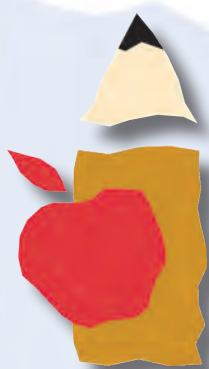


Preview

Grade 3



Expository & Opinion Writing

**Deconstructing Text,
Writing Essays, Reports,
Response to Text**



**Updated & Expanded Edition by Barbara Mariconda
with Cynthia Williamson**

Original work by Barbara Mariconda and Dea Paoletta Auray

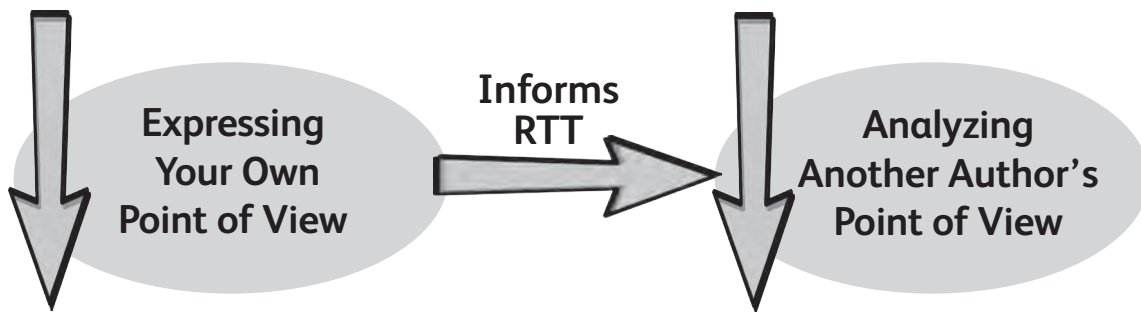
Empowering
Writers



GENERATIVE VS. RESPONSIVE WRITING

In the real world, and now, more and more often in school, writing can be either motivated largely by the writer's interests, imagination, and personal experience (**generative writing**) or it can be in response to a text or number of texts (**responsive writing**). Both approaches have value and one should not be overlooked at the expense of the other. Writing assessments in many places have moved away from generative writing in favor of responsive writing. **Ex.** A student must read several texts on a topic and then respond to what they read in an evaluative way, demonstrating not only literal comprehension, but critical thinking and personal reflection in response to a question or series of questions. They must back their ideas, conclusions, or positions by citing evidence in the text and from their own relevant personal experience. This kind of literary analysis task obviously encourages the kind of logical thinking required in secondary school and beyond. *The challenge is that success in this type of task really is rooted in reading comprehension.* Students who are challenged readers have a distinct disadvantage that they don't experience in many generative writing tasks. **Also, keep this in mind – while the world of academia and work will always appreciate and require analytical writing in response to text, we will still need the next generation of authors who will generate original writing for others to respond to.** So, don't throw the baby out with the bath water! For these reasons we have included both generative and responsive writing tasks in throughout the book.

GENERATIVE VS. RESPONSIVE WRITING



- | | |
|---|---|
| <ul style="list-style-type: none">• Crafting original work• Nurturing tomorrow's authors• Understanding Expository writing• Increasing deep comprehension• Creative, stylistic, critical thinking | <ul style="list-style-type: none">• Writing to express reading• Simulating research• Academic writing• Defending conclusions• Pragmatic, deductive, inductive reasoning |
|---|---|



Grade 3 Year-at-a-Glance

For use when teaching expository/opinion and Response to Text writing across the course of a school year.

MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5
Section 1: Recognizing Genre/Organization	Section 2: Broad Yet Distinct Main Ideas/Reasons	Section 3: Elaboration-Detail Generating Questions	Section 3: Elaboration-Detail Generating Questions	Section 4: Research
Baseline Assessment <ul style="list-style-type: none"> Introduce the Expository & Opinion Pillars, pp. 12-15 Lesson 1: Creating Book Covers for Narrative Stories & Expository Text, p. 21 Lesson 2: Fact or Opinion, p. 31 Lesson 3: Recognizing Genre & Opinion Writing, p. 34 Lesson 4: Text Detectives - Response to Text, p. 37 Lesson 5: Expository, Opinion, or Response to Text?, p. 39 Lesson 6: Strategic Reading - Informed Writing, p. 41 Lesson 7: Strategic Reading - Organization & Text Conventions, p. 51 Lesson 8: Annotating & Analyzing Narrative Stories & Expository Pieces, p. 55 Lesson 9: Sorting Details, p. 63 Lesson 10: Annotating & Analyzing Expository Writing, p. 65 Lesson 11: Comparing & Contrasting in Response to Multiple Texts, p. 90 Lesson 12: Finding Irrelevant, Extraneous Details, p. 102 Lesson 13: Expository & Opinion Pieces for Comparison, p. 104 Lesson 14: Cut & Paste, p. 121 	<ul style="list-style-type: none"> Lesson 1: Sort & Categorize, p. 139 Lesson 2: Compare These Pieces, p. 145 Lesson 3: Pick, List & Choose, p. 150 Lesson 4: Pick, List, Choose, Ask, Find to Generate Main Ideas/Reasons for Writing About Science or Social Studies, p. 152 Lesson 5: Main Ideas/Reasons - Don't Overlap Them!, p. 158 Lesson 6: Main Ideas/Reasons - Distinct or Overlapping, p. 164 Lesson 7: Recognizing Main Ideas/Reasons in Prompts & Assignments, p. 170 Lesson 8: Naming Givens & Variables, p. 177 Lesson 9: Generating Broad Yet Distinct Main Ideas/Reasons, p. 179 Lesson 10: Alternatives to Boring, Redundant Main Ideas/Reason Sentences, p. 182 Lesson 11: Revising Boring, Redundant Main Idea/Reason Sentences, p. 186 Lesson 12: Main Idea/Reason Blurbs into Sentences, p. 189 Lesson 13: Turning Questions into Responses, p. 193 Lesson 14: The Missing Main Idea/Reason, p. 199 Lesson 15: Sentence Variety & Word Referents, p. 204 Lesson 16: Review Broad Yet Distinct Main Ideas, p. 210 Lesson 17: Preparing to Write a Response to Text, p. 213 Lesson 18: Preparing to Respond in Writing to Multiple Texts, p. 218 	<ul style="list-style-type: none"> Lesson 1: Just OK or Much Better?, p. 233 Lesson 2: General vs. Specific, p. 238 Lesson 3: Recognizing Overly General Words/Phrases & Specific Examples, p. 241 Lesson 4: Break up that Grocery List, p. 247 Lesson 5: What Does it Look Like? Why is it Important?: Grab Bag, p. 250 Lesson 6: What Does it Look Like? Why is it Important?: Recognizing Details Generated by these Questions, p. 252 Lesson 7: What Does it Look Like? Why is it Important? Sentence Matching, p. 254 Lesson 8: Observe & Think Using Detail Generating Questions, p. 257 Lesson 9: Writing Sentences Using Detail Generating Questions, p. 261 Lesson 10: What Does it Look Like? Why is it Important?: Zoo Animals, p. 265 Lesson 11: Using Detail Generating Questions in Paragraphs, p. 270 Lesson 12: Summarizing in Paragraph Form, p. 283 Lesson 13: Reading & Summarizing Texts, p. 286 Lesson 14: Comparing & Contrasting in Research Tasks, p. 294 Lesson 15: Paraphrasing, p. 307 Lesson 16: Giving the Author Credit, p. 312 	<p>Continue: Using the Detail Generating Questions - Model and Guided Practice</p> <p>Section 6: Authentic Writing Tasks</p> <p>Choose an appropriate prompt and apply skills learned to this point</p> <p>Lesson 2: 7-Day Process Writing Timeline, p. 452</p>	Mid-year Assessment <p>Section 4: Research</p> <ul style="list-style-type: none"> Lesson 1: Using Visual Clues, p. 318 Lesson 2: Finding Information in Charts, Graphs & More, p. 323 Lesson 3: Reading Strategically Using Text Conventions, p. 332 Lesson 4: Recognizing Golden Bricks, p. 335 Lesson 5: Doing Research & Taking Notes, p. 341 Lesson 6: Listening & Taking Notes, p. 347

(continued)

Grade 3 Year-at-a-Glance



MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH 10
Section 5: Introductions and Conclusions	Process Writing Section 6: Authentic Writing Tasks	Review all skills as needed	Review all skills as needed	Review all skills as needed
<ul style="list-style-type: none"> Lesson 1: Identifying Different Types of Leads: Recognizing Topic Sentences, p. 356 Lesson 2: Recognizing Main Ideas/Main Reasons in Topic Sentences, p. 365 Lesson 3: Writing an Effective Lead Using a Question, p. 374 Lesson 4: Writing an Effective Lead Using Three Techniques, p. 380 Lesson 5: Using Informative Verbs in Introduction Paragraphs, p. 389 Lesson 6: Writing Response to Text Introduction Paragraphs, p. 395 <p>Conclusions</p> <ul style="list-style-type: none"> Lesson 7: Recognizing Main Ideas/Main Reasons in Conclusion Paragraphs, p. 399 Lesson 8: Recognizing Definitive Language for Strong Conclusions, p. 403 Lesson 9: Challenge: Writing Conclusions, p. 409 Lesson 10: Challenge: Writing Introductions and Conclusions, p. 416 Lesson 11: Writing Response to Text Conclusion Paragraphs, p. 423 	<ul style="list-style-type: none"> Lesson 1: Analyzing Prompts for Givens & Variables, p. 442 Lesson 2: 7-Day Process Writing Timeline, p. 452 <p>Process Writing Piece</p> <p>Choose an appropriate expository topic and use the process writing timeline to put a fully developed piece together.</p> <p>Throughout the rest of the year, review all skills and apply to content area themes or units. (Read science or social studies texts and respond using the Response To Text skills learned and/or the expository/opinion skills.)</p> <p>Take time to include these Authentic Writing Tasks over the course of the year.</p> <ul style="list-style-type: none"> Steps for Approaching Response to Text Compositions, p. 468 Lesson 3: Response to Text, pp. 470-476 Literary Analysis Tks, p. 479 Theme in Literature, pp. 480-481 Lesson 4: Themes in Picture Books, pp. 482-486 Lesson 5: Literary Themes: What Do They Look Like? Why are They Important?, pp. 487-488 Lesson 6: Read Like an Author, pp. 489-496 Lesson 7: Comparing Two Narrative Stories, pp. 497-505 	<p>Research Project</p> <p>Use a science or social studies theme to make an authentic application to the skills learned.</p>	<p>End of Year Assessment</p>	



Let's Compare Expository, Opinion, and Response to Text

	EXPOSITORY	OPINION	RESPONSE TO TEXT
Organization	Expository/informative Pillar	Opinion Pillar	Expository/informative Pillar
Purpose	To inform	To state a personal opinion	To demonstrate comprehension
Introduction	Lead/topic sentence	Lead/opinion statement	Summarize the source material Turn the Question into the Response
Body of Piece	Main ideas	Main reasons	Main ideas
Supporting Details	What does it "look" like? Why is that important? Did you give a specific example? Quotes, statistics, anecdotes, amazing facts, descriptive segments	What does it "look" like? Why is it important? Did you give a specific example? Quotes, statistics, anecdotes, amazing facts, descriptive segments, personal experience	Cite evidence: Quotes, statistics, amazing facts Paraphrase Compare/Contrast information Use evidence from all source material
Conclusion	Creatively restate each idea	Creatively restate each reason Restate the opinion	Reiterate topic and main ideas Synthesize information & draw conclusions Evaluate how information inspires or challenges

Expository, Opinion, or Response to Text



LESSON 5

Objective

Students recognize and identify expository, opinion, or response to text paragraphs in terms of author's purpose and salient features.

