

Top Score Writing's

EXPOSITORY WRITING MINI-UNIT

THIS FREE
4th-5th GRADE
RESOURCE
INCLUDES:



	LEXILE-LEVELED text sets
	PRE-TEST
	EIGHT LESSON PLANS
	EXEMPLARS
	STUDENT ACTIVITIES
	HOMEWORK
	PROGRESS MONITORING
	POST-TEST

Directions:

- This mini-unit is intended to be completed over three weeks. It will require a 30- to 45-minute daily writing block. Please view this informational video before beginning: [Click Here](#)
- Included in this mini-unit are an expository pre-test, eight writing lessons, and a post-test. While it may be tempting to skip the pre and post-test, we strongly encourage you not to! Students' self-confidence as writers grows when they can see how much they have improved. Through positive experiences, a love of writing and increased motivation and engagement will emerge. You will be amazed to see how much growth can happen in eight lessons.
- The objective of this mini-unit is for students to begin learning how to plan and structure each paragraph of an expository essay. The focus of these carefully selected lessons is how to construct a thoughtful, organized response. This is the foundation of quality essay writing!
- In our Florida edition, our entire expository unit is comprised of 29 lessons. We have included the Table of Contents for our complete curriculum at the end of the "Teacher Packet." We invite you to review the sequence of lessons and imagine the continued growth your students would experience beyond the eight lessons in this mini-unit.
- At Top Score Writing, we believe one of the secrets to creating successful writers is monitoring their understanding on a day-to-day basis so teachers can *quickly* and *easily* make instructional decisions. Included in this mini-unit, you will find a "Skill Tracker." Here, you will be able to record students' understanding each step of the way. At a glance, you will know your class trends and each student's exact strengths and weaknesses.

Pacing:

*Complete the Pre-Test before beginning the unit

Week 1

Lesson 1	Planning
Lesson 2	Introduction ("I") Paragraph
Lesson 3	Topic Sentence

Week 2

Lesson 4	Middle Paragraphs
Lesson 5	Citing Your Sources
Lesson 6	Wrap-up ("W") Sentence

Week 3

Lesson 7	Overview of Elaborative Techniques
Lesson 8	Conclusion ("C") Paragraph
Assessment - Post-Test	

Prep:

1. Teacher Packet - Print in color if possible. Color-coding is a powerful instructional strategy used in most examples in our lessons.
2. Student Portfolio - Print a copy for each child in your class. This contains all the materials they will need for the entire mini-unit.



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EXPOSITORY MINI-UNIT SKILL TRACKER

Teacher: _____

Pre-Test and Post-Test: ____/12

Skill Checks:

P = Proficient

A = Approaching

N = Needs Development

	Pre-Test	Planning Lesson 1	Introduction Lesson 2	Topic Sentence Lesson 3	Middle Paragraphs Lesson 4	Citations Lesson 5	Wrap-up Sentence Lesson 6	Conclusion Lesson 8	Post-Test
Clayton	5/12	P	A	P	A	N	P	P	7/12

SOURCE TEXTS

- Pre-Test
 - Sports text set:
 - Sports Practice
 - Jacob's Practice
- Lessons 1 – 8
 - Alligator text set:
 - Alligators at Risk
 - Alligator Habitats
 - Climates text set:
 - Climates: An Introduction
 - Climate Zones
 - Magnets text set:
 - Magnetism
 - What Are Magnets?
- Post-Test
 - Pilgrims text set:
 - Who Were the Pilgrims?
 - Pilgrim Settlement



(Source 1)

Sports Practice



1 As nightfall nears on a chilly autumn evening, the bright lights of the school football field illuminate the stands. Roaring cheers can be heard around the neighborhood of the families cheering on their children as they race towards the end zone hoping to score a touchdown. As the clock winds down, the team seizes victory as the points climb on the scoreboard. This moment is one that many families across the nation have in common. Organized youth sports are becoming extremely popular for youth and families. Soccer, baseball, football, hockey, and basketball are just a few sports that draw in youth athletes. However, some researchers in the medical field are questioning the effects of the **rigorous**¹ training that is being asked of these young athletes.

¹ rigorous – strictness, severity, or harshness, as in dealing with people



2 With approximately 45 million participants in organized youth sports across the United States, roughly 75% of American families have at least one school-aged child participating in organized sports. The growth of competitive youth sports is increasing the practice of year-round training, children starting sports at an earlier age, and children competing on an “elite” level. Organized youth sports are even drawing media coverage on the national and international levels. The rise in youth sports is leading to concerns for children physically and emotionally.

Physical Effects

3 Some youth sports require extensive practice sessions as the team’s competitiveness intensifies. After school practices can last 2-3 hours, 3-4 times a week. This means that after the child completes a full day at school, they have to attend 2-3 hours of practice before finishing home learning activities, showering, eating dinner, and finding some relaxation time. The overemphasis on winning is one of the problems that lead to increased sports-related injuries. Children are being pushed harder by coaches, parents, and teammates to score more points. Pediatricians play a key role in monitoring the health of youth athletes to help reduce the risks associated with these organized sports. Overuse injuries, such as stress fractures, can be consequences of excessive sports practices. At least half of all injuries that youth athletes receive are from overuse, and 67% of injuries occur during practice. Although children tend to be over-energetic and injuries can’t always be avoided, the pressure put on by coaches and parents is leading to more injuries. The adults that monitor youth sports should be able to identify the needs of a child and know when to enforce more safety precautions.



Emotional Effects

4 Sports can be very beneficial for young athletes. Organized youth sports promote exercise, healthy living, team building skills, and positive peer relationships. The challenge is when the need to win is overemphasized and children are pushed too hard. The increased level of competitiveness requires children to train longer and harder. Children are at risk of

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feeling burnt out from the physical and emotional stress on their bodies. This affects their social relationships, their education, and can sometimes lead to problems in the family household. Parents sometimes set unrealistic expectations for their children which may have negative consequences. When parental pressure becomes too heavy, some youth athletes may experience headaches, stomach aches, trouble sleeping, muscle pains, and periods of sadness. The goal of organized youth sports should be to be active, have fun, and to provide a positive sports experience through learning and the practice of fundamental skills.



5 Organized youth sports provide children with opportunities for physical activity, developing friendships, and learning a variety of developmental skills. Sports and recreation should be a fundamental part of children’s lives. With childhood obesity rates on the rise, these youth sports are vital to children’s health and well-being. As long as the sports are properly being monitored by parents and coaches to ensure their physical and emotional safety, the positive benefits will continue to support a child’s development.

“Sports Practice” written for educational purposes.



(Source 2)

Jacob's Practice

6 "Three more laps to go, then I'll get a water break," thought Jacob, as he trudged around the football field. He got to football practice about 40 minutes ago, thankful that his mom packed some extra snacks and Gatorade for him to gobble down in the car on the way from school. Today was particularly tough because he had a surprise geometry quiz on angles during his fourth-period math class. Hopefully, tonight he'll get some time to study and work on his upcoming science project. He was psyched about this Saturday because he wanted to go to his best friend's birthday party at the arcade, but he has practice all morning so he might not make it to the party.

7 "Let's go, guys! Three more laps and then we are on to cross drills," shouted Coach Nelson.

8 "Aaaahhhhhhhh!" moaned the team.

9 Jacob loves playing sports. He played baseball last spring and soccer over the summer. His parents keep him in sports as much as possible. His dad is a big sports fanatic and loves to help out at practice and cheer Jacob on at the games. This is Jacob's second season with the Buccaneers Junior Football team. Last season, he missed three games when he fell during practice and sprained his knee. Next Saturday, they have the middle school championship game, and Jacob will be on the starting line, so the coach is pushing him extra hard.





10 “Jacob! Jacob! Jacob! Stop daydreaming son; we’ve got a lot of work to do. Grab some water, and then we can work on high knee drills,” exclaimed Jacob’s dad.

11 “Yes, sir!” replied Jacob, secretly wishing he could take a 10-minute break.

12 Sports have brought Jacob and his dad a lot closer. His dad used to work a lot, but now he always makes time for Jacob’s games. Two times a week he gets out of work early to help out at practice. Jacob loves to be able to talk to his dad about sports, but sometimes he wishes they could relax together, or play a game for fun instead of winning. On the weekends his parents set up a tent by the field and bring chairs and snacks to watch Jacob’s games. His mom yells the loudest out of all the moms. Sometimes it can be a little embarrassing, but mostly Jacob loves it when his family cheers him on.

13 “Hey, Jacob. Wanna practice some drills with me?” asked Mekhai.

14 “Sure buddy. I bet I’ll beat your time again,” said Jacob.

15 “Yeah right! You wish,” laughed Mekhai.

16 Jacob met Mekhai last year when he started with the Buccaneers, and they quickly became friends. They have a lot in common; they both love sports and video games. Mekhai likes to challenge Jacob to mini-games, and they have a lot of fun together. Their parents get along too and always sit together during the games.

17 Practice ended at 7:15 pm. Jacob and his dad headed home, and his dad offered to practice some throws with him in the backyard after dinner. All Jacob wanted to do after the two-and-a-half-hour practice is take a shower, eat dinner, and go to sleep. Then, he remembered Mrs. Sallow is giving a biology test tomorrow on human anatomy. Guess he will be hitting the books tonight.

“Jacob’s Practice” written for educational purposes.



Alligators at Risk



1 There are two species of known alligators in the world, the American alligator and the Chinese alligator. The American alligator can be found in the wetlands of the Southern United States. These reptiles have been hunted for many years and, at one point, were close to extinction. In order to protect this species, they were listed under the Endangered Species Act, making hunting alligators illegal. Due to the efforts of the Endangered Species Act, the species has made a huge recovery and was taken off the endangered species list in 1987. Since the American alligator population has repopulated so well, hunting and egg collecting is once again allowed.

2 On the other hand, the Chinese alligator is a class one endangered species. The Chinese alligator can be found in the subtropical regions of China in low-lying areas such as rivers, streams, and marshes. This species of alligator is classified as critically endangered because it has a decline in population greater than 80% in specific areas of population. The destruction of their habitats comes largely from the conversion of the lands they inhabit being used for agricultural purposes. The Chinese alligator is very similar to the American alligator in appearance, but they are much smaller.



What Are Reptiles?

3 Snakes, turtles, and lizards are reptiles. These animals are cold-blooded; this means their body temperature depends on their environment and their skin is covered with hard scales that serve as protection for the animal. They have to keep warm by laying in the sun. Since they do not burn too much energy to keep warm, they do not have to eat as much food as mammals or other warm-blooded animals.

4 Most reptiles lay eggs. Alligators tend to create nests from nearby vegetation to keep their eggs safe. The decomposing vegetation creates the heat needed to keep the eggs incubated. The sex of the baby alligators is determined by the temperature of the nest. If the nest is cooler, it will produce a clutch of female hatchlings, and if the temperature is above 93 degrees Fahrenheit, the eggs will produce male hatchlings.

