Writing Camp
Expository

Organization/Progression,
Development of Ideas,
Use of Language/Conventions

Elementary Language Arts
2011-2012
Expository Writing Camp
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Expository
My Dad is a very important man in my family. He is important because he cares about me and would do anything for me. My father is a hard worker he is also a great role model to me. He teaches me how to rebuild a car, broken pipe, a fan, door, and a broken chair. If I get in trouble he will always forgive me, but he will give me a punishment for what I did. When I need help he is there like Superman to the rescue. Say I need help with my math homework he will help me, even if he has something important to do. When I don’t have time to do my work like wash dishes, wash the dogs, set up dinner, and fold and wash cloths, my dad will do it for me and that shows that he takes good care of me. That’s why I love my Dad, and that’s why he is important to me.

STAAR Expository Student Composition Released by TEA, Score 3
One person who is important or special in my life is my older sister, Elizabeth. She is fantastically wonderful in very many different ways. Whenever I need advice on something, I can talk to her and she’ll be very helpful. If I’m ever upset, she will always try her best to cheer me up and usually Elizabeth will at least make me grin or giggle. If I have homework or need to study but I’m confused and don’t understand it, she will explain it and teach it to me even though she normally has a stack of school work or something else she needs to finish. Every once in a while, when I’m dying of boredom, Elizabeth will do something fun with me like play a game or take me to the mall to see a movie with her and some of her friends. If I ever have a contest or competition, she’ll get me ready for it, cheer me on, and afterwards congratulate me no matter if I won or not. My sister also shares a lot of things with me. She’ll let me use her laptop if my computer isn’t working, let me borrow her calculator or other school supplies, let me use her extra chair, borrow one of her backpacks, she gives me any clothes that she’s grown out of, and let’s me try some food that she made. Elizabeth sort of goes with the flow even if something is bothering her. She is nice, smart, considerate, helpful, caring, patient, and, above all, an awesome sister!
I have always wanted to be a good friend. If I were looking for a good friend, here are two of things I would look for:

- Somebody who is a good listener. If you are a good listener, you may listen to your friends and try to relate to them. You give your companions time to talk and make them feel like they came first. My friend Sophia was a really good listener when I was stressed out about the TAKS test. She listened to me and told me I would pass. It really helped, and I passed!

- A friend who is trustworthy is also pretty handy. If you have a secret you know that you can tell them. You can trust them with any piece of information. Also you understand the fact that they would never in their lifetime lie to you. My friend Eva was very trustworthy when I told her that my dad and stepmom were going to have a baby. I only told her because she had never lied to me.

Sometimes when a friend does something like the above, it makes you feel like "hey, maybe I should be more like them?"
Being a Good Reader

Reading is terrific! It is important in many ways like it helps you know how to say words faster with punctuation and adjectives. It makes you smarter, and brings in your imagination. Reading is a great way to spend your time, especially if it does all these amazing things for you!

When you read, you can learn to read faster words with punctuation and adjectives. If you read a book, you want to know how to read big words like Colossal. You don't want to read just little words, like the cat ran into the barn. When you read a lot, suddenly you just know the bigger words! The punctuation helps you to know where to slow down or stop. It tells you to ask a question. This makes it feel like someone else is reading the story to you. Soon you forget that you are reading alone. You feel like you are a part of the story and all the characters are your friends.

Reading is also important because it makes you smarter. It gets you smarter by making bigger words enter your brain like Mississippi, M-i-s-s-i-s-s-i-p-p-i. If you stop and think about how that word is spelled, you will spell it right when you write about the book. And just like that, you are smarter because you spelled that word right. You also get to learn more new things about the Mississippi River. So now you are smarter because you know more than other people know about what you are reading, and you can tell them about it to show them how smart you are.

Finally, reading brings your imagination into your head. Pretend you're reading a book for an hour, and then as you are reading, your room is disappearing little by little. Next thing you know, you're in the place your book is. Your book can take you to the planet Jupiter or maybe the South Pole. As you can see, books help you imagine things you never thought about before.

I have told how books are important. Now go out and find a good book to read!
Favorite Classroom Job

I never thought being a classroom helper would be so good for me, until I got to do my favorite classroom job, being a messenger. It’s my favorite classroom job because I am able to help my teacher and I’m learning to be responsible. I’m able to help my teacher by being the classroom messenger because I get supplies that the class needs to understand the lesson better. I remember once, when I was learning a grammar lesson and the teacher needed crayons to color simple subjects and predicates. We couldn’t learn, and the teacher was crying, “Help, help!” “This looks like a job for the messenger!” So I went to Mrs. Garcia for crayons and saved the day. I learn tons of responsibility by bringing important papers to the office for other teachers. Being responsible makes me feel grown-up and trusted. I remember one time I was chosen to be messenger. Report cards were out and the date on the report cards said Nov. 11, 2007. They had the wrong date! It was raining and I had to return the report cards to the office without getting a drop of water on them. When I came back, it was mission complete. I had taken all the report cards to the office without getting them wet. When I’m a messenger I get to see the school better because when I’m off to do work (being messenger) I usually take different routes around the school to deliver or take stuff to where it needs to be. I remember one time that I had to take Aaron (my friend) to the office for an early dismissal. During that time when we walked from the portable to the main building, I saw birds flying onto the branches of the humongous trees. The squirrels were eating nuts on the glazing grass and the lizards were sticking on the walls like glue. Do you now clearly see my being the classroom messenger is the perfect job for me? I hope to earn that job again next school year.
Jonathan

NOTHING LASTS FOREVER

My mom takes a big sigh as she puts my outgrown clothes and old toys in a big garbage bag. I think to myself, “How did I once like all this stupid stuff?” Suddenly I notice that everything changes as you grow older. Things that meant the world to me when I was younger, I don’t care about anymore. For example, I used to have a pillow. I loved that pillow. I used to take it everywhere. I took it to the park, to the laundry and to sleepovers at my sister’s house. You would never find me without my pillow. Now, I don’t even know where it is. I watch as she tosses all my Legos and know something has changed. I used to spend hours building castles for my toy soldiers, wagons to carry my Lego people and imaginary space stations that I imagined one day I’d travel to. Recently, I’ve gotten into Playstation. If I came home from school and my mom said she sold my Playstation, I’d go crazy. But when I think about the future, maybe ten years from now, I’ll be into different things and my addiction to Playstation will just be a fond memory. When you’re a kid, you outgrow things really quickly; even things you really loved and thought you’d never give up. But in life, things are constantly changing. You get older, and your interests change. You never think of your Legos or your pillow, only what you’re interested in now. Maybe all we can do is be thankful that we had these things then and keep the fond memories long after they are tossed away.
I am thankful to have David Fried in my life. He is my coach, and he has taught me to be a better football player, but he cares about me too. When I joined his team a few years ago, I was just average at catching. Now I am a mean catching machine. He always says, "If the ball is thrown right at you, then catch it in your chest, but if the ball is thrown a little higher than your height, you jump for the ball and catch it with your hands."
Whenever we travel to different cities, he makes sure me and my team stretch before the big game because he doesn't want us to pull a muscle. David brings a medical bag wherever he goes just in case we get injured. One time I dove for a flag and I got a small cut on my knee. He put some slimy stuff on it and then a band-aid on top of it. Almost everyone got hurt on my team during that game, including me! I sprained my leg. David took care of all our injuries. If we are doing bad in school he helps us. He asks about our tests and our assignments. He will meet us at the library if we need help with any of our reading, math, or science work. This really shows that he cares about us more than just in football. He wants us to be good in everything. In football practice, if we drop a pass and he know we tried then he won't get mad, but if we catch a ball he always bellows "NICE CATCH!" We have to learn colors like red, blue, green, and each color represents a play. For example a white is a comeback, a blue is a fly. If he tells us to do a green and you do a red by accident then he tests you on the colors. But we have wrist bands that say the colors and the definitions. I know all of them by heart. So David Fried is someone I look up to and I am thankful for him. He shows that he cares about me in many ways besides just making me a better football player.
The Beach House

I will always love my grandparent’s beach house. The way the waves roll over the gooey sand, and the way the sand weaves in between your toes. The way we pick up barnacle-covered rocks and watch the sand crabs scurry away, and how we dig for clams and end up knee deep in the never ending sand. I’m not the only one to share these pleasures. My aunt, uncle, cousins, family, and of course, my grandparents also share this time at the beach house. In the summer, my family plays volleyball, baseball, and badminton. At my grandparent’s 4th of July party, we go out on the boat called Sea Biscuit. At night we snuggle up in our blankets and toast marshmallows in the campfire while we watch the fireworks explode in the star-filled sky. We also like to have bullhead fishing contests to see who can catch the most bullheads. Then we throw the bullheads back into the salty blue-green ocean. With one final splash they say goodbye to the unfamiliar world. Then they disappear to somewhere known to only the fish and the crabs. Sometimes when we are at the beach house, we go to a sand bar a couple houses down where we collect sea shells and sand dollars. We fly over the bar, our feet touching every grain of sand, leaving a sign that we were there. Gathering shells and dollars in our pockets, we head back to the place we love with all our hearts. When it’s time to go home, none of us want to leave. As I say my goodbyes, I think of all the fun we had, and what fun we will have the next time we come to the beach house.
Ser un buen lector

¡La lectura es estupenda! Es importante en muchos aspectos, como, por ejemplo, te ayuda a saber cómo decir palabras más rápido con puntuación y adjetivos. Te hace más inteligente y causa que uses tu imaginación. ¡La lectura es una excelente manera de pasar el tiempo, especialmente si hace todas estas cosas maravillosas para ti!

Cuando lees, puedes aprender a leer más rápido las palabras con puntuación y adjetivos. Si lees un libro, quieres saber cómo leer palabras grandes como Colosal. No quieres leer palabras pequeñas, como el gato corrió hacia el granero. Cuando se lee mucho, ¡de repente uno sabe palabras más grandes! La puntuación te ayuda a saber dónde leer más despacio o detenerte. Te indica que hagas una pregunta. Esto hace que se sienta como si alguien más estuviera leyéndote la historia. Pronto se te olvida que estás leyendo solo. Sientes que eres parte de la historia y todos los personajes son tus amigos.

La lectura también es importante porque te hace más inteligente. Te hace más inteligente al hacer que entren en tu mente palabras más grandes tal como Mississippi, M-i-s-s-i-s-s-i-p-p-i. Si te detienes y piensas en cómo se escribe esa palabra, la escribirás bien cuando escribes acerca del libro. Y así nada más, eres más inteligente porque escribiste bien esa palabra. También puedes aprender más cosas nuevas sobre el río Mississippi. Así que ahora eres más inteligente porque sabes más que los demás acerca de lo que estás leyendo, y puedes contarles de eso para mostrárles lo listo que eres.

Finalmente, la lectura trae tu imaginación a tu mente. Imagina que estás leyendo un libro durante una hora, y luego a medida que lees, tu cuarto se desaparece poco a poco. Lo próximo que sabes, estás en el lugar de tu libro. Tu libro te puede llevar al planeta Júpiter o tal vez al Polo Sur. Como puede ver, los libros te ayudan a imaginar cosas que nunca habías pensado antes.