Procedure

1. Review genre and purpose with students – remind them that genre means the type of writing authors construct for specific purposes:

Narrative: Purpose – *to entertain* (Focus on a main character in a setting with a problem, adventure, or interesting experience.)

Expository: Purpose – *to give information* (focus on a TOPIC)

Opinion: Purpose – *to share a personal opinion* (focus on a point of view)

Response to Text: Purpose – *to demonstrate deep comprehension of a source text as illustrated by evidence from the text*

2. Reproduce, project, and distribute Expository, Opinion, or Response to Text, p. 40. Read through each example together and discuss. Guide students in identifying the genre of each example, asking the following questions to help children make the determination:

- Are you getting information, learning something about a person, place or thing?
- Is the author stating a personal opinion (likes and dislikes)?
- Does the author refer to a source text?

3. Close the lesson by having students discuss the characteristics (clues) that indicate genre.

KEY:

1. (*ice cream*) opinion
2. (*volcanoes*) response to text
3. (*Venus Fly Trap*) expository

LESSON AT A GLANCE:

Whole Class Activity

- Define various genres
- Read paragraphs and identify the genre



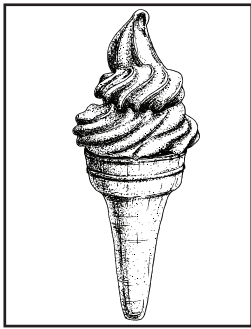
Student Page

Name: _____

EXPOSITORY, OPINION, OR RESPONSE TO TEXT?

Read the paragraph. Is it Expository, Opinion, or Response to Text? Circle your response.

1.



Ice cream is the all-time best dessert! There's nothing better than a bowl of ice cream several times a week as a sweet, delicious treat after dinner. It's a great way to cool off in the summer, but it's also a fun and frosty winter snack. I love mint chocolate chip and adore plain old chocolate!

EXPOSITORY

OPINION

RESPONSE TO TEXT

2.



In the text titled Volcanoes, the author provides information about these fiery erupting mountains. We learn, in paragraph 2, how volcanoes are formed. The article goes on to explain how molten rock is forced up through a shaft and shoots out as lava and ash. At the end of the piece we discover that volcanoes also are found on the ocean floor.

EXPOSITORY

OPINION

RESPONSE TO TEXT

3.



The Venus Fly Trap is a plant that eats insects! Instead of petals the Venus Fly Trap has thick *lobes*, each with six small sensitive hairs. When a bug touches these hairs twice, the lobes close around the insect. Then it takes about ten days to digest the bug. Finally, the lobes open up again and wait for the next unsuspecting insect.

EXPOSITORY

OPINION

RESPONSE TO TEXT



STRATEGIC READING GUIDELINES

1. Circle the **title**. Ask students what the title reveals. (the **topic**) Remind them that the topic tells the reader what the entire piece will be about. **Model** this for students and have them do the same.
2. Number each paragraph for reference purposes.
3. Point out and underline the **headings**. Explain that the headings allow you to quickly skim and scan the piece and get a sense of the **main ideas** of the piece.
4. Fill in the summarizing framework, based solely on the title and headings.

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____

 - Discuss the way that identifying the topic and headings can set a purpose for learning. As readers they already have a good idea what they'll be reading about, which aids in comprehension.
 - Discuss how a summary such as this might be an excellent way for an author to begin. (*Helps with organization and focus.*)
5. Next, in each paragraph, have students locate all **bold-faced** or *italicized* words. Explain that these are key vocabulary words that might be new to the reader. These keywords are usually either preceded or followed by a definition to aid in understanding. Point out that these specially marked words indicate some of the important **details** in the piece.
6. Point out the **photograph** and its **caption**. Ask students why both are important.



Reference Page

7. Next, on the white board or chart paper, translate the information on the summarizing framework into an extended summary using the following sentence starters:

This expository text provides information about _____. We'll discover _____, learn about _____, and become familiar with _____.

Or...

This informative piece discusses _____. The author explores _____, investigates _____, and reveals _____.

8. Finally, have students read the text independently. Discuss how examining the following text conventions: title, headings, bold or italicized key words, photographs and captions guide their reading – think about how much they've learned before they've even started reading! Also point out the way that the author organized the information made it more accessible to the reader.

Comparing and Contrasting

In Response to Multiple Texts



Teacher Background: Comparing & Contrasting in Response to Multiple Texts

As students begin to conduct research to inform their expository/informative writing they'll be required to access multiple sources of information in order to glean the facts and information necessary for a thorough response. They must be able to synthesize what they've read, selecting information from each source that is relevant to their assignment. Inherent in this process is the ability to compare and contrast what they've read and to express pertinent similarities and differences coherently in their writing.

This will require students to not only read *each* text strategically to fully understand the content, but to skim and scan *both* texts a second time to filter and identify information appropriate to the specific requirements of their writing task. This process involves sorting and categorizing – the kind of reasoning used in creating Venn diagrams.

Without specific strategies this process can feel *hugely* unmanageable for students. Therefore, the next lessons will break this complex critical thinking process into a number of clear steps that students can follow. This procedure will guide their thinking, providing a reliable road map that can be applied to any such research simulation task.