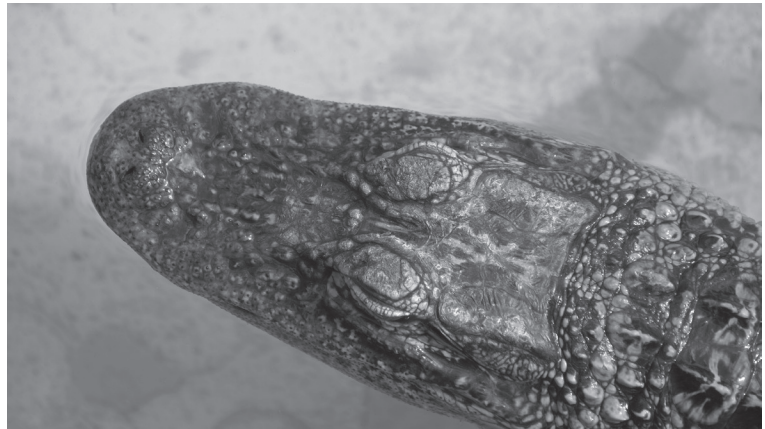
American Alligator	Chinese Alligator
An average adult American alligator's weight and length is 790 pounds and 13.1 feet The largest ever recorded, found in Louisiana, measured 19.2 feet Adult alligators are black or dark olive-brown with white undersides	Rarely exceeds 6.9 feet in length and usually weighs less than 100 pounds The body is fully armored, even under its belly

"Alligators at Risk" written for educational purposes.



Alligator Habitats

5 American alligators can be found in freshwater environments like rivers, lakes, ponds, swamps, and marshes. They also like to live in areas that are brackish, which means the water is slightly higher in salt content than fresh water, but not salty like sea water. Alligators tend to stay in marshy areas during the breeding season. The wetlands make nest building much easier for the alligators and keep the temperatures of the nests ideal for incubating their eggs.



6 Adult American alligators create holes in their swamp habitats. They construct these alligator holes by using their feet, tail, and snout. These holes create areas that help the alligator stay cool during hot weather. Alligator holes also provide habitats for other animals during droughts.



7 Other animals found in these types of habitats are amphibians, shellfish, bears, and panthers. The types of animals found in these habitats depends on whether the swamp is a freshwater swamp or a saltwater swamp. These animals make this their home since they are able to live in low-oxygenated, slow-moving waters.

8 Many species of mammals, birds, reptiles, amphibians, and fish live and do well in swamp ecosystems. These swamp areas are important because many fish and amphibians lay their eggs in the nearby dry

areas. When the eggs hatch, the young crawl into the water.



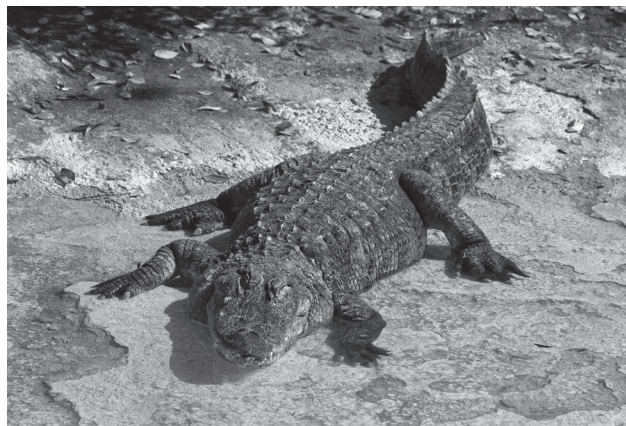
Types of Reptiles Found in the Everglades

9 The Everglades National Park in Florida is a freshwater swamp and is home to hundreds of types of birds, many species of reptiles, the Florida black bear, and the Florida panther. Both the American crocodile and the American alligator coexist in the Everglades swamp. Florida weather makes this an ideal habitat for the alligator, as well as many other animals.

10 Turtles: The most common turtles found in a swamp-like habitat are the striped mud turtle commonly found along trails, the Peninsula Cooter often found in shark valley, and the Florida red-belly found in freshwater marshes.

11 Snakes: Most of the snakes found in the Everglades National Park are adapted to living in water. The striped crayfish snake is the best swimming snake in Florida, but

is not easy to spot since they spend their time in marsh plants. The brown water snake is seen often in plain view and sometimes mistaken for the poisonous Florida cottonmouth.



12 Amphibians:

Amphibians are animals that spend the early part of their life in water using gills to breathe. They grow into adults that may live in water but use lungs for breathing. These include frogs, toads, and salamanders. Most

commonly seen in the Florida Everglades is the grass frog which is the tiniest frog in North America, the pig frog whose grunt-like call can be heard day or night, and the dwarf siren salamander.

13 All of these reptiles have an important role to play in the habitat they live in.

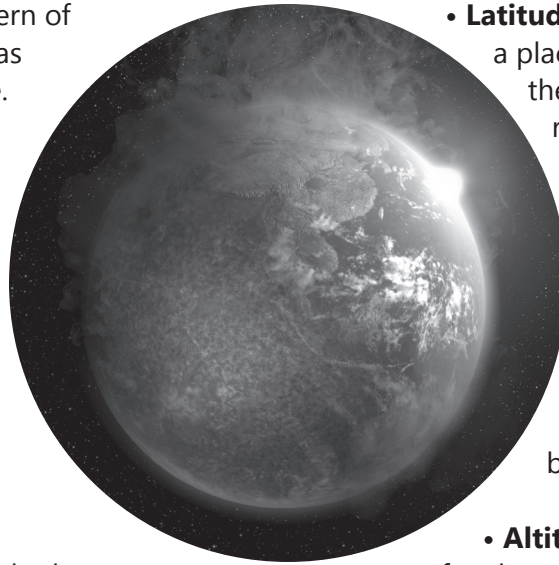
"Alligator Habitats" written for educational purposes.



(Source 1)

Climates: An Introduction

1 Climate is the pattern of weather a specific place has over a long period of time. People who study climate are called climatologists. What do these scientists look for when they study a **region's**¹ climate? Some of the things they measure include average rainfall, sunshine, winds, and temperature for the region.



- **Latitude:** This is the distance of a place north or south from the **equator**². The closer a region is to the equator, the hotter it is throughout the year. The farther away it is, the colder it is. In regions closer to the equator, the summers are longer and hotter. As you approach the poles, the colder the winters become.

2 Climatologists also look at how each weather condition changes from month-to-month and year-to-year in a given region. For example, they look for patterns in the weather to determine if there are cold and hot seasons in the region, or if the temperatures stay pretty much the same all year long.

- **Altitude:** This is the height of a place above sea level. Higher elevations are usually colder than lower elevations.

3 Keeping track of climates is a very important task, and there are five big factors that can make climates vary from place to place.

- **Distance from Oceans and Large Lakes:** Large bodies of water such as oceans and lakes rise and drop in temperature more slowly than land. Due to this, areas near large bodies of water have milder winters and cooler summers. Water also warms or cools the air on the surface and helps to keep temperatures comfortable.

¹ region – any large part of the Earth's surface

² equator – an imaginary line around the middle of the Earth, halfway between the North and South Poles



- **Mountain Ranges:** Air cannot pass through mountains. Instead, it rises and cools as it travels up the side of a mountain. The cool air causes water in the air to become cold. Then, the water falls as rain. All of the rain stays on the same side of the mountain causing the other side of the mountain to be dry and even become a desert.
- **Wind:** Several major belts of wind blow around the earth. They blow from different directions. As they do, they distribute cool air, heat, and moisture to different parts of the world.

4 The world is divided into different climate zones based on similar weather patterns. The weather patterns in a climate zone affect the types of **vegetation**³ and animals found there. For example, roses could never survive at the South Pole, which is covered in ice. It is too cold there, and penguins could never survive in a region with an **arid**⁴ climate. These climate zones tend to have similar animals and vegetation.

³ vegetation – plant life

⁴ arid – having little or no rain; too dry or barren to support vegetation



(Source 2)

Climate Zones



5 The Earth's surface is made up of many different climates. Climatologists (scientists who study climates) have organized the climates by grouping similar ones. Each region is grouped by similar kinds of vegetation, temperature, and **precipitation**⁵. Here's a look at some of the major groups.

Tropical Climates

6 Near the equator is the tropical climate zone. Tropical climates get a lot of sunlight and are very warm. Some places often experience heavy rainfall, making this zone very wet and humid. This climate zone makes it perfect for rainforests. Hot and muggy conditions provide an ideal **habitat**⁶ for several types of plants and animal species, such as insects like butterflies and beetles, reptiles, amphibians, birds, and mammals.

⁵ precipitation – moisture in the form of rain, snow, sleet, ice or hail

⁶ habitat – the place where an animal or plant naturally grows



Dry or Desert Climates

7 Zones with dry climates receive very little rain. Usually, the average rainfall for an entire year is less than 10 inches. Sometimes it is so hot in a desert that when rain does fall, it can evaporate even before it reaches the ground. Hot deserts often receive a lot of sunlight because there are very few clouds or trees to filter the sun's rays; however, at night deserts can be extremely cold. Very little plant life survives in the desert. Cacti are one exception. The cactus plant has **evolved**⁷ so that it stores water during periods of **drought**⁸. The stem of the cactus stores water and allows very little to leave the plant. Some famous deserts include the Sahara in northern Africa and the Mojave in the United States.

Moderate Climates

8 Areas with moderate or temperate climates have winters that are cool and dry and summers that are warm and wet. Neither season in this zone has very hot or very cold temperatures. There are many plants and animal species that do very well in these climates. Most of the United States falls into this climate zone.

Polar Climates

9 Have you ever heard of the polar ice caps? The ice caps are found at the North and South Pole and are always covered in ice or snow. They are the places with the coldest climates on Earth. These places get less of the sun's direct warmth because of the tilt of Earth's axis causing it to be dark for six months out of the year. Temperatures are extremely low during winter. Precipitation is rare and almost always in the form of snow.

⁷ evolved – to gradually develop characteristics that will help a species survive in an environment

⁸ drought – a prolonged period of abnormally low rainfall; a shortage of water resulting from this



Magnetism



1 Magnets come in many sizes and are very **diverse**¹. The most commonly seen magnets are in the shapes of bars or disks. Because they stick to certain metals, they are used to fasten and latch things, like a cabinet door. Horseshoe magnets have a U shape. They are used to move iron and steel scraps.

2 Magnets are everywhere. They help to make life more **convenient**². For example, you may have seen your teacher using magnets to help keep important papers upon his/her whiteboard. You may also have magnets on your refrigerator door at home keeping doctor appointments visible. You may also have seen them attached to the back of cars in the shapes of ribbons.

3 Many electrical motors also use magnets. They require the help of electromagnets to run. The force that runs the motor is created by a magnet sending an electrical current through a coil of wire. Motors with electromagnets help run household appliances such as washing machines and dishwashers. The same electromagnetic force is also used in the motors of cars, trains, and airplanes.

4 Magnets are so useful that they're even being used in the healthcare field. Huge magnets in a special machine can give doctors a **detailed**³ view of what is inside your body. The doctors use these pictures to find and treat whatever is wrong without having to make an **incision**⁴. The use of the machine is also more cost effective for the patient.

5 The use of magnets only continues to grow as new inventions are made. In Japan, magnets are being used in some remarkable new ways. For example, Japan now has a train that runs on magnets. It just hovers over the tracks. The magnetic force created between the train and the tracks allows the train to ride smoother and faster.

¹ diverse – very different

² convenient – proceeding with little effort or difficulty

³ detailed – having many details or facts, showing attention to detail

⁴ incision – a surgical cut made in the skin or flesh



What Are Magnets?



6 Have you ever wondered how a magnet works? What makes metal objects attract to a magnet and why do magnets repel each other? The answer is magnetism.

7 The official definition of magnetism is “a physical phenomenon produced by the motion of electric charge, resulting in attractive and repulsive forces between objects.” In other words, magnetism is a force that can pull together or push away objects. All magnets have a north pole and a south

pole. If different poles of two magnets are placed close to each other they will attract, but same poles will repel.

