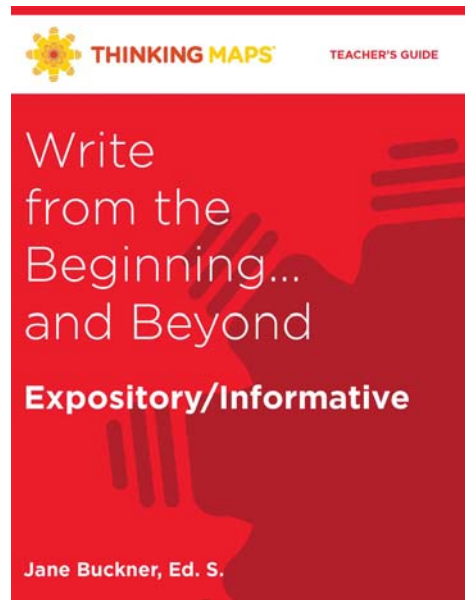


Write from the Beginning... and Beyond

Expository/Informative

Preview Packet



Spiral-bound
Training Manual



THINKING MAPS®

ABOUT THE AUTHOR

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With over forty years of experience in the public school system, Jane's work with elementary and middle school teachers, as well as college students, enabled her to develop the techniques and strategies that are the building blocks of a successful writing program. During Jane's tenure in the public school system, she had several roles. She taught "at-risk," as well as advanced students at various grade levels; she served on several state-level task forces that focused in part on the development of literacy in young children; she was employed for eight years as a K–12 Instructional Specialist for the Gaston County, North Carolina, public school system. While employed as an Instructional Specialist, Jane served as an instructor at Belmont Abbey College, teaching both theory and methods classes to graduate and undergraduate students.

Jane was trained by Dr. David Hyerle in *Thinking Maps: Tools for Learning* and was instrumental in incorporating the program into nine elementary schools in her own school system. She later extended the use of Thinking Maps to middle schools and high schools in her district.

Jane is the author of *Write . . . from the Beginning*, a developmental writing program for elementary students; co-author of *Write . . . for the Future*, a writing program for middle and high school students; and *Thinking Maps: Path to Proficiency for English Language Learners*, an advanced Thinking Maps training that focuses on the language and higher level thinking needs of English Language Learners and other struggling students. In addition, Jane is a contributing author to Dr. Hyerle's publication, *Student Successes with Thinking Maps*.

Currently, Jane works with Thinking Maps, Inc., as the Director of Writing and as an international consultant, bringing effective tools for organizing and motivating students to practice their best writing.

WRITE FROM THE BEGINNING...AND BEYOND

EXPOSITORY/INFORMATIVE WRITING (GRADES K—8)

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EXPOSITORY WRITING

OVERVIEW

§ WHAT IS EXPOSITORY WRITING?

In this manual, expository writing refers to a type of discourse characterized by ideas, information, directions, explanations, and opinions which are reinforced by quality details and elaboration. Expository writing involves providing information to the reader about a particular topic by sequencing steps, comparing and contrasting, categorizing, reporting, defining, describing, explaining why, or expressing an opinion. A specific form or organizational structure, consistent with its purpose, is required for each different type of expository writing.

Exposition is the form of writing that is most natural for young children; however, it is often the mode that receives less attention than narrative writing in the elementary grades. Expository writing generally does not have any of the elements of narrative writing (characters, setting, or sequence of events through time); however, as students in the upper grades become familiar with the strategies for expository writing, they may decide to insert a brief narrative (anecdote) into their writing as a means of clarifying an idea or reason. Because narrative and expository writing have different purposes, it will be important for the teacher to provide explicit instruction in the different types of expository writing, as well as clarify for the students how each type differs from other kinds of writing, such as narrative.

Rather than being driven by the subject or topic, expository writing is driven by the writer's purpose or the reader's need related to the specific subject or topic. For example, if the topic is "horses," the expository composition could be about any of the following, depending on the purpose:

- How to groom a horse (step-by-step procedure)
- How to ride a horse (step-by-step process)
- How horses develop from birth to adult (step-by-step process)
- The types of horses (categorical report with elements of description)
- The uses of horses (categorical report with emphasis on function)
- The parts of a horse (categorical report with a part-to-whole emphasis)
- Why horses are beneficial (explaining why based on facts)
- Why horses are an ideal pet (explaining why based on opinion)
- Why horses should or should not be bred to race (explaining why based on a particular point of view/opinion)
- How horses are different from mules (comparing and contrasting)
- Explaining which type of horse you would like to have and why (explanation based on a personal opinion)
- Defining a horse (using multiple approaches)
- Any combination of the above in the form of a single report

EXPOSITORY WRITING INCLUDES, BUT IS NOT LIMITED TO:**Explaining How (sequential)**

- to do something or get somewhere, such as explaining a process, procedure, or directions
- something happens or develops, such as a sequence of events that led up to a major event

Reporting (categorical)

- facts about a single subject by categories of information

Reporting (part-to-whole)

- facts about a single subject by focusing on the parts of an object and providing details related to the structure and/or function of each part

Reporting (compare/contrast)

- how two things are alike and different

Describing (focus on attributes)

- facts about the physical and/or sensory attributes of a topic (may include opinions, if applicable)

Defining (limited or extensive)

- facts about a single topic as a part of an essay or as an entire essay

Explaining Why (reasons/causes for an event)

- facts related to authentic or projected reasons why something happened (may include opinions, if applicable) and/or the effects of the event

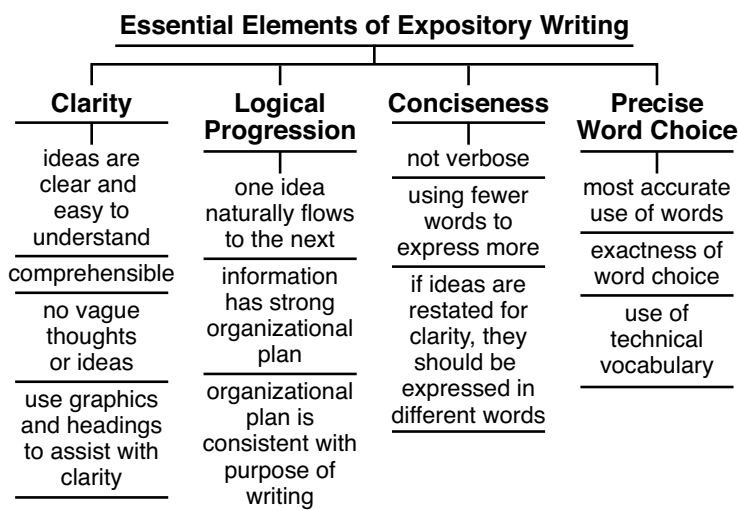
Explaining Why (personal opinion)

- explanation of personal opinion supported by reasons

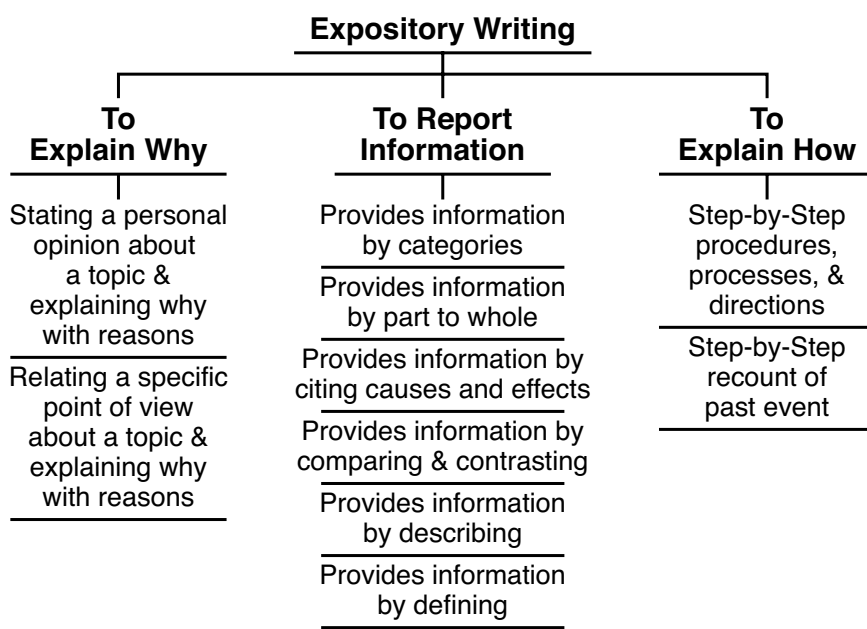
Explaining Why (point of view)

- explanation of a personal opinion or the opinion of another person when presented with limited points of view

Expository writing should never be flat, predictable, or monotonous. Rather, it should be written in clear and interesting language that engages the reader. This will only happen as teachers instruct the students in the characteristics and essential elements related to this mode of writing and expose students to well written examples of expository text.



While there are varying opinions about how to classify the different types of expository writing, the following **TREE MAP** relates how they are classified in this manual. Quite simply, expository writing explains why, reports information, or explains how.



§ WHY IS EXPOSITORY WRITING IMPORTANT?

Expository writing is the type of writing that students are most often required to produce throughout their school years. For example, they may be directed in science to write about a process such as photosynthesis; to write about whether or not they believe global warming is a threat to our planet; or to define the parts of an atom and their related functions.

In history, students may be assigned to write about the sequence of events that led up to the Revolutionary War; to write an essay about the causes and effects of the Civil Rights Movement; or to write a report about a Native American tribe in the western United States.

In geography, students may be asked to explain how to use an atlas; to define the parts of a map and the purpose of each; or to compare early maps to modern maps.

In language arts, students might be asked to compare two pieces of literature; to describe a main character citing textual support; or to write an essay about the literary devices that the author uses in a particular composition.

In foreign language classes, students may be asked to write a composition comparing cultures; to explain the pronunciation rules of a language; or to define cognates.

Expository writing is also the type of writing that is required in day-to-day life, as well as in the workplace. Clarity of expression in writing is one of the foremost concerns of employers in the business world, as employees are required to write reports, explain procedures, and detail the causes and effects related to specific events.

In addition, effectively expressing one's opinion is an advantage in political and social discussions as students mature and become part of the adult world. Not to be overlooked is the necessity or benefit of being able to present one's point of view related to workplace and personal issues.

Most importantly, expository writing, done well, requires a deeper level of thought, processing, and organizing than some other types of writing. By its very nature, it requires a multi-step process of thinking and planning before writing. Not only must the students think well, they must also find the most effective channel for relating their thoughts.