He dicho cómo son importantes los libros. ¡Ahora ve y encuentra y buen libro para leer!
Trabajo de salón de clase favorito

Nunca pensé que ser ayudante en el salón de clase sería tan bueno para mí, hasta que me tocó hacer mi trabajo de salón de clase favorito, ser mensajero. Es mi trabajo de salón favorito porque puedo ayudar a mi maestra. Aprendo un montón de responsabilidad y finalmente me permite ver mi estupenda escuela mejor. Puedo ayudar a mi maestra siendo el mensajero de la clase porque consigo los útiles que la clase necesita para entender mejor la lección. Recuerdo que una vez, cuando estaba aprendiendo una lección de gramática y la maestra necesitaba crayones para colorear el sujeto sencillo y los predicados. No podíamos aprender, y la maestra gritó, “¡Auxilio! ¡Auxilio!” “¡Éste parece ser un trabajo para el mensajero!” Así que fui con la señora García para pedirle crayones y salvé la situación. Aprendo un montón de responsabilidad al llevar papeles importantes a la oficina para otras maestras. Ser responsable me hace sentir adulto y digno de confianza. Recuerdo una vez que fue elegido para ser el mensajero. Habían salido las boletas de calificaciones y la fecha en las boletas decía 11 de nov.de 2007. ¡Habían puesto la fecha equivocada! Estaba lloviendo y tuve que devolver las boletas de calificaciones a la oficina sin que les cayera encima una sola gota de agua. Cuando regresé, fue misión cumplida. Había llevado todas las boletas de calificaciones a la oficina sin que se mojaran. Cuando soy mensajero me toca ver la escuela mejor porque cuando me voy para trabajar (de mensajero) normalmente tomo rutas diferentes por toda la escuela para entregar o llevar cosas a donde tienen que estar. Recuerdo una vez que tuve que llevar a Aaron (mi amigo) a la oficina para una salida temprana. Durante ese tiempo cuando caminábamos del portátil hacia el edificio principal, vi pájaros volar en las ramas de los arboles enormes. Las ardillas estaban comiendo nucce en el césped encristalado y las lagartijas estaban pegadas a las paredes como con pegamento. ¿Ahora ve claramente que ser el mensajero del salón de clase es el trabajo perfecto para mí? Espero ganarme ese trabajo otra vez el próximo año escolar.
Jonathan

NADA DURA PARA SIEMPRE

Mi mamá toma un gran suspiro mientras pone mi ropa que ya no me queda y juguetes viejos en una bolsa grande de basura. Pensé, "¿Cómo puede ser que una vez me gustaban todas estas porquerías?" De repente me doy cuenta de que todo cambia a medida que uno va creciendo. Cosas que significaban un mundo para mí cuando era más chico, ya no me importan más. Por ejemplo, antes yo tenía una almohada. Me encantaba esa almohada. Me la llevaba a todas partes. La llevaba al parque, a la lavandería y a ir a dormir a la casa de mi hermana. Nunca estaba sin mi almohada. Ahora, ni siquiera sé donde está. Miro mientras ella tira todos mis Legos y sé que algo ha cambiado. Antes me pasaba horas construyendo castillos para mis soldados de juguete, vagones para transportar a mi gente de Lego y estaciones espaciales imaginarias a las que me imaginaba que algún día viajaría. Recientemente, me he interesado en Playstation. Si llegara a casa de la escuela y mi mama me dijera que había vendido mi Playstation, yo me volvería loco. Pero cuando pienso en el futuro, tal vez diez años más adelante, estaré interesado en cosas diferentes y mi adicción al Playstation será sólo un grato recuerdo. Cuando eres niño, creces muy aprisa y dejas las cosas; incluso las cosas que te encantaban y pensabas que nunca dejarías. Pero en la vida, las cosas cambian constantemente. Te haces mayor, y tus intereses cambian. Nunca piensas en tus Legos o tu almohada, sólo lo que te interesa ahora. Entonces tal vez lo único que podemos hacer es estar agradecidos de que tuvimos estas cosas y mantener los lindos recuerdos durante mucho tiempo después de haberlos desechado.
Me siento agradecido por tener a David Fried en mi vida. Él es mi entrenador, y me ha enseñado a ser un mejor jugador de futbol americano, pero también se preocupa por mí. Cuando me uní a su equipo hace unos años, yo era un receptor mediocre. Ahora soy una máquina de atrapar bien engrasada. Él siempre dice, "Si te tiran la pelota directamente, entonces atrápala en tu pecho, pero si te tiran la pelota un poco más alto que tu estatura, salta para atrapar la pelota y agárrala con las manos." Cuando viajamos a diferentes ciudades, él se asegura de que yo y mi equipo estiremos los músculos antes del gran juego porque no quiere que tengamos un tirón muscular. David trae un estuche de medicina adondequiera que vaya en caso de que nos lastimemos. Una vez me lancé para recoger una bandera y me hice un corte pequeño en la rodilla. Me puso una sustancia viscosa y luego una tirita encima. Casi todos los de mi equipo se lesionaron en ese partido, incluyéndome a mí. Me hice un esguince en la pierna. David se encargó de todas nuestras lesiones. Si nos está yendo mal en la escuela él nos ayuda. Nos pregunta acerca de nuestros exámenes y tareas. Se reúne con nosotros en la biblioteca si necesitamos ayuda con nuestro trabajo de lectura, matemáticas o ciencia. Esto realmente muestra que él se preocupa por nosotros en cuanto a más que solo el futbol. Quiere que seamos buenos en todo. Durante la práctica de futbol, si se nos cae un pase y él sabe que intentamos entonces no se enoja, pero si atrapamos una pelota él siempre grita “¡Bien hecho!” Tenemos que aprender colores como rojo, azul, verde, y cada color representa una jugada. Por ejemplo blanco es un regreso, azul es una ruta recta. Si nos dice que hagamos una jugada verde y haces una roja sin querer entonces te hace una prueba sobre los colores. Pero tenemos muñequeras que dicen los colores y las definiciones. Ya me las sé todas de memoria. Así que David Fried es alguien que admiro y estoy agradecido por él. Siempre me muestra que se preocupa por mí en muchas formas aparte de solo hacerme un mejor jugador de futbol.
Criteria charts are most effective when they are created with your students, in their language, based on what they have learned from mentor texts and your lessons. You may use this list to guide this discussion with your students, and to make sure you have included all the important points.

Criteria for a Good Expository Essay

The lead is inviting and leads the reader to the central idea of the essay. The central idea is included in the introductory sentence(s).

The central idea is clear and focused on one topic.

The central idea is supported with interesting and specific facts, details, explanations, or examples.

A variety of thoughtful transitions are used. They clearly show how ideas are connected.

The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own."

The writer uses vivid words and phrases that engage and draw pictures in the reader's mind.

All sentences are well-constructed with varied structure.

The concluding statement is strong and leaves the reader with a feeling that they understand why the author wrote this piece.

The writer makes no errors in grammar or spelling that distract the reader from the content.
Criteria charts are most effective when they are created with your students, in their language, based on what they have learned from mentor texts and your lessons. You may use this list to guide this discussion with your students, and to make sure you have included all the important points.

Criterios para un buen ensayo expositivo

La entradilla es interesante y conduce al lector a la idea central del ensayo. La idea central está incluida en el oración(es) de introducción.

La idea central queda clara y está centrada en un solo tema.

La idea central es apoyada por hechos, detalles, explicaciones o ejemplos interesantes y específicos.

Se utiliza una variedad de transiciones bien pensadas. Muestran claramente cómo las ideas están conectadas.

Parece que el autor está escribiendo basado en sus conocimientos o experiencia. El autor ha tomado las ideas y las ha hecho “suyas.”

El escritor utiliza palabras y frases vívidas que captan o crean imágenes en la mente del lector.

Todas las oraciones están bien construidas con estructura variada.

La oración de conclusión es convincente y deja al lector con la idea de que él/ella entiende la razón por la cual el autor escribió este ensayo.

El escritor no hace ningún error de gramática u ortografía que podrían distraer al lector del contenido.
Expository Prompts
Analyzing the Prompt

Students will need to decide in which genre to write, using the information given to them on the prompt page. The good news is that certain words on the prompt page will indicate to students in which genre to write.

In this expository essay prompt page, the words highlighted in blue indicate that the students will write an expository essay.

READ the information in the box below.

There are people in our lives who are special to us. Sometimes this person is a teacher or coach, a parent, a brother or sister, or even a friend.

THINK about the people you care about.

WRITE about one person who has been important to you. Explain what makes that person special.

(Charge)

Be sure to –

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

Again, teach your students that the ‘READ’ and ‘THINK’ statements are only meant to help explain the prompt in a different way. They are meant to be inspirational, to ‘get the juices flowing’. Students should not get distracted by the ‘READ’ and ‘THINK’ portions. They should write about what the ‘charge’ says.
Brainstorming for the Expository Essay

We can help students identify an expository essay prompt by modeling for them the thinking and brainstorming process for that prompt. An expository essay prompt will always include the ‘READ’, ‘THINK’, and ‘WRITE’ format. The ‘WRITE’ statement tells them what to think about to find their topic (charge).

WRITE about [one person who has been important to you]. Explain what makes that person special. (Charge)

You might say:

“In the above prompt, I have two things to think about—one person who is important to me and explaining what makes that person special. When I see that word ‘Explain’, I know that means I’ll be writing an expository essay where I’ll need to explain something. I’ll start by drawing a T-Chart so I can CONSIDER...the ‘Write about’ portion of the prompt on one side. Then I can WRITE WHAT THOUGHTS I HAVE ABOUT... the ‘Explain’ portion of the prompt on the other side of my T-Chart. (Teacher Note: See the Expository Text Planning Tool)

“I’ll start by CONSIDERING...the person who is important to me.” (Circle the words ‘one person who has been important to you.’) “I want to think about people who are important to me here at school.” (List different possible people from school that kids may say are important to them, e.g., the librarian, the custodian, an office worker, etc.) Continue to brainstorm people who might be important at home, amongst their friends, and in after school sports and activities.

“Now I need to go back and fill in the ways I can explain that these people are special to me.” Review your list of people and think aloud about the ways in which these people are special. Show your students that for some people, you don’t have much you can say, and for others you have a lot you can say. Explain that these are the topics you will want to write about because you already know that you have a lot you can say about them.
READ the information in the box below.

Everyone has challenges in their lives. These may be problems we have to solve or difficulties we learn to live with. The challenges may be big or small, and they may be found at home or at school. Either way, we grow stronger when we solve our own problems.

THINK about the difficulties you have had in your life.

WRITE about one problem you have had to deal with. Explain how you have changed as a result of overcoming this challenge.

Be sure to-
• clearly state your central idea
• organize your writing
• develop your writing in detail
• choose your words carefully
• use correct spelling, capitalization, punctuation, grammar, and sentences
READ the information in the box below.

We have all been successful at one time or another in our lives. Sometimes we win prizes for being successful. Other times we are just as happy knowing that we were able to accomplish our goal.

THINK about the things you have enjoyed doing and things you have done well.

WRITE about something you were successful at doing. Explain why this experience was important for you.

Be sure to-
- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences
READ the information in the box below.

There are certain places in our lives that we know well and that are special to us. It might be a back yard, a setting in the woods or on the water, a store, a secret hideout, a certain room or any other place that is special to you.

THINK about the places you have enjoyed visiting or places you like to go back to over and over again.

WRITE about one place that has special meaning to you. Explain what makes it a special place.

Be sure to-
• clearly state your central idea
• organize your writing
• develop your writing in detail
• choose your words carefully
• use correct spelling, capitalization, punctuation, grammar, and sentences
READ the information in the box below.

We all have things we like to do with our friends or family. It may be something we do every day after school, or it may be something we only do on the weekends or on special occasions. In either case, it makes us feel good to know that we have friends or family with whom we can share fun times.

THINK about the fun times you have had with your family or friends.

WRITE about something you really like to do with the people in your life. Explain why you like to do this activity with your friends or family.

Be sure to-
  • clearly state your central idea
  • organize your writing
  • develop your writing in detail
  • choose your words carefully
  • use correct spelling, capitalization, punctuation, grammar, and sentences
LEE la información que está en el siguiente cuadro.

Todo el mundo tiene desafíos en sus vidas. Estos pueden ser problemas que tenemos que resolver o dificultades con las que aprendemos a vivir. Los retos pueden ser grandes o pequeños, y se pueden encontrar en casa o en la escuela. De todas maneras, nos hacemos más fuertes cuando resolvemos nuestros propios problemas.

