

## **LESSON PLAN**

### **GENERAL INFORMATION**

**Lesson Title & Subject(s):** Writing an Expository Paragraph using the Process Approach to Writing, Language Arts

**Topic or Unit of Study:** Facts about the History of Halloween

**Grade/Level:** Third Grade

**Instructional Setting:** 24 Students, seated in 6 table groups of 4. Two students are ELLs with a home language of Spanish, three others have learning disabilities. Students are heterogeneously arranged, with the exception of the ELL students who sit at the same table group across from each other. The tables with four students each (two on each side) will be arranged in three rows perpendicular to the front of the room where the whiteboard is located.

### **STANDARDS AND OBJECTIVES**

**Your State Core Curriculum/Student Achievement Standard(s):** CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Lesson Objective(s):** The student will be able to write an expository paragraph on the history of Halloween using the process approach to writing, scoring a minimum of 25 out of 40 possible points on a rubric.

### **MATERIALS AND RESOURCES**

**Instructional Materials:** Students will use the writing guide, 5 Ws & H graphic organizer, pencil, eraser, two colored pens or pencils, and a clean sheet of lined paper for their final copy for step 5. The teacher will use these same materials as well as a camera/projector and anchor charts. Several informational texts on the seasons (guided practice) and the history of Halloween (independent practice) will also be available for student use, as well as student dictionaries.

**Resources:**

Rubric, created on Rubistar website

Teacher created writing guide

Teacher created 5 Ws & H graphic organizer

<b>INSTRUCTIONAL PLAN</b>
---------------------------

**Sequence of Instructional Procedures/Activities/Events:**

**1. Identification of Student Prerequisite Skills Needed for Lesson:**

Students should be able to answer questions regarding informative text, and be able to refer to the text as evidence. Because students will be asked to add details and elaborate in their writing, they need to know the meaning and use of the academic language being used in this lesson: adjectives; adverbs, both comparative and superlative; and conjunctions, both coordinating and subordinating. (I will keep anchor charts posted for reference to these grammar terms.) Students should also know how to utilize reference materials, like a dictionary, to check their spelling. They should know the rules of punctuation, also.

**2. Presentation of New Information:**

I will explain to the students what expository writing is: text that describes or explains how something is done using facts. I will compare it to narrative writing, which tells a story. I will also use the mnemonic device of pointing out the word within the word: “expository” has the word “expose” in it; expository text *exposes* the truth. We will discuss the many forms of expository text we have access to in our classroom, at school, and at home.

Next I will explain the process approach to writing. I will write the steps down on an anchor chart tablet.

**1. Prewriting**

Prewriting is when we write down our ideas about our topic. We remember that expository writing is about facts, so our ideas have to be true. Therefore, we will gather our facts from textbooks and other informational texts, experts, and personal observations. In this step, we can write our ideas down in several ways: in sentences, in “blurbs”, all over the page, inside squares or circles, etc. We should use “Five Ws and H” to help us brainstorm. (I have a graphic organizer for those that need/want to use it.) Then we can color code the facts, draw circles and lines, or make a chart to categorize our facts. We will also rate which ideas are important enough to keep. Since this assignment is for a single paragraph, we should keep 4-5 facts that are within the same theme. One or two of these will probably be eliminated.

**2. Composing**

When we compose, we develop the facts into sentences. For this step, they should be stated simply. We will write the sentences on our writing guides in the “detail” sections, writing on the solid lines. We will also write a simple topic sentence and simple concluding sentence. All of the sentences will be very plain and that is fine.

**3. Revising**

For this step, I will bring out our anchor charts with adjectives, adverbs, and conjunctions. The revising step is when we can add details with adjectives and adverbs,

and join ideas with conjunctions. We can also rearrange the detail sentences if it brings clarity to our writing, and perhaps even substitute a fact we didn't think we were going to use at first. This is when we can develop an engaging topic sentence based on our original. We will also work on making our concluding sentence more interesting. We can add these details on the dotted lines above the simple sentences in the detail sections of our writing guide (see the writing guide.) We can practice reading the revised sentences out loud to a partner or to ourselves in order to hear if they make sense.

