

Unit II: Expository Writing

Overview of expository lesson plans

This unit again relies on Title I instructors to be innovative with materials, putting together daily lesson plans using the lesson plan templates, and the numerous concrete activities provided. In many cases the instructors must choose appropriate nonfiction material to use with the handouts or multipass activities, though a fair amount of sample narrative material is provided. The materials provided are arranged sequentially, though instructors may want to vary the exercises as appropriate. Though some specific multipass activities are provided, in many cases we rely on the teacher to use the given explanations of process to show students how to apply the strategies. Students will develop lasting skills through regular use of these strategies, as well as the ongoing use of the three ring binder system, assignment planner, kinesthetic activities, and vocabulary exercises. Students should have highlighters available during this unit.

Instructional objectives covered in this unit (from checklists):

READING COMPREHENSION
Literal Comprehension
understanding paragraph structures
understanding stated main ideas
in paragraphs
in lengthy selections
distinguishing between main ideas and details
understanding organizational patterns
spatial order
temporal order
general to specific
order of importance
examples
classification
compare and contrast
Critical Comprehension
relating knowledge from other sources

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recognizing gaps in background knowledge
researching important background information on the subject
distinguishing fact and opinion
identifying author's purpose and audience
identifying author's tone and bias/viewpoint
extending author's viewpoint to other situations
viewing the material from different perspectives
Reading Strategies/Efficiency
establishing a purpose for reading
developing an individualized active reading plan
developing metacognitive strategies for monitoring comprehension
developing pacing strategies to increase reading rate/efficiency
STUDY SKILLS
Notetaking
recognizing directly stated main ideas
recognizing indirectly stated main ideas
distinguishing between main ideas and supporting details
notetaking from written sources
Textbook Usage
pre-reading
developing active reading strategies
highlighting
writing margin notes
skimming for review
paraphrasing
sentences

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paragraphs concisely
summarizing
orally
in writing
WRITTEN COMPOSITION
Paragraph Skills
identifying and implementing basic paragraph structure
topic sentence
sentences of details
concluding sentence
staying with the topic
generating sufficient details to support topic sentences
sequencing information logically
refining the topic sentence
using transitions to connect sentences
Using a Writing Process
choosing an appropriate topic
narrowing a topic
organizing ideas for writing
categorizing information (main ideas, details)
generating an outline
identifying components of an outline (topic, subtopics, details)
modeling standard outline format
including sufficient details
using other organizational strategies (mapping, flowcharts)
writing a paragraph or essay
using a word-processing program for composing and revising
revising a draft of a paragraph or essay

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evaluating content of writing for accuracy and support
adding details to support or clarify ideas
evaluating organizational patterns of writing
getting feedback from instructor and/or peers
editing a draft
using a proofreading checklist
incorporating suggestions for improvement
editing for mechanics and sentence structure
using a spell-check program and dictionary to check spelling
ORAL COMMUNICATION
Receptive Language
related listening skills
paraphrasing
summarizing
asking questions for clarification

Using “Kinesthetic Memory”

We encourage teachers to use physical materials whenever possible, to improve students' retention of information, to open pathways to ideas and words, and to make class more interesting. Various opportunities for physical movement and tactile experience are embedded in the materials, but teachers will have to be creative in developing those opportunities and making them attractive to students. For example, writing ideas on paper and hanging them from actual coat hangers would be an interesting activity prior to using the coat hanger graphic organizer; later, wire or drawing implements can be used to render the 'landscape' of a given reading. Numerous tactile methods for outlining, such as Tinker Toys, Legos, or pipe cleaners, will be useful complements to some of the paragraph and essay outlining, as well as a means of developing ideas and structure for writing. For some students, 'walking strategies' in which the student walks through an imaginary outline, drawing, visualizations, or role plays will help them to connect with and enjoy the experience of reading and writing.