Comparing and Contrasting

in Response to Multiple Texts

LESSON 11

Objective

Students use skimming and scanning skills to highlight key information in two different texts in order to address the specific requirements of a compare and contrast writing assignment. Then they sort this relevant information onto a comparison grid.

Procedure

1. Review with students the annotation and analysis process they used with the text titled Chameleons, pp. 76-77, and approach An Unusual Creature of the Deep in the same way. Use the annotated teacher versions to guide the process.
2. Explain that when authors write they often have to refer to multiple sources to find the information they need to inform their writing. In order to do this it's helpful if authors know, in advance, what specific information they'll need to complete their writing assignment.
3. Project, distribute, and discuss the writing assignment and Discussion Questions, p. 93.

You have read two informative texts about interesting creatures – Chameleons and An Unusual Creature of the Deep. Write about one way the chameleon and reef octopus are the same and one way that they're different.

4. Walk them through the Discussion Questions, p. 93. Use the annotated teacher page p. 94, as a guide.
5. Distribute copies of the Comparison Grid, p. 97, and project this. Citing information in both texts, assist students in filling in the comparison grid with simple bulleted notes. (See sample, p. 96)
6. Finally, project the Exemplar Text, p. 98, and have individual students match the details in this piece with the evidence in both source texts. If the evidence came from Chameleons have them underline it in the Exemplar Text in blue. If it came from An Unusual Creature of the Deep underline it in red. In this way students begin to see the clear connection between the source material and the written response to it. Be sure to point out that the author of the Exemplar Response did not copy word for word, unless clearly citing the source. Copying without citing the source would be plagiarizing. Instead, the author reworded the material and credited back to the author.

BONUS: Have students circle all of the various ways the authors of these pieces refer to creatures described in these texts. (We call this technique the use of “word referents.”) It’s important for students to understand the many ways an author can refer to the same thing, and learning to recognize word referents helps.

LESSON AT A GLANCE:

Whole Class Activity

- Annotate and analyze the two texts.
- Project the assignment and discussion questions.
- Complete the Comparison Grid.
- Go through the Exemplar Text.



title/topic

AN UNUSUAL CREATURE OF THE DEEP

Introduction

lead - questions

1.) If you were asked to name a creature that has a large head, no bones, a beak, and comes equipped with suction cups, could you name it? Here's another clue: it swims and moves under the sea using its eight **tentacles** or long flexible arms. If you guessed octopus, you'd be correct! Let's discuss the special creature called the **reef octopus**. The reef octopus is an excellent hunter, but it also faces threats, both human and animal.

topic sentence

hunting

2.) This four foot long sea dweller is made for hunting. It can walk or swim around the coral reefs of the Pacific and Indian Oceans using its eight strong tentacles. This makes it easy to capture and hold onto prey. With its suction cups it can grab hold of an oyster, clam, crab or bony fish and use its sharp beak to break it open. The reef octopus is a crafty hunter! Amazingly, because it has no bones it can change shape in order to hide in reef crevices. It also has special cells called **chromatophores** that help the octopus change color. Changing shape and color helps the octopus hide, undetected, waiting for its next meal. Another trick is to puff itself up to make these shy creatures look bigger than they really are.

dangers

3.) Despite all of its hunting abilities, the reef octopus faces many dangers. Seals and sea lions enjoy feasting on these eight-armed reef-dwellers. Sharks and other large bony fish often tear octopuses apart to make a meal of them. The reef octopus can sometimes avoid being captured at the last instant by squirting a dark inky liquid at its enemies, making it harder for them to be seen. But this does little to protect it from another threat – people. Octopuses are captured using traps or lures and can be fished, speared, or netted. More and more diners around the world enjoy grilled octopus, and many restaurants serve it on their menus.

4.) Perhaps someday you'll go scuba diving and see a reef octopus. But, remember, these excellent hunters² are hard to spot, and they'll do their best to steer clear of humans and other threats³. A trip to an aquarium might be a way to get to know these amazing shape and color changers better.

conclusion



Annotated Page

DISCUSSION QUESTIONS - CHAMELEONS & REEF OCTOPUS

You have read two informative texts about interesting creatures - Chameleons and An Unusual Creature of the Deep. Write about one way the chameleon and reef octopus are the same and one way that they're different.

1. Fill in the summarizing frameworks, below, for each text:

CHAMELEONS

TOPIC: chameleons

MAIN IDEA #1: appearance

MAIN IDEA #2: eyes

MAIN IDEA #3: catching food

REEF OCTOPUS

TOPIC: reef octopus

MAIN IDEA #1: hunting

MAIN IDEA #2: threats

2. What do you notice about these main ideas? hunting and catching food are sort of the same thing, but the other main ideas are different

3. What are the "givens" in the boxed assignment or the two things you MUST write about? one similarity and one difference

4. Go back to each text. Highlight similarities in yellow, differences in pink. Circle the similarity and difference that you plan to write about. Similarity might be ability to change color, difference might be one lives on land, the other under water - selections will vary.