#### **4. Editing**

In this step, we check the spelling of our words, our punctuation, and proper capitalization. We will mark mistakes and corrections with a colored pen different from anything we have used on the writing guide so far so we know what changes to make in the next step.

#### **5. Publishing**

For this lesson, the published product will be a handwritten paragraph. It will be as close to perfect as possible; we have to pay attention to the revisions and edits we made in steps three and four as we're writing this final paragraph. We will have to write carefully and neatly. In addition, this paragraph, since it is handwritten, should begin with an indentation.

I will explain some other forms of publishing, and ask the students for their publishing ideas. (Some possibilities are: publishing the final product on websites, typing it in Microsoft Word and printing it on nice paper, or writing then cutting out the text and adhering it to student produced artwork.)

### **3. Guided Practice:**

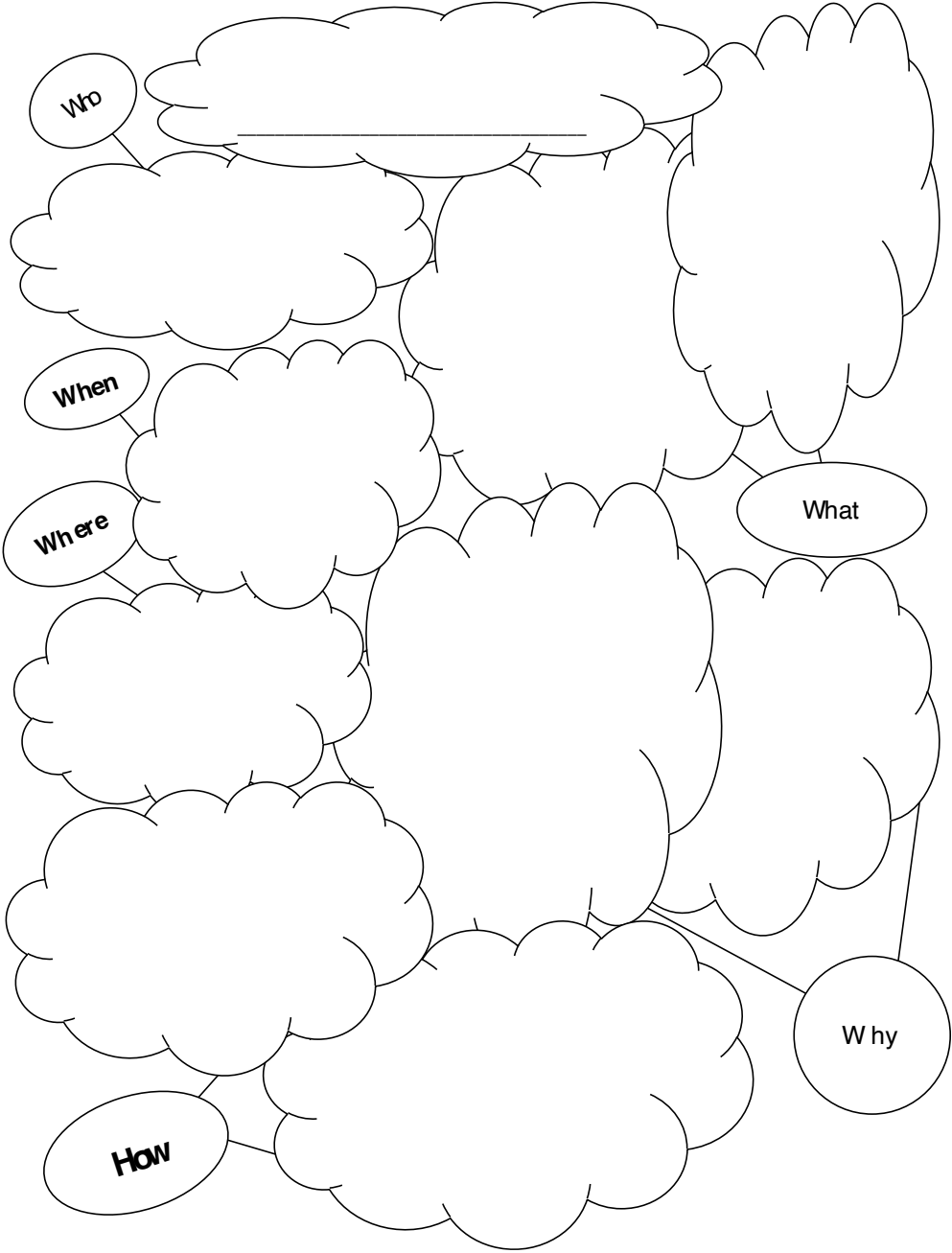
For guided practice, the students and I will collaborate to write an expository paragraph about Fall. I will pass out a 5 Ws & H brainstorming graphic organizer and a writing guide to all students. I will use a camera projector so all students can follow along with the information I fill out my graphic organizers with.