When used in the content areas, expository writing can provide a way for the teacher to monitor student understanding. When used as an instructional tool, it can provide a way for students to clarify their own understanding. When used as a personal essay, it can provide a way for students to share their own unique ideas and thoughts with others, validating that those thoughts are worthy of consideration.

§ WHICH TYPES OF EXPOSITORY WRITING ARE MOST IMPORTANT TO TEACH?

Decisions about which types of expository writing to teach should be driven by age appropriateness, content need, and the demands of state and national standards and assessments.

Since young children are just beginning to formulate and record their thoughts, teachers will need to select those types of expository writing that have personal significance to students. It is equally important that teachers select the types of writing with which students can be successful. For example, they can be instructed in how to state an opinion and explain the reason for that opinion; however, they would not be able to explain the point of view of another person.








On the other hand, students in the upper grades should be required to use most types of expository writing. It is important, however, that the writing they are assigned be for authentic rather than contrived purposes. In other words, teachers should not think that, as they must teach writing to explain how, they can assign a prompt asking students simply to tell how to make a peanut butter sandwich. If writing to explain how does not naturally fit the subject area, it should not be forced into the curriculum. The expository writing done particularly in the upper grades should have a dual goal: to build understanding of the content area and to strengthen the clarity of expression in student compositions.

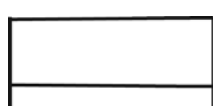

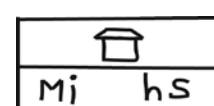



While all content-area teaching should involve expository writing, not all areas will use the same types of expository writing. Explaining how by recounting past events is useful in social studies, while explaining how by relating step-by-step procedures is beneficial in math and science. Reporting information is appropriate to all content areas, but teachers will need to decide which type of reporting should be used: categorical, part-to-whole relationships, cause and effect, or comparison and contrast.

State and national standards and assessments for elementary and middle school usually emphasize strongly expository writing that explains why. For this reason, expository writing to explain why occupies the first and major portion of this manual with step-by-step guidelines for each grade level provided. While expository writing to explain why has the purpose of clarifying a position rather than persuading the reader, an added benefit of instructing in this type of writing is that all of the strategies and teaching used can be carried over into argumentative writing, another mode of writing that receives a strong emphasis in state and national standards and assessment.

On the following pages are the *Write from the Beginning . . . and Beyond* grade-specific goals for expository writing to explain why.

KINDERGARTEN WRITING TO EXPLAIN WHY RUBRIC

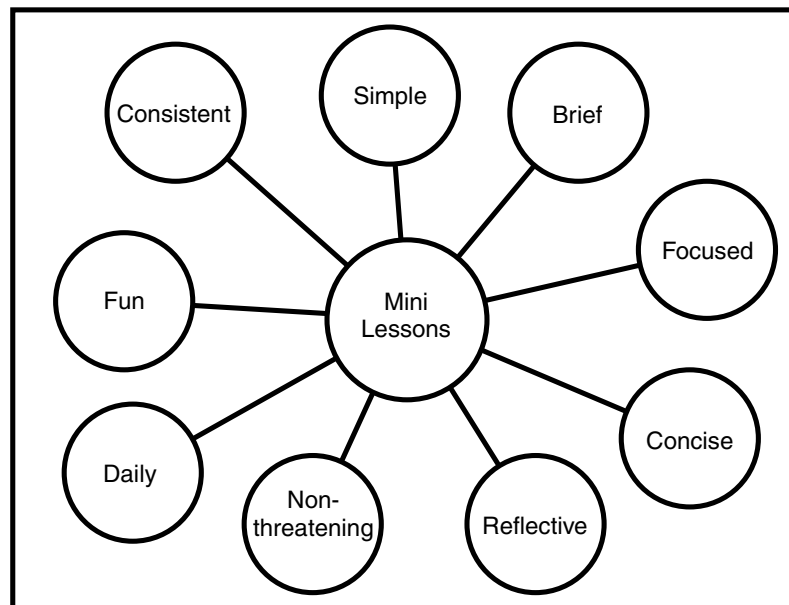
KINDERGARTEN WRITING TO EXPLAIN WHY DRAWING PROFICIENCY			
Score = 0 Not Evident	Score = 1 Emerging	Score = 2 Developing	Score = 3 Strong
<p># 1</p>  <p>Scribble or Random Topics</p>	<p># 1</p>  <p>All requirements (writer, topic, context) represented—<u>sparse</u> details for each</p>	<p># 1</p>  <p>All requirements (writer, topic, context) represented— underdeveloped but balanced details</p>	 <p>Drawing focuses on response to question with all requirements (writer, topic, context) well developed.</p> <p>Writer has all body parts plus clothing and expression.</p> <p>Subject has authentic parts, color, behavior/ function.</p> <p>Context has minimum of 5 details.</p>
<p># 2</p>  <p>Only one of three requirements (writer, topic, context) represented</p>	<p># 2</p>  <p>Only two of three requirements (writer, topic, context) represented—<u>limited</u> details for each</p>	<p># 2</p>  <p>Underdeveloped details for two of three requirements (writer, topic, context) represented—well developed for third</p>	

KINDERGARTEN WRITING TO EXPLAIN WHY WRITING PROFICIENCY			
Score = 0 Not Evident	Score = 1 Emerging	Score = 2 Developing	Score = 3 Strong
<p># 1</p>  <p>No Response</p>	<p># 1</p>  <p>Scribble or linear mock writing that is separate from drawing</p>	<p># 1</p>  <p>One or two words with letters/sounds—labels</p>	<p>One complete thought or sentence with every word represented and spaces between the words</p> <p>All initial and final consonant sounds are represented</p> <p>There is correspondence between picture and text</p> <p>(3+ for two or more complete thoughts)</p>
<p># 2</p>  <p>Picture without any attempt to “write”</p>	<p># 2</p>  <p>Attempts to form some letters that are separate from drawing</p>	<p># 2</p>  <p>Copied/patterned text or original writing that does not match picture</p>	

KINDERGARTEN WRITING TO EXPLAIN WHY CLASS PROFICIENCY REPORT

Assessment of Drawing and Writing Date: _____

SCHOOL:		TEACHER:	
Name of Student	Competencies Evaluated		
	Drawing	Writing	Total
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			
CLASS SUMMARY			
DRAWING PROFICIENCY		WRITING PROFICIENCY	
_____ students scored 0		_____ students scored 0	
_____ students scored 1		_____ students scored 1	
_____ students scored 2		_____ students scored 2	
_____ students scored 3		_____ students scored 3	
Class Goal: 80% of students taking assessment (_____ students) will score 5–6 pts.			
Class Attainment: _____ % of students taking assessment (_____ students) scored 5–6 pts.			



Mini-lessons are not designed for instant proficiency in writing. In other words, two or three mini-lessons on supporting details are not going to guarantee that students will automatically draw very detailed pictures to relay their messages. Rather, mini-lessons are designed to create a climate where students develop as writers as they are exposed **repeatedly** to those criteria necessary for effective writing. This exposure comes through teacher modeling, hearing the language associated with writing, and various activities that provide practice.

Not only are mini-lessons short, focused, and responsive, they are also gentle in tone. According to Carol Avery (1993, p. 133), mini-lessons are “light, informing, with humor and playfulness; these lessons are invitations, not mandates.” While nearly all new parents expose their toddlers to the alphabet by singing the ABC song, they do not expect their children to instantly recite the alphabet. However, after many recitations in a non-threatening environment the young child one day delights his parents with his recitation. Such is the nature of the mini-lesson.

On the following pages are some samples of mini-lessons for kindergarten students.

Mini-Lessons should be
invitations . . . not mandates.

§ WHAT DOES OBSERVATIONAL/COMMENT WRITING LOOK LIKE IN FIRST GRADE?

The **TREE MAP** below gives some information about what is expected at each of the five levels of Observational/Comment writing. Note that Levels 1–3 involve teacher modeling, Level 4 is a time of independent practice and assessment of the writing using a rubric, and Level 5 involves introducing more voice into the writing by taking away the “connecting word” pattern of writing sentences. The amount of time spent on each level will depend on the needs of your students.

Observational/Comment Writing				
Level 1	Level 2	Level 3	Level 4	Level 5
Writing 3 Simple Sentences using a Tree Map & Connecting Words	Writing 3 Combined Sentences with Pronouns using a Tree Map & Connecting Words	Writing 3 Combined Sentences with Pronouns & Descriptive Words using a Tree Map & Connecting Words	Writing 3 Combined Sentences with Pronouns & Descriptive Words using a Tree Map & Connecting Words	Teacher models how to write to a prompt from Questions in your head— rather a than using Connecting Words
3 Day Teacher Model	3 Day Teacher Model	3 Day Teacher Model	Independent using a Prompt , Tree Map & list of Connecting Words	Students write by Categories of Information
			Introduction of Rubric	

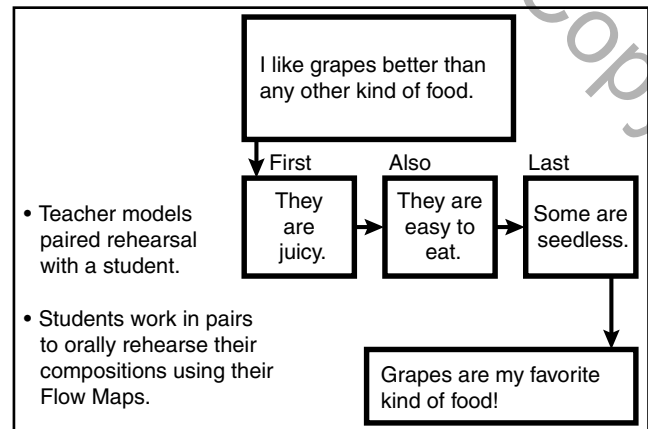
As noted previously, instruction for Levels 1–3 of Observational/Comment writing is delivered as a three-day teacher model. The model is the same for all three levels; however, the complexity and quality of the sentences increase with each level. It is recommended that teachers follow the 3-by-3 plan, spending approximately 3 weeks at each of Levels 1–3. There should be a different topic for writing during each of the weeks, totaling nine different topics. Teachers should use as many different “connecting words” as possible and keep an ongoing chart of these words in their classrooms. This 3-by-3 plan, of course, should vary according to student needs. The goal for Levels 1–3 is not perfection in the students’ writing; the goal is for the students to become familiar with the writing process and the meaning of quality sentences.

DAY 3 OF MODELED WRITING LESSON PLAN**Orally Rehearse in Pairs**

The teacher models with a student how to orally rehearse in pairs using her **FLOW MAP**. She emphasizes that she is making complete sentences rather than just reading words. The teacher should explain that she is “getting the composition flowing” with words.