8 When it comes to magnets, opposites attract. Each magnet has a north pole and south pole, and only the opposite ends of magnets will attract other magnets. Placing the ends north to north or south to south will result in **repulsion**⁵.

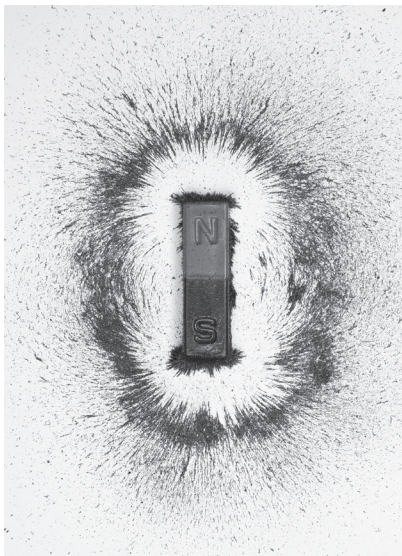
⁵ repulsion – to move away from each other



Types of Magnets

9 Permanent Magnets are the most commonly seen magnets. These are the ones we find hanging onto our refrigerator doors. They are said to be permanent because once they are magnetized, they maintain their magnetism.

10 Temporary Magnets are those objects that act like a permanent magnet when they are near a magnetic field. During this time they are charged and will be attracted to another magnet. An example of a temporary magnet would be paper clips, nails, and other soft metal objects. These objects are considered to be magnetized for a short time making them a temporary magnet.



11 Electromagnets are a temporary magnet made by coiling wire around an iron core; when current flows in the coil the iron becomes a magnet. The main advantage of an electromagnet is that the magnetic field can be changed by controlling the amount of electric current flowing through it. However, unlike a permanent magnet that needs no power, an electromagnet requires a continuous supply of current to maintain the magnetic field. Examples of electromagnets are generators, blenders, washing machines, and other household appliances.

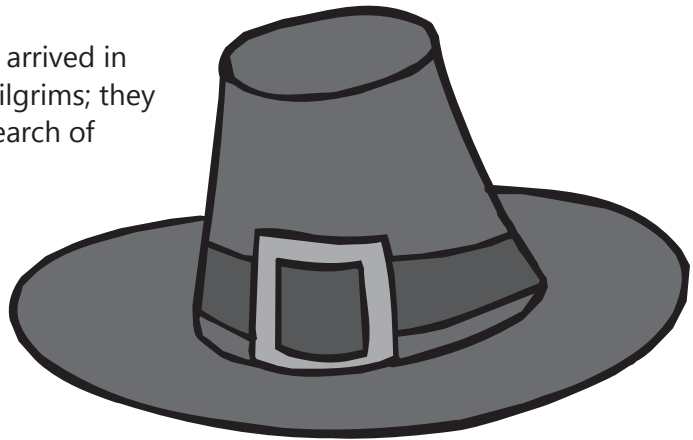
"What are Magnets?" written for educational purposes.



Who Were the Pilgrims?

1 In 1620, a new group of immigrants arrived in New England. These **settlers**¹ were called Pilgrims; they traveled across the ocean from Europe in search of religious freedom.

2 The Pilgrims landed on Plymouth Rock. Plymouth Rock is located near Cape Cod, Massachusetts. They settled in this area and began their colony. They wanted Plymouth Colony to be a place where they could practice their **beliefs**² freely.



3 During this time, King Henry VIII declared himself head of a new national church called the Church of England. The people of England were not happy with this, and they called for a return to a simpler faith and less structured forms of worship. Because these people wanted to purify the church, they came to be known as "Puritans." Another group went even farther; they demanded a formation of new separate churchgoers. The Pilgrims were part of this group.

4 The Pilgrims were known as Separatists because they wanted to separate themselves from England's **official**³ church. However, at that time the English king did not allow groups to separate themselves from the Church of England.

5 In trying to find their freedom, the Pilgrims moved to the Netherlands. Then, a few years later, they decided to embark on a trip to America. In September of 1620, the Pilgrims set sail aboard the Mayflower from England to America. After 66 days and two deaths, these brave travelers arrived on the shores of America. They decided to make Plymouth their new home where they would be able to practice their religion freely.

¹ settlers – people who move into a new area and are among the first to live there

² beliefs – faith or religion

³ official – supported by the governing body of the country. The only way to practice their beliefs freely would be to leave England altogether.



Pilgrim Settlement

6 The Mayflower arrived in New England on November 11, 1620, after a 66-day voyage. Although the Pilgrims had originally intended to settle near the Hudson River in New York, dangerous **shoals**⁴ and poor winds forced the ship to seek shelter at Cape Cod. It was here, in Cape Cod Bay, that most of the adult men on the ship signed the document known as the Mayflower Compact. It laid the foundation for the community's government.



7 A party of the ablest men began exploring the area to find a suitable place to settle. After several weeks, the exploring party arrived at what appeared to be an abandoned community. The rich water supply, good harbor, cleared fields, and location on a hill made the area an enticing place for settlement.

8 The Pilgrims built houses that were simple and practical. They worked very hard to build houses for everyone in their colony, despite the harsh weather conditions and brutal cold. During the time the houses were being built, everyone lived aboard the Mayflower, the ship that had brought them to America.

9 The first building the Pilgrims built was the common house. This structure was 20 feet long and was first used for storage and **shelter**⁵. Eventually, it was used as a hospital, church, and meeting place for the community.

⁴ shoals – shallow areas of the sea, river, or other bodies of water

⁵ shelter – place giving protection from bad weather



10 After the common house was built, the workers had a place to rest and keep warm from the cold. By April, several houses had been completed. The Pilgrims were finally able to leave the Mayflower and start living in their new homes.

11 The homes were small and had little to no furniture. The beds were made from bags filled with leaves, pine needles, or grass. Tables were made out of wooden **planks**⁶. People sat on benches, stools, or even the floor.

12 During the spring, the Pilgrims cleared out fields and began to plant crops. Other members of the colony became hunters and fishermen. By the end of the season, the Pilgrims had enough food to harvest for a “harvest home” celebration. It is said that during this time the Pilgrims and the Native Americans celebrated the first Thanksgiving.

⁶ plank – a long, thin, flat piece of timber

Top Score Writing's

CHECKLISTS

Ideas for Using Checklists During Writing Instruction

- Students can use checklists while they are writing to guide them.
- Students can use checklists to edit and guide revision after completing an entire essay.
- Students can use portions of the checklist as a quick daily self-assessment. For example, if writing an introduction paragraph for the day's activity, use the checklist after writing to quickly self-assess the introduction paragraph only.



Expository Checklist

Name: _____

Checking Your Paper

_____ 5 paragraphs
 _____ Indent 5 times

I

_____ 3-4 sentences
 _____ Hook
 _____ Central idea/3 topics
 _____ Closing statement

T1

_____ Transition word/phrase
 _____ “T” sentence
 _____ 3-4 sentences about A
 _____ 3-4 sentences about B
 _____ Transitions within paragraph
 _____ “W” sentence
 _____ 8-10 sentences
 _____ 1-2 citations

Quote	_____
Paraphrase	_____
Own thought/idea	_____

T2

_____ Transition word/phrase
 _____ “T” sentence
 _____ 3-4 sentences about A
 _____ 3-4 sentences about B
 _____ Transitions within paragraph
 _____ “W” sentence
 _____ 8-10 sentences
 _____ 1-2 citations

Quote	_____
Paraphrase	_____
Own thought/idea	_____

T3

_____ Transition word/phrase
 _____ “T” sentence
 _____ 3-4 sentences about A
 _____ 3-4 sentences about B
 _____ Transitions within paragraph
 _____ “W” sentence
 _____ 8-10 sentences
 _____ 1-2 citations

Quote	_____
Paraphrase	_____
Own thought/idea	_____

C

_____ Overview (summary) of the topic
 _____ Restate 3 topics
 _____ Thought or feeling about topic

WRITING: Pre-Test

Today the students will be taking a pre-test on expository writing.

The following passages will be used in this lesson:

Sports Practice

Jacob's Practice

Write an expository essay explaining how organized sports affect children.

1. Explain to students that on the state writing test they will be given a certain amount of time to complete their essay.
2. They should spend about 30 minutes reading the articles and 10-15 minutes for planning.
3. The remaining time should be used for writing the essay.
4. Hand out the articles, planning sheet, and testing paper.
5. Allow them to start reading and planning.
6. After approximately 45 minutes, tell them planning time is over and they should start writing.
7. Collect and grade using the Grades 4-6 B.E.S.T. Writing Expository Rubric.
8. Record scores on the Expository Skill Tracker.

Name: _____

Writing Prompt

Write an expository essay explaining how organized sports affect children.

Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources provided.

Use your best writing to complete an essay that

- is focused on your central idea;
- combines evidence from multiple sources with your own elaboration to develop your ideas;
- is organized and includes transitions within and among ideas;
- provides citations for quoted material and source ideas; and
- demonstrates correct use of grammar and language appropriate to the task.

Write your multiparagraph essay to an academic audience in the space provided.

Name: _____

Write an expository essay explaining how organized sports affect children.

I _____

T1 _____

a. _____

b. _____

T2 _____

a. _____

b. _____

T3 _____

a. _____

b. _____

C _____

[illegible]

[illegible]

[illegible]

WRITING: LESSON 1

Today the students will practice planning for expository prompts in response to the text they read.

The following passages will be used in this lesson:

Alligators at Risk

Alligator Habitats

For expository writing, we will use an ITC outline to plan for our essay. Instead of reasons (Rs) we will list three topics (Ts). This is because, for expository writing, we will be coming up with three topics to inform our reader about (instead of reasons).

Explain to students that for the writing test they will be given 2-4 passages to read that all have a similar topic/theme. After reading the text, they will be given a prompt that directs them to write something about what they just read. That is when they will need to plan their essay and then write a five-paragraph essay just like they learned in the previous section.

Here are a couple of examples to explain to the students:

- Let's say you just read three passages on helping out in your community. You are then directed to write to the following prompt: **Think about how you can make a difference in your community. Using information from the text, explain what work you would do and tell how this work would make a difference in your community.**
- Another example is if you were given two passages about different animal habitats. After reading the passages, you were given the following prompt: **Write to inform your reader about protecting animal habitats in a community.**

As you can see, for both examples, your prompt is based on what you just read. Instead of just writing about your favorite animal or a special person in your life, you will be writing about the information you are given in the text. When planning, you will need to come up with your own three topics (T1, T2, and T3) based on the text.

1. Read both passages aloud to the class (or you can read one aloud and have them independently read the other).
2. Write this prompt on the board:
Write an expository essay about alligators.
3. Using the ITC outline, model planning for this prompt using the outline below.

****When planning for this, remind students that they are not coming up with three reasons. They are simply informing/explaining to the reader three things about alligators. They can pick any three things they want from the passages, but they have to make sure they are BIG (broad) things that they can write a lot about.**

****Every word on the planning outline MUST be from the passages.**

4. Start by writing the central idea on the “I” and “C” lines. Since the prompt is about alligators, write “alligators” on the “I” and “C” lines as the central idea.