PIENSA en las dificultades que has tenido en tu vida.

ESCRIBE acerca de un problema con el que has tenido que lidiar. Explica cómo has cambiado como resultado de haber superado este desafío.

Asegúrate de:
• presentar claramente tu idea principal
• organizar lo queieres
• desarrollar detalladamente lo que escribes
• seleccionar tus palabras con mucho cuidado
• escribir oraciones completas usando correctamente la gramática, la ortografía, las mayúsculas y la puntuación
LEE la información que está en el siguiente cuadro.

Todos hemos tenido éxito en algún momento en nuestras vidas. A veces ganamos premios por nuestros logros. Otras veces nos sentimos igual de contentos al saber que pudimos lograr nuestro objetivo.

PIENSA en las cosas que has disfrutado y las cosas que has hecho bien.

ESCRIBE acerca de algo que lograste hacer. Explica por qué esta experiencia fue importante para ti.

Asegúrate de:
• presentar claramente tu idea principal
• organizar lo que escribes
• desarrollar detalladamente lo que escribes
• seleccionar tus palabras con mucho cuidado
• escribir oraciones completas usando correctamente la gramática, la ortografía, las mayúsculas y la puntuación
LEE la información que está en el siguiente cuadro.

| Hay ciertos lugares en nuestras vidas que conocemos bien y que son especiales para nosotros. Puede ser un patio trasero, un sitio en el bosque o en el mar, una tienda, un escondite, un cuarto en particular o cualquier otro lugar que sea especial para ti. |

PIENSA en los lugares que te ha gustado visitar o lugares a los que te gusta regresar una y otra vez.

ESCRIBE acerca un lugar que tiene un significado especial para ti. Explica qué es lo que lo hace un lugar especial.

Asegúrate de:
• presentar claramente tu idea principal
• organizar lo que escribes
• desarrollar detalladamente lo que escribes
• seleccionar tus palabras con mucho cuidado
• escribir oraciones completas usando correctamente la gramática, la ortografía, las mayúsculas y la puntuación
Lee la información que está en el siguiente cuadro.

Todos tenemos cosas que nos gusta hacer con nuestros amigos o familiares. Puede ser algo que hacemos todos los días después de la escuela, o puede ser algo que sólo hacemos los fines de semana o en ocasiones especiales. En cualquier caso, nos hace sentir bien saber que tenemos amigos o familiares con quienes podemos compartir momentos divertidos.

Piensa en los momentos divertidos que has pasado con tu familia o amigos.

Escribe acerca de algo que realmente te gusta hacer con las personas en tu vida. Explica por qué te gusta hacer esta actividad con tus amigos o familiares.

Asegúrate de:

• presentar claramente tu idea principal
• organizar lo que escribes
• desarrollar detalladamente lo que escribes
• seleccionar tus palabras con mucho cuidado
• escribir oraciones completas usando correctamente la gramática, la ortografía, las mayúsculas y la puntuación
Rubrics
# Kid Friendly Expository Rubric

<table>
<thead>
<tr>
<th>Score 4</th>
<th>Score 3</th>
<th>Score 2</th>
<th>Score 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>The essay is written in expository form and responds to the prompt in a meaningful way. The essay is organized with a clear central idea. Supporting ideas are strongly related to the central idea and are focused on the topic of the prompt. The writer uses meaningful transitions and strong connections between sentences to show how the ideas are connected. The reader can easily follow the writer’s thinking.</td>
<td>The essay is written in expository form and responds to the prompt in a way that makes sense. The essay is organized with a clear central idea. Most supporting ideas are related to the central idea, but may not always be focused on the topic of the prompt. Most transitions are meaningful and the connections between sentences help to show how the ideas are connected. The reader can follow the flow of the essay.</td>
<td>The writer tries to write in expository form, but may not respond to the prompt in a way that makes sense. The essay contains a central idea that is weak or unclear. Most supporting ideas are related to the topic of the prompt, but may not be connected to the central idea. Sometimes the writer’s ideas become choppy or are repeated. Transitions and connections between sentences are weak and do not show how the ideas are connected. It is difficult to follow the writer’s thinking.</td>
</tr>
<tr>
<td><strong>Development of Ideas</strong></td>
<td>The writer uses only specific, well-chosen details and examples to make the essay express exactly what he/she wants to say. The essay is thoughtful and holds the reader’s interest. The writer may use his/her own experiences and way of thinking to write the essay or to connect ideas in interesting ways.</td>
<td>The writer uses specific details and examples that make the essay interesting. The essay shows some thoughtfulness. The writer is expressing his own original ideas and not following a particular format for the writing. The writer understands how to write a good expository essay.</td>
<td>The writer uses details and examples that do not always make sense or are not completely explained to show how they are connected to the other ideas. The essay is not very thoughtul because the writer is following a format for the writing rather than expressing his/her own ideas. The writer does not completely understand how to write an expository essay.</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>The writer uses words that express exactly what he/she means. The essay has an appropriate tone. The word choice makes the essay clear and strong. All sentences have a purpose, and the writer uses different types of sentences to make the writing strong. The writer has good control of sentence boundaries, spelling, capitalization, punctuation, and grammar. Although minor errors may be found, they do not make the essay confusing.</td>
<td>The writer uses words that are specific and interesting. The essay has an appropriate tone. The writer uses words that help him/her express his ideas in a way that adds to the writing. The writer uses some different types of sentences and has fairly good control of sentence boundaries, spelling, capitalization, punctuation, and grammar. There may be some errors, but they do not interrupt the meaning of the essay.</td>
<td>The writer uses words that are either not specific or not correct. The writer does not keep an appropriate tone and uses words that make the writing confusing. Sentences are awkward, and the writer has partial control of sentence boundaries, spelling, capitalization, punctuation, and grammar. Some errors are distracting and take away from the meaning of the essay.</td>
</tr>
<tr>
<td>Criterios para calificar el ensayo expositivo</td>
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<td>---------------------------------------------</td>
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<tr>
<td><strong>Calificación 4</strong></td>
<td><strong>Calificación 3</strong></td>
<td><strong>Calificación 2</strong></td>
<td><strong>Calificación 1</strong></td>
</tr>
<tr>
<td>----------------------</td>
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<td>----------------------</td>
</tr>
<tr>
<td><strong>Organización</strong></td>
<td>El ensayo está escrito en forma expositiva y responde a la propuesta de modo significativo. El ensayo está organizado con una clara idea central. Las ideas de apoyo tienen una firme relación con la idea central y se enfocan al tema de la propuesta. El escritor usa transiciones significativas y sólidas entre oraciones, para mostrar el modo como las ideas se conectan. El lector puede seguir fácilmente el pensamiento del escritor.</td>
<td>El ensayo está escrito en forma expositiva y responde a la propuesta de manera que tiene sentido. El ensayo está organizado con una clara idea central. La mayoría de las ideas de apoyo están relacionadas con la idea central, pero es posible que no siempre se enfoquen al tema de la propuesta. La mayoría de las transiciones son significativas, pero es posible que no siempre se enfoquen al tema de la propuesta. La mayoría de las transiciones son significativas, y las conexiones entre oraciones ayudan a mostrar cómo se conectan las ideas. El lector puede seguir el flujo del ensayo.</td>
<td>El escritor trata de escribir en forma expositiva, pero puede no responder a la propuesta de un modo que tenga sentido. El ensayo tiene una idea central débil o no clara. La mayoría de las ideas de apoyo se relacionan con el tema de la propuesta, pero pueden no conectarse con la idea central. A veces las ideas del escritor son desconectadas o repetidas. Transiciones y conexiones entre oraciones son débiles y no muestran cómo se conectan las ideas. Es difícil seguir el pensamiento del escritor.</td>
</tr>
<tr>
<td><strong>Desarrollo de ideas</strong></td>
<td>El escritor usa solo detalles y ejemplos específicos, bien elegidos, para lograr que el ensayo exprese exactamente lo que él/ella quiere decir. El ensayo está bien pensado y mantiene el interés del lector. El escritor puede usar sus propias experiencias y un modo de pensar para escribir el ensayo o conectar ideas en formas interesantes.</td>
<td>El escritor usa detalles y ejemplos específicos que hacen el ensayo interesante. El ensayo muestra cierta reflexión. El escritor está expresando sus ideas originales y no siguiendo un formato particular de redacción. El escritor entiende cómo escribir un buen ensayo expositivo.</td>
<td>El escritor usa detalles y ejemplos que no siempre tienen sentido o que se explican de modo incompleto, para mostrar cómo se conectan con otras ideas. El ensayo no está muy bien pensado, porque el escritor sigue un formato para escribir, en vez de expresar sus ideas propias. El escritor no acaba de comprender cómo escribir un ensayo expositivo.</td>
</tr>
<tr>
<td><strong>Convenios</strong></td>
<td>El escritor usa palabras que expresan exactamente lo que él/ella quiere decir. El tono del ensayo es adecuado. La selección de tópicos hace el ensayo claro y firme. Todas las oraciones tienen un propósito, y el escritor usa diferentes tipos de oraciones para hacer sólido el ensayo. El escritor tiene buen control de límites de oraciones, ortografía, uso de mayúsculas, puntuación y gramática. Aunque pueda haber errores menores, no hacen que el ensayo sea confuso.</td>
<td>El escritor usa palabras específicas e interesantes. El tono del ensayo es adecuado. El escritor usa palabras que le ayudan a expresar sus ideas de un modo que contribuye al ensayo. El escritor usa distintos tipos de oraciones y tiene bastante buen control de los límites de oraciones, ortografía, uso de mayúsculas, puntuación y gramática. Puede haber errores, pero no interrumpen el significado del ensayo.</td>
<td>El escritor usa palabras que no son específicas o son incorrectas. El escritor no mantiene un tono adecuado y usa palabras que hacen confuso el ensayo. Las oraciones son forzadas y el escritor tiene un control parcial de los límites de oraciones, ortografía, uso de mayúsculas, puntuación y gramática. Algunos errores causan distracción y le quitan valor al significado del ensayo.</td>
</tr>
</tbody>
</table>
### 4th Grade Expository Writing Rubric