5. Fill in a summarizing framework that shows the main ideas you selected, one similarity and one difference.

TOPIC: Comparing Chameleons and Reef Octopuses

MAIN IDEA: Both can change color

MAIN IDEA: Different habitats

BONUS: On the lines below, list all of the ways the authors refer to chameleons and reef octopuses in these texts. (We call this technique the use of "word referents.")

colorful reptiles, cold-blooded reptiles, scaly lizards, amazing lizard, unique creatures,
unusual create of the deep, four foot long sea dweller, crafty hunter, shy creatures,
excellent hunters, amazing shape and color shifters



Annotated Page

COMPARISON GRID

	CHAMELEON	REEF OCTOPUS
Hunting	<ul style="list-style-type: none">• camouflage by changing color (chromatophores)• eyes that can focus on different things at the same time - 360 degrees of sight• long sticky tongue that extends very far to catch insects• surprises its prey• eats mostly insects, sometimes small birds	<ul style="list-style-type: none">• camouflage by changing color (chromatophores)• changes shape to blend in with surroundings• uses suction cups to hold prey• rips food apart with sharp beak• eats oysters, clams, crabs, fish
Habitat	<ul style="list-style-type: none">• on land• warm climates• rain forests• deserts• can be kept as pet	<ul style="list-style-type: none">• under water• Pacific, Indian Ocean coral reefs• not kept as pets but can be seen in an aquarium



Annotated Page

EXEMPLAR TEXT

Introduction

Lead

1.) You might find it hard to believe that a chameleon and a reef octopus are the same in some ways. Of course, they also differ from one another. Both of these interesting beasts are crafty hunters that are good at surprising their prey even though their habitats are very different.

both good hunters

2.) Both texts explain that the chameleon and the reef octopus are good hunters because they have the ability to camouflage themselves and surprise their prey. There are not many creatures that can change color to blend in with their surroundings, but both chameleons and reef octopuses can do just that! Both authors describe special cells called chromatophores that help these unusual animals change color. Chameleons blend in with trees, leaves, and plants. Reef octopuses turn the same colors as the reef or ocean bottom. The author of Chameleons explains that these scaly lizards have eyes that can see in two directions at the same time. In the text An Unusual Creature of the Deep we learn that reef octopuses can also change shape to appear to be part of the reef. These unusual abilities definitely makes hunting easier.

citing texts

different habitats

3.) Despite their similarities as good hunters, the chameleon and reef octopus live in totally different habitats. In Chameleons we learn that these reptiles live on land in warm climates such as rain forests and deserts. The reef octopus lives underwater in the coral reefs in the Pacific and Indian Oceans. In the conclusion of Chameleons the author mentions keeping chameleons as pets. It would be impossible to keep a four foot long reef octopus as a pet, but as we learn in the conclusion of that text, they can be seen in aquariums.

conclusion

4.) It's easy to see how these experts in camouflage, either on land or in the sea, are both good hunters. They share the ability to change color and surprise their prey, even though their habitats are very different! compare/contrast

Turning Questions into Responses



LESSON 13

Objective

Students analyze response to text questions to identify key phrases, and use these phrases to frame their written response in the form of a topic sentence.

Procedure

1. Explain to students that one way to powerfully demonstrate their understanding of a written passage is to write about it. In writing about reading, the author must respond to a question or questions about the text and put forth a clear, focused response. A great way to get started is to locate a key phrase within the question and repeat that key phrase in their written answer.
2. Write or project the following question for the class:

What is the name of your school?

3. Read the question aloud and ask students what the question is *all about*. (ways we can conserve electricity.) Explain that *ways we can save electricity* is the key phrase in the question. This is the phrase they will repeat in their response. MODEL how to begin their response with this key phrase, and underline it.

Ex. The name of my school is Edison Elementary.

Another way might be: **Edison Elementary is the name of my school.**

4. Now, write or project this example, and have them respond in similar ways. Chart their effective responses.

Write a response describing why we should always wash our hands.

Ex. We should always wash our hands because _____.

There are numerous reasons why we should always wash our hands.

Bees are important to people for many reasons. Etc.

5. Explain that this first sentence in their written response becomes their TOPIC SENTENCE. The topic sentence tells the reader what they will learn by reading on. Of course, without reading the source text, it's impossible to craft a full response. Remember, our objective here is simply to reiterate the key phrase as a means of getting started. Also, explain to students that when the prompt reminds them to cite examples or evidence that these specific textual references do not need to be included in the topic sentence, but in

LESSON AT A GLANCE:

Whole Class Activity

- Project a text question.
- Have students identify a key phrase.
- Students will use the phrase to form a topic sentence.



Turning Questions Into Responses

the body of the writing that would follow. Direct them to GUIDED PRACTICE, using the examples below. Then, assign pp. 196-198, for independent APPLICATION, in class or for homework. Notice that the exercises in Turning Questions Into Responses (1) are much simpler than Turning Questions Into Responses (2) and (3). Judging from students' responses, you can decide to begin with that one or jump ahead to the more challenging examples (2) and (3).

TIP: When the word **WHY** appears in the question, the answer (restatement) should include REASONS.

When the word **HOW** appears in the question, the answer (restatement) should include examples or steps.

Ex. Write about why Sean wanted to get a guinea pig.

There were many reasons why Sean wanted to get a guinea pig.

Write an essay explaining what happened on the first Thanksgiving.

Many things happened that first Thanksgiving.

Keep in mind that these are just suggestions and not meant to exclude other ways of stating the same thing. Below we provide examples of some “flipped” sentence options in *italics*.

Turning Questions into Responses (1)

1. What is your name?
 - *My name is Emily Woo. or... • Emily Woo is my name.*
2. Who sits next to you in class?
 - *Peter sits next to me in class. or... In class Peter sits next to me.*
3. Where is your coat?
 - *My coat is in my locker. or... In my locker is my coat.*
4. What is your teacher's name?
 - *My teacher's name is Mr. Sullivan. or... Mr. Sullivan is my teacher's name.*
5. What is your favorite subject in school?
 - *My favorite subject in school is math. or... Math is my favorite subject in school.*
6. What did you eat for breakfast today?
 - *For breakfast today I ate Cheerios. or... I ate Cheerios for breakfast today.*

(continued)



Student Page

Name: _____

TURNING QUESTIONS INTO RESPONSES (1)

DIRECTIONS: Read each question below and underline the key phrase. Then, on the lines beneath the question/prompt, use this key phrase in your **RESPONSE**.