Example Planning:

I alligators

T1 species

a. American

b. Chinese

T2 type of reptile

a. cold-blooded

b. eggs

T3 habitats

a. freshwater

b. holes

C alligators

T1 – Species



1 There are two species of known alligators in the world, the American alligator and the Chinese alligator. The American alligator can be found in the wetlands of the Southern United States. These reptiles have been hunted for many years and, at one point, were close to extinction. In order to protect this species, they were listed under the Endangered Species Act, making hunting alligators illegal. Due to the efforts of the Endangered Species Act, the species has made a huge recovery and was taken off the endangered species list in 1987. Since the American alligator population has repopulated so well, hunting and egg collecting is once again allowed.

A

2 On the other hand, the Chinese alligator is a class one endangered species. The Chinese alligator can be found in the subtropical regions of China in low-lying areas such as rivers, streams, and marshes. This species of alligator is classified as critically endangered because it has a decline in population greater than 80% in specific areas of population. The destruction of their habitats comes largely from the conversion of the lands they inhabit being used for agricultural purposes. The Chinese alligator is very similar to the American alligator in appearance, but they are much smaller.

B

T2 – Type of Reptile

What Are Reptiles?

3 Snakes, turtles, and lizards are reptiles. These animals are cold-blooded; this means their body temperature depends on their environment and their skin is covered with hard scales that serve as protection for the animal. They have to keep warm by laying in the sun. Since they do not burn too much energy to keep warm, they do not have to eat as much food as mammals or other warm-blooded animals.

4 Most reptiles lay eggs. Alligators tend to create nests from nearby vegetation to keep their eggs safe. The decomposing vegetation creates the heat needed to keep the eggs incubated. The sex of the baby alligators is determined by the temperature of the nest. If the nest is cooler, it will produce a clutch of female hatchlings, and if the temperature is above 93 degrees Fahrenheit, the eggs will produce male hatchlings.

A

B

T3 – Habitats

Alligator Habitats

5 American alligators can be found in freshwater environments like rivers, lakes, ponds, swamps, and marshes. They also like to live in areas that are brackish, which means the water is slightly higher in salt content than fresh water, but not salty like sea water. Alligators tend to stay in marshy areas during the breeding season. The wetlands make nest building much easier for the alligators and keep the temperatures of the nests ideal for incubating their eggs.



6 Adult American alligators create holes in their swamp habitats. They construct these alligator holes by using their feet, tail, and snout. These holes create areas that help the alligator stay cool during hot weather. Alligator holes also provide habitats for other animals during droughts.



7 Other animals found in these types of habitats are amphibians, shellfish, bears, and panthers. The types of animals found in these habitats depends on whether the swamp is a freshwater swamp or a saltwater swamp. These animals make this their home since they are able to live in low-oxygenated, slow-moving waters.

8 Many species of mammals, birds, reptiles, amphibians, and fish live and do well in swamp ecosystems. These swamp areas are important because many fish and amphibians lay their eggs in the nearby dry

areas. When the eggs hatch, the young crawl into the water.

A

B

Some things to discuss while writing this outline: (*Think aloud as you write this.*)

- My three topics are big topics that I can write a lot about. These are all main topics that are discussed in the passages.
 - My topics can't all come from one passage. I must pull information from multiple sources.
 - My As and Bs are details/examples to discuss my three topics further.
4. Model the entire planning process to students. Read the passages aloud to students. As you come across each topic, explain that you are picking this topic because there is a lot of information about it. You want students to pick topics that have a lot of information so they have evidence to use in their essays.
 5. Model putting a box around each topic and labeling it.
 6. Make sure they understand that every word on the planning sheet **MUST** come from the text. Students cannot come up with their own topics. Remind them that this is text-based writing.
 7. Let's try another example using the following passages:

The following passages will be used in this lesson:

Climates: An Introduction
Climate Zones

8. Read both passages.
9. Write this prompt on the board:
Write to explain about different climates.
10. Using the ITC outline, have students plan for this prompt (5-10 minutes).
11. Guide them through the passages. Remind them to find three BIG topics that they can write about. Make sure they box and label each of their topics.

Example:

I. climates

T1. factors

a. latitude

b. distance

T2. tropical

a. sun

b. habitats

T3. dry

a. little rain

b. cacti

C. climates

12. After they have planned, share planning ideas and compile a list of examples and non-examples on the board. Discuss what some good topics are (as well as ones that will not work) and make sure their A and B sentences make sense. Non-examples are essential to teaching! They must see what the “wrong” looks like and understand why it will not work.
13. Review today’s objective – planning for the expository prompt. Explain that we are still planning using an outline; we are just choosing three topics based on the text that we are provided.

Document Camera

Name: _____

Directions: Plan for the following prompt.

Write an expository essay about alligators.

I _____

T1 _____

a. _____

b. _____

T2 _____

a. _____

b. _____

T3 _____

a. _____

b. _____

C _____

Skill Check

Name: _____

Directions: Plan for the following prompt.

Write to explain about different climates.

I _____

T1 _____

a. _____

b. _____

T2 _____

a. _____

b. _____

T3 _____

a. _____

b. _____

C _____

WRITING: LESSON 2

Today students will be learning how to write the “I” paragraph for an expository essay. The introduction paragraph is 3-4 sentences. There are many different ways to set up an introduction paragraph. The key is to make sure you introduce the controlling idea and topics that will be discussed in the essay.

1. Remind students that the “I” paragraph should be kept short and simple. Today we will review one way to write the introduction paragraph. Write the following on the board:

“I” Paragraph

1. Hook
2. 3 topics
3. Closing statement

Teachers: Please note that there are many different ways to write an introduction paragraph. This is just one way. Feel free to call these sentences something different, add sentences, or change the order. The goal is to have 3-5 sentences and to introduce the topic.

2. Let’s start with the first sentence. This is called your hook. This is where you want to “hook” your reader and catch their attention. If you start with a boring sentence, your reader is not going to be interested. There are many different types of hooks you can use when writing an expository essay.
3. Write on the board:
Different Types of Hooks for Expository Writing
 1. Ask a question
 2. Make a strong statement about the topic
 3. Restate the prompt in your own words
 4. Personal story
 5. Set the scene
 6. Share a fact or definition

*Make an anchor chart of the different types of hooks.

4. Let’s take a look at the passages about alligators that we read the other day.

The following passages will be used in this lesson:

Alligators at Risk
Alligator Habitats

Prompt:

Write an expository essay about alligators.

5. Look at the prompt and review the different ways to write a hook. Remind the students that they can ask a question in many different ways.
 - Did you know that alligators are very interesting creatures?
 - How much do you know about alligators?
 - Did you know that alligators are at risk?
 - Did you know that the largest ever recorded alligator measured 19.2 feet? (interesting fact from passage)
6. Or we could make a simple statement about the topic we are about to write about.
 - Most people do not realize there are different types of alligators in the world.
 - Alligators are very interesting creatures.

Take a look at our planning for the prompt:

I alligators

T1 species a. American b. Chinese

T2 type of reptile a. cold-blooded b. eggs

T3 habitats a. freshwater b. holes

C alligators

***When writing the “I” paragraph, make sure you are color-coding each sentence. For example, write the hook in red, the three topics in blue, and the closing statement in green. This way they can visually see the three parts of the “I” paragraph.

“I” Paragraph

1. Hook
 2. 3 topics
 3. Closing statement
7. Which hook do you want to use? (Pick one as a class and write it on the board or document camera.)
 8. Now the next sentence for I is the 3 topics sentence. For expository prompts, they are not reasons; they are topics. So this is where you state your central idea and 3 topics. What is our central idea? (They should answer – alligators.) What are our 3 topics? (They should answer – *species, type of reptile, and habitats.*)
 9. So our second sentence will look something like this – *Alligators are interesting because there are two different species, they are a type of reptile, and they live in various habitats.*
 10. Let’s look at our last sentence. This is called our closing statement. This is just a general statement about our topic. For this sentence, we can also take words/sentences from the passages...just make sure to put them in your own words. (Do not copy word-for-word!) Let me give you some examples:
 - Alligators aren’t as scary once you learn more about them.
 - Alligators are amazing creatures!

11. So as a class, let's decide what our closing statement is going to be.
12. Now let's put it all together and check it.
 - Do we have a hook?
 - Did we state our three topics?
 - Do we have a closing statement?

Here is an example of what your final "I" paragraph should look like:

Did you know that the largest ever recorded alligator measured 19.2 feet? Alligators are interesting because there are two different species, they are a type of reptile, and they live in various habitats. Alligators aren't as scary once you learn more about them.

13. Let's quickly do one more together, and then you can try one on your own.
14. Hand out the "I" paragraph worksheet titled "Model/Work Together."
15. As a class, work together to plan and come up with an "I" paragraph. Make sure you color-code the three parts.

Example:

How much do you know about climates around the world? Many factors make the climate vary from place to place and create different kinds of climate including tropical and dry. Learning about climates can teach us a lot about a place!

16. Then have students work on the next "I" paragraph worksheet titled "Skill Check."

Example:

Magnets come in so many shapes and sizes! They are described as a force, there are different types, and they are everywhere. They are a part of our everyday life!

17. Assist students through planning and writing the "I" paragraph (as needed) for this prompt.

Model/Work Together

Name: _____

“I” Paragraph*The following passages will be used in this lesson:***Climates: An Introduction
Climate Zones***Write to explain about different climates.*

I _____

T1 _____ a. _____

b. _____

T2 _____ a. _____

b. _____

T3 _____ a. _____

b. _____

C _____

Now write the “I” paragraph:

Skill Check

Name: _____

“I” Paragraph*The following passages will be used in this lesson:***Magnetism**
What Are Magnets?*Write an expository essay about magnetism.*

I _____

T1 _____ a. _____

b. _____

T2 _____ a. _____

b. _____

T3 _____ a. _____

b. _____

C _____

Now write the “I” paragraph:

WRITING: LESSON 3

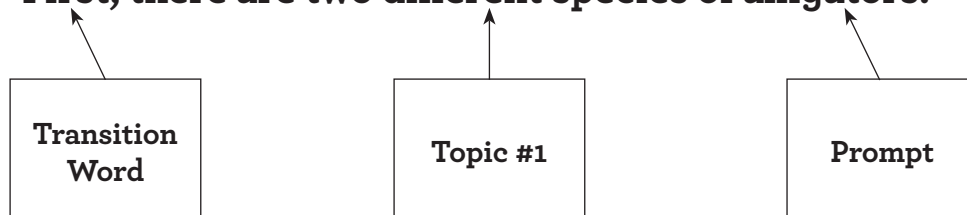
Today the students will learn how to write a topic sentence in an expository essay.

The following passages will be used in this lesson:

Alligators at Risk
Alligator Habitats

1. Yesterday we went over how to write our introduction paragraph.
2. The next three paragraphs are our middle paragraphs. We call them T1, T2, and T3.
3. The first sentence of each middle paragraph is called the topic sentence.
4. Take a look at the “Example Essay.” The topic sentences for T1, T2, and T3 are underlined and bolded. Notice that each is the first sentence of the middle paragraphs.
5. When writing the middle paragraphs, we start with the “T” sentence (topic sentence). Today we are going to work on writing really good topic sentences that tell our reader exactly what topic we are going to be talking about in that paragraph.
6. Your topic sentence should have three parts:
 1. Transition word
 2. Prompt
 3. Topic of paragraph

First, there are two different species of alligators.



