruct students to begin the essay using the ABC Strategy which was introduced in the Prewriting Lesson. Have them attack the prompt by underlining the verbs:

Writing Task: Please use the short quotes below to inspire you to think about the future of our world. Then, write an expository essay in which you offer one general prediction (or claim) about how the world will be in the year 2050. Will the world be a better place for humans or a worse place for humans in the year 2050? Once you have determined if the future will be better or worse, provide specific examples to explain your vision of the future. You may consider how the following things will change between now and the year 2050: people, science, technology, the environment, medicine, health, news, race relations, gender relations, education, families, or any or the area. Be sure to discuss how the changes will affect life.

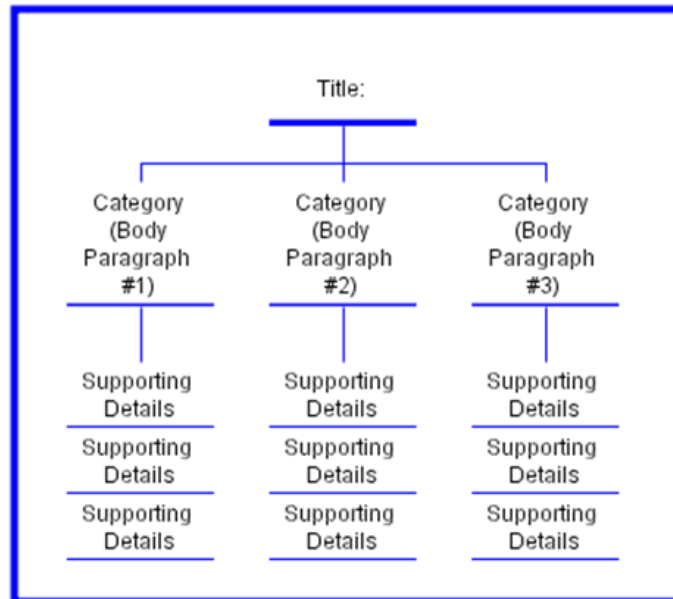
Then have students complete a “do-what” chart:

Do	What
Use	the quotes to inspire you.
Think	about the future of our world
Write	an expository essay
Offer (make)	a prediction about whether the world will be a better or worse place for humans
Consider	how things will change
Discuss	how the changes will affect life

The next step is to brainstorm in a Circle Map.



Students should then categorize the information from the Circle Map and organize the information in a Tree Map:



Next, students need to develop a thesis statement and start drafting their essay. You might refer students to the thesis statement worksheet provided in **Resource 7** for this step. A template for drafting is also provided as **Resource 14**.

After students have drafted their essays, you might have them peer edit and color code their essays using the instructions provided in Activity 8 (page 19).

Activity 10: Celebrating Student Successes

W9.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Intermediate ELD Standard: Write brief expository compositions and reports that a) include a thesis and some supporting details.

Bragging Rights (Optional)

This is an optional activity but when students have succeeded at something very challenging, it's extremely rewarding to be able to show off a bit or bask in their own success with a fitting audience. It might be nice to extend an invitation to the Principal, Assistant Principal or another teacher to come by the class room for a gallery walk to show off student work and allow students to talk about their success.


Resource 1

Name: _____ Date: _____ Due Date: _____ Per. _____

Target Vocabulary: Expository

Directions: Read and answer all of the questions below with your partner. Please commit this term to memory. You will be held accountable for knowing this term and will be practicing it during your daily exercises.

word	meaning	examples
<p>expository</p> <p>ex-pos-i-tory (adj)</p> <p>_____</p>	<p>a type of writing or speech that explains something</p>	<p>All students in high school learn to write an _____</p> <p>essay.</p>

 **Practice writing and saying!**

Write the correct form of the word in each of the blanks below and then read the sentence aloud to your partner(s):

- To write a successful _____ essay, students should be well informed about a particular topic.

**Academic Author!**

On the lines below, write your own grammatically correct sentence using the word "expository." Be prepared to share your sentence with the class.



Fast Finishers: Write one more grammatically correct sentence for extra credit.

Resource 2



Wolves

(adapted from *Thinking Maps Paths to Proficiency for English Learners Learners*, page 281)

Wolves are found all over the world and are popular in many cultures. Wolves are often pictured in fairy tales as ferocious animals, but they are very social and unique animals who do not deserve their scary reputation.