She also explains that this will help the students when they create their sentences in writing. It is important to encourage the students to expand their sentences during oral rehearsal.

The students form groups of two or three and orally rehearse their compositions.

**Write the Composition Using the Flow Map as a Guide**

The teacher writes her opening sentence so that it is visible to all of the students. She explains that she is taking her information off of her **FLOW MAP** as she writes her composition.

I like grapes better than any other kind of food.

The students locate the opening sentence on their **FLOW MAPS** and then write it at the top of a piece of paper.

The teacher continues with writing a sentence that relates to her first reason, including the transition word. She explains that she is going to write the sentence the same way that she spoke it with her partner, extending the sentence to include more information.

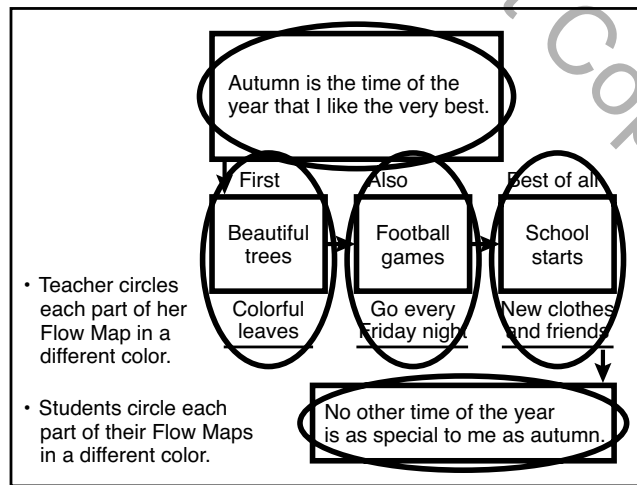
First, they are juicy and they taste good in my mouth.

The students locate their first reason and the transition word on their **FLOW MAPS** and write it in a complete sentence just after the opening sentence on their papers. As they are working, the teacher should remind the students about starting their sentences with capital letters and ending with punctuation.

DAY 3 OF MODELED WRITING LESSON PLAN**Circle Related Parts of the Flow Map**

The teacher circles each part of her **FLOW MAP** in a different colored marker. She explains to the students that this will help her to see which ideas go together.

The students circle each part of their own **FLOW MAPS** in a different colored marker.

**Write the Composition Using the Flow Map as a Guide**

The teacher writes her opening sentence only in the color of the oval that surrounds it.

Autumn is the time of the year that I like the very best.

The students write their opening sentences in the color of the oval that surrounds it.

The teacher continues with writing a sentence that relates her first reason and the “tell me more” or clarification sentence that goes with it. She writes these sentences in the color of the oval that surrounds them. The teacher should remind students not to forget the transition word.

First, autumn is the time of the year when the trees are the most beautiful. The leaves are bright shades of red, yellow, and orange.

The students write their next two sentences in the appropriate color.

The teacher continues this “I do then You do” process until the students have completed their own compositions.

Also, autumn is the time for football games. I go to our high school game every Friday night and cheer for the Golden Lions.

Best of all, autumn is when school starts again. I get to buy new clothes and I get to meet new friends who are in my class.

No other time of the year is as special to me as autumn.

SUGGESTED SECOND GRADE HIGH FREQUENCY WORD LIST (cont'd)

men	oh	right	T	tried	when		
money	old	room	take	two	where		
more	on	run	tell	U	which		
morning	once	S	ten		under	while	
most	one		than		until	white	
mother	only		that		up	who	
much	or		the	upon	why		
my	other		say	their	will		
N	our		school	them	us	with	
	out		see	then	V	woods	
	over		she	there		work	
	P		people	should	these	very	would
				sister	they	W	X
		small		thing			
		so		think	walk		Y
		some		this	want		
	something	three	wanted	yes			
	sometimes	through	was	you			
	soon	time	water	your			
	spring	to	way	Z			
started	told	we					
still	too	well					
summer	took	went					
swimming	tree	were					
		what					
Q	ran						
of	really						
off	red						
	ride						

WRITING TO EXPLAIN WHY—THIRD GRADE STUDENT SAMPLE #1 (PART 1)



In our country, all children must attend school. Explain why it is a good idea for all children to attend school. You may use the bottom of this page to plan your writing.

(Prompt) Why is it a good for all children to attend school.

Here are my reasons why everyone should go to school.

reason #1

to be smart

Example If someone asks you what's 2×2 you might say 2 instead of 4.
Personal Experience
Once I got an A on a hard test because I went to school and learned.

reason #2

to get friends

Example If someone doesn't go to school they might not get any new friends.
Personal Experience
Once I went to and got more friends.

reason #3

to have fun

Example If you don't go to school you won't learn anything new.
Personal Experience
When I go to school I always have fun.

INDIVIDUAL SCORING SHEETS FOR 3RD GRADE WRITING TO EXPLAIN WHY

<p>Name: Date:</p> <p>3rd Grade Writing to Explain Why</p> <p>___ 16 or more logically sequenced sentences (5 pts)</p> <p>___ Conventions (2 pts)</p> <p>___ Opening paragraph (2 pts)</p> <p>___ Supporting details (5 pts)</p> <p>___ Clear, precise language (2 pts)</p> <p>___ Closing paragraph (2 pts)</p> <p>___ Varied, appropriate transitions (2 pts)</p> <p>___ Total Score (possible 20 pts)</p> <p>Notes:</p>	<p>Name: Date:</p> <p>3rd Grade Writing to Explain Why</p> <p>___ 16 or more logically sequenced sentences (5 pts)</p> <p>___ Conventions (2 pts)</p> <p>___ Opening paragraph (2 pts)</p> <p>___ Supporting details (5 pts)</p> <p>___ Clear, precise language (2 pts)</p> <p>___ Closing paragraph (2 pts)</p> <p>___ Varied, appropriate transitions (2 pts)</p> <p>___ Total Score (possible 20 pts)</p> <p>Notes:</p>
<p>Name: Date:</p> <p>3rd Grade Writing to Explain Why</p> <p>___ 16 or more logically sequenced sentences (5 pts)</p> <p>___ Conventions (2 pts)</p> <p>___ Opening paragraph (2 pts)</p> <p>___ Supporting details (5 pts)</p> <p>___ Clear, precise language (2 pts)</p> <p>___ Closing paragraph (2 pts)</p> <p>___ Varied, appropriate transitions (2 pts)</p> <p>___ Total Score (possible 20 pts)</p> <p>Notes:</p>	<p>Name: Date:</p> <p>3rd Grade Writing to Explain Why</p> <p>___ 16 or more logically sequenced sentences (5 pts)</p> <p>___ Conventions (2 pts)</p> <p>___ Opening paragraph (2 pts)</p> <p>___ Supporting details (5 pts)</p> <p>___ Clear, precise language (2 pts)</p> <p>___ Closing paragraph (2 pts)</p> <p>___ Varied, appropriate transitions (2 pts)</p> <p>___ Total Score (possible 20 pts)</p> <p>Notes:</p>

SAMPLE THIRD GRADE MINI-LESSON #1

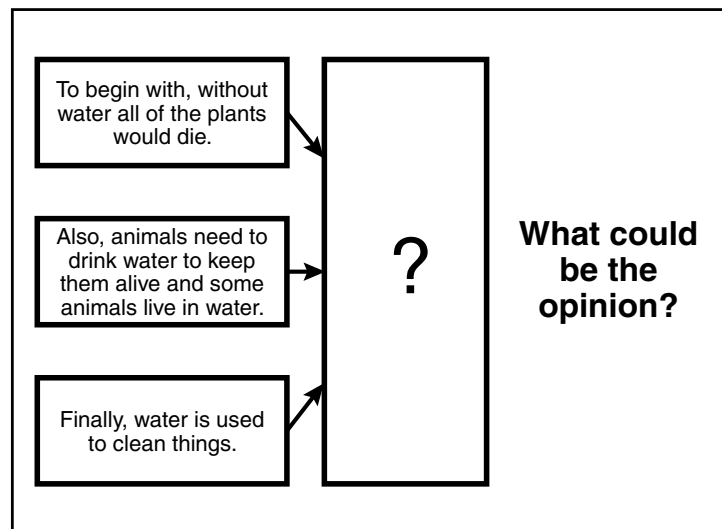
Objective: The learner will identify and provide an opinion statement when provided a list of reasons for that opinion.

Activities

The teacher reviews what is involved in developing expository writing to explain why, focusing particularly on using reasons to support an opinion.

Next, she creates a partial **MULTI-FLOW MAP**, similar to the one at right, with reasons or causes for a particular opinion.

Then she asks the students to think about what opinion these reasons would support. She lists the different responses and leads the group in selecting the most appropriate one. If necessary, the teacher can provide suggested opinions for the students to choose from.



At the end of the activity, the teacher asks the students to brainstorm additional reasons that could be used to support this opinion.

Follow-up

Ask the students to work in pairs to create a partial **MULTI-FLOW MAP** like the one in the previous activity. The student should choose an opinion from a list provided by the teacher and then develop their reasons to support the opinion. Next, the students should cover their opinion statements in their maps and see if others in the class can look at their reasons and guess their opinion statement.

Suggested opinion statements:

- Saturday is the best day of the week.
- The principal has the hardest job in the school.
- Students should not eat too many sweets.
- Exercise is good for us.

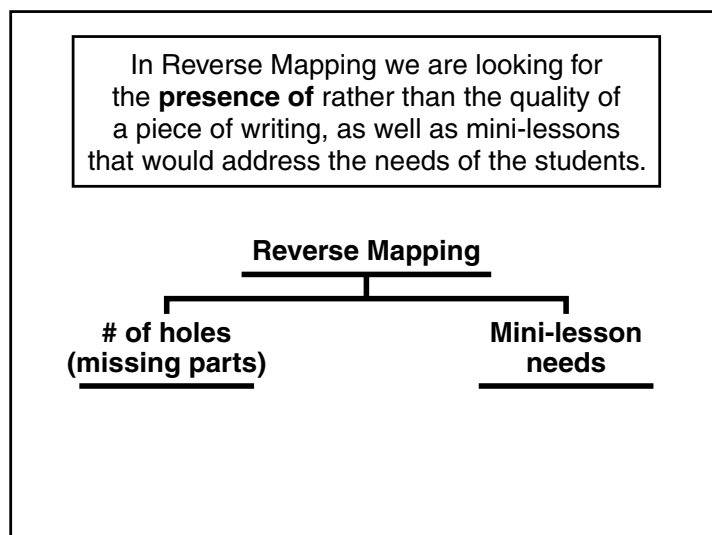
§ REVERSE MAPPING OF WRITING TO EXPLAIN WHY

Not all students will need to participate in Reverse Mapping. This strategy is for those individuals who must see the “whole” before seeing the parts. It is for those students who are not having success following the teacher’s model that was presented previously.