7. Let's take a look at an example and non-example of topic sentences using the planning below about alligators. (*Show Example A and Example B using the “Document Camera” page.*)

I alligators

T1 species

a. American

b. Chinese

T2 type of reptile

a. cold-blooded

b. eggs

T3 habitats

a. freshwater

b. holes

C alligators

8. What do you think about the topic sentence in example A? What about example B? (Go over the differences in A and B and which one they think is a better topic sentence.)
9. In example A, the prompt is not written anywhere. It should say “alligators” in the topic sentence because that is what the prompt is about. Example A is also way too short and choppy. Your topic sentence needs to be a long and complete sentence that clearly states the topic of the paragraph.
10. In example B, you can see the transition word, prompt, and topic #1 (underline three parts for students to see).
11. Let’s practice another one. Take a look at the planning again for the alligator prompt. What is our T2? Let’s try writing a good topic sentence for T2. Remember, we must include all three parts of the sentence (transition, prompt, and topic).

Example T2 topic sentence:

Second, alligators are a type of reptile.

12. Now I want you to try to write the topic sentence for T3 on your own. Remember to make sure you have a transition word, prompt, and state the topic of that paragraph.

Example T3 topic sentence:

Third, alligators live in various habitats.

13. Let’s do a quick review. What are the three parts of a topic sentence? (transition, prompt, topic)
14. Now I want you to try this on your own. (Hand out the “Skill Check.”)
15. Write the topic sentences for T1, T2, and T3. (Review topic sentences with students and share examples and non-examples.)
16. Hand out the “Homework” assignment.

Example Essay

Example Essay

Did you know that the largest ever recorded alligator measured 19.2 feet? Alligators are interesting because there are two different species, they are a type of reptile, and they live in various habitats. Alligators aren't as scary once you learn more about them.

First, there are two different species of alligators. The most well-known type of alligator is the American alligator, and that is because there are many that live right in Florida, Georgia, Alabama, and Louisiana. The American alligator can be found in the wetlands of the southern United States, in North America. It is hard to believe that these animals were once close to extinction because I have seen so many around where I live. The American alligator was listed under the Endangered Species Act, and it was illegal to hunt them. As a result of the Act, the alligators have a high enough population to be taken off of the endangered species list in 1987. Another type of alligator species is the Chinese alligator. The Chinese alligator is very similar to the American alligator in appearance. However, these reptiles are much smaller. This species is not as familiar to me as the American alligator because it is only located in China, and I have never seen one in real life. There are also far fewer Chinese alligators than American alligators because they are listed as critically endangered. Alligators are fascinating animals, and it is important to know the similarities and differences between the two species.

Second, alligators are a type of reptile. Alligators fall into the category of reptiles because they are cold-blooded, unlike humans. Cold-blooded means their body temperature depends on their environment. They have to keep warm by laying in the sun. I have seen alligators spending most of the day sunbathing along the banks of the wetlands. I think the strong sun and warmer weather is why they prefer to live in the Southeast. Similarly, alligators are classified as reptiles because they lay eggs in nests. Baby alligators are either male or female based on the temperature of the nest that the eggs are in. If the nest is above 93 degrees, the eggs will be male, and if it is cooler than that, the eggs will end up being female. After learning about the characteristics of reptiles, I can understand why alligators are classified this way.

Third, alligators live in various habitats. You can find alligators in freshwater habitats like rivers, lakes, and marshes, as well as brackish habitats such as swamps. Brackish means the water is slightly higher in salt content than fresh water, but not salty like seawater. Of all of the places alligators prefer to live, none of them are purely salt water. It would be extremely rare to find an alligator at the beach. Another habitat alligators live in are holes that they create in swamps. They construct these alligator holes by using their feet, tail, and snout. I can imagine alligators burrowing themselves down in the cool, wet sand. Alligator holes are very useful because they help alligators keep cool in the hot weather and also camouflage them from their prey so that they can capture meals easily. It is important to know where alligators like to live so that we can make sure we protect those areas from destruction.

In conclusion, alligators are remarkable because there are two different species, they are a type of reptile, and they live in various habitats. I think everyone should learn more about alligators so they can understand this mysterious creature. Alligators are an important part of their ecosystem.

Document Camera

I alligators

- | | | |
|--------------------|-----------------|------------|
| T1 species | a. American | b. Chinese |
| T2 type of reptile | a. cold-blooded | b. eggs |
| T3 habitats | a. freshwater | b. holes |

C alligators

Example A:

First, there are species. The most well-known type of alligator is the American alligator, and that is because there are many that live right in Florida, Georgia, Alabama, and Louisiana. The American alligator can be found in the wetlands of the southern United States, in North America. It is hard to believe that these animals were once close to extinction because I have seen so many around where I live. The American alligator was listed under the Endangered Species Act, and it was illegal to hunt them. As a result of the Act, the alligators have a high enough population to be taken off of the endangered species list in 1987. Another type of alligator species is the Chinese alligator. The Chinese alligator is very similar to the American alligator in appearance. However, these reptiles are much smaller. This species is not as familiar to me as the American alligator because it is only located in China and I have never seen one in real life. There are also far fewer Chinese alligators than American alligators because they are listed as critically endangered. Alligators are fascinating animals, and it is important to know the similarities and differences between the two species.

Example B:

First, there are two different species of alligators. The most well-known type of alligator is the American alligator, and that is because there are many that live right in Florida, Georgia, Alabama, and Louisiana. The American alligator can be found in the wetlands of the southern United States, in North America. It is hard to believe that these animals were once close to extinction because I have seen so many around where I live. The American alligator was listed under the Endangered Species Act, and it was illegal to hunt them. As a result of the Act, the alligators have a high enough population to be taken off of the endangered species list in 1987. Another type of alligator species is the Chinese alligator. The Chinese alligator is very similar to the American alligator in appearance. However, these reptiles are much smaller. This species is not as familiar to me as the American alligator because it is only located in China and I have never seen one in real life. There are also far fewer Chinese alligators than American alligators because they are listed as critically endangered. Alligators are fascinating animals, and it is important to know the similarities and differences between the two species.

Skill Check

Name: _____

Directions: Using the prompt and planning below, write the topic sentences for the T1, T2, and T3 paragraphs of this essay.

The following passages will be used in this lesson:

Climates: An Introduction
Climate Zones

Write to explain about different climates.

I climates**T1** factors

a. latitude

b. distance

T2 tropical

a. sun

b. habitats

T3 dry

a. little rain

b. cacti

C climates**T1**

T2

T3

Homework

Name: _____

Directions: Using the prompt and planning below, write the topic sentences for the T1, T2, and T3 paragraphs of this essay.

The following passages will be used in this lesson:

Magnetism

What Are Magnets?

Write an expository essay about magnetism.

- I magnetism**

T1 force

T2 types

T3 everywhere

C magnetism

a. created

a. permanent

a. convenient

b. poles

b. temporary

b. useful

T1

T2

T3

WRITING: LESSON 4

Today the students will practice writing their three middle paragraphs for an expository essay. The three middle paragraphs will have about seven sentences: topic sentence, 3-4 sentences about A, and 3-4 sentences about B.

The following passages will be used in this lesson:

Alligators at Risk
Alligator Habitats

Write an expository essay about alligators.

1. Let's start with an example using the two passages about alligators.
2. We will use the same planning as yesterday. (Write planning on board.)

I alligators

T1 species

a. American

b. Chinese

T2 type of reptile

a. cold-blooded

b. eggs

T3 habitats

a. freshwater

b. holes

C alligators

3. Now, using the document camera, let's begin to write the essay.
4. Remember, each middle paragraph will have 7-9 sentences: topic sentence, 3-4 sentences about A, and 3-4 sentences about B.
5. Starting with "I," ask the students what to write in this paragraph. They should answer: *hook, 3 topics, and closing statement.*
6. Write the "I" paragraph (color-code).

Example:

Did you know that the largest ever recorded alligator measured 19.2 feet? Alligators are interesting because there are two different species, they are a type of reptile, and they live in various habitats. Alligators aren't as scary once you learn more about them.

****When modeling the T1, T2, and T3 paragraphs, we are going to color-code the sentences. Your "T" sentence will be in one color, your 3-4 sentences about A will be in another color, and your 3-4 sentences about B will be in a third color. Please make sure you always color-code.**

7. Now we move on to T1. The first sentence is called our topic sentence. This is where we tell our reader what the topic is going to be for the paragraph. Our first topic is going to be about the different species of alligators. So our sentence will read: *First, there are two different species of alligators in the world.*

*****Make sure that the students realize that for the topic sentence they do not want to start talking about American or Chinese. That is for our A and B sentences. Our topic sentence should state the first topic of our essay (species).***

8. Write that sentence in the T1 box.
9. Now we are going to write at least six more sentences under T1.
10. We are going to write 3-4 sentences about our A (American) and three sentences about our B (Chinese). Remind students to look at their planning to see what their As and Bs are.
11. So let's come up with 3-4 sentences for A. Remember, we want to use the story to come up with these sentences. But we HAVE to put it in our own words.
12. We want to teach our reader all about the different species of alligators.

*****Here is the most important part of this lesson:*** The A and B sentences HAVE to come from information in the passages. Students cannot make up information about alligators. The information HAS to come from the text in their OWN words. Teachers: Please make sure you constantly point this out as you are teaching/modeling. Keep the text under the document camera and underline where you are getting the information from and how you are putting it in your own words.

- We have to write three sentences about A.
- Our first sentence about A should tell our reader what our A is (American).
- So write...*The most well-known type of alligator is the American alligator.*
- Now we have to teach/explain to our reader about the American alligator. *****Look back in the text.***
- So write...*The American alligator lives in the wetlands of the Southern United States. It was listed under the Endangered Species Act, and it was illegal to hunt them.*

13. Do we have three sentences about A? Yes! Here they are:

The most well-known type of alligator is the American alligator. The American alligator lives in the wetlands of the Southern United States. It was listed under the Endangered Species Act, and it was illegal to hunt them.

- Look closely, our first sentence about A tells our reader what A is.
- Then, the next two sentences TEACH our reader about A.

14. Now we have to write three sentences about B (Chinese).
- Our first sentence about B should do what? (Tell our reader what B is)
 - As you move from your A to your B, you have to transition your reader from one subtopic to another.
 - Sometimes transition words are used within a paragraph to show how ideas are related.
 - For this example, I'm going to use the transition word "another" to show my reader that I will now be writing about a different type of alligator.
 - So write...*Another type of alligator species is the Chinese alligator.*
 - Our next 2-3 sentences have to give more information about it.
 - So write...*The Chinese alligator looks very similar to the American alligator. However, these reptiles are much smaller. There are also far fewer Chinese alligators than American alligators because they are listed as critically endangered.*
15. Do we have three sentences about B? Yes! Here they are:

Another type of alligator species is the Chinese alligator. The Chinese alligator looks very similar to the American alligator. However, these reptiles are much smaller. There are also far fewer Chinese alligators than American alligators because they are listed as critically endangered.

- Look closely, our first sentence about B tells our reader what B is.
- Then, the next two sentences give more information about it.

16. So now our T1 paragraph should have 7-9 sentences:

Topic sentence

3-4 sentences about A

3-4 sentences about B

First, there are two different species of alligators in the world. The most well-known type of alligator is the American alligator. The American alligator lives in the wetlands of the Southern United States. It was listed under the Endangered Species Act, and it was illegal to hunt them. Another type of alligator species is the Chinese alligator. The Chinese alligator looks very similar to the American alligator. However, these reptiles are much smaller. There are also far fewer Chinese alligators than American alligators because they are listed as critically endangered.

My topic sentence is in red. The three sentences about A are in blue. The three sentences about B are in green.

- The first sentence (First, there are two different species of alligators in the world) is called the "T" sentence. The "T" stands for topic.
- The next three sentences are called 3A, because they are about A.
- The next three sentences are called 3B, because they are about B.