<table>
<thead>
<tr>
<th>Score Point 1</th>
<th>Score Point 2</th>
<th>Score Point 3</th>
<th>Score Point 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The organizing structure of the essay is inappropriate to the purpose or</td>
<td>- The organizing structure of the essay is evident</td>
<td>- The organizing structure of the essay is, for the most part, appropriate to</td>
<td>- The organizing structure of the essay is clearly appropriate to the purpose</td>
</tr>
<tr>
<td>the specific demands of the prompt. The writer uses organizational strategies</td>
<td>but may not always be appropriate to the purpose or the specific demands of</td>
<td>the specific demands of the prompt. The essay is clear because the writer</td>
<td>and responsive to the specific demands of the prompt. The essay is skillfully</td>
</tr>
<tr>
<td>that are only marginally suited to the expository task, or they are</td>
<td>of the prompt. The essay is not always clear because the writer uses</td>
<td>uses organizational strategies that are adequately suited to the expository</td>
<td>crafted because the writer uses organizational strategies that are particularly</td>
</tr>
<tr>
<td>inappropriate or not evident at all. The absence of a functional organizational</td>
<td>organizational strategies that are only somewhat suited to the expository</td>
<td>task. The essay establishes a clear central idea. Most ideas are related to</td>
<td>well suited to the expository task. The writer establishes a clear central idea.</td>
</tr>
<tr>
<td>structure causes the essay to lack clarity and direction.</td>
<td>task. The writer's central idea is weak or somewhat unclear. The lack of an</td>
<td>the central idea and are focused on the topic specified in the prompt. The</td>
<td>All ideas are strongly related to the central idea and are focused on the topic</td>
</tr>
<tr>
<td>- Most ideas are generally related to the topic specified in the prompt, but</td>
<td>effective central idea or the writer's inclusion of irrelevant information</td>
<td>essay is coherent, though it may not always be unified due to minor lapses in</td>
<td>specified in the prompt. By sustaining this focus, the writer is able to</td>
</tr>
<tr>
<td>the central idea is missing, unclear, or illogical. The writer may fail to</td>
<td>interferes with the focus and coherence of the essay.</td>
<td>focus in focus.</td>
<td>create an essay that is unified and coherent.</td>
</tr>
<tr>
<td>maintain focus on the topic, may include extraneous information, or may shift</td>
<td>- The writer's progression of ideas is weak. Repetition or wordiness</td>
<td>- The writer's progression of ideas is generally logical and controlled. For</td>
<td>- The writer's progression is logical and well controlled. Meaningful</td>
</tr>
<tr>
<td>abruptly from idea to idea, weakening the coherence of the essay.</td>
<td>sometimes causes serious disruptions in the flow of the essay. At other times</td>
<td>the most transitions and sentence-to-sentence connections are too</td>
<td>transitions and strong sentence-to-sentence connections enhance the</td>
</tr>
<tr>
<td>- The writer's progression of ideas is weak. Repetition or wordiness</td>
<td>the lack of transitions and sentence-to-sentence connections causes the writer</td>
<td>perfunctory or weak to support the flow of the essay or show the relationships</td>
<td>flow of the essay by clearly showing the relationships among ideas, making the</td>
</tr>
<tr>
<td>sometimes causes serious disruptions in the flow of the essay. At other times</td>
<td>to present ideas in a random or illogical way, making one or more parts of the</td>
<td>among ideas.</td>
<td>writer's train of thought easy to follow.</td>
</tr>
<tr>
<td>the lack of transitions and sentence-to-sentence connections causes the writer</td>
<td>essay unclear or difficult to follow.</td>
<td></td>
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</tr>
<tr>
<td>to present ideas in a random or illogical way, making one or more parts of the</td>
<td></td>
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</tr>
<tr>
<td>essay unclear or difficult to follow.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>- The development of ideas is weak. The essay is ineffective because the</td>
<td>- The development of ideas is minimal. The essay is superficial because the</td>
<td>- The development of ideas is sufficient because the writer uses details and</td>
<td></td>
</tr>
<tr>
<td>writer uses details and examples that are inappropriate, vague, or</td>
<td>writer uses details and examples that are not always appropriate or are too</td>
<td>examples that are specific and appropriate, adding some substances to the</td>
<td></td>
</tr>
<tr>
<td>insufficient. The essay is insubstantial because the writer's response to</td>
<td>briefly or partially presented.</td>
<td>essay.</td>
<td></td>
</tr>
<tr>
<td>the prompt is vague or confused. In some cases, the essay as a whole is only</td>
<td>- The essay reflects little or no thoughtfulness. The writer's response to the</td>
<td>- The essay reflects some thoughtfulness. The writer's response to the prompt</td>
<td></td>
</tr>
<tr>
<td>weakly linked to the prompt. In other cases, the writer develops the essay in</td>
<td>prompt is sometimes formulaic. The writer develops the essay in a manner that</td>
<td>is original rather than formulaic. The writer develops the essay in a manner</td>
<td></td>
</tr>
<tr>
<td>a manner that demonstrates a lack of understanding of the expository writing</td>
<td>demonstrates only a limited understanding of the expository writing task.</td>
<td>demonstrates a good understanding of the expository writing task.</td>
<td></td>
</tr>
<tr>
<td>task.</td>
<td></td>
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</tr>
<tr>
<td>- The writer's word choice may be vague or limited. It reflects little or no</td>
<td>- The writer's word choice may be general or imprecise. It reflects a basic</td>
<td>- The writer's word choice is, for the most part, clear and specific. It</td>
<td>- The writer's word choice is purposeful and precise. It reflects a keen</td>
</tr>
<tr>
<td>awareness of the expository purpose and does not establish a tone appropriate</td>
<td>awareness of the expository purpose but does little to establish a tone</td>
<td>reflects an awareness of the expository purpose and establishes a tone</td>
<td></td>
</tr>
<tr>
<td>to the task. The word choice may impede the quality and clarity of the essay.</td>
<td>appropriate to the task. The word choice may not contribute to the quality</td>
<td>appropriate to the task. The word choice strongly contributes to the quality</td>
<td></td>
</tr>
<tr>
<td>- Sentences are simplistic, awkward, or uncontrolled, significantly limiting</td>
<td>and clarity of the essay.</td>
<td>and clarity of the essay.</td>
<td></td>
</tr>
<tr>
<td>the effectiveness of the essay.</td>
<td>- Sentences are awkward or only somewhat controlled, weakening the</td>
<td>- Sentences are varied and adequately controlled, for the most part</td>
<td></td>
</tr>
<tr>
<td>- The writer has little or no command of sentence boundaries and</td>
<td>effectiveness of the essay.</td>
<td>contributing to the effectiveness of the essay.</td>
<td></td>
</tr>
<tr>
<td>age-appropriate spelling, capitalization, punctuation, grammar, and usage</td>
<td>- The writer demonstrates a partial command of sentence boundaries and</td>
<td>- The writer demonstrates a consistent command of sentence boundaries and</td>
<td></td>
</tr>
<tr>
<td>conventions. Serious and persistent errors create disruptions in the</td>
<td>age-appropriate spelling, capitalization, punctuation, grammar, and usage</td>
<td>age-appropriate spelling, capitalization, punctuation, grammar, and usage</td>
<td></td>
</tr>
<tr>
<td>fluency of the writing and sometimes interfere with meaning.</td>
<td>conventions. Although some errors may be evident, they create few(if any)</td>
<td>conventions. Although minor errors may be evident, they do not detract from</td>
<td></td>
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<tr>
<td></td>
<td>disruptions in the fluency of the writing, and they do not affect the</td>
<td>the fluency of the writing or the clarity of the essay. The overall strength</td>
<td></td>
</tr>
<tr>
<td></td>
<td>clarity of the essay.</td>
<td>of the conventions contributes to the effectiveness of the essay.</td>
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</tbody>
</table>
Planning and Drafting
Expository Text Planning Tools

18 A Create brief compositions that...
   (i) establish a central idea in a topic sentence,
   (ii) include (2-3) supporting sentences with simple facts, details, and explanations and
   (iii) contain a concluding statement.

1. Read the prompt and brainstorm ideas using the t-chart below

2. Use the attached graphic organizer to organize your thoughts

<table>
<thead>
<tr>
<th>CONSIDER THE PROMPT...</th>
<th>WRITE THOUGHTS YOU HAVE ABOUT THE PROMPT...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>Establish central idea in a topic sentence and record it here</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Write a concluding statement that refers back to the central idea without repeating the topic sentence.</td>
<td></td>
</tr>
<tr>
<td>Write another sentence supporting the central idea. <strong>FEED</strong> the supporting sentence with one or more of the following:</td>
<td></td>
</tr>
<tr>
<td>• Facts</td>
<td></td>
</tr>
<tr>
<td>• Explanation</td>
<td></td>
</tr>
<tr>
<td>• Example</td>
<td></td>
</tr>
<tr>
<td>• Details</td>
<td></td>
</tr>
<tr>
<td>Write another sentence supporting the central idea. <strong>FEED</strong> the supporting sentence with one or more of the following:</td>
<td></td>
</tr>
<tr>
<td>• Facts</td>
<td></td>
</tr>
<tr>
<td>• Explanation</td>
<td></td>
</tr>
<tr>
<td>• Example</td>
<td></td>
</tr>
<tr>
<td>• Details</td>
<td></td>
</tr>
<tr>
<td>Write a sentence to support the central idea. <strong>FEED</strong> the supporting sentence with one or more of the following:</td>
<td></td>
</tr>
<tr>
<td>• Facts</td>
<td></td>
</tr>
<tr>
<td>• Explanation</td>
<td></td>
</tr>
<tr>
<td>• Example</td>
<td></td>
</tr>
<tr>
<td>• Details</td>
<td></td>
</tr>
</tbody>
</table>
18 A Create brief compositions that...
(i) establish a central idea in a topic sentence,
(ii) include **(2-3)** supporting sentences with simple facts, details, and explanations and
(iii) contain a concluding statement.

1. Read the prompt and brainstorm ideas using the t-chart below

2. Use the attached graphic organizer to organize your thoughts

<table>
<thead>
<tr>
<th>CONSIDERA LA PROPUESTA DE ESCRITURA...</th>
<th>ESCRIBE LAS IDEAS QUE TIENES SOBRE LA PROPUESTA DE ESCRITURA...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Escribe una oración para apoyar la idea central. **RESPALDA** la oración de apoyo con uno o más de lo siguiente:

- Hechos
- Explicación
- Ejemplo
- Detalles

Escribe otra oración que apoye la idea central. **RESPALDA** la oración de apoyo con uno o más de lo siguiente:

- Hechos
- Explicación
- Ejemplo
- Detalles

**Establece la idea central en una oración temática y anótala aquí**

Escribe otra oración que apoye la idea central. **RESPALDA** la oración de apoyo con uno o más de lo siguiente:

- Hechos
- Explicación
- Ejemplo
- Detalles

Escribe una oración de conclusión que se refiera a la idea central sin repetir la oración temática.
Directions for the Expository Essay T-Chart:

This chart provides a way for students to brainstorm their ideas and select the one idea they have the most to write about and are most interested in.

<table>
<thead>
<tr>
<th>CONSIDER THE PROMPT…</th>
<th>WRITE THOUGHTS YOU HAVE ABOUT…</th>
</tr>
</thead>
<tbody>
<tr>
<td>One person who has been important to me</td>
<td>What makes that person special</td>
</tr>
<tr>
<td>My Aunt Natalie</td>
<td>She babysits me a lot</td>
</tr>
<tr>
<td></td>
<td>She picks me up after school</td>
</tr>
<tr>
<td>My Grandma</td>
<td>We go to her house every weekend</td>
</tr>
<tr>
<td></td>
<td>We bake cookies at her house</td>
</tr>
<tr>
<td></td>
<td>She has the best dog, Baxter</td>
</tr>
<tr>
<td></td>
<td>We play Hide-and-Seek inside her big house</td>
</tr>
<tr>
<td>My Uncle Jerry</td>
<td>We rode go-carts at his house once</td>
</tr>
<tr>
<td></td>
<td>His kids are older</td>
</tr>
<tr>
<td></td>
<td>We don’t go there very often</td>
</tr>
</tbody>
</table>

Students may fill out the chart by either listing several names, then filling in the right side of the T-Chart for each name, or by writing the name and what makes the person special before moving on to the next name. They should be encouraged to list as many names as they think they can write about before choosing which ideas to take to the planning process.

Now students take their best idea (the one they have the most to write about and are most motivated to write about) and move to the Expository Essay Organizer.
Directions for the Expository Essay Organizer:

This graphic organizer begins with three supporting sentences and ends with the concluding statement.

- The **central idea** affects all the other parts of the paper and so it is written in the center of the paper.

- In the upper left quadrant, students write a **sentence that supports** the central idea. Below the sentence, students can add **Facts**, an **Explanation**, **Examples**, or **Details** to **F.E.E.D.** the supporting sentence. They are essentially elaborating on, or telling more about, the first sentence in this box.

- In the upper right and lower left quadrants, students record two more **supporting sentences** and elaborate on these sentences, using **Facts**, an **Explanation**, **Examples**, or **Details**.

  It’s important for students to read the supporting sentences and the central idea to ensure the supporting sentences actually do support the central idea. They may find they need to revise their central idea or their supporting sentences.

- The final quadrant contains the **concluding statement**. Encourage students to express the central idea of the essay **in different words**.

Once the students have determined that all the parts are connected to their central idea, they are ready to use their Expository Essay Organizer to write a draft of their essay. **You will need to model this drafting.** It is not obvious to many students how to take these scattered words and thoughts and turn them into sentences that connect to each other.