When using the Reverse Mapping strategy, the teacher is looking for the *presence of* rather than the *quality of* a piece of writing. At this point, the students are still working on the basic structure of their writing and quality is not likely to be present. In other words, it is important to have an opening before the teacher can strive to make the opening one of quality.

While the focus of Reverse Mapping is to look for the presence of the “parts” of an expository composition, it is also important for the teacher to determine the mini-lessons that would best address the needs of her students.

When introducing Reverse Mapping, the teacher begins by showing the students copies of a piece of writing that is not structurally sound, as well as a blank template like the one used when the teacher and students plan their writing during modeled writing time. The teacher and students cut apart the piece of writing and place it in the appropriate place on the blank template.



The teacher then explains that a structurally sound piece of writing will not have more than three “holes” or empty spaces on the template. Following is an example of student writing that is not structurally sound and the Reverse Map of the piece

My Hero

My hero is Mrs. Jackey. She is the head of the lake. She helps people and she cares. Here is how.

First She helps, for example she herd my brother was in trouble with to boys and she came to help and the to boys werat suppose to be there anyway!

Second She Cares for example once her little boy fell down. So she cared and help him up. She cared for him till he got better.

My hero is Mrs. Jackey. She is the head of the lake.
 (1) She helps people and (2) She cares
 Here is how

First

She helps

For example,
~~herd my brother was in trouble and came to help~~
 (and the to boys werat suppose to be there anyway)

Second

She cares

For example
~~once her little boy fell down and she cared for him~~
 She cared for him until he got better

SOME EXAMPLES OF TRANSITION WORDS AND PHRASES FOR EXPOSITORY WRITING TO EXPLAIN WHY

In addition	In fact	To conclude
Furthermore	To repeat	In other words
Certainly	As an illustration	By this I mean
Similarly	Therefore	In brief
Equally important	Again	Specifically
For example	Another	As an example
For this reason	Besides	Although
First	Further	Basically
Second	Furthermore	Indeed
Finally	In conclusion	Also
Next	In the same way	Last
Especially	Along with	Like
To begin with	For one thing	Lastly
Furthermore	Of course	However
For instance	To summarize	In particular

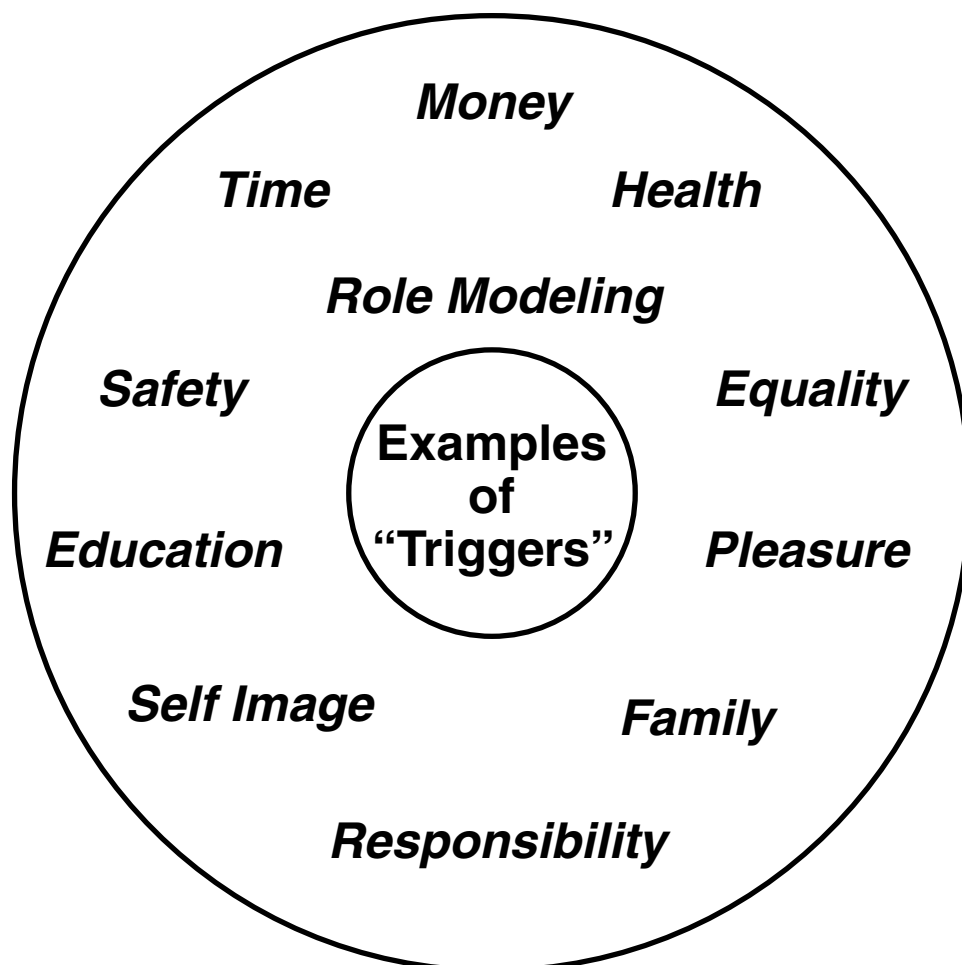
Once students begin to understand the purpose of expository transition words and phrases, the teacher can demonstrate how they are used within the body paragraphs of a composition. One way to do this is to provide the students with a piece of writing that is structurally sound, yet devoid of embedded transitions. This should be followed by showing the students the same example rewritten to include embedded transition words of logic. If the students are asked to highlight each of the transition words and phrases in the rewritten piece, they have a visual image of what embedded “looks like.”

On the following pages are examples that can be used with students.

The direct teaching about closings should begin with the importance of hitting “triggers” when we write a closing for expository writing to explain why. A “trigger” is something that gets the interest of the reader; it is something we all care about.

For example:

- If it means I will make more money, then I am interested in it.
- If what I do results in me being a role model, then I am willing to do it.
- If it will save me time, then I am willing to listen.
- If it helps to guarantee my safety and the safety of those I love, then I will give it a serious look.
- If it helps to promote equality, then we have a common interest.
- If it helps to keep me healthy, then it is worthy of my time to consider.
- If it involves the education of my children, then you have my attention.
- Etc.



SAMPLE FOURTH/FIFTH GRADE MINI-LESSON #5

Objective: The learner will state a position and reasons for the position in response to an idea presented in a piece of literature.

Activities

The teacher reviews what is involved in developing expository writing to explain why, focusing particularly on the selection of reasons to support an opinion.

Next, she reads a piece of literature that lends itself to developing an opinion about a topic or an issue. Examples that could be used are:

- *Edward the Emu* by Sheena Knowles: a story about an Emu who wants to be every other animal in the zoo but himself.

Prompt: If you could choose to be anyone other than yourself who would you choose to be? Explain why you would like to be that person.

- *The Children's Book of Heroes* by William Bennett: a collection of short biographies about people, from Biblical times to modern day, who would be considered heroes.

Prompt: Think about someone you believe is a hero. Explain why you think this person deserves to be called a hero.

- *Oh, How I Wished I Could Read* by John Gile: the story of a young boy who has a dream that he is unable to read and all the horrible things that happen as a result.

Prompt: Everyone should learn how to read. Explain why everyone should have the skill of reading.

- *A Tree is Nice* by Janice May Udry: a page-by-page account of how trees make our lives better.

Prompt: Trees are a valuable natural resource in our world. Explain why this is true.

- *Today Was a Terrible Day* by Patricia Reilly Giff: the story of a young boy's recounting of everything that happened that made his day terrible.

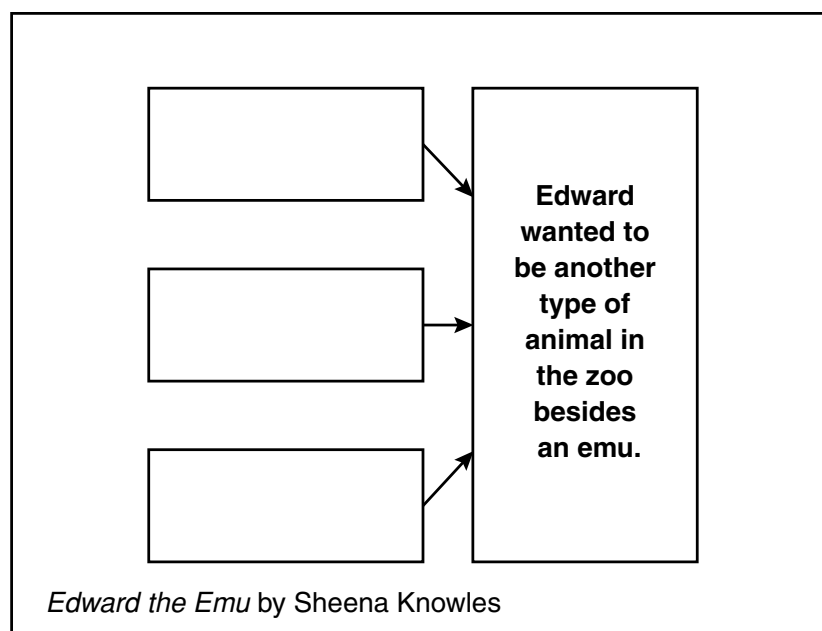
Prompt: Think about the best or worst day you ever had. Explain why it was so good or so bad.

- *My Dad is Awesome* by Nick Butterworth: a simple picture book that relates why the writer thinks his dad is awesome.

Prompt: Think about some person, experience, or sight that you would describe as "awesome." Explain why you think so.

- *My Grandpa is Amazing* by Nick Butterworth: a simple picture book that relates why the writer thinks his grandpa is amazing.
Prompt: Think about some person, experience, or sight that you would describe as “amazing.” Explain why you think so.
- *Red is Best* by Kathy Stinson: the story of a young girl who explains why she must wear red, which is her favorite color.
Prompt: Think about an outfit, article of clothing, or accessory that you enjoy wearing. Explain why you like to wear it.

Afterwards, the teacher engages the students in a conversation related to the topic or issue in the literature that was read. For example, if the literature was *Edward the Emu*, she would ask the students to articulate the reasons they think Edward was not satisfied to be himself. As they provide reasons, the teacher records them on a partial **MULTI-FLOW MAP** like the following.