One interesting thing about wolves is that they are very social animals. They live together in packs as small as only two or as large as twenty wolves. Additionally, each wolf pack has a male leader and a female leader and the members of the pack cooperate and get along well with one another.

Another interesting thing about wolves is that they are often pictured howling at the moon. Scientists have discovered that the wolf howl is an important form of communication between members of the pack. The howl is a way for a lone wolf to locate the rest of his or her pack, or a way to sound an alarm if there is danger nearby. The howl is also a way to announce to the rest of the pack when one member has killed an animal for food and wants to share.

A third interesting thing about wolves is that they are great hunters. They actually feed on large animals such as deer. To do this the pack must work together because the deer is so much larger than the individual wolves. Wolves, it should also be noted, will only kill what they need to eat.

Who are the worst enemies of wolves? Humans! Wolves may be portrayed as ferocious man eaters, but they are actually more likely to run from people than attack them. In fact, wolf attacks on humans are rare, but wolves were almost hunted to extinction by man.

Wolves are much more complex animals than people think and more interesting than picture books show them to be.

ferocious means violent, dangerous and frightening

to howl means to make a long, loud cry



a deer is a very large vegetarian animal that lives in the forest; they have short tails and the males have antlers



Resource 3**Review of Terms: Thesis, Topic Sentence, Supporting Detail, Transitions from Holt, 3rd Course)****Thesis statement and/or topic sentence:**

A thesis statement is a sentence that states the subject of an essay. A topic sentence states the subject of a paragraph. For example, the first sentence in the “Wolves” essay is the topic sentence. It tells the reader that the essay is about wolves: “Wolves are ...” A concise topic sentence is imperative for creating a strongly written paragraph.

Supporting Details:

Supporting details are sentences which add information to your topic sentence by explaining, describing, or defining it. For example, we learn in the second body paragraph of the “Wolves” essay three reasons why wolves howl at the moon: “to locate their pack, to sound an alarm or announce a kill.”

Transitions

Transition in writing are like road signs in traffic: they tell the reader what is coming next. They also tell the reader how the information contained in two sentences relates to each other. For example, the transition “in addition” or “similarly” tells the reader that they are going to learn “more of the same” information. “On the other hand” is a transition that tells the reader that he or she will hear an opposing point of view. Transitions are imperative for unity and coherence in writing.

Resource 4

SIGNAL WORDS AND PHRASES

Addition

besides so too furthermore	also moreover other	in addition another add to	and further more than that	as well additionally beyond
----------------------------------	---------------------------	----------------------------------	----------------------------------	-----------------------------------

Analysis

consider scrutinize	suggests analyze	this means explore	examine	investigate
------------------------	---------------------	-----------------------	---------	-------------

Cause and Effect

accordingly then because if...then	since *hence then, so which in turn	*as a result *therefore leads to/led to even if...would	so thus due to *before	*consequently *it follows, then for this reason/purpose *after
---	--	--	---------------------------------	---

Comparison

likewise just as like/alike	similarly just like same	in the same way along the same lines	compared to corresponds	equally in comparison
-----------------------------------	--------------------------------	---	----------------------------	--------------------------

Concession

admittedly I concede that	granted to be sure	although it is true that *indeed	naturally	of course
------------------------------	-----------------------	-------------------------------------	-----------	-----------

Conclusion

*as a result *therefore *it follows, then to wrap up in summary	so this tells us.. thus, it can be said.. to close to finish *above all	*consequently in conclusion to summarize the upshot of all this is that after all	*hence to sum up to conclude to end *finally	*in short/in brief in sum, then to wind up on the whole
---	---	---	--	--

Contrast/Change in Direction

although/though nonetheless even though as opposed to *incidentally	nevertheless conversely however yet even if	on the other hand on the contrary despite this/ in spite of varies or differs from notwithstanding	but whereas while rather unlike	by/in contrast regardless different than instead
---	---	--	---	---

Definition/Elaboration

refers to *in other words put differently to put it another way *ultimately	means stands for in essence actually	is the same as synonymous with to put it bluntly to put it more succinctly	that is is equal to by extension *incidentally	consists of simply put to clarify *in short
---	---	---	---	--

Emphasis

more importantly essentially in fact	*above all truly *indeed	without a doubt without question *in other words	undeniably basically	remember this certainly
--	--------------------------------	--	-------------------------	----------------------------