1. What is your name?

2. Who sits next to you in class?

3. Where is your coat?

4. What is your teacher's name?

5. What is your favorite subject in school?

6. What did you eat for breakfast today?



ELABORATION TOOLS FOR RESPONSE TO TEXT TASKS

When writing in response to text, it's important to cite evidence from the source material without copying word for word. Here are some ways to cite evidence in interesting ways:

- **SUMMARIZE**

In a sentence or two, *summarize* the topic and main ideas of the source material.

Ex. *In the texts Chameleons and An Unusual Creature of the Deep, we explore the appearance, characteristics, and habitats of both creatures and how these help each to hunt and catch food. We also discover some of the threats the reef octopus faces. We learn that although these are very different creatures they share some similarities.*

- **PARAPHRASE**

In your own words, rephrase specific details in the source material in order to support your summary.

Ex. Original text: *It's easy for chameleons to see predators approaching because their eyes move separately.*

Paraphrased with Flipped Sentence and Word Referents: *Because their eyes move separately it's easy for these interesting lizards to spot predators that are nearby.*

- **CITE THE SOURCE TEXT**

Cite specific words, phrases, examples from the source material, using quotation marks to indicate the source author's exact words.

Ex. *In paragraph two the author states: "The reef octopus is a crafty hunter." (Direct Quote)*

In paragraph two the author states that the reef octopus is a crafty hunter. (Indirect Quote)



Name: _____

Summarizing in Paragraph Form

Look at the following summarizing framework for an informative text:

TOPIC: George Washington

MAIN IDEA #1: Childhood

MAIN IDEA #2: Life as a Soldier

MAIN IDEA #3: Life as First President

Now read the way one student expressed this summary in a short paragraph using **INFORMATIVE VERBS**:

This article provided information about George Washington. The reader learns about George Washington's childhood and then is introduced to his time as a soldier. The author also informs us about George Washington's life as our first president.

Now it's your turn! Read each summarizing framework, below, and on another paper rewrite each as a short paragraph, using informative verbs. Select your informative verbs from the box, bottom of page.

TOPIC: Polar Bears

MAIN IDEA #1: Appearance

MAIN IDEA #2: Habitat

MAIN IDEA #3: Threats they face

TOPIC: Bees

MAIN IDEA #1: Appearance

MAIN IDEA #2: Behavior

MAIN IDEA #3: Bee Keepers

TOPIC: Chewing Gum

MAIN IDEA #1: Who invented chewing gum

MAIN IDEA #2: Flavors of gum

MAIN IDEA #3: Pros and Cons of chewing gum

TOPIC: Mars

MAIN IDEA #1: Location of the planet

MAIN IDEA #2: Characteristics of planet

MAIN IDEA #3: Traveling to Mars

- recognize • understand • learn about • discover • uncover • reveal • study
- examine • observe • analyze • investigate • find out • focus on • research
- introduce • know • delve • consider • determine • remember • explore
- become familiar with • be on the lookout • become aware of



Student Page

Name: _____

Paraphrase It!

When writing a response to text or when using researched material in a report or an essay it's important not to take another author's words and use them as your own. That is called **plagiarism**. Instead, you need to refer to the text or source material and then express what you learned in your own words. This is called **paraphrasing**.

Read each sentence below from a text titled, Lincoln Logs. Your teacher will MODEL how to paraphrase each sentence in your own words. Notice how your teacher uses sentence starters at the bottom of the page and replaces underlined words or phrases with word referents or *synonyms*.

Ex. Lincoln Log toy construction sets were invented about a century ago and kids have been enjoying them ever since.

In the article we learn that Lincoln Log construction sets were invented about one hundred years ago and that children have been having fun building with them for about 10 decades.

*Notice how the sentence starter has been underlined and the word referents circled. Be sure to annotate your paraphrased sentences in the same way.

1. Lincoln Logs were created by a fellow named John Lloyd Wright.
2. The inventor's dad was a well-known architect named Frank Lloyd Wright.
3. Lincoln Log collections also came with miniature rooftops, doors, windows, and chimneys so that children could create structures of all kinds.



SENTENCE STARTERS:

- The author discusses _____ .
- In the article we learn that _____ .
- The text explains the way _____ .
- It was interesting to learn how _____ .
- Reading the piece, I discovered that _____ .
- The writer outlines _____ .
- The reader learns that _____ .
- This informative piece examines _____ .
- In this article we discover _____ .
- According to this article _____ .
- Based on this text _____ .

BONUS: Select several sentences from a textbook, magazine article, or nonfiction book and *paraphrase* them using these techniques.

Recognizing “Golden Bricks”

Statistics & Expert Quotes Within Text



LESSON 4

Objective

Students learn how to identify expert opinions and statistics within written text.

Procedure

1. Define a **statistic**: a fact that is represented by a number. Explain that expert **quotes** are words spoken by people who have special knowledge about a topic. Explain that we call statistics and expert quotes “Golden Bricks,” powerful details that make expository writing more informative and help support a viewpoint in an opinion piece.
(Later, in the middle grades, when students begin to research and insert quotes, statistics, anecdotes, amazing facts, and descriptive segments, we explain that at least one of the detail boxes on the pillar should be a “Golden Brick” and we have them color in that detail box yellow – a visual reminder for them – hence the term “Golden Brick.”)
2. Elicit class participation to develop a list of “experts” and the topics they might be quoted on. For instance: a veterinarian could be quoted about pet care, a dentist about dental care, a soccer coach about improving your soccer skills, a teacher about the importance of knowing your math facts. Post your completed list where students can refer to it.
3. Copy and distribute student activity sheets Recognizing Golden Bricks (1-5), pp. 336-340. Project as you read aloud and complete as a class.