Follow-up

The teacher assigns the students to work individually to think about who they might like to be if they were not themselves. Next, she instructs them to create a partial **MULTI-FLOW MAP** like the one above. The statement about who they would like to be should be placed in the “event” box. They should then record quality reasons why they would like to be that person. The number of reasons is optional. Afterwards, allow time for sharing in small groups.

Note: The follow-up should reflect the specific book used by the teacher.

INFORMATIVE/EXPLANATORY WRITING

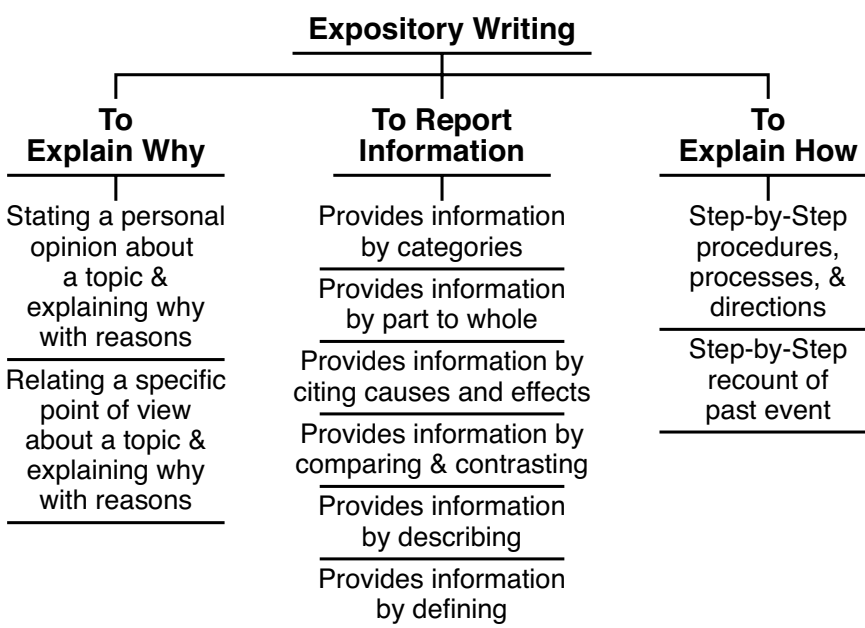
OVERVIEW

§ WHAT IS INFORMATIVE/EXPLANATORY WRITING?

Expository writing refers to a type of discourse characterized by ideas, information, directions, explanations, and opinions that are reinforced by quality details and elaboration. Expository writing involves providing information to the reader about a particular topic by sequencing steps, comparing and contrasting, categorizing, reporting, defining, describing, explaining why, or expressing an opinion. There are several types of expository writing, and a specific form or organizational structure, consistent with its purpose, is required for each type.

While there are varying opinions about how to classify the different types or categories of expository writing, the following **TREE MAP** relates how they are classified in this manual. Quite simply, expository writing explains why, reports information, or explains how. The first part of this manual was focused on Expository Writing to Explain Why. This section

is focused on Expository Writing to Explain How and Expository Writing to Report Information. Each of these two types is both informative and explanatory in nature. In this section of the manual, Expository Writing to Explain How and Expository Writing to Report Information will be referred to as **Informative/Explanatory writing**.



Rather than being driven only by the subject or topic, informative/explanatory writing is driven by the writer's purpose or the reader's need related to the specific subject or topic. For example, if the topic is *horses*, the informative/explanatory composition could be about any of the following, depending on the purpose:

- How to groom a horse (step-by-step procedure)
- How to ride a horse (step-by-step process)
- How horses develop from birth to adult (step-by-step process)
- The types of horses (categorical report with emphasis on description)
- The uses of horses (categorical report with emphasis on function)
- The parts of a horse (categorical report with a part-to-whole emphasis)
- How horses are different from mules (comparing and contrasting)
- Defining a horse (using multiple approaches)
- Any combination of the above in the form of a single report

Informative/Explanatory writing provides information such as

- **Types:** What are the types of poetry?
- **Components:** What are the parts of a motor?
- **Size:** How big is the United States?
- **Function:** What is an x-ray used for?
- **Behavior:** How do penguins find food?
- **How things work:** How does the legislative branch of government function?
- **Why things happen:** Why do some authors blend genres?

INFORMATIVE/EXPLANATORY WRITING INCLUDES, BUT IS NOT LIMITED TO:**Explaining How (sequential)**

- to do something or get somewhere: explaining a process, procedure, or directions
- something works: a bicycle or a pencil sharpener
- something happens or develops: a scientific process or a sequence of events that led up to a major event

Reporting (categorically)

- facts about a single subject by categories of information

Reporting (part to whole)

- facts about a single subject by focusing on the parts of an object/topic and providing details related to the structure and/or function of each part

Reporting (reasons/causes and effects related to an event)

- facts related to authentic or projected reasons why something happened and/or the effects of the event

Reporting (compare/contrast)

- how two things are alike and different

Describing (focus on attributes)

- facts about the physical and/or sensory attributes of a topic (may include opinions if applicable)

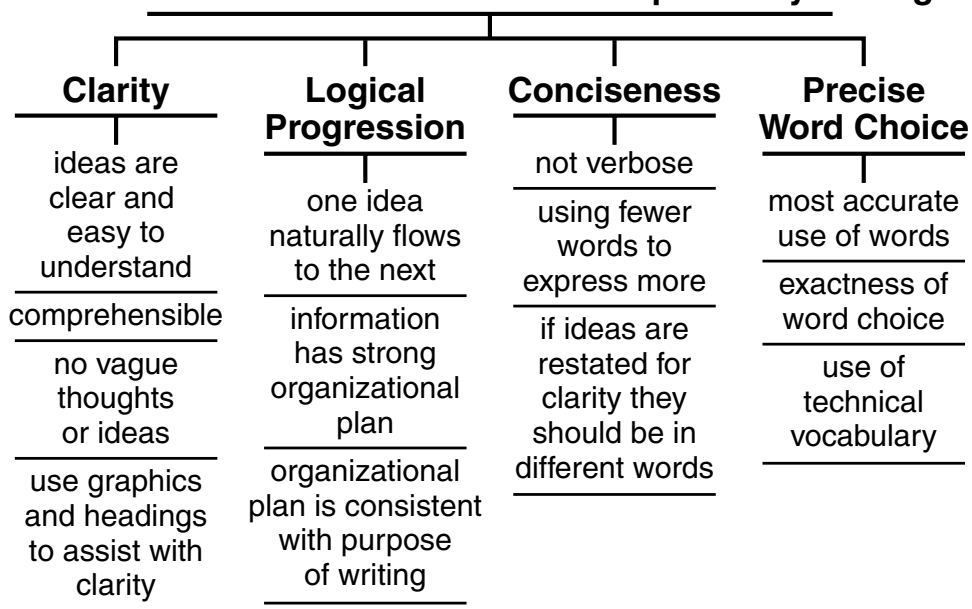
Defining (limited or extensive)

- facts about a single topic as a part of an essay or as an entire essay

Informative/explanatory writing should never be flat, predictable, or monotonous. Rather, it should be written in clear and interesting language that engages the reader and leads to a clear understanding. A strong, purposeful organizational structure (as well as the use of graphics, headings, etc, where applicable) is absolutely essential to the effectiveness of this type of writing.

Students will become proficient in informative/explanatory writing only as teachers instruct them in the characteristics and essential elements related to each category of this type of writing, as well as exposing them to well written samples.

Essential Elements of Informative/Explanatory Writing



§ WHY IS INFORMATIVE/EXPLANATORY WRITING IMPORTANT?

Informative/explanatory writing is a type of writing that students are most often required to produce throughout their school years. For example, they may be directed in science to write about a process such as the changing phases of the moon; to write about the different types of clouds, including their attributes and their potential effects on the weather; or to define the parts of a cell and their related functions.

In history, students may be assigned to write about the sequence of events that led up to the Louisiana Purchase; to write an essay about the causes and effects of the settlement at Jamestown, Virginia; or to write a report about the different leaders or battles in the Civil War.

In geography, students may be asked to explain how to use an atlas; to define the parts of a map and to explain the purpose of each; or to compare early maps to modern maps.

In language arts, students might be asked to compare two characters in a novel; to describe the setting of a story and its influence on the plot; or to write an essay about the literary devices that the author uses in a particular composition.

In foreign language classes, students may be asked to write a composition comparing cultures; to explain the pronunciation rules of a language; or to define cognates.

When used in the content areas, informative/explanatory writing can provide a way for teachers to monitor and extend student understanding. If this type of writing is used for assignments, it can provide a way for students to build a construct for both understanding and retention of the information.

Informative/explanatory writing is also the type of writing that is required in day-to-day life, especially in the workforce. Clarity of expression in writing is one of the foremost concerns of employers in the business world, as employees are required to write reports, explain procedures, and engage in numerous other types of written communication.

Most importantly, informative/explanatory writing, done well, requires a deeper level of thought, processing, and organizing than some other types of writing. By its very nature, it requires a multi-step process of researching, thinking, and planning before writing. Not only must the students think well, they must also find the most effective channel for relating their thoughts.

§ WHICH TYPES OF INFORMATIVE/EXPLANATORY WRITING ARE MOST IMPORTANT TO TEACH?

Decisions about which types of expository writing to teach should be driven by age appropriateness, content need, and the demands of state and national standards and assessments.

Since young children are just beginning to formulate and record their thoughts, teachers will need to select those types of writing that have personal significance to the students. It is equally important that teachers select the types of writing with which students can be successful. For example, young children can be instructed to write a report about a familiar animal or to compare and contrast two familiar objects; however, they would not likely be asked to explain the causes and effects of an event in history.

On the other hand, students in the upper grades should be required to use most types of expository writing. It is important, however, that the writing they are assigned be for authentic rather than contrived purposes. In other words, teachers should not think that, just because they must teach writing to explain how, they can assign a prompt asking students simply to tell how to make a peanut butter sandwich. If writing to explain how does not naturally fit the subject area, it should not be forced into the curriculum. The expository writing done in the upper grades particularly should have a dual goal: to build understanding of the content area and to strengthen the clarity of expression in student compositions.

While all content-area teaching should involve informative/explanatory writing, not all areas will use the same types of writing. Explaining how by recounting past events is useful in social studies, while explaining how by relating step-by-step procedures is beneficial in math and science. Reporting information is appropriate to all content areas, but the teacher will need to decide which type of reporting should be used: categorical, part-to-whole relationships, cause and effect, or comparing and contrasting.

