



3RD **GRADE**

VOLUME 3.4

Expository Writing Unit for *Glory Be*

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Welcome to the 3.4 Expository Writing Unit for *Glory Be!*

If this is your first time using this guide, you will want to read through this introduction carefully, as it provides information that you will find critical to your establishment of a successful language arts block!

This expository writing unit is meant to be taught in conjunction with the *Read Side by Side Reading Program*, Unit 3.4, *Glory Be*. The book *Glory Be* will be used as a mentor text to build students' background knowledge and expose students to the craft of writing.

This unit takes approximately 15 days to complete, from brainstorming and planning to sharing the published piece! Lessons in this unit give students explicit instruction in the steps of the writing process and the structure of persuasive writing. Some craft and grammar lessons will be incorporated as students revise and edit their writing. You may want to supplement with additional craft, grammar, and spelling lessons between writing units.

Prior to starting the unit, you will want to consider how students will share their writing. Student read their writing aloud to their own classmates, visit another classroom, or make their writing available for others to read in the classroom, library or other public location.

After students have had the opportunity to publish their writing, assess their work using the checklist for grading a narrative story provided at the end of the unit.

Schedule

To complete this unit, you will need to set aside 30-minutes for writing, 2-4 times a week.

Instructional days begin with a whole-class lesson. Lessons will be 10-15 minutes in length, allowing a short time after the lesson for students to work on the assignment. While working, students will access the help of a writing partner as needed. It may be helpful to seat partners next to each other during the work time. The teacher then confers with partnerships as needed.

Working days allow students to get started right away on writing projects. During the work time, students will continue to access a partner or the teacher for help as needed. If it is challenging to find time every day for writing, teachers might assign these work-projects as homework.

Expository schedule:

1. Brainstorm & Plan	<ul style="list-style-type: none">• Make a list of writing ideas.• Select a strong idea from the list.• Complete the <i>Quadrant Chart</i>.• Design an illustration, cover or banner.	Day 1-4
2. Draft	<ul style="list-style-type: none">• Write a draft using the 4-quadrant method.	Days 5-8
3. Revise & Edit	<ul style="list-style-type: none">• Use transition words.• Use strong language.• Capitalize proper nouns.	Days 9-10
	<ul style="list-style-type: none">• Edit and revise using a checklist.	Day 11
4. Publish & Share	<ul style="list-style-type: none">• Complete a final product that is handwritten, typed, or other.• Share with a real audience.	Days 12-15

Day 1: Brainstorm Ideas & Plan: Introduction

Lesson Goals: Brainstorm ideas for writing in response to the prompt. Begin to plan a piece of writing using the *Quadrant Chart*.

Materials:

- Blank Paper
- Quadrant Chart*
- Notes from Read-Aloud Lessons: Day 7, 20, 23

Instructional Procedures:

1. *Introduction:* Introduce the expository writing prompt:

Summarize what you have learned about the civil rights movement, segregation, and the events of Freedom Summer.

An expository piece of writing provides information about a topic using clear and descriptive language. You will use notes you have taken during this unit to inform your piece of writing (Day 7, 20, 23).

2. *Plan:* Model labeling the *Quadrant Chart*:

- Box 1 – Introduction
- Box 2 – Segregation in the South
- Box 3 – Freedom Summer
- Box 4 – Conclusion

3. *Discuss:* What have we learned about the Civil Rights Movement?

Example: The civil rights movement was an organized effort by the black community to end segregation and gain equal rights under the law.

4. *Discuss:* Who were some of the important leaders of the civil rights movement?

Example: Martin Luther King Jr. and Rosa Parks were both important leaders of the civil rights movement who believed in using peaceful protests to create change.

5. *Discuss:* What was Freedom Summer?

During Freedom Summer in 1964, over 1,000 white volunteers traveled to Mississippi to help black Americans register to vote and open medical clinics and schools.

6. *Draft:* Draft the introduction, which answers the prompt (Box 1 of *Quadrant Chart*).

Example:

The Civil Rights Movement was an organized effort by the black community to end segregation and gain equal rights for all Americans. Important leaders of the Civil Rights Movement included Martin Luther King Jr. and Rosa Parks. During Freedom Summer in 1964, over 1,000 white volunteers traveled to Mississippi to help black Americans register to vote and open medical clinics and schools. The Civil Rights Movement was an important time in U. S. history because _____.

