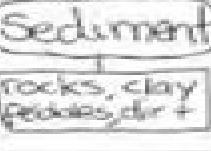


# Expository Writing Lesson: 1-Sentence

Setting	Subject	Big Idea
What is Where?  	What or Who is the Information About? 	What about _____? Why is it important? 
 stormy	 tall majestic,	 Sediment rocks, clay pebbles, dirt
		 flows, slides, moves
		 changes landforms
<p>During stormy weather in the tall mountains, sediment flows, slides, and moves down the hillsides causing the landforms to change.</p>		

## One Sentence: Primary Level

**Purpose:** This is the first organizer that primary-level writers (first grade-second grade) utilize to write an expository sentence that includes a setting, subject and big idea(topic sentence). The organizer displays the formula (setting, subject, big idea) and four boxes for planning ideas and recording fancy words. The lines below the boxes are for students to write their powerful sentences.

### Directions:

**Step 1: Plan:** Students identify the subject of their sentence by asking: Who or what is the information about? Students draw a picture or write their subject in the box below the heading, "Subject". (See "sediment" in the example above.)

**Step 2: Plan:** The big idea is the reason for writing the information and why it is important.

**Reason or Purpose:** The big idea is the reason for writing the information. Although there are four different categories for purpose (inform, explain, describe, or analyze), primary grade students should only use the first two: 1) to inform, or 2) to explain. Students identify the big idea by asking: What about sediment? Am I going to inform my audience about different types of sediment; or explain how sediment changes things? (Explain how sediment changes things.) Students draw a picture in the box that shows their purpose, what information is being reported about sediment.

**Importance of Information:** The audience needs to understand why the information is important to read. Once the reason or purpose of the writing is identified, the student's then tell why or how the information is important; or make a claim about the information; or show the effects or impact of the information. (Tell the effects of sediment. It changes landforms.)

**Step 3: Plan:** Students identify the setting by asking: When is this happening and where? Students draw pictures in the boxes. (Please note: setting is only recorded if it makes sense.)

**Step 4: Talk:** Students practice forming a sentence using the pictures for support: During bad weather in the mountains, sediment goes down the hillsides causing change.

**Step 5: Plan:** Students record fancy words in each of the boxes, then practice retelling their sentences including the fancy words: During stormy weather in the tall mountains, sediment flows, slides, and moves down the hillsides causing the landforms to change.

**Step 6: Talk and Write:** When student are able to tell their sentences, they then write them down.

# Nancy Fetzer Informational Writing Organizers

**Thirumalaisamy P.  
Velavancorresponding**

## **Nancy Fetzer Informational Writing Organizers:**

**How To Reach And Teach Children with ADD / ADHD** Sandra F. Rief,2012-06-26 Sandra Rief offers myriad real life case studies interviews and student intervention plans for children with ADD ADHD In addition the book contains best teaching practices and countless strategies for enhancing classroom performance for all types of students This invaluable resource offers proven suggestions for Engaging students attention and active participation Keeping students on task and productive Preventing and managing behavioral problems in the classroom Differentiating instruction and addressing students diverse learning styles Building a partnership with parents and much more *The Dyslexia Checklist* Sandra F. Rief,Judith Stern,2009-12-22 Essential advice and resources for helping kids with dyslexia The Dyslexia Checklist is a valuable guide for parents and teachers that can help them better understand children and teenagers with dyslexia and other reading and language based disabilities The book relays the most current research available and is filled with practical strategies supports and interventions Using these tools teachers and parents can accommodate the needs and strengthen the skills of students with reading and writing disabilities across all age levels The book is presented in a simple concise easy to read checklist format and is filled with useful advice and information on a wide range of topics Explains what we now know about dyslexia from decades of research Contains games to strengthen a child s literacy and language skills Provides important information for hooking in reluctant and struggling readers Offers suggestions for enhancing skills in vocabulary comprehension composition and written expression spelling math and more The book also provides information on the educational rights of students with dyslexia *How to Reach and Teach All Children Through Balanced Literacy* Sandra F. Rief,Julie A. Heimburge,2007-08-17 How to Reach and Teach All Children Through Balanced Literacy offers you a handbook for teaching literacy to diverse students in grades 3 8 The balanced literacy method combines the best practices of phonics and other skill based language instruction with the holistic literature based approach in order to help you teach reading writing and speaking in a clear and approachable format This dynamic resource offers an easily accessible research based approach to balanced literacy that is grounded in the innovative ideas developed by authors Sandra F Rief and Julie A Heimburge The book includes detailed descriptions of what a balanced literacy classroom looks like and shows how to create a program from the ground up or give your existing program a boost The book can be used across content areas and is filled with reproducible worksheets activities and other handy classroom tools Some topics covered include Shared book experiences Reading aloud Oral language and vocabulary development Guided reading for comprehension Modeled writing Reading and writing conferences Book clubs Content area reading and writing Ongoing assessments Enhancing literacy through technology *Information Reports and Bibliographies ,1982 Informative/Explanatory Writing Organizer Fold-Out ,*2013-01-14 30 sets per package Make teaching to the Writing Common Core Standards a breeze This convenient all in one resource guides students through the writing process step by step from prewriting to publication Use the writing

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Research Activities This research focuses on teaching students to organize their writing better by using the Step Up to Writing approach. The students were introduced to a graphic organizer which they used throughout the inquiry. The students then were taught to use a writing checklist to help them organize and improve their writing skills. Context The study took place in a self contained second grade classroom in a public school. The intervention was implemented with the whole class but focused on four focus students. Out of the four students one was an English language learner whose primary language was Chinese. Methods and Data The intervention lasted a period of six weeks and incorporated a variety of writing activities to practice the tools being taught in the inquiry. In addition peer work through the use of the writing checklist increased collaboration. Data sets include a pre and post writing assignment, an attitudinal survey and a series of observations. Results The comparisons of pre and pose intervention data indicate that the use of the graphic organizer and writing checklist positively increased students scores. The writing activities with the use of the writing tools improved the students with the organization of their writing and their ability to focus on one topic. Using the checklist gave students the ability to work with one another creating a sense of responsibility.

Grade Level Second Grade

Data Collection Methods Observation behavior tallies student work

Survey attitude writing assessment writing samples

Curriculum Areas English Language Arts Writing

Instructional Approaches Writing Prompts Writing Organization Writing Explicit instruction Writing Peer response feedback Writing Self evaluation

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