On the following pages is an explanation of how Thinking Maps can be applied to informative/explanatory writing. Some content areas naturally appear to fit with a particular type of Thinking Map; however, it will be beneficial for teachers to consider how a different type of thinking and a different map could also build understanding of content.

§ HOW WILL EACH THINKING MAP HELP STUDENTS WITH WRITING TO INFORM AND EXPLAIN?

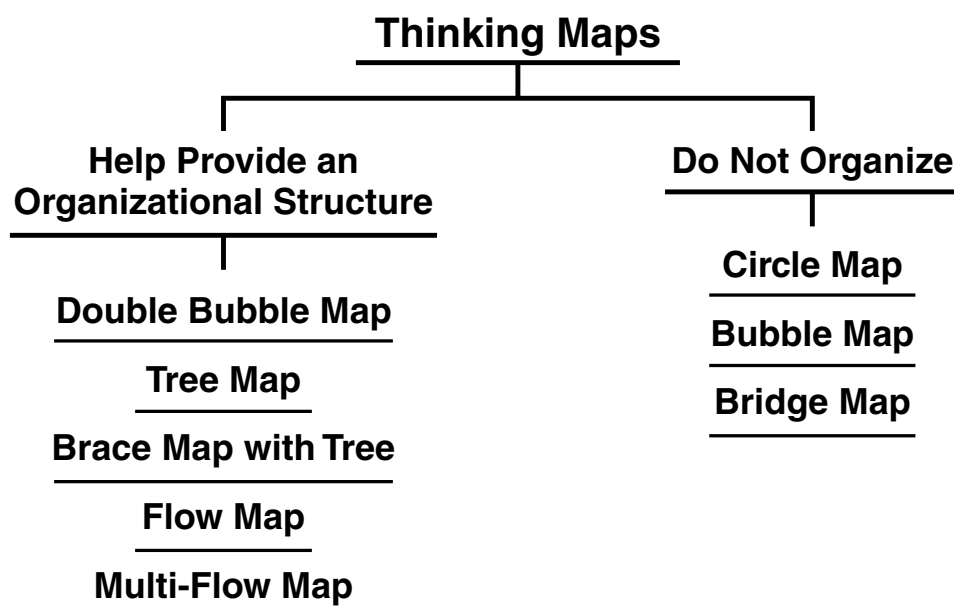
Understanding how expository texts are organized or structured is an important first step in learning to write compositions that inform and explain. When using informational texts with students, it will be beneficial to show the organization of the text using one or more Thinking Maps.

It is essential to stress that all of the Thinking Maps are important, as they are each linked to a specific thought process; however, not all of the maps are useful for organizing information.

For example, in the **TREE MAP** below, the **CIRCLE MAP**, **BUBBLE MAP**, and **BRIDGE MAP** are classified as non-organizing maps; however, each of these three maps can be used with expository text for other purposes. The **CIRCLE MAP** can be used for gathering information/notetaking about a particular topic; the **BUBBLE MAP** can be used to describe attributes of a particular topic or subject; and the **BRIDGE MAP** can be used to show a relationship between two items in the text or an item in the text with some outside topic.

Note also that the **BRACE MAP** is used in conjunction with the **TREE MAP** to provide an organizational structure.

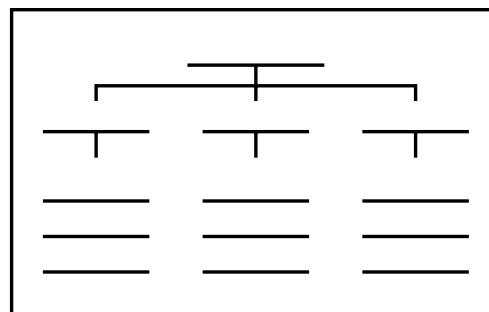
Which Thinking Maps are useful to help students “see” the structure of a piece of text?



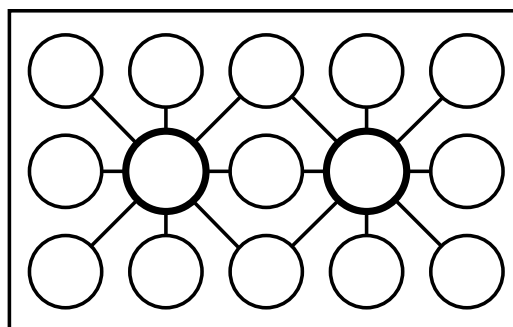
There are four Thinking Maps that will help students organize their thinking for writing across the curriculum. These maps provide a structure or organizational frame for writing. They are the **TREE MAP**, the **DOUBLE BUBBLE MAP**, the **FLOW MAP** and the **MULTI-FLOW MAP**. The **CIRCLE MAP** will help students gather ideas, the **BUBBLE MAP** will increase their descriptive language, and the **BRIDGE MAP** will help them see relationships, but these three maps do not “organize” information. The **BRACE MAP** can be used in conjunction with the **TREE MAP** if students start with the parts of an object and then develop the details about each of the parts in the **TREE MAP**.

If a teacher asks students to write an informative/explanatory composition, she should model both how to organize the information on a Thinking Map and how to take the information off of the map to write the composition.

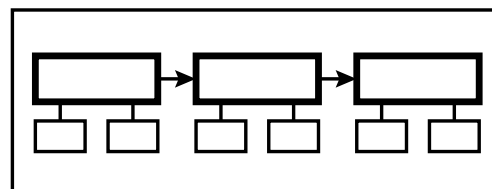
USE THE **TREE MAP** TO ORGANIZE
A COMPOSITION THAT REPORTS
INFORMATION BY CATEGORIES.



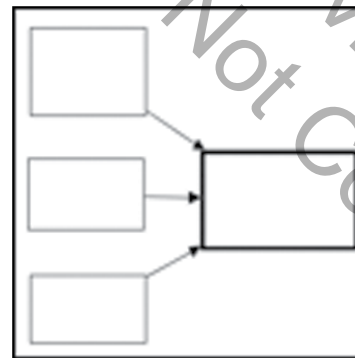
USE THE **DOUBLE BUBBLE MAP**
TO ORGANIZE A COMPOSITION
THAT COMPARES AND CONTRASTS
TWO TOPICS.



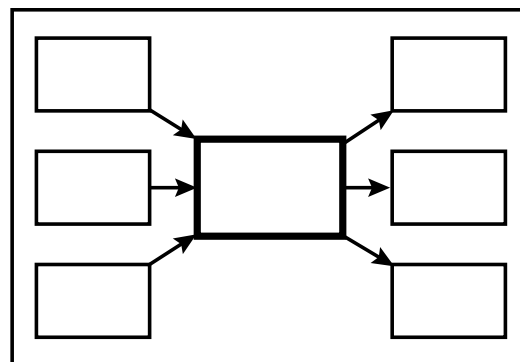
USE THE **FLOW MAP** TO ORGANIZE
A COMPOSITION THAT EXPLAINS
HOW TO DO SOMETHING OR HOW
SOMETHING HAPPENED.



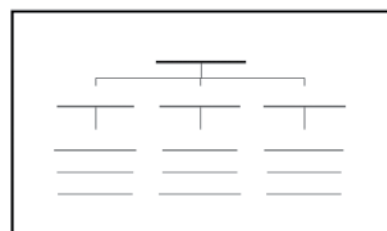
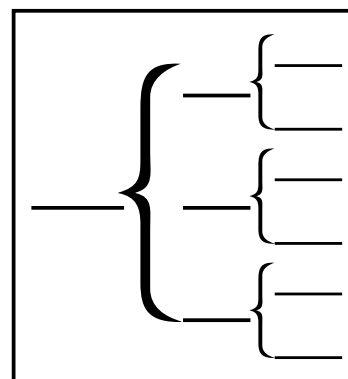
USE THE PARTIAL **MULTI-FLOW MAP** TO ORGANIZE A COMPOSITION THAT EXPLAINS WHY.



USE A COMPLETE **MULTI-FLOW MAP** TO ORGANIZE A COMPOSITION THAT EXPLAINS CAUSE AND EFFECT.



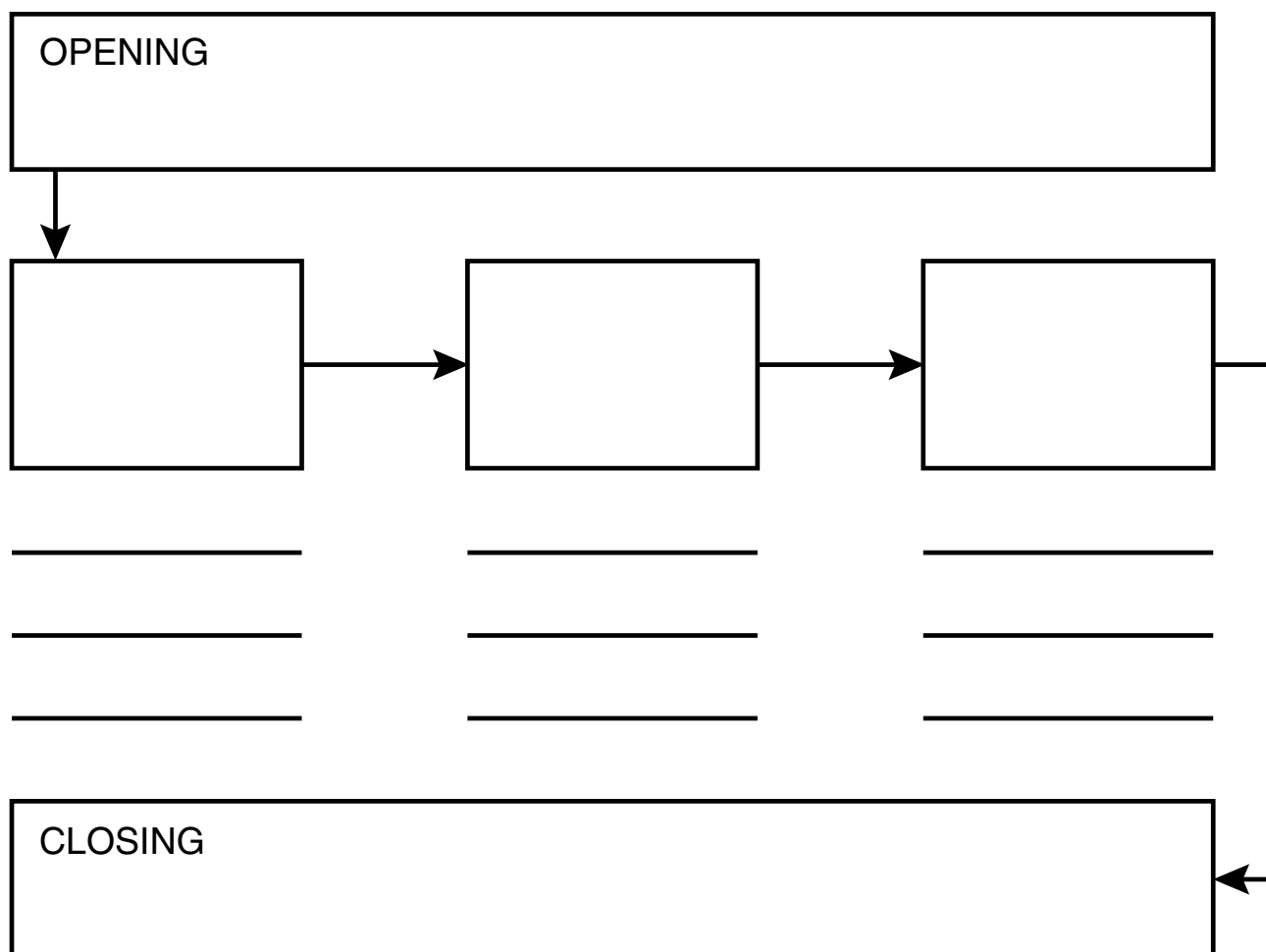
USE THE **BRACE MAP** AND THE **TREE MAP** TOGETHER TO ORGANIZE A COMPOSITION THAT EXAMINES PARTS AND GIVES DETAILS ABOUT THE PARTS.