****Please make sure students know that they can write more than three sentences. Three is just the minimum. Try to emphasize and model with more sentences so they can see how this is done.**

17. So the T1 paragraph now has 7-9 sentences...T, 3-4A, and 3-4B.
18. Now we will do the same for T2. Let's work on this one together.
19. Let's start with the first sentence. What is this sentence called? ("T" sentence)
20. What should it start with? (Second)
21. It should say: *Second, alligators are animals classified as reptiles.*
22. The next sentences are 3-4A. We need to write 3-4 sentences about A (cold-blooded).
- Remember, our first sentence tells our reader what A is. Then we write at least two sentences to give more information to our reader about A.
 - So for the first sentence, let's say...*Alligators fall into the category of reptiles because they are cold-blooded.*
 - Now let's give our reader more information about these reptiles being cold-blooded.
 - So write...*Cold-blooded means their environment controls their body temperature, and they have scales for protection. When their body temperature is too low, they warm up by laying in the sun.*

*****Make a point to show students how you went into the passage and changed things into your own words.***

23. Do we have 3-4 sentences about A? (Yes)

Alligators fall into the category of reptiles because they are cold-blooded. Cold-blooded means their environment controls their body temperature, and they have scales for protection. When their body temperature is too low, they warm up by laying in the sun.

- Did the first sentence tell our reader what A is? (Yes)
- Did our next 2-3 sentences give our reader more information? (Yes)

24. Now we write 3-4B, which is three sentences about B (eggs).

Example:

Similarly, alligators are classified as reptiles because they lay eggs in nests. Baby alligators are either male or female based on the temperature of the nest that the eggs are in. If the nest is above 93 degrees, the eggs will be male, and if it is cooler than that, the eggs will end up being female.

25. Our T2 should now have 7-9 sentences (T, 3-4A, and 3-4B) and should look something like this:

Second, alligators are animals classified as reptiles. Alligators fall into the category of reptiles because they are cold-blooded. Cold-blooded means their environment controls their body temperature, and they have scales for protection. When their body temperature is too low, they warm up by laying in the sun. Similarly, alligators are classified as reptiles because they lay eggs in nests. Baby alligators are either male or female based on the temperature of the nest that the eggs are in. If the nest is above 93 degrees, the eggs will be male, and if it is cooler than that, the eggs will end up being female.

***My topic sentence is in red, my 3-4A are in blue, and my 3-4B are in green.

26. Follow the same steps for T3. Here is an example of what T3 should look like:

Third, alligators are adapted to live in various habitats. You can find alligators in freshwater habitats like rivers as well as brackish habitats such as swamps. Brackish means the water is saltier than fresh water but not as salty as seawater. Freshwater and brackish water habitats are the perfect places for alligators to live and lay eggs. Another habitat alligators live in are holes that they create in swamps. They dig these holes by using their body parts such as their feet and tail. Alligator holes are very useful because they help alligators keep cool in the hot weather and also camouflage them from their prey so that they can capture meals easily.

27. Hand out the “Skill Check” page. Let students begin working on it independently.

Whatever is not finished in class, allow them to take home and finish for homework.

Teacher Copy

****This is a teacher copy of the completed essay after today's lesson**

I Did you know that the largest ever recorded alligator measured 19.2 feet? Alligators are interesting because there are two different species, they are a type of reptile, and they live in various habitats. Alligators aren't as scary once you learn more about them.

T1 First, there are actually two different species of alligators in the world. The most well-known type of alligator is the American alligator. The American alligator lives in the wetlands of the Southern United States. It was listed under the Endangered Species Act and it was illegal to hunt them. Another type of alligator species is the Chinese alligator. The Chinese alligator looks very similar to the American alligator. However, these reptiles are much smaller. There are also far fewer Chinese alligators than American alligators because they are listed as critically endangered.

T2 Second, alligators are animals classified as reptiles. Alligators fall into the category of reptiles because they are cold-blooded. Cold-blooded means their environment controls their body temperature and they have scales for protection. When their body temperature is too low, they warm up by laying in the sun. Similarly, alligators are classified as reptiles because they lay eggs in nests. Baby alligators are either male or female based on the temperature of the nest that the eggs are in. If the nest is above 93 degrees, the eggs will be male, and if it is cooler than that, the eggs will end up being female.

T3 Third, alligators are adapted to live in various habitats. You can find alligators in fresh water habitats like rivers as well as brackish habitats such as swamps. Brackish means the water is saltier than fresh water but not as salty as seawater. Fresh water and brackish water habitats are the perfect places for alligators to live and lay eggs. Another habitat alligators live in are holes that they create in swamps. They dig these holes by using their body parts such as their feet and tail. Alligator holes are very useful because they help alligators keep cool in the hot weather and also camouflage them from their prey so that they can capture meals easily.

C

Skill Check

Name: _____

The following passages will be used in this lesson:

Climates: An Introduction
Climate Zones

Write to explain about different climates.

I _____

T1 _____

a. _____

b. _____

T2 _____

a. _____

b. _____

T3 _____

a. _____

b. _____

C _____

I**T₁****T₂**

T3

C

WRITING: LESSON 5

Today students will be working on citing your sources in the middle paragraphs.

1. Yesterday we learned how to write our A and B sentences. We learned that our A and B sentences have to include information from the text and we have to put them in our OWN words.
2. Today we will learn how to use evidence-based terminology (EBT) – which are just words and phrases that show we got the information from the text.
3. You do not have to use these words and phrases for every A and B sentence! But you do want to cite your source at least once in each middle paragraph.

***Teachers: I will be giving some examples of evidence-based terminology (EBT) in this lesson. My suggestion is to do a Google search on “evidence-based terminology” and compile a list of as many as you can and create an anchor chart.*

4. Today we are going to work on the same essay we wrote yesterday using the alligator passages. We are just going to change the beginning of some of our A and B sentences to use evidence-based terminology.
5. Students must be specific when citing their sources. They cannot just say “In the text...” They need to be specific by stating the title, author, source number, or page number and paragraph number.
6. Make an anchor chart – Citing Your Sources

State the title

Ex. According to the article Alligators at Risk,...

State the author

Ex. In the text by Jon Smith, it states...

State the source number (if listed)

Ex. According to Source 3,...

State the page number and paragraph number

Ex. On page 6, paragraph 3, it says that...

****When citing sources, students will use one of the EBT phrases with the *specific passage title, source #, author, or page # and paragraph #*. That way they are citing the exact source they are getting the information from. If the passages are titled as Source 1 and Source 2, they must cite it by stating which exact source they took the information from.**

7. Place the essay under the document camera. Also, make sure students have a copy of both alligator passages to look at.
8. Let's look at T1 first:

First, there are two different species of alligators in the world. The best-known type of alligator is the American alligator. The American alligator lives in the wetlands of the Southern United States. It was listed under the Endangered Species Act, and it was illegal to hunt them. Another type of alligator species is the Chinese alligator. The Chinese alligator looks very similar to the American alligator. However, these reptiles are much smaller. There are also far fewer Chinese alligators than American alligators because they are listed as critically endangered.

9. Here are some examples of evidence-based terminology (to cite our source and show that we got the information from the text)
 - According to the text,
 - In paragraph 2,
 - In the first passage,
 - The author states,
 - Based on the information in the text,
 - For example,
10. Let's look at our A sentences in T1. Let's use EBT to cite our source at the beginning of the A sentences.

BEFORE - *The most well-known type of alligator is the American alligator. The American alligator lives in the wetlands of the Southern United States. It was listed under the Endangered Species Act, and it was illegal to hunt them.*

****Use EBT and then cite the specific source. UNDERLINE the article title.**

AFTER - **According to the text Alligators at Risk**, the most well-known type of alligator is the American alligator. The American alligator lives in the wetlands of the Southern United States. It was listed under the Endangered Species Act, and it was illegal to hunt them.

11. Look at this example of the B sentences for T1.

BEFORE - *Another type of alligator species is the Chinese alligator. The Chinese alligator looks very similar to the American alligator. However, these reptiles are much smaller. There are also far fewer Chinese alligators than American alligators because they are listed as critically endangered.*

AFTER - *Another type of alligator species is the Chinese alligator. **The author states in Alligators at Risk** that the Chinese alligator looks very similar to the American alligator. However, these reptiles are much smaller. There are also far fewer Chinese alligators than American alligators because they are listed as critically endangered.*

Here is our T1 before using evidence-based terminology:

First, there are two different species of alligators in the world. The best-known type of alligator is the American alligator. The American alligator lives in the wetlands of the Southern United States. It was listed under the Endangered Species Act, and it was illegal to hunt them. Another type of alligator species is the Chinese alligator. The Chinese alligator looks very similar to the American alligator. However, these reptiles are much smaller. There are also far fewer Chinese alligators than American alligators because they are listed as critically endangered.

Here is our T1 after adding evidence-based terminology:

*First, there are two different species of alligators in the world. **According to the text Alligators at Risk**, the most well-known type of alligator is the American alligator. The American alligator lives in the wetlands of the Southern United States. It was listed under the Endangered Species Act, and it was illegal to hunt them. Another type of alligator species is the Chinese alligator. **The author states in Alligators at Risk** that the Chinese alligator looks very similar to the American alligator. However, these reptiles are much smaller. There are also far fewer Chinese alligators than American alligators because they are listed as critically endangered.*

12. Pass out the “Student Practice” worksheet. Today they will be re-writing the T2 paragraph to add citations using EBT. Make sure they are adding it in different places throughout the paragraph and that it makes sense.

Example T2 with EBT:

*Second, alligators are animals classified as reptiles. **Based on the information in Alligators at Risk**, alligators fall into the category of reptiles because they are cold-blooded. Cold-blooded means their environment controls their body temperature, and they have scales for protection. When their body temperature is too low, they warm up by laying in the sun. Similarly, alligators are classified as reptiles because they lay eggs in nests. Baby alligators are either male or female based on the temperature of the nest that the eggs are in. **In the article Alligators at Risk**, it states that if the nest is above 93 degrees, the eggs will be male, and if it is cooler than that, the eggs will end up being female.*

13. After completing the student worksheet, hand out the “Skill Check”.

Document Camera

Write an expository essay about alligators.

I *Did you know that the largest ever recorded alligator measured 19.2 feet? Alligators are interesting because there are two different species, they are a type of reptile, and they live in various habitats. Alligators aren't as scary once you learn more about them.*

T1 *First, there are actually two different species of alligators in the world. The most well-known type of alligator is the American alligator. The American alligator lives in the wetlands of the Southern United States. It was listed under the Endangered Species Act and it was illegal to hunt them. Another type of alligator species is the Chinese alligator. The Chinese alligator looks very similar to the American alligator. However, these reptiles are much smaller. There are also far fewer Chinese alligators than American alligators because they are listed as critically endangered.*

T2 *Second, alligators are classified as reptiles. Alligators fall into the category of reptiles because they are cold-blooded. Cold-blooded means their environment controls their body temperature and they have scales for protection. When their body temperature is too low, they warm up by laying in the sun. Similarly, alligators are classified as reptiles because they lay eggs in nests. Baby alligators are either male or female based on the temperature of the nest that the eggs are in. If the nest is above 93 degrees, the eggs will be male, and if it is cooler than that, the eggs will end up being female.*

T3 *Third, alligators are adapted to live in various habitats. You can find alligators in fresh water habitats like rivers as well as brackish habitats such as swamps. Brackish means the water is saltier than fresh water, but not as salty as seawater. Fresh water and brackish water habitats are the perfect place for alligators to live and lay eggs. Another habitat alligators live in are holes that they create in swamps. They dig these holes by using their body parts such as their feet and tail. Alligator holes are very useful because they help alligators keep cool in the hot weather and also camouflage them from their prey so that they can capture meals easily.*

C

Student Practice

Name: _____

Directions: Rewrite this T2 paragraph to include citations using evidence-based terminology.