1. Prewriting: We will prewrite by brainstorming about what Fall is: its characteristics and events. Using the 5 Ws & H graphic organizer, I will fill in the student ideas in the appropriate spaces. We will have several informational texts on seasons available so students can research any questions that the 5 Ws & H inspires. Then we will read over all of our facts, evaluating a theme of the information. I will help lead the focus towards the next step of composing by pointing out which 3-4 facts will support a cohesive paragraph. We will highlight the facts we will focus our composition on.
2. Composing: Using the details sections on the writing guide, we will write three to four simple sentences based on the facts we highlighted in the prewrite. I will write the sentences on the solid lines as the students contribute their ideas. Then we will work, as a group, to compose a topic sentence that covers the facts we have chosen to use. We will also write a concluding sentence that can be similar in structure to the topic sentence.
3. Revising: I will bring out anchor charts that cover adjectives, adverbs, and conjunctions, and provide examples of each. I will also read our very rough paragraph out loud so we

can all hear how stilted and boring it sounds. Beginning with the topic sentence, I will suggest one or two descriptive words to add to it to begin its improvement. As students contribute their ideas, I will write the changes with a colored pen on the dotted line above where the change occurs, using a ^ to signal the revision. We will continue through the paragraph this way, reading out loud as needed in order to assess the flow of each sentence. (I will purposely misspell some words and eliminate some capitalization and punctuation in order to provide opportunities for editing in the next step.) Once we have agreed on a concluding sentence, I will read the paragraph out loud. If it is determined that some of the detail sentences should be reordered, we can write the revised number order of the sentences to the left of each one.

4. Editing: Working from the beginning, we will check that each sentence is properly capitalized and has the appropriate end punctuation. We will also look out for capitalized proper nouns, as well as misspelled words. Using a different colored pen, I will write the edits above/next to each location. I will also put a symbol at the very beginning indicating that it needs an indent.
5. Publishing: We will be publishing our final product by handwriting it on lined paper and displaying it on an anchor chart that demonstrates the steps to the process approach for writing an expository paragraph. I will write the collaborative copy while using the camera projector so students can compare their own writing to mine. I will show, as much as I can, where I am on the writing guide as I copy the text, incorporating the revisions and edits in my final version. I will point out that the title, "Fall," is written on the first line, centered between the margins. As I am writing our collaborative paragraph, I will remind the students that we should be using our neatest printing for this publishing step. Any mistakes made should be gently erased and rewritten correctly. Our final paragraph will have neat margins, an indent, and can be easily read by others.

Images of the writing guide and the 5 Ws & H graphic organizer:



Topic \_\_\_\_\_

Topic Sentence

-----  
\_\_\_\_\_  
-----  
\_\_\_\_\_  
-----  
\_\_\_\_\_

Detail

-----  
\_\_\_\_\_  
-----  
\_\_\_\_\_

Detail

-----  
\_\_\_\_\_  
-----  
\_\_\_\_\_

Detail

-----  
\_\_\_\_\_  
-----  
\_\_\_\_\_

“Maybe” Detail

-----  
\_\_\_\_\_  
-----  
\_\_\_\_\_

Concluding Sentence

-----  
\_\_\_\_\_  
-----  
\_\_\_\_\_  
-----  
\_\_\_\_\_

#### **4. Independent Student Practice:**

For this part of the lesson, students will follow the five steps of the process approach to writing to independently compose a paragraph on the history of Halloween. As a class, we will have read several informational texts on the history of Halloween, and these books will be available for the students to refer to. Students will be encouraged to use the 5 Ws & H graphic organizer for the prewriting stage of the writing process. They will use the writing guide to help them write the paragraph. They will use a blank piece of lined paper for the publishing step.