For the introduction, students should be encouraged to use the same type of leads they used when writing a narrative (dialogue, description, action, etc.) However, the leading sentence must flow into the central idea which is also included in the introductory paragraph.

Once the introductory paragraph is written, it’s time to compose the body of the composition. Each of the first three quadrants from the Expository Essay Organizer will form the body of the essay. **Students will write the supporting sentences and **F.E.E.D.** them with facts, an explanation, examples, and/or details. Model the use of transition words to show how the ideas in the essay are connected. Use caution when using these transition words so the writing does not sound formulaic.

The essay should end with the concluding statement, which refers to the central idea without repeating it.
Think Aloud as You Write in Front of your Students!

Using the ideas you have previously generated in a graphic organizer, show students how to take the brainstormed ideas and compose sentences and/or paragraphs with supporting ideas that are well connected to the central idea of the writing. Think aloud about your thought process, including:

- making decisions about which ideas to use and which ideas are not connected;
- how to get that first sentence started!
- how to change a phrase into a sentence;
- practicing the sound of a sentence before writing it;
- not knowing how to spell a word and deciding to look it up later;
- adding sentences that are not on the graphic organizer;
- writing a sentence, then deciding you don’t like it and crossing it out;
- adding a word that you accidentally skipped;
- thinking about whether the idea or sentence is really connected to the one before it;
- how to modify a sentence to make it connect to the sentence before it;
- adding transitional words to connect sentences and paragraphs
- how to conclude your writing

Moving from a graphic organizer to a written draft is not a natural process for many children. You may have to model this many times before children understand how you take individual phrases and ideas and turn them into sentences that flow together to communicate the central idea of your writing.
But I LOVE this paragraph. How can I delete it? It’s some of my best writing ever! Ok, maybe it doesn’t contribute to the overall story but I spent so long writing it! If single paragraphs could win the Pulitzer, this paragraph would win, for sure! Revision is overrated, especially since I spent so much time agonizing over this paragraph. Why do I have to get rid of something that I love? You can’t make me! I won’t do it! This paragraph is too good and I need to keep it.

Revision Angst

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Introductions and Conclusions for Expository Compositions

Introductions:

Revisit the expository mentor texts to look at the different ways the authors began their compositions. The goals of the introduction are:

A Good Introduction:
- Grabs the reader’s attention
- Is connected to the topic of the composition
- Leads the reader to the central idea

There are many ways to begin an introduction. In fact, writers may use many of the same methods to begin an expository introduction as they did when they practiced leads for their personal narratives. The big difference is that they'll want to keep the introduction short because they will also need to connect this beginning part of their introduction to their central idea. Some examples include:

Dialogue:

“Want to play Monopoly?” my sister asked me one Saturday afternoon. I couldn't believe she was asking me to play a game with her. But then again, it is one of our favorite family games to play together. We like to play Monopoly because it’s a fun way for our family to be together, without arguing about our usual family stuff.
The Writer’s Thoughts:

When I think about the fun things my family does together, my mind drifts to the Saturday afternoons when we slide our chairs close around the kitchen table with the Monopoly board between us. We like to play Monopoly because it’s a fun way for our family to be together, without arguing about our usual family stuff.

An Anecdote:

My mom and my sister were arguing all week about why my mom wouldn’t let my sister go with her friends to the movies. I thought their arguing would never end, until my mom started setting up the Monopoly board on the kitchen table. My sister didn’t say a word, as she slid up a chair and rolled the dice. We like to play Monopoly because it’s a fun way for our family to be together, without arguing about our usual family stuff.

After students have written a first draft of their essays, model with your own composition how you try each of the ways shown above to write an introduction using the topic of your writing. Notice that the central idea is included in the introduction and remains the same in each introduction. You should do the same with your central idea in the different introductions you model.

Students can work with a partner to produce the different types of introductions or you may want them to try it on their own. Leave your examples on display for students to reference as they compose. Students may choose the introduction they like the most to be the one they’ll use for their composition.
Conclusions:

Revisit the expository mentor texts to look at the different ways the authors ended their compositions.

A Good Conclusion:

- Summarizes the composition
- Tells how the writer feels about the topic
- Leaves the reader with a final thought

The two most common ways to conclude an expository essay are to revisit the introduction and to restate the central idea using different words. Another suggestion is for the writer to tell how he/she feels about the topic. See the examples below.

Revisit the Introduction:

I will always say ‘Yes’ when someone in my family asks me to play Monopoly. I think even my sister would agree with me when I say these are some of our best times together.

Restate the Central Idea Using Different Words:

Playing Monopoly is one of my family’s favorite activities to do together. When we are playing this game, we don’t even think about the usual family stuff that gets everyone so upset.

Writer Tells How He /She Feels About the Topic:

I think playing Monopoly is the best thing a family can do together. It helps us forget our worries and we can pretend we own all the property on the Monopoly board!
After students have written a first draft of their essays, model with your own composition how you try each of these ways to write a conclusion using the topic of your writing. Have students help you compose each type of conclusion and decide which one works best with your topic.

Students can work with a partner to produce the different types of conclusions or you may want them to try it on their own. Leave your examples on display for students to reference as they compose. Students may choose the conclusion they like the most for their composition.
Introductions and Conclusions for Expository Compositions

Introductions:

Revisit the expository mentor texts to look at the different ways the authors began their compositions. The goals of the introduction are:

- Capta la atención del lector
- Está conectada al tema de la composición
- Lleva al lector a la idea central

There are many ways to begin an introduction. In fact, writers may use many of the same methods to begin an expository introduction as they did when they practiced leads for their personal narratives. The difference is that they'll want to keep the introduction short because they will also need to connect this beginning part of their introduction to their central idea. Some examples include:

Diálogo:

“¿Quieres jugar al Monopolio?” me preguntó mi hermana un sábado por la tarde. Yo no podía creer que ella me estuviera preguntando a mí a jugar un juego con ella. Pero pensándolo bien, es uno de nuestros juegos favoritos de familia que jugamos juntos. Nos gusta jugar al Monopolio porque es una forma divertida en que nuestra familia puede estar unida, sin discutir acerca de nuestras cosas normales de familia.
Los pensamientos del escritor:

Cuando pienso en las cosas divertidas que hago con mi familia, mi mente se desvía a los sábados por la tarde, cuando arrimábamos nuestras sillas hacia la mesa de la cocina con el tablero de Monopolio entre nosotros. Nos gusta jugar al Monopolio porque es una forma divertida en que nuestra familia puede estar unida, sin discutir acerca de nuestras cosas normales de familia.

Una anécdota:

Mi mamá y mi hermana estaban discutiendo toda la semana de por qué mi mamá no dejaba que mi hermana fuera al cine con sus amigas. Yo pensaba que nunca dejarían de discutir, hasta que mi mamá empezó a poner el tablero de Monopolio en la mesa de la cocina. Mi hermana no dijo nada, mientras arrimó una silla y lanzó los dados. Nos gusta jugar al Monopolio porque es una forma divertida en que nuestra familia puede estar unida, sin discutir acerca de nuestras cosas normales de familia.

After students have written a first draft of their essays, model with your own composition how you try each of the ways shown above to write an introduction using the topic of your writing. Notice that the central idea is included in the introduction and remains the same in each introduction. You should do the same with your central idea in the different introductions you model.

Students can work with a partner to produce the different types of introductions or you may want them to try it on their own. Leave your examples on display for students to reference as they compose. Students may choose the introduction they like most to be the one they'll use for their composition.
Conclusions:

Revisit the expository mentor texts to look at the different ways the authors ended their compositions.

The two most common ways to conclude an expository essay are to revisit the introduction and to restate the central idea using different words. Another suggestion is for the writer to tell how he/she feels about the topic. See the examples below.

Retomar la introducción:

Siempre diré que ‘sí’ cuando alguien de mi familia me pida jugar al Monopolio. Creo que hasta mi hermana estaría de acuerdo conmigo cuando digo que estos son algunos de nuestros mejores momentos juntos.

Reformular la idea central con otras palabras:

Jugar al Monopolio es una de las actividades favoritas de mi familia para hacer juntos. Cuando estamos jugando a este juego, ni siquiera pensamos en las cosas normales de familia que siempre nos molestan tanto a todos.

El escritor cuenta qué opina él/ella sobre el tema:

Creo que jugar al Monopolio es lo mejor que una familia puede hacer juntos. ¡Nos ayuda a olvidar nuestras preocupaciones y podemos fingir que somos los dueños de todas las propiedades en el tablero de Monopolio!
After students have written a first draft of their essays, model with your own composition how you try each of these ways to write a conclusion using the topic of your writing. Have students help you compose each type of conclusion and decide which one works best with your topic.

Students can work with a partner to produce the different types of conclusions or you may want them to try it on their own. Leave your examples on display for students to reference as they compose. Students may choose the conclusion they like most for their composition.
A Strong Central Idea

The central idea of a piece of writing is the key concept or the core message of the entire writing. It refines and sharpens the purpose of the paper. It determines the content of the entire composition.

In an expository writing, everything the writer writes should explain, develop, illustrate, or prove the central idea.

If the student writes an expository essay and people wonder what point the writer was trying to make, he/she has failed to accomplish the most important task—to communicate the central idea.

- Every essay should only have one central idea.
- The central idea gives a clear direction for the rest of the composition.
- The central idea should be stated in one or two sentences.
- In the central idea, it is best to avoid general words like good, nice, fun, great, awesome, cool, etc. These words are vague and hard to define, which makes the central idea vague and may invite vague supporting ideas. A specific central idea leads to specific details!

Writers should ask themselves: What is my essential message? What do I want my audience to remember?

~Adapted from Wisc-Online.com, Developing the Central Idea of Your Speech, Dr. Rose Marie Mastricola
Which of the following are strong central ideas? Circle these sentences. What kind of ideas would work well to support these strong central ideas?

Which are not strong central ideas? Why? Cross these sentences out.

Remember, a specific central idea leads to specific details.

A special person is my aunt.

Exercise is important because it keeps a person healthy.

Learning multiplication facts is a challenge I overcame by practicing every day.

Visiting the Texas State Fair.

Playing basketball is good for me.

Spelling words correctly is a challenge for me that I've learned to accept.

I am good at football. It is an awesome sport.

I have a hard time remembering my multiplication facts.

Why is running a challenge for me?

My aunt is special because she spends time with me.

Computers for everyone in the classroom.
I like to play soccer because I get a lot of exercise every time I practice.

My basketball coach makes us work hard which helps us to win games.

What does my family do together?

Computers can be good, but sometimes they are bad for kids.

Going to the Texas State Fair is a family tradition that I look forward to every year.

I hate spelling tests because they make me nervous and there are times when I like them because I feel like I am good at spelling.

If all students in the classroom had computers, we would be able to learn more.

My aunt is special because she is nice.
A Strong Central Idea

The central idea of a piece of writing is the key concept or the core message of the entire writing. It refines and sharpens the purpose of the paper. It determines the content of the entire composition.

In an expository writing, everything the writer writes should explain, develop, illustrate, or prove the central idea.

If the student writes an expository essay and people wonder what point the writer was trying to make, he/she has failed to accomplish the most important task—to communicate the central idea.

- Cada ensayo debe tener sólo una idea central.
- La idea central da una dirección clara al resto de la composición.
- La idea central se debe expresar en una o dos oraciones.
- En la idea central, es mejor evitar el uso de palabras como bueno, bonito, divertido, estupendo, magnífico, sensacional, etc. Estas palabras son imprecisas y difíciles de definir, lo que hace que la idea central sea imprecisa y puede causar que las ideas de apoyo sean imprecisas. ¡Una idea central específica conduce a detalles específicos!