Second, alligators are animals classified as reptiles. Alligators fall into the category of reptiles because they are cold-blooded. Cold-blooded means their environment controls their body temperature and they have scales for protection. When their body temperature is too low they warm up by laying in the sun. Similarly, alligators are classified as reptiles because they lay eggs in nests. Baby alligators are either male or female based on the temperature of the nest that the eggs are in. If the nest is above 93 degrees, the eggs will be male, and if it is cooler than that, the eggs will end up being female.

Skill Check

Name: _____

Directions: Rewrite this T3 paragraph to include citations using evidence-based terminology.

Third, alligators are adapted to live in various habitats. You can find alligators in fresh water habitats like rivers, as well as brackish habitats such as swamps. Brackish means the water is saltier than fresh water, but not as salty as seawater. Fresh water and brackish water habitats are the perfect place for alligators to live and lay eggs. Another habitat alligators live in are holes that they create in swamps. They dig these holes by using their body parts such as their feet and tail. Alligator holes are very useful because they help alligators keep cool in the hot weather and also camouflage them from their prey so that they can capture meals easily.

WRITING: LESSON 6

Today students will be learning how to write the wrap-up (“W”) sentence in an expository essay.

- 1. Explain to students that today they will be learning about the “W” sentence. This is the wrap-up sentence. It is how they will wrap up their middle paragraphs. This is the last sentence in the T1, T2, and T3 paragraphs. So, now there are 8-10 sentences in those paragraphs: T, 3-4A, 3-4B, and W.
- 2. At the end of each middle paragraph, students will write a sentence that summarizes the information that has been presented. This is the wrap-up sentence. Think of a wrap-up sentence as a topic sentence in reverse. The wrap-up sentence restates the topic sentence with new words at the end of the paragraph.
- 3. You can also write an advanced wrap-up sentence. This is when the wrap-up sentence connects the information presented in one paragraph to the information presented in the next paragraph.
- 4. You can understand the wrap-up sentence with this example. Consider a hamburger that you can buy at a fast-food restaurant. A hamburger has a top bun, meat, cheese, lettuce and other elements in the middle of the hamburger, and a bottom bun. The top bun and the bottom bun are very similar. The top bun is like a topic sentence, and the bottom bun is like a wrap-up sentence.
- 5. Let’s use the T1 paragraph example we have been using about alligators.

I alligators

- | | | |
|---------------------------|-----------------|------------|
| T1 species | a. American | b. Chinese |
| T2 type of reptile | a. cold-blooded | b. eggs |
| T3 habitats | a. freshwater | b. holes |

C alligators

- 6. Let’s take a look at the T1 paragraph:

First, there are two different species of alligators in the world. According to the text Alligators at Risk, the most well-known type of alligator is the American alligator. The American alligator lives in the wetlands of the Southern United States. It was listed under the Endangered Species Act, and it was illegal to hunt them. Another type of alligator species is the Chinese alligator. The author states in Alligators at Risk that the Chinese alligator looks very similar to the American alligator. However, these reptiles are much smaller. There are also far fewer Chinese alligators than American alligators because they are listed as critically endangered.

- 7. As you can see, we have our “T” sentence, three sentences about A, and four sentences about B. The last sentence we are adding is located at the very end of the paragraph.
- 8. In this paragraph, we are writing about the different species of alligators.

9. So we now will write our “W” sentence. Here is an example – ***Alligators are fascinating animals, and it is important to know the similarities and differences between the two species.***
10. Here is our whole paragraph – (T, 3-4A, 3-4B, and W). *****Show under the document camera.***

*First, there are two different species of alligators in the world. According to the text Alligators at Risk, the most well-known type of alligator is the American alligator. The American alligator lives in the wetlands of the Southern United States. It was listed under the Endangered Species Act, and it was illegal to hunt them. Another type of alligator species is the Chinese alligator. The author states in Alligators at Risk that the Chinese alligator looks very similar to the American alligator. However, these reptiles are much smaller. There are also far fewer Chinese alligators than American alligators because they are listed as critically endangered. ***Alligators are fascinating animals, and it is important to know the similarities and differences between the two species.****

11. Now let's try T2: *****Show under the document camera.***

*Second, ***alligators are animals classified as reptiles.*** Based on the information in Alligators at Risk, alligators fall into the category of reptiles because they are cold-blooded. Cold-blooded means their environment controls their body temperature, and they have scales for protection. When their body temperature is too low, they warm up by laying in the sun. Similarly, alligators are classified as reptiles because they lay eggs in nests. Baby alligators are either male or female based on the temperature of the nest that the eggs are in. In the article Alligators at Risk, it states that if the nest is above 93 degrees, the eggs will be male, and if it is cooler than that, the eggs will end up being female.*

12. Do you see the “T” sentence (red), 3-4A sentences (blue), and 3-4B sentences (green)?
13. Now let's write a basic “W” sentence. Remember...what is our topic? They are a type of reptile! We talked about being cold-blooded and eggs. So, let's wrap it up. The “W” sentence could say something like this: ***After learning about the characteristics of reptiles, I can understand why alligators are classified this way.***
14. The whole T2 paragraph should now look like this: *****Show under the document camera.***

*Second, alligators are animals classified as reptiles. Based on the information in Alligators at Risk, alligators fall into the category of reptiles because they are cold-blooded. Cold-blooded means their environment controls their body temperature, and they have scales for protection. When their body temperature is too low, they warm up by laying in the sun. Similarly, alligators are classified as reptiles because they lay eggs in nests. Baby alligators are either male or female based on the temperature of the nest that the eggs are in. In the article Alligators at Risk, it states that if the nest is above 93 degrees, the eggs will be male, and if it is cooler than that, the eggs will end up being female. ***After learning about the characteristics of reptiles, I can understand why alligators are classified this way.****

15. Let’s try writing an advanced wrap-up sentence for T2! Remember, an advanced wrap-up will not only summarize the topic of the paragraph but it will also show how it relates to the topic of the next paragraph. In our advanced wrap-up, we will connect the topic of T2 (type of reptile) to the topic of T3 (habitats). We could write something like this: *Not only do these characteristics cause alligators to be identified as reptiles but they also require them to live in certain habitats to survive.*
16. Our T2 paragraph with an advanced wrap-up would look like this: ***Show the revised T2 paragraph under the document camera.*

Second, alligators are animals classified as reptiles. Based on the information in Alligators at Risk, alligators fall into the category of reptiles because they are cold-blooded. Cold-blooded means their environment controls their body temperature, and they have scales for protection. When their body temperature is too low, they warm up by laying in the sun. Similarly, alligators are classified as reptiles because they lay eggs in nests. Baby alligators are either male or female based on the temperature of the nest that the eggs are in. In the article Alligators at Risk, it states that if the nest is above 93 degrees, the eggs will be male, and if it is cooler than that, the eggs will end up being female. Not only do these characteristics cause alligators to be identified as reptiles but they also require them to live in certain habitats to survive.

17. We now have 8-10 sentences! (Please make the anchor chart below.)

T1, T2, and T3 Paragraphs

- Topic sentence
- 3-4 sentences about A
- 3-4 sentences about B
- Wrap-up sentence

T

3-4A

3-4B

W

18. Hand out the “Skill Check” worksheet.
19. After students have finished, have them share their “W” sentences with the class. Identify great examples and non-examples.

Skill Check

Name: _____

Directions: Write the wrap-up sentence for this paragraph.

Third, alligators are adapted to live in various habitats. In paragraph one of Alligator Habitats, it says that you can find alligators in freshwater habitats like rivers as well as brackish habitats such as swamps. Brackish means the water is saltier than fresh water but not as salty as seawater. Freshwater and brackish water habitats are the perfect places for alligators to live and lay eggs. Another habitat alligators live in are holes that they create in swamps. According to the text Alligator Habitats, the author says they dig these holes by using body parts such as their feet and tail. Alligator holes are very useful because they help alligators keep cool in the hot weather and also camouflage them from their prey so that they can capture meals easily. It is important to know where alligators like to live so that we can make sure we protect those areas from destruction.

WRITING: LESSON 7

Today the students will be learning how to write more advanced middle paragraphs using a variety of elaborative techniques.

The following passages will be used in this lesson:

Alligators at Risk
Alligator Habitats

1. Up until now, we have been working on basic middle paragraphs. We learned that all three middle paragraphs should have T, 3-4A, 3-4B, and W. We are still going to keep this structure.
2. We are going to work on our 3-4 sentences about A and our 3-4 sentences about B.
3. Instead of just taking information from the text and making our 3-4A and 3-4B sentences, we are now going to add quotes, paraphrase information, and write some of our thoughts and ideas. These are called elaborative techniques. In 4th grade, you have to use these throughout your essay.
4. Today's lesson is just going to be an overview. I want you to see what a full middle paragraph looks like using quotes, paraphrases, and own ideas. Then over the next few days, I will teach you how to do each of these.
5. Let's take a look at the "Basic Essay" about alligators using the two passages we read on alligators.
6. If you look at the middle paragraphs, we have a topic sentence (red), 3-4 sentences about A (green) and 3-4 sentences about B (blue).
7. Just like in Section 1 of the curriculum, our middle paragraphs should have a topic sentence, then 3-4 sentences about your A (from planning sheet) and 3-4 sentences about B (from planning sheet).
8. Now let's look at the essay titled "Advanced Essay about Alligators."
9. Without reading any of the words, look at the colors. The sentences highlighted in blue are quotes, green is paraphrasing, and pink is our thoughts and ideas. This is only done in our middle paragraphs. We still have 3-4 about A and 3-4 about B, but we wrote them as quotes, paraphrases or our ideas.
Blue – QUOTES
Green – PARAPHRASING
Pink – OWN THOUGHTS and IDEAS

10. Let's study this for a few minutes - (point out the following things to students):
- There is a balance between quotes, paraphrases, and own ideas. You don't want to see too many quotes or too much paraphrasing...a balance is needed!
 - Every time there is a quote or paraphrase, you must cite your source at least once in that middle paragraph.
 - When writing your thoughts and ideas, you do not need to cite!
 - Quotes have quotation marks around the part of the text that was quoted.
 - Own thoughts and ideas come after quotes or after paraphrasing. They are not random thoughts or ideas. They are thoughts and ideas ABOUT the quote or paraphrase that is in front of it.
 - Look at the second set of green sentences in T1 where I paraphrased information about American alligators being listed as endangered. Read that information that was paraphrased. Now, right after that is my own thought/idea (in pink) about that paraphrased information. It is not from the text. It is just MY thought/idea about what the paraphrased information stated.
 - Look in the T1 paragraph at the second blue quote about the appearance of the American alligator. After the quote, I paraphrased information (in green). Then I wrote my own thought/idea about what I just quoted and paraphrased. The quote talked about them being similar to the Chinese alligator but a little smaller. Then, I put my own thought/idea about this based on what I know.
 - Let's look at another example. Look at T2 at the first blue sentence. I quoted some information from the text about alligators being cold-blooded. After I quoted, I gave my own thought/idea about the information I just quoted. Since I quoted information about alligators being cold-blooded and staying warm by laying in the sun, I put some of my thoughts and ideas about when I have seen alligators lying in the sun before and what I thought about that.
 - You don't always have to put a thought/idea after quotes and paraphrases...but you should try to most of the time if it makes sense and flows with the essay.
 - In T2 you can see that after my green sentences, I did not put a thought/idea. That is okay; you do not always have to.
 - You will also notice some sentences don't have a color. Those sentences are not quotes, paraphrases, or own thoughts/ideas. Those are just sentences that introduce the topic. Also in the first sentence about A, you just want to introduce what your A is. Same with the first sentence about B.
 - Look at the first B sentence in each middle paragraph. In T1, you can see we use the transition word "another" to start our B sentences. In T2, we use "similarly."
 - The rule to follow is to add one (sometimes two) quotes(s) per middle paragraph. The rest is a balance of paraphrasing and own thoughts and ideas. Try to paraphrase at least two times in each middle paragraph.
 - Look at each middle paragraph and the underlined titles. Notice that I cited information from two different passages (Alligators at Risk and Alligator Habitats). It is important to note that you must pull evidence from **multiple** sources.