Example

to take a case in point as an illustration in this case/theory/example	for instance such as	specifically to illustrate	for example is like	including in particular
--	-------------------------	-------------------------------	------------------------	----------------------------

Sequence

first, second...last until since succession to begin with in July/2006...	next after then formerly while today	before *finally following subsequently earlier	later preceding now recently initially	secondly, etc. *ultimately previously for many years a few years ago
--	---	--	--	--

* Denotes multiple functions

-Adapted from Kate Kinsella, Harvey & Goudvis, and Graff & Birkenstein

Resource 5

Academic Target Word- Rubric

word	meaning	example
rubric (noun) rub-ric <hr/>	a set of rules that are used to judge or assess something	This student's report card does not use letter grades but uses a _____ instead.

Resource 6

SAUSD High School Modified Writing Rubric

	6 Advanced	5 Highly Proficient	4 Proficient	3 Basic	2 Below Basic	1 Far Below Basic
Writing Task						
Thesis and Support	Contains a meaningful thesis which is thoroughly supported with specific and relevant examples and textual evidence	Contains a thesis which is well supported with details and examples	Contains a central idea which is adequately supported by details			
Organization & Focus	Maintains a logical and seamless organizational structure, includes coherent paragraphs, and effective transitions between ideas	Maintains a logical organizational structure, includes paragraphs, and transitions between ideas	Maintains a mostly logical structure, includes paragraphs and uses some transitions between ideas			
Audience						
Sentence Structure and Language						
Written Conventions						

Resource 7

Name _____
 Topic: _____

Thesis Statement Worksheet

Claim _____

Finalized main ideas /or “because statements.” These ideas form the "kernels" of topic sentences for each body paragraph. You should have at least 2. If you have too many, try to combine ideas.

1. _____
2. _____
3. _____
4. _____

Now, combine your claim and your main ideas/or “because statements” to create a thesis. You may generate two related sentences that function together as a statement of purpose for your essay.

First Draft: Write a draft of your thesis below and underline key words from your thesis that refer back to your main ideas/or because statements. Then share with a partner or in a small group.

5. After sharing ideas, finalize a working thesis/proof statement and write it here:

Resource 8

Name: _____ Today's Date: _____ Due Date: _____ Period: _____

TEMPLATE to Practice Expository Essay: Writing to Report Information

Directions: Now that you have brainstormed in a Circle Map a range of topics and then organized your ideas into categories using a Tree Map, it is time to move to the next step. Please write the topic of your first expository essay in the box below. This will be in the inner circle of your Circle Map.

The Topic of my first expository essay is:

Template for Constructing a Basic Report of Information

Our next step is to take the information from your Tree Map and organize it into a coherent essay. The following template will help. Working with your elbow partner, please transfer the information from your Tree Map to the template below. If you find there is information missing on your template, you may need to brainstorm just a little more! Your teacher can help with this – or your elbow partner.

Title: _____

Introduction

Introductory sentence(s): _____ is/are (circle one) _____.

S/he/They/It (circle one) _____.

Thesis Statement _____

First Body Paragraph

Transition: _____

Topic Sentence: _____

Detail: _____

Detail: _____

Detail: _____

Second Body Paragraph

Transition: _____

Topic Sentence: _____

Detail: _____

Detail: _____

Detail: _____

Third Body Paragraph

Transition: _____

Topic Sentence: _____

Detail: _____

Detail: _____

Detail: _____

Closing/Summary statement: _____

Resource 9

Expository Essay

(name)

(date)

(teacher's name)

(period)

(Title)

introductory sentence _____

thesis statement _____

first body paragraph _____

second body paragraph _____

second body paragraph _____

conclusion or concluding sentences _____

Susie Student

25 September, 2012

Mr. Smith

Period 3 CP English

My Neighborhood

My neighborhood is a really great place to grow up and to live. It has many wonderful things that make it great. My neighborhood is great because of where it is located, what it looks like and because of all the other people who live nearby.

First of all, my neighborhood is great because of where it is located. My house is very close to my school so I can walk home for lunch any time I want. My house is also located near a park where I used to play when I was just a little kid. I have many good memories of playing there with my sister who is two years younger than me. There is also a nice little market nearby out house so my mother can buy fruits and vegetables without having to drive which is good because we only have one car in our family.