Los escritores deben preguntarse a sí mismos:
¿Cuál es mi mensaje esencial?
¿Qué quiero que mi audiencia recuerde?

~Adapted from Wisc-Online.com,
Developing the Central Idea of Your Speech,
Dr. Rose Marie Mastricola
¿Cuáles de las siguientes son buenas ideas centrales? Traza un círculo alrededor de estas oraciones. ¿Qué clase de ideas funcionan bien para apoyar estas buenas ideas centrales?

¿Cuáles ideas centrales no son buenas? ¿Por qué? Tacha estas oraciones.

- Recuerda, una idea central específica conduce a detalles específicos.

Una persona especial es mi tía.

El ejercicio es importante porque mantiene a una persona sana.

Aprender las tablas de multiplicación es un reto que superé practicando cada día.

Visitamos la Feria Estatal de Texas.

Jugar baloncesto es bueno para mí.

Escribir palabras correctamente es un reto para mí que he aprendido a aceptar.

Soy bueno para el fútbol americano. Es un deporte magnífico.

Es difícil para mí recordar las tablas de multiplicación.

¿Por qué es difícil para mí correr?

Mi tía es especial porque pasa tiempo conmigo.

Computadoras para todos en el salón de clase.
Me gusta jugar fútbol porque hago mucho ejercicio cada vez que practico.

Mi entrenador de baloncesto nos hace trabajar mucho, lo que nos ayuda a ganar partidos.

¿Qué hace mi familia junta?

Las computadoras pueden ser buenas, pero a veces son malas para los niños.

Ir a la Feria Estatal de Texas es una tradición familiar que espero con ilusión cada año.

Detesto las pruebas de ortografía porque me hacen sentir nervioso y hay veces que me gustan porque siento que soy bueno para la ortografía.

Si todos los estudiantes en el salón de clase tuvieran computadoras, podríamos aprender más.

Mi tía es especial porque es amable.
Does This Really Support My Topic Sentence?

As students determine the main ideas they will use to support their central idea, they need to make sure that all the information in their composition clearly connects to the central idea. If their topic sentences repeat or build on the ideas stated in their central idea, it is likely the topic sentences will stay focused. It is at this point, however, when writers try to add more information to the topic sentences (by adding facts, explanations, examples, and details), that sometimes their ideas begin to wander.

Before students write their final drafts, they need to review all the ideas in their drafts to decide whether they truly support the topic sentences of each paragraph.

Lucy Calkins recommends that students underline two or three key words in the topic sentence, and then reread the supporting idea to ask whether the information is related to each of the key words.

For example, one student’s central idea was “December is fun.” One of her topic sentences said, “December is fun because of Christmas parties.” She underlined the key words/phrases in the topic sentence: “December is fun because of Christmas parties.” To check that her next idea matched the meaning of this topic sentence, the student reread the story to decide if the information in the story was related to all of the key words.

Show writers an example:
Central idea:  **Learning multiplication facts is a challenge I overcame by practicing every day.**

**Topic Sentence:** My mom bought flash cards so we could practice together every day.

**Next idea:** When I could say the answer in three seconds or less, we put the card in one pile. The cards I didn’t know, we put in another pile. Then I practiced the facts that I didn’t know over and over again. We did this every day until my pile for facts I didn’t know got smaller and smaller, and finally I knew them all!

Have writers try their own example:

**Topic Sentence:** We made up silly tricks to help me remember the facts that were hard for me.

Underline the key words/phrases in the topic sentence above. Does the next idea connect to the topic sentence? How do you know? Underline key words/phrases in the next idea to find out if it is connected.

**Next idea:** For example, for 8x8=64, we said “I ate and I ate until I was sick on the floor” which sounds like 8x8=64. 8x8 was a hard one for me, but that silly trick works every time.

Notice that in both of the above examples, the writer had to add the last sentence to connect the idea to the topic sentence. Often this is all that is needed to make sure the idea is connected.
In these examples, the writer has not completely connected the next idea. Have your students revise the ‘next idea’ or add another sentence to make sure it is connected.

Central idea: My basketball coach makes us work hard which helps us to win games.

Topic sentence: We run 10 laps around the gym so we don’t get tired when we are playing our games.

Underline the key words/phrases. Is the next idea connected? How do you know? What do you have to do to make it connect?

Next idea: When I first started practicing, 10 laps seemed like an awful lot! I could hardly finish and sometimes I had to walk a few laps. Now I don’t get tired any more.

Topic sentence: We practice running to the basket and shooting layups until we make 10 layups.

Next idea: Once, when I was having a really bad day, I was the last person to finish. I had to keep trying while all the other players were getting water.
Central idea: If all students in the classroom had computers, we would be able to learn more.

Topic sentence: Students could use their computers to research their own answers instead of asking the teacher.

Next idea: For example, instead of asking who won the Battle of the Alamo, kids could look it up themselves. And they could find out for themselves things like, which planet is bigger, Jupiter or Neptune? Or how much does an elephant weigh?

Topic sentence: Students would learn Math more easily because they could use computer games to learn Math.

Next idea: In a game like Jumping Jack Facts, you just get all the frogs jumping onto the right answers and suddenly, your teacher will say, “Wow! How did you learn that?”

**Note: We can introduce this strategy in a whole group minilesson, but when we want writers to apply this strategy to their own writing, it is best to talk to each student individually in a one-on-one conference about whether their ideas truly support their central idea.**
Change Passive Verbs to Lively Verbs

Passive verbs include: is, am, are, was, were, be, being, been

Sentences that contain passive verbs are weak because they often do not include an action that the reader can visualize, or the subject does not do the action. In a sentence with an active verb, the subject is doing the action. Students can improve the quality of their writing by changing these passive verbs to vivid verbs, powerful verbs, to fizz up the action, paint word-pictures, and evoke feelings in their readers.

Students should go on a ‘passive verb hunt’ through their papers to find any of these passive verbs. Have them circle all the passive verbs in their entire paper. Now model for students how to change the circled verbs to lively and vivid verbs.

Examples:

Passive: The jar was broken by Kim
Active: Kim broke the jar.

Passive: My cousins are constantly whining.
Active: My cousins whine constantly.

Passive: There are times when I feel no one listens to me.
Active: At times, I feel no one listens to me.

Passive: The children were sad when their dog was dead.
Active: The children wept when their dog died.

Note that there are times when it seems it is not possible to change a passive verb. A few passive verbs are acceptable in every writing. Children should be encouraged to change as many passive verbs as possible in their writing. Make it a challenge: Can they change half of them? Most of them? All of them?
Be as concise as possible; find the single verb to replace the roundabout phrase.

Do not say: He did not remember to feed the dog.
Say instead: He forgot to feed the dog.

Do not say: She did not pass the music exam.
Say instead: She failed the music exam.
Replacement Words

While we were on vacation in Galveston, we visited Moody Gardens. The Rainforest Pyramid was my favorite! It was so cool. I saw all kinds of pretty plants that looked so nice. There were amazing birds that made interesting sounds. The rainforest looked good, and we had a lot of fun.

This could be a descriptive paragraph from an essay on a special place you have visited. However, these sentences don’t say much! Although the reader probably understands the general idea, that the Rainforest Pyramid is a wonderful place to visit, we can’t really get a good picture in our minds because the paragraph uses too many general adjectives: good, fun, nice, pretty, awesome, cool, interesting, amazing, etc. While well-chosen adjectives can enhance a piece of writing and make the writing come alive, these general adjectives have the opposite effect. They weaken the writing and make it boring.

In order to help the reader really see the same picture the writer has in his mind, writers work to find the most specific adjectives to describe their topic, or better yet, they find the most specific nouns, and they don’t need to use an adjective!

Here is an activity that can help students use more vivid words to describe the main topic of their essay. Students brainstorm their personal word bank of other synonyms and phrases that can be used in place of the main topic word. Sometimes these ‘Replacement Words’ include some combination of an adjective and a noun. They may also include a comparison.
Begin by modeling the brainstorming of synonyms for some simple topics, such as: cat, dog, flower, computer. Then move on to the topics of their compositions.

A brainstorm chart of Replacement Words for the word ‘plants’ might look like this:

<table>
<thead>
<tr>
<th>TOPIC: Plants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adjectives</strong></td>
</tr>
<tr>
<td>lush green</td>
</tr>
<tr>
<td>tiny purple</td>
</tr>
<tr>
<td>bold</td>
</tr>
<tr>
<td>bright yellow &amp; orange</td>
</tr>
<tr>
<td>waist-high</td>
</tr>
<tr>
<td>tall as the sky</td>
</tr>
<tr>
<td>big leaves with unusual shapes</td>
</tr>
<tr>
<td>alive</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Here are some Replacement Words for the word ‘birds’:

<table>
<thead>
<tr>
<th>TOPIC: Birds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adjectives</strong></td>
</tr>
<tr>
<td>bright red</td>
</tr>
<tr>
<td>pink with blue legs and green wings</td>
</tr>
<tr>
<td>long tail feathers</td>
</tr>
<tr>
<td>big, fat beaks</td>
</tr>
<tr>
<td>yellow, green feathers</td>
</tr>
<tr>
<td>long legs</td>
</tr>
</tbody>
</table>
Our paragraph about the Rainforest Pyramid might now sound like this:

While we were on vacation in Galveston, we visited Moody Gardens. The Rainforest Pyramid was my favorite! Soft, green grass and moss covered the ground and everywhere I looked. Bold, yellow and orange flowers caught my attention because they were as high as my waist, lifting their bright faces to the sun. Bright red parrots and yellow toucans with big fat beaks joined the chorus of voices and sounds of the rainforest. This is how I imagine heaven looks and feels, and I didn’t want to leave!

We don’t necessarily want our students to pack one paragraph full of all these descriptive words. (We created this descriptive paragraph to replace the first attempt to describe at the beginning of this lesson.)

Instead we want writers to use these replacement words in place of the topic words that are repeated frequently throughout their composition, because they don’t know what else to say. Show students how to replace the topic word throughout their compositions with a word replacement.
Editing
Mini-Lessons
Capitalization Rules

Before students practice an Editing passage, review the following capitalization rules that may be tested in this format.

As you list each rule, have students look through the most recent story they have written to find any examples of words that should be capitalized and make corrections if needed. Ask students to share the words they capitalized in their stories with the whole class. This may remind other students of words they overlooked or words they will use in future writings.

As students encounter a test question with a capitalization rule, ask students to name which capitalization rule is being tested.
**Capitalization Rules**

*Use a capital letter for these words in your writing:*

1. **The beginning of a sentence;**
   Ex: Last week, I was sick and missed a day of school.

2. **The word 'I';**
   Ex: It was not fun being sick because I slept all day.

3. **Names of people;**
   Ex: Mrs. Sanborn, my friend, Miguel, Aunt Dolores

4. **Names of places (cities, states, stores, parks, restaurants);**
   Ex: Houston, Texas, Walmart, Schlitterbahn, Austin Park and Pizza

5. **Names of things (pets, books, movies, video games);**
   Ex: my pet, Fido, Diary of a Wimpy Kid, Shrek Forever After

6. **Official titles of people;**
   Ex: President Obama, Dr. Hohenstein, Pastor Shermon

7. **Months and days of the week;**
   Ex: Her birthday is in July. My favorite day of the week is Friday.

8. **Geographical names and places;**

9. **Salutation and closing of a letter;**
   Ex: Dear Grandma, Yours truly,

10. **Titles of books, stories, and essays;**
    Ex: Because of Winn-Dixie, “The Day I Will Always Remember”, “How to be a Responsible Older Brother”
The following capitalization rules are not often found in student writing. Nonetheless, these rules may be tested in the Revising and Editing portion of the test. One way to teach these rules is found below.

**Additional Capitalization Rules**

*Use a capital letter for these words when you edit a piece of writing:*

- **Geographical names and places;**

- **Historical events and documents;**
  Ex: The U.S. Constitution is a document that outlines the framework for the U.S government. It was signed in 1887, more than ten years after the end of the Revolutionary War.