LESSON AT A GLANCE:

Whole Class Activity

- Introduce the term “Golden Bricks.”
- Discuss the use of statistics and expert quotes in expository and opinion writing.
- Locate and highlight expert quotes and statistics in finished paragraphs.



Student Page

Name: _____

RECOGNIZING GOLDEN BRICKS (1)

Read the paragraphs below. Highlight the “Golden Bricks,” the statistic in pink and the expert quote in yellow.

Being in a Play

Kids learn so much from the experience of being in a play. As drama teacher Mrs. Storm explains, “You can be the star of the show or work behind-the-scenes. Everybody’s talents matter when you’re putting on a show.” It’s too bad that only 5 out of the 25 third-graders in this class report that they have actually been in a play. We must all have a chance to discover the magic of performing on stage.





Name: _____

DOING RESEARCH AND TAKING NOTES

- Doing research means finding facts to add to your writing.
- You can find facts in books or on the internet. To find facts on the internet, you need to do a **key word search** by typing your topic into a search engine and looking at the results.
- Before you start looking at books and online for facts, list some questions you hope to answer through your research. For example, if your topic is snakes, your questions might read:

Where would I find a particular type of snake?

Why should we be careful around snakes?

Who might eat snakes?

What is a snake? (A reptile? An amphibian?)

What do snakes eat?

- As your research reveals answers to these questions, write them down. You don't need to use complete sentences.



Note Taking Sheet – Completed Example

NOTE TAKING SHEET

Write down everything you already know about frogs. (Leave blank if you can't think of anything.) Then, think of three questions that you have about frogs. Use books or the internet to learn more about frogs and find answers to your questions.

TOPIC: frogs

1. What do you already know about frogs? • small
• Can hop really high • Green or brown
• Big back legs
• Bullfrogs croak
2. Where can you find frogs? • Rivers
• ponds
• the desert
3. What does it need to live? • Food – insects
• water
• protection from predators
4. Does it have any enemies? _____
• Birds
• snakes
5. **BONUS:** Can you find one fun or surprising fact about your topic?
• Baby frogs – tadpoles • Look like little black
fish tails that disappear



STRATEGIES FOR CRAFTING A RESPONSE TO TEXT INTRODUCTION

1. Read the assignment or prompt and analyze it for GIVENS and VARIABLES.
2. Fill in a SUMMARIZING FRAMEWORK for each source text and use this to write a paragraph using INFORMATIVE VERBS.
3. Read the assignment and TURN QUESTIONS INTO RESPONSES.

Ex. You've read two articles on shrinking habitats. One was about polar bears in the Arctic, and the other was about forests where elephants live in Sumatra. Write an essay describing the reasons these habits are shrinking and how these animals are being affected. Then, based on both texts, explain if you think people can help. If so, how?

1. Analyze the assignment for **givens and variables**:

Givens: *Describe reasons for shrinking habitats*
How polar bears and elephants are affected

Variable: *How people can help*

2. Use **summarizing framework** to craft a paragraph with informative verbs:

TOPIC: Shrinking Habitats

MAIN IDEA #1: *Polar Bears (Arctic)*

MAIN IDEA #2: *Elephants (Sumatra)*

MAIN IDEA #3: *Support Wildlife Preservation Organizations, Reduce Greenhouse gases*



Student Reference Page

In both of these texts the authors discuss shrinking natural habitats and how they affect the animals that depend on them. The first article describes the melting polar caps that make it extremely difficult for the polar bears to hunt and find food. In the second article we learn about how the lumber industry is responsible for deforestation in Sumatra, stripping the land of food for elephants.

3. Turn a question into a response:

Based on both articles I think there are a number of ways people can help to turn this situation around.

4. By combining these techniques students can compose a solid introduction paragraph:

In both of these texts the authors discuss shrinking natural habitats and how they affect the animals living there. The first article describes melting polar caps that make it hard for the polar bears to find food. In the second article we learn how cutting trees down in Sumatra is destroying food for elephants. Based on both articles I think there are a number of ways people can help.



Steps For Approaching Response to Text Compositions

Teacher Background:

Steps For Approaching Response to Text Compositions

1. Read source texts, **ANALYZE** and **ANNOTATE**.
2. Fill in a **SUMMARIZING FRAMEWORK** for each source text.
3. Analyze the prompt for **GIVENS** and **VARIABLES**. What are the questions being asked?
4. Create a **GRID** to compare both texts.
5. Based on the grid create a new **SUMMARIZING FRAMEWORK** outlining the response to text composition.
6. Write **INTRODUCTION** using main ideas and informative verbs. (literal comprehension)
7. Compose a **BROAD YET DISTINCT MAIN IDEA SENTENCE** for each body paragraph.
8. Support each main idea with **CITED EVIDENCE** from the text. Use word referents and transitional words and phrases.
9. Write a **CONCLUSION** that includes evaluative thinking – how was the reader affected by the texts? What applications can be made to the writer's life?

These steps can be approached in a single sitting as impromptu writing, or can be applied over several days or more, one step at a time. At first, it's wise to guide students through the process in directed fashion, discussing and modeling each step, reminding them that they've practiced all of these skills discretely in the past. Also remember that you don't need to wait until late in the year for students to undertake this, despite the fact that they may not have learned all of the skills yet. Simply hold students accountable for what you've already taught, and **MODEL** what you haven't taught yet, understanding that their attempts to emulate what you've modeled will not be of the same quality as the skills they've practiced over time.



Theme in Literature

What's it All About?

Teacher Background:

Theme in Literature - What's it All About?