Work Time & Collaboration: Give students time to fill out the *Quadrant Chart* (Box 1) for their own expository essay. Then, give time for partners to share their writing plan and receive feedback.

- What do you like about my writing plan?
- What might I do to improve it?

QUADRANT CHART

(Name)

(Date)

(File Name)

(Title of Chart)

1	2
3	4

Day 2: Plan: Body Paragraph 2 & 3

Lesson Goals: Continue to plan a piece of writing using the *Quadrant Chart*. Plan the second body paragraph and the conclusion.

Materials:

Quadrant Chart

Instructional Procedures:

1. *Introduction:* Tell students that they will continue to plan their expository writing piece. Today they will be planning body paragraph 2 and 3.
2. *Plan:* Model planning body paragraph 2 (Box 2 *Quadrant Chart*). List details to support the topic.

Example: Box 2

- Segregation in the South:
- Separate water fountains
- Separate schools
- Separate seating areas in restaurants, theaters, and on busses
- Unequal education
- Unequal pay
- Unequal medical care

3. *Plan:* Model planning body paragraph 3 (Box 3 *Quadrant Chart*). List details to support the topic.

Example: Box 3

Freedom Summer:

- Volunteers helped black people register to vote.
- Volunteers opened medical clinics.
- Volunteers opened schools.
- Volunteers risked their lives to help black people gain equal rights.

Work Time & Collaboration: Give students time to fill out the *Quadrant Chart* (Box 2 & 3) for their own expository essay. Then, give time for partners to share their writing plan and receive feedback.

- What do you like about my writing plan?
- What might I do to improve it?

Day 3: Plan: Conclusion

Lesson Goals: Continue to plan a piece of writing using the *Quadrant Chart*. Plan the conclusion and title.

Materials:

Quadrant Chart

Instructional Procedures:

1. *Introduction:* Tell students that they will now be planning the conclusion of their expository writing. When writing an expository writing piece, the conclusion will summarize the key points of the piece of writing and may also include a personal response or opinion or a link to modern day events.
2. *Plan:* Model summarizing the key points in the first part of the conclusion paragraph. Use box 4 of the *Quadrant Chart* to record your notes.
Example: In summary, the Civil Rights movement was an important time in U. S. history because _____.
3. *Plan:* Model planning a personal response or opinion.
Continue to use box 4 of the *Quadrant Chart* to record your notes.
Example: Even today, the black community continues to fight for equal rights. An example of this is _____.

Work Time & Collaboration: Give students time to finish filling out the *Quadrant Chart* (box 4) for their own expository essay. Then, give time for partners to share their writing plan and receive feedback.

- What do you like about my writing plan?
- What might I do to improve it?

Day 4: Plan: Title & Illustration

Lesson Goals: Continue to plan a piece of writing by choosing a title, then making an illustration, cover, or banner.

Materials:

Art materials or illustration software.

Instructional Procedures:

1. *Introduction:* Tell students they will be writing a title for their essay and creating an illustration, cover, or banner for their writing. Share tips for writing a good title:
 - It should provide the main idea.
 - It should be relatively short.
 - It should get the reader interested.
 - It should put a picture in the reader's mind.

Work Time & Collaboration: Give students time to create a title and illustration, cover, or banner for their essay. Then, give time for partners to share their illustrations and receive feedback.

- What do you like about my illustration?
- What might I do to improve my illustration?

Day 5-8: Draft: Introduction, Body Paragraphs, & Conclusion

Lesson Goals: Draft an expository essay.

Materials:

Transition Word List

Instructional Procedures:

1. *Introduction:* Tell students that they will now be drafting their expository essay.

Expository writing uses transition words to explain and describe the information clearly (see list).

2. *Draft:* Model drafting the body paragraphs of your expository writing piece. Demonstrate how to:
 - Use transition words to start body paragraphs
 - Introduce the big ideas
 - Support the big ideas with reasons and examples

Work Time & Collaboration: Give students time to draft the introduction, the body paragraphs, and the conclusion. Then, give time for partners to share their writing and receive feedback.

- What do you like about my writing?
- What might I do to improve my writing?