- **Languages, races, and nationalities;**
  Ex: People from Mexico speak the Spanish language. Racial groups include: Hispanic (Latino) Americans, African (Black) Americans, Asian-Pacific Americans, American Indian, and European (White) Americans, etc. Nationalities include: Canadian, Chinese, German, Mexican, American, etc.

- **Explain the first rule** as you write it on your chart. Have students look through their Social Studies textbook to find examples of the types of geographical names and places that are written with a capital letter. Examples can be found throughout the entire book. However, you may want to focus in on Chapter 1, pp. 20-25 for names of continents, states, countries, rivers, and specific locations like the Panhandle, mountain ranges, and bodies of water.

As students find examples, add them to your chart. Remind them to look for these types of words in their Revising and Editing passages and to be sure these words are written with a capital letter.
• Continue to explain and write the second rule on your chart. Have students look through their Social Studies book again to find examples of the types of historical events and documents that may be included in a Revising and Editing passage. Add them to your chart and remind students to be sure these words are always written with a capital letter.

Social Studies textbook pages:
- p. 9 – Cinco de mayo
- p. 188 – Law of April 6, 1830
- p. 196 – Texas Declaration of Independence
- p. 197 – Constitution of the Republic of Texas

• Explain and write the third rule on your chart. Have students look through Unit 3, pp. 180-181 of their Social Studies textbook to find examples of the types of languages, races, and nationalities they may encounter in the Revising and Editing passages of their test. Add these words to your chart as students find examples. Remind them to be sure these words, and other words like them, are always written with a capital letter.

As students encounter a test question with a capitalization rule, ask students to name which capitalization rule is being tested.

**Note to Teachers:** Continue to apply this lesson every time the class reads from the Social Studies textbook! You can keep on-going lists of these capitalization rules and, as you read, ask students to identify which rule applies each time they come across a geographical name or place, an historical event or document, and languages, races, and nationalities!

Better yet, begin this process at the beginning of next year. It is more likely that your students will notice these words in a test format if they have been noticing them in their reading all year long.
Before students practice an Editing passage, review the following capitalization rules that may be tested in this format.

As you list each rule, have students look through the most recent story they have written to find any examples of words that should be capitalized and make corrections if needed. Ask students to share the words they capitalized in their stories with the whole class. This may remind other students of words they overlooked or words they will use in future writings.

As students encounter a test question with a capitalization rule, ask students to name which capitalization rule is being tested.
**Reglas del uso de mayúsculas**

**Usa mayúscula con estas palabras en tus escritos:**

1. **Primera palabra de una oración;**
   Ej: Mañana tenemos el primer partido de baloncesto.

2. **Nombres de personas;**
   Ej: Sra. Méndez, mi amigo, Miguel, Alma Flor Ada

3. **Nombres de lugares (ciudades, estados, tiendas, lugares públicos);**
   Ej: Houston, Texas, Walmart, Schlitterbahn, Austin Park and Pizza

4. **Nombres de cosas (mascotas, libros, películas, videojuegos);**
   Ej: mi mascota, Fido, Diario de Greg, Buscando a Nemo

5. **Nombres geográficos y lugares;**

6. **Saludo y despedida de una carta;**
   Ej: Querida Karen, Tu amiga,

7. **La primera palabra de los títulos de libros, cuentos, y ensayos;**
   Ej: Mi diario de aquí hasta allá, Gracias a Winn-Dixie, “El día que siempre recordaré”, “Cómo ser un hermano mayor responsable”

8. **Títulos oficiales cuando no incluye el nombre de la persona;**
   Ej: el Presidente, la Reina, la Alcaldesa

9. **No se usa mayúscula con los días de la semana ni los meses;**
   Ej: Mi día favorito de la semana es viernes. Su cumpleaños es en julio.
The following capitalization rules are not often found in student writing. Nonetheless, these rules may be tested in the Revising and Editing portion of the test. One way to teach these rules is found below.

**Reglas adicionales del uso de mayúsculas**

Usa una letra mayúscula con estas palabras al editar un escrito:

- **Nombres geográficos y lugares;**

- **Eventos y documentos históricos;**
  Ej: La Constitución de los EE.UU. es un documento que describe la estructura del gobierno de los EE.UU. Fue firmado en 1787, más de diez años después del fin de la guerra revolucionaria.

Al editar, asegúrate de no poner mayúscula en lo siguiente:

- **Idiomas, razas y nacionalidades no llevan mayúscula;**
  Ej: La gente de México habla español. Los grupos raciales incluyen: hispanoamericanos (latinos), afroamericanos (negros), asiático pacífico americanos, indio americano, y euroamericanos (blancos), etc.
  Las nacionalidades incluyen: canadiense, chino, alemán, mexicano, americano, etc.

  *Explain the first rule as you write it on your chart. Have students look through their Social Studies textbook to find examples of the types of geographical names and places that are written with a capital letter. Examples can be found throughout the entire book. However, you may want to focus in on Chapter 1, pp. 20-25 for names of continents, states, countries, rivers, and specific locations like the Panhandle, mountain ranges, and bodies of water.*

As students find examples, add them to your chart. Remind them to look for these types of words in their Revising and Editing passages and to be sure these words are written with a capital letter.
• Continue to explain and write the second rule on your chart. Have students look through their Social Studies book again to find examples of the types of historical events and documents that may be included in a Revising and Editing passage. Add them to your chart and remind students to be sure these words are always written with a capital letter.

Social Studies textbook pages:
- p. 9 – Cinco de mayo
- p. 188 – Law of April 6, 1830
- p. 196 – Texas Declaration of Independence
- p. 197 – Constitution of the Republic of Texas

• Explain and write the third rule on your chart. Have students look through Unit 3, pp. 180-181 of their Social Studies textbook to find examples of the types of languages, races, and nationalities they may encounter in the Revising and Editing passages of their test. Add these words to your chart as students find examples. Remind them to be sure these words, and other words like them, are always written with a capital letter.

As students encounter a test question with a capitalization rule, ask students to name which capitalization rule is being tested.

**Note to Teachers:** Continue to apply this lesson every time the class reads from the Social Studies textbook! You can keep on-going lists of these capitalization rules and, as you read, ask students to identify which rule applies each time they come across a geographical name or place, an historical event or document, and languages, races, and nationalities!

Better yet, begin this process at the beginning of next year. It is more likely that your students will notice these words in a test format if they have been noticing them in their reading all year long.
Conferences

The purpose of the conference is to help the student react to his or her own writing so he or she may diagnose possible writing problems and make an attempt to solve them.

Remember to:
1. Listen to the writer. (Have him/her read piece to you.)
2. Allow the writer to teach you.
3. Respond to the content first.
4. Handle one problem at a time.
5. Avoid asking yes/no questions. (whenever possible)

Conferencing Tips From Barry Lane

1. Always make sure the student speaks first. Train students to come to conferences with a list of questions or their latest contract.
2. Resist the desire to fix a student’s story, especially if you have brilliant advice. The student may lose ownership. Instead, ask a few questions and the student may come up with a better idea than the one you had.
3. When you get bogged down with the writing on paper, put it aside and just talk about the writing.
4. Take notes as your student talks. If no one takes notes, great ideas can get lost.
5. Vary the style of your conferences by working with two or three students at a time, or by defining a focus in advance (leads, organization, etc.)
6. Respond to a student’s writing as a reader, not as a teacher.
7. Tape record conferences for your own benefit. Listen to your role and think about how you could do better.
8. Have faith in the process when things are tough. Realize that every conference won’t be perfect.
9. Trust your instinct and develop them.
POSSIBLE TYPES OF QUESTIONS AND RESPONSES USED DURING CONFERENCES

- How’s it going?
- Tell me about your piece.
- What part do you like best? Why? How could you build on that?
- Tell me more about it.
- Ask questions about any part that is not clear.
- What else do you know about this topic?
- How did you feel when this happened? Did you show your feelings?
- What did you think when this happened? Did you tell your thoughts?
- How could you find out more about your topic?
- Why did you choose this subject to write about?
- Do you have more than one story?
- What did you learn from this piece of writing?
- What do you intend to do next? What do you intend to do with the next draft?
- What surprised you in the draft?
- How does this draft sound when you read it aloud?
- Why is this important to you?
- How is this place the same as others you have written? How is it different from others?
- What kinds of changes have you made from your last draft? Show me.
- Read the part that is most exciting.
- What do you think you can do to make this place better?
- What problems are you having? What problems did you have?
- What is the most important thing you are trying to say?
- What works so well you’d like to try to develop it further?
- How do you feel about your story?
- Tell the writer what you specifically like about the piece.
- How did you choose your title? Explain how your title fits your story?
- What was the easiest part to write? What was the most difficult part to write?
- Did you tell about something or did you show by using examples?
- Have you repeated yourself? Did you need to?
- Is all your information important to the reader? Are there parts you don’t need?
- Can you show me the action in your story?
- Did you take anything out? Why?
- What questions did your conference partner have for you?
- Where is this piece of writing taking you?
- Can you think of a different way to say this?
- Does the beginning of your piece grab the reader’s attention?
- How do you want your reader to feel at the end? Does this conclusion do it?
- What questions would you like to ask me?
- What would you like me to listen for?
- How can I help you?
- What will you write about next?
POSIBLES TIPOS DE PREGUNTAS Y RESPUESTAS UTILIZADAS DURANTE CONFERENCIAS CON ESTUDIANTES

- ¿Cómo va tu trabajo?
- Dime/cuéntame acerca de tu trabajo/escrito.
- ¿Qué parte te gusta más? ¿Por qué? ¿Cómo puedes extender esa parte?
- Dime/cuéntame más sobre eso/esto.
- Haga preguntas sobre cualquier parte que no es clara.
- ¿Qué más sabes sobre el tema?
- ¿Cómo te sentiste cuando sucedió esto? ¿Mostraste tus sentimientos?
- ¿Qué pensaste cuando sucedió esto? ¿Contaste/escribiste sobre tus pensamientos?
- ¿Cómo puedes averiguar más acerca del tema?
- ¿Por qué escogiste este tema para escribir?
- ¿Tienes más de un cuento/historia?
- ¿Qué aprendiste de este escrito?
- ¿Qué piensas hacer después? ¿Qué piensas hacer con el siguiente borrador?
- ¿Qué te sorprendió del borrador?
- ¿Cómo se escucha este borrador cuando lo lees en voz alta?
- ¿Por qué esto es importante para ti?
- ¿En qué se parece este lugar a otros sobre los que has escrito? ¿En qué es diferente a los otros lugares?
- ¿Qué tipos de cambios has hecho en tu último borrador? Muestrame los cambios.
- Lee la parte que es más emocionante.
- ¿Qué piensas que puedes hacer para mejorar este lugar?
- ¿Qué problemas tienes? ¿Qué problemas tuviste?
- ¿Cuál es la cosa/idea más importante que deseas decir?
- ¿Cómo te sientes acerca de tu cuento/historia?
- Diga al escritor lo que a usted le gusta específicamente del escrito/trabajo?
- ¿Qué es lo que funciona bien que desearías desarrollarlo más?
- ¿Cómo elegiste el título? Explica porque el título va con el cuento/historia
- ¿Cuál fue la parte más fácil de escribir? ¿Cuál fue la parte más difícil de escribir?
- ¿Contaste/escribiste acerca de algo o lo mostraste utilizando ejemplos?
- ¿Repetiste lo que dijiste? ¿Era necesario que lo hicieras?
- ¿Toda la información es importante para el lector? Hay partes que no necesitas?
- ¿Puedes mostrarme las acciones en el cuento/historia?
- ¿Quitaste alguna parte? ¿Por qué?
- ¿Qué preguntas te hizo tu compañero de conferencia?
- ¿Adonde te lleva este escrito/trabajo?
- ¿De que otra manera puedes decir esto?
- ¿Capta la atención del lector el principio de tu escrito/trabajo?
- ¿Cómo deseas que se sienta el lector al final del cuento/historia? ¿Logra esto la conclusión?
- ¿Qué preguntas deseas hacerme?
- ¿Qué deseas que escuche?
- ¿Cómo te puedo ayudar?
- ¿Cuál será tu próximo tema para escribir?
Revising and Editing Practice
**Beginning in January: Alternate weekly assessments between Revising & Editing**

During the months leading up to the STAAR Writing Test it is important for students to have many opportunities to practice revising and editing in the STAAR format. The following steps are recommended as you lead your students through this practice. **Remember that the goal is for students to be able to do this independently, so you will want to build-in the gradual release of responsibility as we get closer to the test date.**

1. **READ THE DIRECTIONS** prior to each writing selection to determine whether it is revision or editing.