The **FLOW MAP** below is the compositional frame that is used for all types of informative/explanatory writing.

The contents of the body of this **FLOW MAP** are determined by how the information is organized as the students gather and plan the composition.

There is always an opening and a closing; however, the body of the composition can be organized 1) by categories of information, 2) by comparing and contrasting information, 3) by presenting the information as causes and effects, 4) by presenting the information as a step-by-step process or sequence of events, or 5) by presenting the information by naming the parts and providing details about each of the parts.



LEVEL 3 MODELING

Day 1 – The teacher models the writing process. The students observe and “help”.

Brainstorm

Organize

Mrs. Lopez (She)

- wears (big) earrings (fancy) shoes
- has (long) hair (blue) eyes
- eats (hot) soup (peach) pie

Write

Mrs. Lopez wears big earrings and fancy shoes.
She has long hair and blue eyes.
Mrs. Lopez eats hot soup and peach pie.

Day 2 – Display the Tree Map from Day 1. Students write sentences using the “organizational plan” of the Tree Map.

Organizational Plan

Mrs. Lopez (She)

- wears (big) earrings (fancy) shoes
- has (long) hair (blue) eyes
- eats (hot) soup (peach) pie

Display This

Students Write Using the Plan

Mrs. Lopez wears big earrings and fancy shoes.
She has long hair and blue eyes.
Mrs. Lopez eats hot soup and peach pie.

Day 3 – The teacher displays the Circle Map from Day 1. The students use a “starter” Tree Map to organize the information and write.

Students use these...

Organize

Mrs. Lopez (She)

- wears (big) earrings (fancy) shoes
- has (long) hair (blue) eyes
- eats (hot) soup (peach) pie

Write

Mrs. Lopez wears big earrings and fancy shoes.
She has long hair and blue eyes.
Mrs. Lopez eats hot soup and peach pie.

LEVEL 4: INDEPENDENT WRITING/RUBRIC INTRODUCTION

Students create a Tree Map using self selected connecting words and write at least three sentences in response to a prompt. There is limited teacher support.

Prompt: Tell about one grown up person that you know.

My Mother

Connecting Words

- is
- looks
- has
- sings
- can
- needs
- cannot
- grows
- likes
- plays
- lives
- works
- eats
- drinks
- uses
- looks
- rides
- smells
- does not like

Assess using either the First Grade Five Star Writer or the Observational/Comment Rubric

LEVEL 5 MODELING OF CATEGORICAL WRITING

Level 5 – Students write about a topic using categories of information or a series of questions.

Teacher Models

Apples (They, Some, Sometimes)

- What do they look like? round, red, yellow
- How do they taste? crunchy, sweet
- How are they used? pies, juice, snacks

What are some ways to begin the sentences?

What questions can I answer about apples?

Write sentences in response to the questions.

Apples are round. Some apples are red and some are yellow. They taste crunchy and sweet. Sometimes apples are used to make pies and sometimes they are used to make juice. Some apples are eaten as snacks.

Level 5 – Students write about a topic using categories of information or a series of questions.

Oranges (They, Some, Sometimes)

- What do they look like?
- How do they taste?
- How are they used?

Students select their favorite fruit and create a Tree Map using the model the teacher used with Apples. They should put single words under each question on the Tree Map and then construct sentences that answer the questions using varied sentence structures.

§ MODELING FIRST GRADE WRITING TO REPORT INFORMATION

FIRST GRADE MODELED WRITING LESSON PLAN

Note: The information is presented in “steps.” The number of days involved in the modeling will be determined by the proficiency levels of the students.

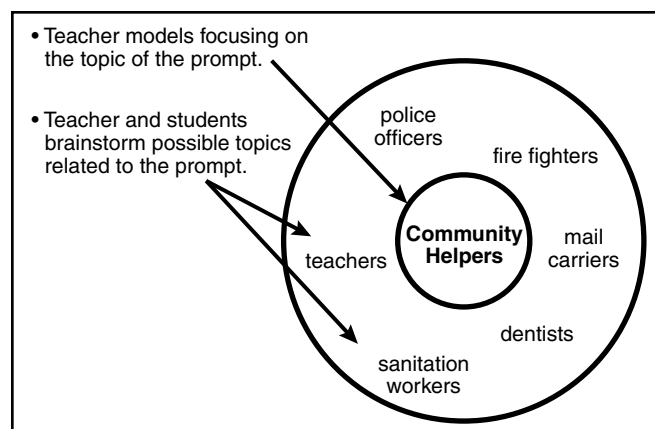
Step 1: Analyze the Prompt or Identify the Topic

Write a report about a community helper.

The teacher helps the students focus on the prompt or the topic by stressing that they will be writing factual or true information, rather than writing comments or personal information such as “I like it,” “It is cute,” or “My uncle is a policeman.” The teacher stresses the importance of selecting only one topic and focuses attention only on it.

Note: The next two steps in the process are used if the students select their own topics. If the teacher assigns the topic, she will skip steps 2 and 3.

Step 2: (Optional) Brainstorm Ideas for Writing (if applicable)



The teacher creates a **CIRCLE MAP** and places “community helpers” in the center of the map. She explains that she is going to brainstorm all of the community helpers she knows.

The students provide input during this process.

Step 5: (Optional) Write an Opening Sentence

Some students will be ready to write an opening sentence while others are still struggling to just write quality focused sentences. For this reason, the modeling of a named and “formal” opening sentence may be something that the teacher wants to reserve for modeling at a later time. However, if the “formal” opening sentence is not modeled, the students must be instructed to name their topic in their first sentence.

Note: The teacher models the opening sentence with only one of the following organizational plans, determined by student needs and proficiencies.

Plan 1: Using Connecting Words, Pronouns, and Descriptive Words and Phrases

Step 5: Plan 1
The teacher writes an opening sentence on top of her Tree Map.

Police Officers are community helpers.



The students write an opening sentence on top of their Tree Maps.

The teacher explains that the opening sentence should define the topic or give some information about it.

She explains that police officers are community helpers; so, she will make this her opening sentence.

The teacher writes the complete opening sentence on top of her **TREE MAP**.

The students write their opening sentences on top of their maps.

Plan 2: Using Questions and Categories of Information

The teacher explains that the opening sentence should define the topic or give some information about it.

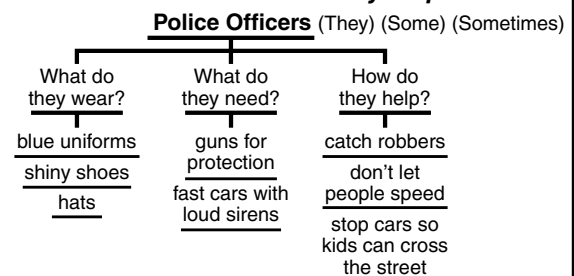
She explains that police officers are community helpers; so, she will make this her opening sentence.

The teacher writes the complete opening sentence on top of her **TREE MAP**.

The students write their opening sentences on their maps.

Step 5: Plan 2
The teacher writes an opening sentence on top of her Tree Map.

Police Officers are community helpers.



The students write an opening sentence on top of their Tree Maps.

Step 7: Orally Rehearse in Pairs

The teacher models with a student how to orally rehearse in pairs using her **TREE MAP**. She emphasizes that she is making complete sentences rather than just reading words. The teacher should explain that she is “getting the composition flowing” with words. She also explains that this will help them when they create their sentences in writing. It is important to encourage students to expand their sentences during oral rehearsal.

Note: The oral rehearsal will correspond with the type of modeling, either using connecting words or responding to questions.

The students form groups of three or four and orally rehearse their compositions.

Step 7: Plan 1
The teacher models oral rehearsal using her Tree Map.

Police Officers are community helpers.

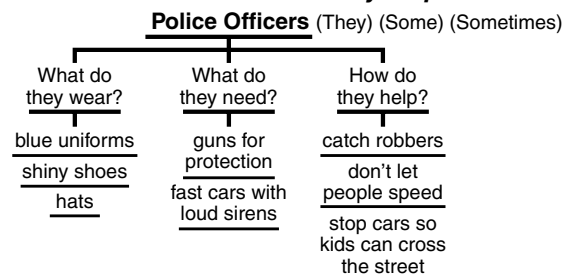


Police Officers are good helpers because they keep us safe.

The students do oral rehearsals using their Tree Maps.

Step 7: Plan 2
The teacher models oral rehearsal using her Tree Map.

Police Officers are community helpers.



Police Officers are good helpers because they keep us safe.

The students do oral rehearsals using their Tree Maps.