TRANSITION WORD LIST

First,	Second,	Third,	In Conclusion,
First of all, To begin with, Initially,	Additionally, Also, Furthermore, Another, Equally Important, In addition, Next,	Last, Lastly, Finally,	In summary, In the end, As you can see, It is clear,

Day 9: Revise

Lesson Goals: Revise a piece of writing to include strong words.

Materials:

Strong Word List

Instructional Procedures:

1. *Introduction:* Tell students that they will now be revising their expository essays to make them interesting to the reader. They will be adding strong words to their essays.
2. *Revise:* Model rereading your writing and adding strong language. (*See list*)

Work Time & Collaboration: Give students time to revise their writing to include strong language. Then, give time for partners to share their writing and receive feedback.

- What do you like about my writing?
- What might I do to improve my writing?

STRONG WORD LIST

Some examples of strong words from the books *Martin Luther King Jr.* and *Glory Be*:

- Triumphant
- Better
- Determined
- Passionate
- Proud
- Important
- Proved
- Stood up for
- Achieved
- Right
- Encouraged
- Admired
- Volunteered
- Questioned
- Influenced
- Refused
- Won
- Courage
- Protested
- Led
- Inspired
- Joined
- Demanded change
- Struggled
- Disobeyed
- Shocked
- United
- Incredible
- Desperate
- Miraculous
- Symbolized

Day 10: Edit: Capitalize Proper Nouns

Lesson Goals: Reread a piece of writing and make edits to capitalize proper nouns.

Materials:

Proper Nouns Sheet

Instructional Procedures:

1. *Introduction:* Tell students that they will now be editing their piece of writing to capitalize proper nouns.
2. *Discuss* the *Proper Nouns Sheet* and practice fixing the proper nouns on the sheet.
3. *Model* finding proper nouns in your own writing and correction capitalization errors.

Work Time & Collaboration: Give students time to their edit their writing for capitals. Then, give time for partners to share their writing and receive feedback.

- What do you like about my writing?
- What might I do to improve my writing?

PROPER NOUNS SHEET

A **proper noun** names a person, place, or thing. A proper noun begins with a capital letter.

Proper Nouns (Person):

- Martin Luther King, Jr.
- Rosa Parks
- Freedom Workers
- Americans
- African Americans

Example: Important leaders of the Civil Rights Movement included Martin Luther King Jr., Rosa Parks, and the Freedom Workers.

Proper Nouns (Place):

- United States
- U. S.
- Mississippi

Example: Over 1,000 white volunteers traveled to Mississippi to help black Americans register to vote and open medical clinics and schools.

Proper Nouns (Things/Movements):

- Civil Rights Movement
- Freedom Summer
- Black Lives Matter

Example: The Civil Rights Movement was an organized effort by the black community to end segregation and gain equal rights for all Americans.

Practice Editing: Circle the letters that should be capitalized in each sentence, then write the sentence correctly. Remember to capitalize the first word in a sentence and proper nouns.

1. The Civil Rights Movement was an important time in U. S. history because it brought an end to legal segregation in the united states.
2. the Civil Rights movement was an important time in u. s. history because it brought an end to legal segregation in the United States.
3. The civil rights movement was an important time in U. S. history because it brought an end to legal segregation in the United States.

Day 11: Edit and Revise

Lesson Goals: Reread a piece of writing and make edits and revisions.

Materials:

Editing and Revision Checklist

Instructional Procedures:

3. *Introduction:* Tell students that they will now be editing and revising their writing pieces to make them easy to read as well as convincing.

4. *Edit:* Model rereading your writing and marking edits as you go:

- Capitals
- Punctuation
- Spelling
- Paragraphing

As you make editing marks, discuss the changes you will make and how they will help the reader understand the piece of writing better. Give students time to reread their writing and record editing marks.

5. *Revise:* Model rereading your writing and marking revisions as you go:

- Complete sentences
- Transition words
- Persuasive/strong language (See list)
- Details and elaboration to help the reader visualize
- Key vocabulary

Work Time & Collaboration: Give students time to their edit and revise their writing. Then, give time for partners to share their writing and receive feedback.

- What do you like about my writing?
- What might I do to improve my writing?

Editing Checklist:

- _____ Sentences start with a capital letter.
- _____ I used capital letters for proper nouns.
- _____ I have punctuation at the end of each sentence.
- _____ I checked my words for spelling.
- _____ I indented paragraphs.

