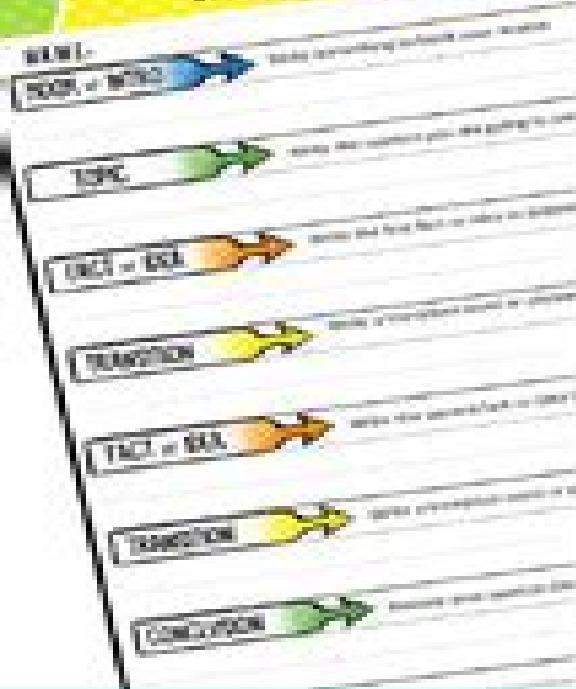


EXPLANATORY WRITING

WRITE YOUR DRAFT



Teacher Notes for Article Prompts

These article prompts are optional. They offer students background information. However, you might choose to have your students research, if you use the article, the topics.

1. Have students read the article at beginning.
2. Next, have students read the article to underline the **main points**, **details**, **examples**, **measures**, or **concepts**.
3. Then have them highlight or underline **transitions** to know they're highlighting details.
4. Spelling transitions is easier when they're highlighted details. **big problem** comes from transition words.
5. Finally, have them highlight **conclusion** in blue.

You can make a mini-lesson:

- Explicit teaching of the details, transitions, and writing.

Explanatory Writing

Remember these points as you write. These points are not always present in every article. Use them as you write.

Introduction: Hook the reader.

Main Points: Main idea 1, Main idea 2, Main idea 3.

- Identify the main points.
- Explain the main ideas.
- Describe the topic.

Details: Details and examples better explain the main points.

- Explain additional aspects or parts of the main points.
- Give examples, illustrations, and/or analogies.

Transitions: Let your reader know when you are introducing a new fact or aspect of the topic.

3rd Grade

5 High Interest Articles for 5 Expository Writing Prompts

Explanatory Writing Prompts Grade 3

**Milo Burdette Hillegas, Thomas Henry
Briggs**

Explanatory Writing Prompts Grade 3:

The Common Core Companion: Booster Lessons, Grades 3-5 Leslie Blauman,2015-07-14 Skill building through potent instruction day by day In these much anticipated sequels to The Common Core Companion Janiel Wagstaff and Leslie Blauman provide a collection of connected lessons and formative writing assessments that bring Monday to Friday clarity to the task of integrating reading and writing with ELA standards In each volume the 50 lessons are divided into five week long learning sequences addressing key literacy goals A best practice glossary If Then charts unit planning calendars and other tools round out these essential references both in book and online Follow each sequence and week by week you'll build the instructional potency to help students achieve a year's worth of growth as you integrate Writing Narratives with Identifying Sensory Words in Text Research with Identifying Topic and Details Opinion Writing with Close Reading for Text Evidence Comparing and Contrasting with Publishing Using Digital Tools Informative Writing with Use of Text Features [Literacy Instruction with Disciplinary Texts](#) William E. Lewis,John Z. Strong,2020-11-24 To develop strong disciplinary literacy skills middle and high school students need to engage with diverse types of challenging texts in every content area This book provides a blueprint for constructing literacy rich instructional units in English language arts science and social studies The authors describe how to design interconnected text sets and plan lessons that support learning and engagement before during and after reading Presented are ways to build academic vocabulary and background knowledge teach research based comprehension strategies and guide effective discussions and text based writing activities Chapters also cover how to teach students to write argumentative informative and narrative essays and to conduct discipline specific inquiry Special features include sample text sets and 24 reproducible planning templates and other teaching tools purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1/2 x 11 size [Kid by Kid, Skill by Skill](#) Robert Eaker,Janel Keating,2015-07-20 Written for educators and administrators this book explores professional learning communities from a teacher's perspective Focused chapters survey effective and collaborative team actions instructional practices that enhance teacher efficiency and the role teacher judgment and classroom context play in determining instructional outcomes The authors show that shifting teachers focus from teaching to learning creates a lasting commitment to PLC success [Resources in Education](#) ,1998 [Annual Summary of Investigations Relating to Reading](#) ,1990 [Indiana Statewide Testing for Educational Progress, ISTEP](#) ,1988 [EPIE Materials Report](#) EPIE Institute,1981 [The Classroom Teacher](#) Milo Burdette Hillegas,Thomas Henry Briggs,1929 [McGraw-Hill Reading](#) ,2001 [Spotlight on Literacy 2000](#) ,2000 [Practical Ideas for Teaching Writing as a Process](#) California. State Department of Education,1987 A collaborative effort on the part of teachers from and consultants for the University of California Irvine California Writing Project this guide presents ideas for teaching writing as a process at all levels of the curriculum Each section of the guide presents an essay introducing the section topic followed by practical ideas for teaching

that technique or stage of the writing process Also included are applications of writing techniques at particular grade levels descriptions of ways to modify assignments new ideas that were generated by an original idea and variations on a theme Following an introduction to the California Writing Project the contents of the guide are divided into the following sections 1 the writing process 2 prewriting 3 prewriting in the elementary school 4 prewriting in different subjects 5 showing not telling a training program for student writers 6 writing 7 domains of writing 8 writing the saturation report 9 point of view in writing 10 writing the I search paper 11 sharing responding 12 Reading Around Groups RAGs for sharing responding 13 rewriting editing 14 revising for correctness 15 building vocabularies 16 evaluation and 17 evaluation techniques A list of selected references for literature other sources and publications about writing and a list of publications available from the California State Department of Education are appended MM **Carr V. Koch** ,2011 EPIE Materials Report ,1979

Course of Study in English: Grades seven to nine Baltimore County (Md.). Board of school commissioners,1937

Every Child, Every School Robert E. Slavin,1996-04-16 Created to show that virtually all children can learn both programs described can dramatically improve learning in your school Macmillan Language Arts Today ,1990 **North Carolina Education** ,1917 *The software catalog microcomputers* Menu (Firm) (Fort Collins, Colo.),1989 *Linguistics and Language Behavior Abstracts* ,2009 **English Journal** ,1981

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