11. Over the next few days, we will be talking about quotes, paraphrases, and own ideas. Then, we will start practicing writing our middle paragraphs using these elaborative techniques.
12. Review
 - A and B sentences should be quotes, paraphrases, and own thoughts and ideas.
 - There should be a balance of quotes, paraphrases, and own thoughts and ideas.
 - Use only one quote per middle paragraph (sometimes two).
 - Own thought/idea should come after using a quote and paraphrasing.
 - You must cite 1-2 times per middle paragraph.
13. Hand out the “Homework” assignment.

Document Camera

Name: _____

Basic Essay about Alligators

Did you know that the largest ever recorded alligator measured 19.2 feet? Alligators are interesting because there are two different species, they are a type of reptile, and they live in various habitats. Alligators aren't as scary once you learn more about them.

First, there are two different species of alligators in the world. According to the text Alligators at Risk, the most well-known type of alligator is the American alligator. The American alligator lives in the wetlands of the Southern United States. It was listed under the Endangered Species Act, and it was illegal to hunt them. Another type of alligator species is the Chinese alligator. The author states in Alligators at Risk that the Chinese alligator looks very similar to the American alligator. However, these reptiles are much smaller. There are also far fewer Chinese alligators than American alligators because they are listed as critically endangered. Alligators are fascinating animals, and it is important to know the similarities and differences between the two species.

Second, alligators are animals classified as reptiles. Based on the information in Alligators at Risk, alligators fall into the category of reptiles because they are cold-blooded. Cold-blooded means their environment controls their body temperature, and they have scales for protection. When their body temperature is too low, they warm up by laying in the sun. Similarly, alligators are classified as reptiles because they lay eggs in nests. Baby alligators are either male or female based on the temperature of the nest that the eggs are in. In the article Alligators at Risk, it states that if the nest is above 93 degrees the eggs will be male, and if it is cooler than that the eggs will end up being female. After learning about the characteristics of reptiles, I can understand why alligators are classified this way.

Third, alligators are adapted to live in various habitats. In paragraph one of Alligator Habitats, it says that you can find alligators in freshwater habitats like rivers, as well as brackish habitats such as swamps. Brackish means the water is saltier than fresh water, but not as salty as seawater. Freshwater and brackish water habitats are the perfect places for alligators to live and lay eggs. Another habitat alligators live in are holes that they create in swamps. According to the text Alligator Habitats, the author says they dig these holes by using their body parts such as their feet and tail. Alligator holes are very useful because they help alligators keep cool in the hot weather and also camouflage them from their prey so that they can capture meals easily. It is important to know where alligators like to live so that we can make sure we protect those areas from destruction.

In conclusion, alligators are remarkable because there are two different species, they are a type of reptile, and they live in various habitats. I think everyone should learn more about alligators so they can understand this mysterious creature. Alligators are an important part of their ecosystem.

Document Camera

Name: _____

Advanced Essay about Alligators

Did you know that the largest ever recorded alligator measured 19.2 feet? Alligators are interesting because there are two different species, they are a type of reptile, and they live in various habitats. Alligators aren't as scary once you learn more about them.

First and foremost, there are two different species of alligators in the world. The most well-known type of alligator is the American alligator, and that is because there are many that live right in Florida, Georgia, Alabama, and Louisiana. According to the article *Alligators at Risk*, "The American alligator can be found in the wetlands of the Southern United States." It is hard to believe that these animals were once close to extinction because I have seen so many around where I live. It is very common to see alligators. In the first passage, I learned that the American alligator was listed under the Endangered Species Act and it was illegal to hunt them. As a result of the Act, the alligators have a high enough population to be taken off of the endangered species list in 1987. Another type of alligator species is the Chinese alligator. "The Chinese alligator is very similar to the American alligator in appearance. However, these reptiles are much smaller," says the author of the article *Alligators at Risk*. There are also far fewer Chinese alligators than American alligators because they are listed as critically endangered, based on what I read in the article *Alligators at Risk*. The Chinese alligator is not as familiar to me as the American alligator because it is only located in China and I have never seen one in real life. I can imagine they look the same, but are a little smaller than the American alligator. Alligators are fascinating animals, and it is important to know the similarities and differences between the two species.

Additionally, alligators are animals classified as reptiles. Alligators fall into the category of reptiles because they are cold-blooded unlike humans, birds, and bears. The author states in the passage *Alligators at Risk*, that cold-blooded "means their body temperature depends on their environment. They have to keep warm by laying in the sun." I have seen alligators spending most of the day sunbathing along the banks of the wetlands. I think the strong sun and warmer weather is why they prefer to live in the Southeast. Similarly, alligators are classified as reptiles because they lay eggs in nests. According to the passage *Alligators at Risk*, baby alligators are either male or female based on the temperature of the nest that the eggs are in. If the nest is above 93 degrees, the eggs will be male, and if it is cooler than that, the eggs will end up being female. After learning about the characteristics of reptiles, I can understand why alligators are classified this way.

Last but not least, alligators are adapted to live in various habitats. You can find alligators in freshwater habitats like rivers, lakes, and marshes, as well as brackish habitats such as swamps. Brackish means "the water is slightly higher in salt content than fresh water, but not salty like seawater," states the author of the second source titled *Alligator Habitats*. Of all of the places alligators prefer to live, none of them are purely salt water. It would be extremely rare to find an alligator at the beach. They are definitely more common in lakes and ponds. Another habitat alligators live in are holes that they create in swamp habitats. I read in the article *Alligator Habitats* that "they construct these alligator holes by using their feet, tail, and snout." I can imagine alligators burrowing themselves down in the cool, wet sand. Alligator holes are very useful because they help alligators keep cool in the hot weather and also camouflage them from their prey so that they can capture meals easily, states the text titled *Alligator Habitats*. These holes are a great survival technique. They allow the alligators to regulate their body temperature and hunt. It is important to know where alligators like to live so that we can make sure we protect those areas from destruction.

In conclusion, alligators are remarkable because there are two different species, they are a type of reptile, and they live in various habitats. I think everyone should learn more about alligators so they can understand this mysterious creature. Alligators are an important part of their ecosystem.

Homework

Name: _____

Directions: Look over the three middle paragraphs. Highlight or underline the quotes in one color, the paraphrases in another color and the own thoughts and ideas in a third color. Then draw a circle around the EBT in every paragraph.

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WRITING: LESSON 8

Today the students will be learning how to write the conclusion (“C”) paragraph for an expository essay. Like the introduction paragraph, the conclusion is 3-4 sentences. Short and simple!

1. You want to include three main sentences:
 1. Give an overview (summary) of the topic
 2. Restate three topics
 3. Thought or feeling about the topic

The following passages will be used in this lesson:

Alligators at Risk
Alligator Habitats

Write an expository essay about alligators.

Write the following on the board (and make an anchor chart):

The Conclusion “C” Paragraph

1. Give an overview (summary) of the topic
2. Restate 3 topics
3. Thought or feeling about topic

Teachers: Please note that there are many different ways to write a conclusion paragraph. This is just one way. Feel free to call these sentences something different, add sentences, or change the order. The goal is to have 3-5 sentences and to close out the essay. Please see another example below on how to write a conclusion paragraph.

Another Way to Set Up the “C” Paragraph

1. Overview (summary) of the topic
 2. 3 topics (2-3 sentences)
-
2. Review this example:

I alligators**T1** species

a. American

b. Chinese

T2 type of reptile

a. cold-blooded

b. eggs

T3 habitats

a. freshwater

b. holes

C alligators

***Color-code the three sentences.

In conclusion, alligators are very interesting to learn about. Alligators are remarkable because there are two different species, they are a type of reptile, and they live in various habitats. I think everyone should learn more about alligators so they can understand this mysterious creature.

3. Explain each sentence and how to write it.

Give an overview (summary): give a one-sentence overview/summary about the topic. You are simply restating the topic and what the essay was about.

Restate your 3 topics sentence: tell your reader the central idea and three topics in your essay. You want to name those three topics as you did in the introduction, just in a different way.

The thought/feeling sentence: a thought about your topic or how the topic makes you feel.

4. Do another example with the students.

The following passages will be used in this lesson:

Climates: An Introduction
Climate Zones

Example:

I climates

T1 factors

a. latitude

b. altitude

T2 distance

a. oceans/lakes

b. mountains

T3 zones

a. tropical

b. dry

C climates

It should look something like this:

There is so much information to learn about different places and their climates. Climate is interesting because many factors affect it and there are different types like tropical and dry. I think everyone should live where they enjoy the climate most!

5. Hand out the “Skill Check.” After students complete independently, score and record the results on the Expository Skill Tracker.

Skill Check

Name: _____

“C” Paragraph

The following passages will be used in this lesson:

Magnetism

What Are Magnets?

Write an expository essay about magnetism.

Example Planning:

I magnetism

T₁ force

a. created

b. poles

T2 types

a. permanent

b. temporary

T_3 everywhere

a. convenient

b. useful

C magnetism

Now write the “C” paragraph:

[illegible]

WRITING: Post-Test

Today the students will be taking a post-test on expository writing.

The following passages will be used in this lesson:

**Who Were the Pilgrims?
Pilgrim Settlement**

Write an expository essay about the history of the Pilgrims.

1. Explain to students that on the state writing test they will be given a certain amount of time to complete their essay.
2. They should spend about 30 minutes reading the articles and 10-15 minutes for planning.
3. The remaining time should be used for writing the essay.
4. Hand out the articles, planning sheet, and testing paper.
5. Allow them to start reading and planning.
6. After approximately 45 minutes, tell them planning time is over and they should start writing.
7. Collect and grade using the Grades 4-6 B.E.S.T. Writing Expository Rubric.
8. Record scores on the Expository Skill Tracker found in the Expository Assessment Resources Section.

Name: _____

Writing Prompt

Write an expository essay about the history of the Pilgrims.

Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources provided.

Use your best writing to complete an essay that

- is focused on your central idea;
- combines evidence from multiple sources with your own elaboration to develop your ideas;
- is organized and includes transitions within and among ideas;
- provides citations for quoted material and source ideas; and
- demonstrates correct use of grammar and language appropriate to the task.

Write your multiparagraph essay to an academic audience in the space provided.

I _____

T1 _____

a. _____

b. _____

T2 _____

a. _____

b. _____

T3 _____

a. _____

b. _____

C _____

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