Another reason my neighborhood is a great is because of what it is like or its character. The neighbors like to say, "Hi!" to each other which makes my neighborhood a friendly place. In addition to this, there are many pretty trees and flowers all around the yards which makes my neighborhood really colorful. Lastly, because my neighborhood has some ramps and stairs, it is a pretty good place to skateboard.

The last reason why my neighborhood is a great place to live is because of all the great people who live near me. First of all, the nicest lady in my neighborhood is a little grandmother (not mine) who lives right next door. She always gives my sister and me cookies and other special treats which makes us feel so happy. My cousins, Sandra and Isaac also live in my neighborhood and even though we do not see them every day, it is nice when we get together. Also, there are a lot of the friendly kids who live in my neighborhood. The one I play with the most lives just down the street from me and his name is Edward. He has been my friend since first grade. We sometimes walk to school together.

There are many reasons why my neighborhood can be called great but the most important reasons are that it is in a great location and wonderful people and things are inside of it. I would not want to live anywhere else.

Resource 11

Peer Editing/Revision Checklist

- ✓ While reading another student's essay, there should be *no talking* – not even to the person whose essay you are reading (kids will really struggle with this one but this struggle is an important part of the editing process; the quiet will encourage most to focus and learn)
- ✓ Read the essay all the way through one time without making a single mark on the page
- ✓ Read the essay through a second time using the red, green and blue colored pencils and underlining the topic sentence in red, the supporting detail in green and the transitions in blue
- ✓ If a student is not sure whether something should be red, green or black, s/he should first refer to the annotated model and the list of terms
- ✓ If a reader is still not sure, s/he should raise a hand *rather than* talk to the partner; try hard to maintain “radio silence” during the reading process
- ✓ If there are any words or phrases a reader does not understand, instruct the readers to put a tiny “?” question mark next to it
- ✓ Lastly, the reader should find the line or the word that s/he likes best (for any reason) and draw a star, smiley face or heart next to signifying that it was his/her favorite

Resource 13**Expository Essay Prompt**

Writing Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

Timed, On-demand Essay Writing

Remember that an expository essay (in which you are writing to report information) is an essay in which you...

- describe
- explain
- convey information accurately and effectively in order to
 - 1) increase a reader's knowledge or
 - 2) help to enhance a reader's comprehension of a concept or an idea
- use a tone that is authoritative, objective and informative.

Writing Situation: No one knows for sure what the future will bring but everyone wonders about it from time to time. Some people have visions of the future that are destructive (because of global warming or war, for example), while others believe the future will bring wonderful and exciting things (from technical advancements, global peace, or cures for diseases, for example).

Writing Task: Please use the short quotes below to inspire you to think about the future of our world. Then, write an expository essay in which you offer one general prediction (or claim) about how the world will be in the year 2050. Will the world be a better place for humans or a worse place for humans in the year 2050? Once you have determined if the future will be better or worse, provide specific examples to explain your vision of the future. You may consider how the following things will change between now and the year 2050: people, science, technology, the environment, medicine, health, news, race relations, gender relations, education, families, or any or the area. Be sure to discuss how the changes will affect life.

**"For I dipped into the future,
[As] far as [the] human eye could see,
[I] saw the vision of the world,
and all the wonder that would be.
- Alfred Lord Tennyson**

**"I like the dreams of the future better than the history of the past."
- Thomas Jefferson**

Resource 14

Template onto which your Tree Map will be transferred

**TEMPLATE for Expository Essay: Writing to Report Information
My Vision of the Future**

Directions: Now that you have brainstormed in a Circle Map a range of topics and then organized your ideas into categories using a Tree Map, it is time to move to the next step. Please write the topic of your expository essay in the box below. This will be in the inner circle of your Circle Map.

The Topic of my expository essay is:

Template for Constructing a Basic Report of Information

Now, take the information from your Tree Map and organize it into a coherent essay. Please transfer the information from your Tree Map to the template below.

Title: _____

Introduction

Introductory sentence(s): _____ is/are (circle one) _____.

S/he/They/It (circle one) _____.

Thesis Statement _____

First Body Paragraph

Transition: _____

Topic Sentence: _____

Detail: _____

Detail: _____

Detail: _____

Second Body Paragraph

Transition: _____

Topic Sentence: _____

Detail: _____

Detail: _____

Detail: _____

Third Body Paragraph

Transition: _____

Topic Sentence: _____

Detail: _____

Detail: _____

Detail: _____

Closing/Summary statement: _____