The characters, motivation, problems, challenges, and adventures described through story action all generally point to the theme of a narrative piece of writing. ***The theme is the abstract idea that drives the action and character development and is usually an ideal held in high esteem by the author.*** The main character's interaction with other characters often raises questions about theme. In addition, the setting can influence or forward the theme. An example of this would be a story about a camping trip that will require *perseverance* on the part of the main character. A harsh natural landscape and stormy weather would add to the challenge and serve to show how perseverance is a necessity for survival.

Below you will find a list of common literary themes. As you look through the list, think of stories you've read that seem to embrace each ideal or theme:

COMMON LITERARY THEMES

- | | | | |
|-------------------------|-------------|-----------------------------|-------------------------|
| •Acceptance | •Courage | •Perseverance | •Cooperation |
| •Compassion | •Honesty | •Kindness | •Loyalty |
| •Responsibility | •Ambition | •Individuality | •Inequality - Justice |
| •Forgiveness | •Hard Work | •Being a Graceful Loser | •Learning from Mistakes |
| •Being True to Yourself | •Friendship | •Appreciating what you have | •Importance of Family |

An easy way to explore the idea of "theme" is through fables. Sometimes fables demonstrate a simple lesson, but often that lesson is rooted in a more abstract theme. Arnold Lobel's Fables are perfect for this purpose.

IMPORTANT TIPS:

In addition, posting a chart of **Common Literary Themes** for student reference is helpful. Have children review these every time they read fiction and discuss what the theme might be. Then, refer to the detail generating questions: **What Does it Look Like?** **Why is that Important?** and apply these to the story theme you've identified. For example, if you think the theme is "loyalty," what does loyalty look like? Why is it important in the story? This helps points to evidence in the text to support what the reader sees as the theme. If evidence cannot be found, you've likely identified the wrong theme.



COMMON LITERARY THEMES

- Acceptance
- Courage
- Perseverance
- Cooperation
- Compassion
- Honesty
- Kindness
- Loyalty
- Responsibility
- Ambition
- Appreciating what you have
- Forgiveness
- The Value of Hard Work
- Being a Graceful Loser
- Learning from Mistakes
- Being True to Yourself
- Individuality
- Importance of Family
- Friendship
- Determination
- Inequality – Justice

Can you think of any others?



FRAMING QUESTIONS FOR READING AND RESPONDING TO LITERATURE

- Who is the **main character**? (*point of view character or protagonist*)
- Where is the **story** set?
- What is the **tone** or **mood** of the story?
- What is the main character's **problem, challenge, or adventure**?
- What is the main character's **motivation**? (*what the character wants*)
- **Who/what** stands in the way of the main character's motivation? (*antagonist*)
- Where does the author use **suspense**?
- How does the main character **feel** about the situation?
- How does the main character **show** his/her feelings?
- How did the main character **grow** and **change** throughout the story?
- What is the **theme** of the story and how is it demonstrated?
- What would you do if faced with a similar challenge or adventure?



LESSON 6

Objective

Students read a select piece of literature (or an excerpt), apply and consider the framing questions, and engage in discussion around their verbal responses. Then they turn each question into a response and use sentence starters to express their responses in writing.

Procedure

1. Explain to the class that the strongest readers are those who read “with purpose.” Compare this to a detective trying to solve a mystery. The first thing the detective might do is write down a number of questions he/she needs to answer in order to put all of the pieces of the puzzle together. Without these framing questions it would be much harder to know what the detective’s looking for. Some important clues might be missed.
2. Photocopy and distribute copies of student reference page: Framing Questions for Reading and Responding to Literature, p. 490. Introduce each example as an important “Text Forensics” question. Explain that the best readers will:
 - Read the entire selection first for sheer enjoyment.
 - Read the Framing Questions and consider them in relation to the text.
 - Reread the selection with these Framing Questions in mind.
 - Annotate the answers to these questions as you come across them in the text.
 - Answer the questions.
3. Discuss each question, with students offering and defending their responses based on evidence in the text.
4. Distribute copies of pp. 494-496, and remind students how to turn the key words in the question into a simple written response. MODEL an example or two for them. Then, have them continue answering the questions in this way, in writing (GUIDED PRACTICE).

NOTE: You may want to address the first 5 questions one day, and the second 6 questions on a subsequent day, or, if students need more time, discussion, and direction, tackle a few questions a day for 4 days.
5. Finally, show students how these “answers” can be combined into a paragraph in response to the text. Have them compile these into a paragraph on another sheet of paper or on the keyboard. Have students adjust sentence structure where needed for fluency, sentence variety, and flow and share with the class. **Apply this same question and answer process to any piece of literature your class is reading.**

LESSON AT A GLANCE:

Whole Class and Independent Activity

- *Discuss reading with “purpose”*
- *Introduce the Framing Questions*
- *MODEL applying questions*
- *GUIDED PRACTICE*

SAMPLE: In this story Evie is the main character, also known as the point of view character or the protagonist. It takes place on the rocky Maine coast. While babysitting her younger brothers she loses sight of them and falls between the rocks into a cave. The tone is one of great tension, fear, and anxiety as evidenced by Evie’s many questions: “How long would it be before they realized she was gone and come looking for her? Would they notice her sketch pad lying on the rocks, its pages shuffled and whipped by the wind?” We also see Evie’s worry and regret when she thinks about how she’d promised her grandmother a million times that she wouldn’t let her brothers explore the rocks alone, that she’d be right there looking out for them. From this short excerpt it seems that the theme might be all about responsibility and courage. Evie learned what can happen if we’re irresponsible, and she needs to be brave in order to get out of this dangerous situation. I’d hope that if faced with a similar situation that I’d stay calm and think clearly. It’s a good reminder about how important it is to be responsible.