Revision Checklist:

- _____ I started with an introduction that is clear.
- _____ I ended with a conclusion that is clear.
- _____ I used transition words at the beginning of paragraphs.
- _____ I used language to show how one event may have caused another event.
- _____ Sentences make sense.
- _____ Sentences stay focused on the topic.
- _____ I added details and elaboration that are important to the topic.
- _____ I used key vocabulary.

Day 12-15: Publish & Share

Lesson Goals: Publish a piece of writing.

Instructional Procedures:

1. *Introduction:* Tell students that they will now be preparing their piece of writing for others to read. This is called publishing.
2. *Discuss* how writing will be published—handwritten, typed, or other. Let them know when and how their essays will be shared with the class.

Work Time & Collaboration: Give students time to publish their writing and share their writing with an audience.

Ideas for sharing:

- read essays aloud to classmates,
- read essays aloud to another class,
- make essays available for others to read (in the classroom, library, hallway bulletin board or other); and
- take essays home to share with family.

An **author's chair** is a fun classroom tradition. It is a decorated chair in which an author sits to share his/her writing. Teachers can paint a wooden chair or have each new class decorate a pillowcase to go over the back of a chair. This quickly transform a standard classroom chair into something special for young authors.

Checklist for Assessing an Expository Essay

Cover/Illustration/ Banner _____/4	_____ Has a title that is short. _____ The title puts a picture in the reader’s mind. <hr/> _____ Cover/illustration/banner introduces the main idea. _____ Cover/illustration/banner gets the reader interested.
Introduction Paragraph _____/3	_____ The introduction includes a thesis statement that answers the prompt. _____ The introduction presents two main ideas. _____ The introduction is written clearly to grab the reader.
Body Paragraphs _____/6	Body Paragraph 1 _____ Introduces one main idea. _____ Provides important details/reasons/examples to support the main idea. _____ Provides enough detail to adequately support the main idea. <hr/> Body Paragraph 2 _____ Introduces one main idea. _____ Provides important details/reasons/examples to support the main idea. _____ Provides enough detail to adequately support the main idea.
Conclusion _____/2	_____ The conclusion restates the answer to the prompt. _____ The conclusion includes a personal response or opinion.
Craft and Structure _____/3	_____ Paragraphs are well organized. _____ Paragraphs include transition words. _____ Strong language is used.
Revision and Editing _____/5	_____ Writing is edited for spelling. _____ Writing is edited for grammar. _____ Writing is edited for punctuation. _____ Writing shows evidence of revision. _____ Published writing is polished.
Collaboration & Effort _____/4	_____ Worked well with a partner. _____ Respectfully gave feedback to a partner. _____ Respectfully received feedback from a partner. _____ Showed good effort and persistence.
Total: _____/27	Comments:

FREEDOM SUMMER, 1964

The Civil Rights Movement was an organized effort by the black community to end segregation and gain equal rights for all Americans. Important leaders of the Civil Rights Movement included Martin Luther King Jr., Rosa Parks, and Freedom Workers. During Freedom Summer in 1964, over 1,000 white volunteers traveled to Mississippi to help black Americans register to vote and open medical clinics and schools. The Civil Rights Movement was an important time in U. S. history because it led to the desegregation of public places and helped black Americans gain the right to vote.

Before the Civil Rights movement, black people were not treated equally in the south. Segregation kept them from being able to attend school with white children, or sit in the same areas as white citizens on buses and in restaurants. Because of segregation, black people did not receive a good education, or have good medical care. Meanwhile, only 5% of black Americans were registered to vote.

During Freedom Summer, 1964, over 1,000 white volunteers traveled to Mississippi to help the black community. The volunteers helped black people register to vote and opened medical clinics and schools. At first, the Freedom Workers did not feel welcome because many white people wanted the Freedom Workers to go home. The Freedom Workers risked their lives to help the black community. Afterward, 66% of the African Americans in Mississippi were registered to vote.

In summary, the Civil Rights movement was an important time in U. S. history because it brought an end to legal segregation in the United States. Martin Luther King Jr., Rosa Parks, and the Freedom Workers were just a few of the courageous leaders of the movement whose lives made a difference. Sadly, even today, the black community continues to fight for equal rights. An example of this is the Black Lives Matter movement which protests against violence toward black people.