#### **6. Culminating or Closing Procedure/Activity/Event:**

To end the lesson on the process approach to writing, I will do a quick true/false activity. Students will signal with their hand in sign language (T for true and F for false,) if my statements about the steps of the process approach to writing and the definition of expository writing are true or false.

When I see that they are able to correctly identify the accuracy of my statements, they will be given an exit ticket assignment. I give them these verbal instructions:

“Pretend you going to write an expository paragraph about Halloween candy. Using what you know about Step 1 of the process approach to writing, give me 3 of what you do in Step 1 on a sticky note.”

I am looking for understanding of the steps. Step 1 is prewriting, or brainstorming. Students should be able to give me 3 facts about Halloween candy.

#### **Differentiated Instruction Accommodations:**

1. The two ELL students will be given the 5 Ws & H graphic organizer to use for the independent practice. Depending on their need, I will have sentence starters available on anchor charts, as well as examples of coordinating and subordinating conjunctions. During the lesson, I will make sure I am very explicit in my use of language, being careful with pronunciation and expression. I will also refer to images on anchor charts or the word wall that illustrate concepts that I am teaching.
2. The children with learning disabilities will also use the 5 Ws & H graphic organizer, and will have the option of using sentence starters that I provide, as well as examples of how to utilize coordinating and subordinating conjunctions. Some of these students may need extra support beyond these accommodations, so I will also have a prewritten paragraph that provides the beginnings and transitions of sentences that they can fill in with their own prewriting ideas.

#### **Student Assessment/Rubrics:**

I will assess the students' learning by using a rubric. The rubric will assess the use of facts, a topic sentence, their use of vocabulary and transitions, topic focus, spelling, grammar, punctuation and capitalization, as well as how they followed the steps of the process approach to writing. I will know that the student met the objective of writing an expository paragraph on the history of Halloween using the process approach to writing, when they score a minimum of 25 out of 40 possible points on a rubric.

Rubric:

<b>Process Approach to Writing a Single Paragraph</b>				
CATEGORY	4	3	2	1
<b>Topic Sentence</b>	The topic sentence is inviting, states the main topic and previews the structure of the paragraph.	The topic sentence clearly states the main topic and previews the structure of the paragraph, but is not particularly inviting to the reader.	The topic sentence states the main topic, but does not adequately preview the structure of the paragraph nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paragraph.
<b>Transitions (Organization)</b>	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions clearly show how ideas are connected, but there is little variety.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
<b>Accuracy of Facts (Content)</b>	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.
<b>Word Choice</b>	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest.
<b>Focus on Topic (Content)</b>	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
<b>Sentence Structure (Sentence Fluency)</b>	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
<b>Grammar &amp; Spelling (Conventions)</b>	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
<b>Capitalization &amp; Punctuation (Conventions)</b>	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.
<b>Process Approach to Writing</b>	Writer followed all 5 steps of the Process Approach to writing.	Writer followed 3-4 of the steps of the Process Approach to writing.	Writer attempted following 3-4 of the steps of the Process Approach to Writing.	Writer did not follow the steps of the Process Approach to Writing.
<b>Penmanship (Conventions)</b>	Paper is neatly written or typed with no distracting corrections.	Paper is neatly written or typed with 1 or 2 distracting corrections (e.g. dark cross-outs; bumpy white-out, words written over).	The writing is generally readable, but the reader has to exert quite a bit of effort to figure out some of the words.	Many words are unreadable OR there are several distracting corrections.



Tina DeSoto

ELA - Process Approach to Writing 9

References:

ALTEC at University of Kansas. (2000-2008). Rubistar. Retrieved from [http://  
rubistar.4teachers.org/index.php](http://rubistar.4teachers.org/index.php)

Common Core State Standards Initiative. (2019). English Language Arts standards> writing>  
grade 3. Retrieved from <http://www.corestandards.org/ELA-Literacy/W/3/>

Gunning, T. G. (2013). *Creating literacy instruction for all students* (8th ed.). Upper Saddle  
River, NJ: Pearson. ISBN: 978-0-13-292706-2

Hochman, J. C. and Wexler, N. (2017). *The writing revolution*. San Francisco, CA: Jossey-Bass.