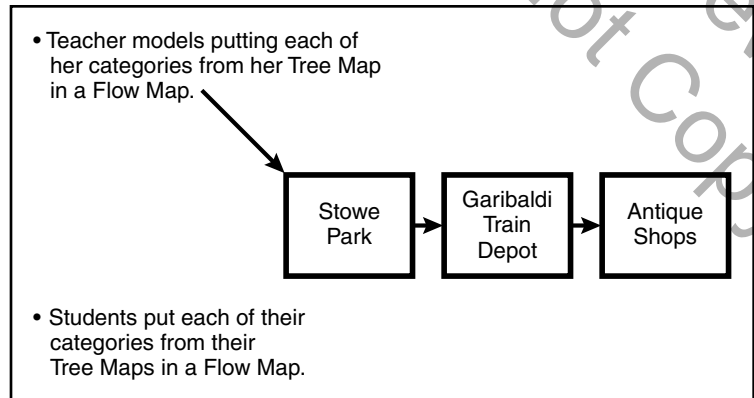
First Grade 5-Star Writer _____ <i>Punctuation and Spacing</i> _____ <i>Capital Letters</i> _____ <i>Descriptive Words</i> _____ <i>Varied Sentences</i> _____ <i>Makes Sense</i>	First Grade 5-Star Writer _____ <i>Punctuation and Spacing</i> _____ <i>Capital Letters</i> _____ <i>Descriptive Words</i> _____ <i>Varied Sentences</i> _____ <i>Makes Sense</i>	First Grade 5-Star Writer _____ <i>Punctuation and Spacing</i> _____ <i>Capital Letters</i> _____ <i>Descriptive Words</i> _____ <i>Varied Sentences</i> _____ <i>Makes Sense</i>
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Step 5: Create an Organizational Plan for Writing

The teacher explains that she has organized her information by categories on a **TREE MAP**. Now she needs an organizational plan for how she will write her report.

The teacher creates a **FLOW MAP** and puts each of her selected categories in one of the boxes.

The students create a **FLOW MAP** with their selected categories.

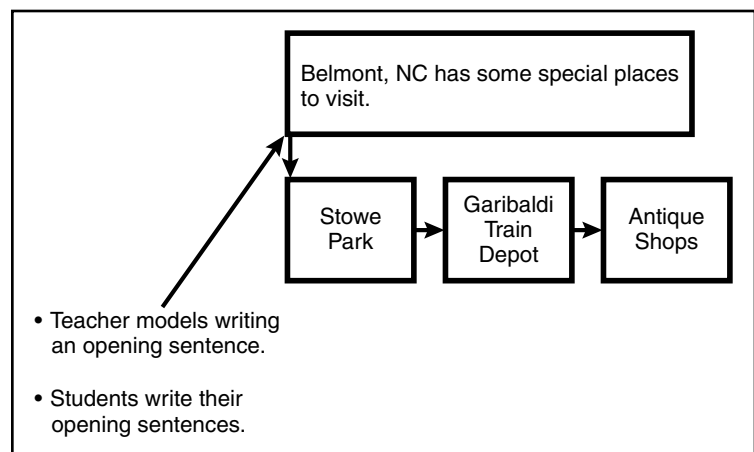


Step 6: Write an Opening Sentence

The teacher adds a box over the three boxes she has already drawn on the **FLOW MAP**.

She then models writing an opening sentence that introduces her topic.

The students write their own opening sentences using the teacher's guidelines and model.



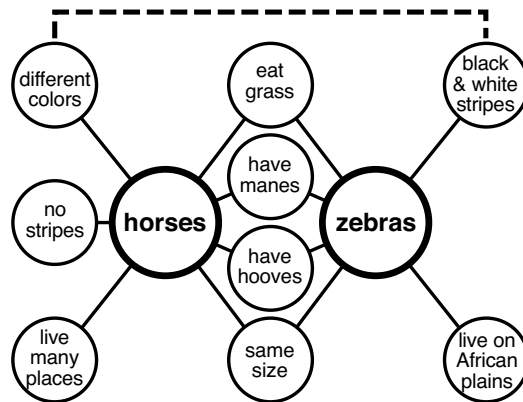
Monitor and Check: The students work in pairs to determine if their partners have followed the guidelines for an opening sentence. If time allows, the teacher can ask for volunteers to share their openings.

SUGGESTED STEPS FOR COMPOSING IN FIRST GRADE (CONT'D)**Step 3b: Write the Next Part of the Composition**

- Teacher provides students with simple sentence frames for contrasting.

- Teacher models how to take the information related to one of the differences off of the Map.

- Students take the information off of their own Maps.



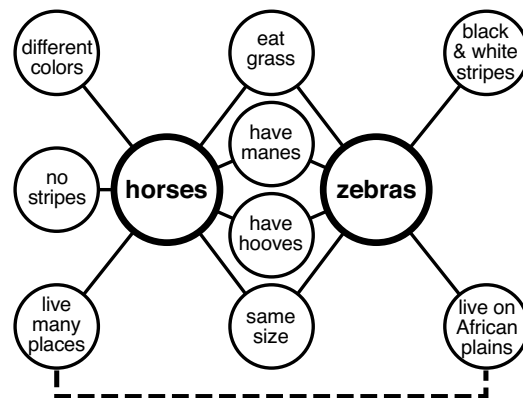
Horses and zebras have _____ and _____.
 They both _____ and are the _____.
 Horses are _____ and have _____.
 Zebras have _____.

Step 3c: Write the Last Part of the Composition

- Teacher provides students with additional simple sentence frames for contrasting.

- Teacher models how to take the information related to the remaining differences off of the Map.

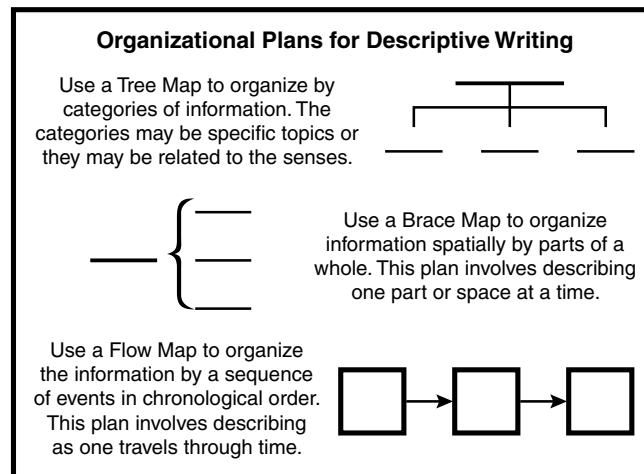
- Students take the information off of their own Maps.



Horses and zebras have _____ and _____.
 They both _____ and are the _____.
 Horses are _____ and have _____.
 Zebras have _____.
 Horses are _____ but zebras live on _____.

§ EXPOSITORY WRITING TO REPORT INFORMATION BY DESCRIBING OR DEFINING

WRITING TO DESCRIBE



Although all writing should include descriptive elements, descriptive writing is its own separate genre. The organizational patterns possible for this type of writing are varied. For example, a composition can be organized using a **TREE MAP** where the main topic is placed on the top line and the categories of information that are part of the overall description are placed on the category lines. For instance, if a student wants to describe the beach, he might have categories about the physical characteristics of the beach and the activities that occur there.

The **TREE MAP** can also be used to organize a descriptive composition into sensory categories. If the student decides to describe the beach using the senses, the categories would include what could be seen, smelled, heard, etc.

Following is a simple descriptive paragraph that is organized categorically:

All cats, even lions and tiger, have rough tongues. The cats' tongues are very useful. One way a cat uses its tongue is for cleaning. It licks itself to brush its fur. The cat removes dirt and loose hair this way. Another way a cat uses its tongue is for eating. With its rough tongue a cat can scrape meat from a bone. When the cat is through eating, the bone is clean. Would you use your tongue the way a cat does?

When describing by categories of information, students use the same steps as used for the report of information presented earlier. The essential difference would be that the focus is on vivid, concrete, and sensory details.

RECOMMENDED RESOURCES

- Clifford, Tim. (2007). *Crafting Opinion and Persuasive Papers*. Gainesville, FL: Maupin House.
- Corgill, Ann Marie. (2008). *Of Primary Importance: What's Essential in Teaching Young Writers*. York, ME: Stenhouse.
- Dorfman, Lynne, and R. Capelli. (2009). *Nonfiction Mentor Texts: Teaching Informational Writing Through Children's Literature, K-8*. York, ME: Stenhouse.
- Duke, Nell. (2003). *Reading and Writing Informational Texts in the Primary Grades: Research-Based Practices*. NY: Scholastic.
- Duke, Nell, S. Caughlan, et al. (2011). *Reading and Writing Genre with Purpose in K-8 Classrooms*. Portsmouth, NH: Heinemann.
- Freeman, Marcia. (2006). *Crafting Comparison Papers*. Gainesville, FL: Maupin House.
- Fulwiler, Betsy Rupp. (2007). *Writing in Science: How to Scaffold Instruction to Support Learning*. Portsmouth, NH: Heinemann.
- Gallagher, Kelly. (2011). *Write Like This: Teaching Real-World Writing Through Modeling & Mentor Texts*. York, ME: Stenhouse.
- Hale, Elizabeth. (2008). *Crafting Writers, K-6*. York, ME: Stenhouse.
- Hoyt, Linda. (2011). *Crafting Nonfiction: Lessons on the Writing Process, Traits, and Craft, Primary*. Portsmouth, NH: Heinemann.
- Hoyt, Linda. (2011). *Crafting Nonfiction: Lessons on the Writing Process, Traits, and Craft, Intermediate*. Portsmouth, NH: Heinemann.
- Hoyt, Linda. (2002). *Make It Real: Strategies for Success with Informational Texts*. Portsmouth, NH: Heinemann.
- Jenkins, Carol Brennan, and D. White. (2007). *Nonfiction Author Studies in the Elementary Classroom*. Portsmouth, NH: Heinemann.
- Jenkins, Carol Brennan, and A. Earle. (2006). *Once Upon a Fact: Helping Children Write Nonfiction*. NY: Teachers College Press.
- Koehler, Susan. (2002). *Crafting Expository Papers*. Gainesville, FL: Maupin House.
- McMackin, Mary, and B. Siegel. (2002). *Knowing How: Researching and Writing Nonfiction 3-8*. York, ME: Stenhouse.

- Portalupi, Joanne, and R. Fletcher. (2001). *Nonfiction Craft Lessons: Teaching Information Writing, K-8*. York, ME: Stenhouse.
- Robb, Laura. (2010). *Teaching Nonfiction Writing: A Practical Guide: Strategies and Tips from Leading Authors Translated Into Classroom-Tested Lessons*. NY: Scholastic.
- Somoza, David, and P. Lourie. (2010). *Writing to Explore: Discovering Adventure in the Research Paper, 3-8*. York, ME: Stenhouse.
- Stead, Tony. (2001). *Is That a Fact?: Teaching Nonfiction Writing, K-3*. York, ME: Stenhouse.
- Wells, Jan, and J. Reid. (2004). *Writing Anchors: Explicit Lessons that Identify Criteria, Offer Strategic Support & Lead Students to Take Ownership of Their Writing*. Markham, Ontario, Canada: Pembroke.