   **Samantha wrote about her favorite time of year. Read Samantha’s paper and think about how it should be revised. Then answer the questions that follow.**

2. **READ THE PASSAGE all the way through for meaning.** The purpose for this is for students to get the gist of what they are reading and be able to recognize errors more readily in context. (Students should **NOT** be encouraged to interact with this text as they do with the reading passages.

3. **READ ONE QUESTION AT A TIME** and return to the text to identify the sentence(s) addressed.

4. **READ AROUND** the sentence or sentences addressed in that question and choose the BEST answer. **Think about how the ideas can best be connected and which words will communicate the ideas best.**

   **NOTE:** Combining sentences is about making the composition flow/sound better not just combining them using the correct punctuation.

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1. **READ THE DIRECTIONS** prior to each writing selection to determine whether it is revision or **editing**.

   **Robert wrote this paper about overcoming a fear. He would like you to read his paper and look for any edits he needs to make. When you finish reading, answer the questions that follow.**

2. **READ EACH QUESTION** to identify the sentence(s) addressed in the questions prior to re-reading the selection. **Underline those sentence(s). Do not read the answer choices at this time.**

3. **READ THE PASSAGE AND EDIT** the identified sentence(s) while reading.

4. **READ EACH QUESTION** and match the answer choice to your edit.

   **If you DID NOT edit that particular sentence OR if your change does not match any of the answer choices:**
   - Read each answer choice and try each answer in the sentence(s) in the passage.
   - Choose the best answer.
Comenzando en enero: Evaluaciones semanales alternas entre Revisar y Editar

Durante los meses previos a la prueba de escritura de STAAR, es importante que los estudiantes tengan muchas oportunidades para practicar la revisión y edición en el formato de STAAR. Se recomiendan los pasos a continuación a medida que guíen a sus estudiantes por esta práctica. Recuerde que el objetivo es que los estudiantes puedan hacer esto de forma independiente, por lo que querrán incorporar la liberación gradual de la responsabilidad a medida que acerquen la fecha del examen.

1. **LEA LAS INSTRUCCIONES** antes de cada selección de escritura para determinar si se trata de **revisar** o **editar**.

2. **LEA EL PASAJE por completo para el significado.** El propósito de esto es que los estudiantes entiendan conceptualmente lo que están leyendo y que puedan reconocer errores más fácilmente en su contexto. **(NO se debe animar a los estudiantes a interactuar con este texto tal como se hace con los pasajes de lectura).**

3. **LEA UNA PREGUNTA A LA VEZ** y vuelva al texto para identificar la(s) oración(es) siendo tratada(s).

4. **LEA ALREDEDEDOR DE** la oración u oraciones siendo tratadas en esa pregunta y elija la **MEJOR respuesta.**

**NOTA:** El combinar oraciones se trata de hacer que la composición fluya/suene mejor, no solo de combinarlas utilizando la puntuación correcta.

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**Samantha escribió acerca de su temporada del año preferida. Lea el escrito de Samantha y piense en cómo se debe **revisar.** Luego conteste las siguientes preguntas.**

**Roberto escribió este escrito sobre la superación de un temor. Le gustaría que lea su escrito y busque **correcciones** que necesite hacer. Al terminar de leer, conteste las siguientes preguntas.**

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1. **LEA LAS INSTRUCCIONES** antes de cada selección de escritura para determinar si se trata de **revisar** o **editar.**

2. **LEA CADA PREGUNTA para identificar la(s) oración(es) siendo tratada(s) en las preguntas antes de releer el texto seleccionado. Subraye esa(s) oración(es). No lea las opciones de respuesta en este momento.**

3. **LEA EL PASAJE Y EDITE la(s) oración(es) identificada(s) al leer.**

4. **LEA CADA PREGUNTA y encuentre la respuesta que corresponda a su corrección.**

   Si NO editó esa oración en particular **O si su cambio no corresponde con ninguna de las opciones de respuesta:**

   - Lea cada opción de respuesta y pruebe cada respuesta en la(s) oración(es) en el pasaje
   - Elija la mejor respuesta.
An Unusual Animal

(1) Madagascar is an island off the east coast of Africa. (2) It is home to many strange and beautiful creatures. (3) Lots of different animals live there. (4) About 80% of the animals found in Madagascar do not exist anywhere else on Earth.

(5) Madagascar is the only place on Earth where lemurs live in the wild. (6) Around 30 different species of lemurs live on this island. (7) Some lemurs are the size of house cats. (8) Others, like the sifaka lemur, are even bigger.

(9) All lemurs have the same striking feature. (10) Lemurs have large eyes. (11) Lemurs eyes allow them to see in the dark. (12) This feature can be good for the lemur species that are active at night. (13) I once saw a lemur at our city zoo.

(14) Lemurs are great tree climbers. (15) Lemurs are great jumpers. (16) The sifaka lemur can jump as far as 20 feet. (17) The lemur leaps from tree to tree looking for food. (18) Sifaka lemurs have a different jumping technique than most other lemurs. (19) They land feet first. (20) Most lemurs land hands first, like monkeys.
(21) The trees of Madagascar provide a variety of food for lemurs. (22) Some lemurs, like the sifaka, prefer fruit and leaves. (23) Aye-aye lemurs look around for bugs and grubs. (24) It is their idea of a tasty meal!

1 Lily wants to add a sentence to the end of her first paragraph (sentences 1 – 5). Which sentence could she add to clearly state the central idea of her paper?

A Madagascar is an island off the coast of Africa.
B Lemurs are furry creatures that might seem to be related to squirrels.
C Madagascar is the world’s fourth largest island and about the size of Texas.
D Lemurs are among the most unusual animals found on Madagascar.

2 Lily wants to make sure she does not repeat information in her report. Which sentence does NOT belong in the introduction?

A Sentence 1
B Sentence 3
C Sentence 4
D Sentence 5
3  Lily would like to add the following sentence to the second paragraph.

Lemurs come in all different sizes.

Where is the **BEST** place to insert this sentence?

A  At the beginning of the paragraph.
B  After sentence 6.
C  At the end of the paragraph.
D  This sentence should not be added to the paragraph.

4  What is the **BEST** way to combine sentences 10 and 11?

A  Lemurs have large eyes that allow them to see in the dark.
B  Lemurs have large eyes and their eyes allow them see in the dark.
C  Lemurs have large eyes but they can see in the dark.
D  Lemurs have large eyes, they can see in the dark.

5  What is the **BEST** way to combine sentences 14 and 15?

A  Lemurs are great tree climbers, jumpers, too.
B  Lemurs are great climbers and they are great tree jumpers.
C  Lemurs are great tree climbers and jumpers.
D  Lemurs are great climbers and lemurs are great jumpers.
Lily needs to add a transition word or phrase to help her readers move from sentence 18 to sentence 19. Which transition could **BEST** be added to the beginning of sentence 19?

A. Without a doubt,
B. At first
C. However
D. After they jump,

Look at sentence 23. The phrase *look around* does not express what Lily was trying to say. Which word could **BEST** replace *look around* and help Lily improve the meaning of this sentence?

A. crawl
B. beg
C. hunt
D. smell

Lily wants to stay focused and on topic. Which sentence does **NOT** belong in this report?

A. Sentence 8
B. Sentence 13
C. Sentence 18
D. Sentence 23
Read the introduction and the passage below. Then read each question. Fill in the circle of the correct answer on your answer document.

William started writing this essay about an interesting sport. Read William’s essay and look for corrections and improvements he should make. Then answer the questions that follow.

Karate

(1) Karate is a sport for people of all ages, from child to adults. (2) In karate, you learn how to defend yourself by using only your hands and feet. (3) Many people like karate because it’s good exercise, too!

(4) There are many stories about how and where karate started. (5) Some people believe that the sport started on an island near Japan hundreds of years ago. (6) A king became tired of war. (7) He would not his men use weapons. (8) Since his warriors had no weapons, they learned movements, or forms, to use when they fought. (9) Teachers taught these forms to other people. (10) Through the years, more and more people studied the sport. (11) Today, people all over the world can learn these forms. (12) Many people, including Americans, study these forms at karate schools.

(13) When people do karate, they often wear a white jacket and white pants. (14) Their teacher usually gives them a special belt to wear. (15) The color of the belt they wear shows how much they know. (16) A beginner wears a white belt. (17) The other colors are yellow, orange, green, blue, brown, and black. (18) People wear either a brown belt or a black belt at the two highest levels.

GO ON
(19) Sometimes people go to a competition to see how good they are.
(20) They can compete against other people of the same age and rank.
(21) They can see people at all levels of skill. (22) By watching, they can see how to get better.

1 What change, if any, should be made in sentence 1?
   A  Change people to People
   B  Change the comma to a period
   C  Change childs to children
   D  Make no change
   TEKS 4.22A(ii)

2 What change should be made in sentence 4?
   F  Change are to is
   G  Change stories to stories
   H  Insert a comma after how
   J  Change where to wear
   TEKS 4.22A(i)

3 What change, if any, should be made in sentence 7?
   A  Change He to King
   B  Insert let after not
   C  Change use to used
   D  Make no change
   TEKS 4.20B

4 What change should be made in sentence 8?
   F  Insert a period after weapons
   G  Change learned to learn
   H  Change movemants to movements
   J  Change fought to fought
   TEKS 4.22B
5 What change, if any, should be made in sentence 12?
   A  Delete the comma after people
   B  Change americans to Americans
   C  Change forms to form
   D  Make no change
   TEKS 4.21B(iii)

6 What change should be made in sentence 14?
   F  Change usual to usually
   G  Change gives to gave
   H  Change to to too
   J  Change the period to a question mark
   TEKS 4.20A(iv)

7 What change, if any, should be made in sentence 18?
   A  Change either to neither
   B  Change or to nor
   C  Insert a comma after belt
   D  Make no change
   TEKS 4.20A(vii)

8 What change, if any, should be made in sentence 19?
   F  Delete Some in Sometimes
   G  Change competision to competition
   H  Change good to well
   J  Make no change
   TEKS 4.20A(iv)
Shayla wrote this report about a famous person from Texas. Read Shayla’s report and think about the changes she should make. Then answer the questions that follow.

**Barbara Jordan**

(1) She was born on February 21, 1936. (2) She was born in Houston, Texas. (3) She earned a degree from Texas Southern University when she was only 20 years old. (4) Barbara Jordan was intelligent and a very good student. (5) This was a year earlier than most college students earn a degree. (6) Then she went to law school to become a lawyer.

(7) Barbara Jordan was very interested in government. (8) Her father was a minister. (9) In 1966, she became the first African American senator from Texas since 1883. (10) This was a big accomplishment. (11) In 1968, she won that race again. (12) In 1972, she was the Texas governor for just one day. (13) This made her the first African American woman governor in the history of the United States.

(14) Barbara Jordan cared about people. (15) She also cared deeply about her country. (16) She spoke out for equal rights. (17) She also wanted people to work together to make America great.

(18) When Barbara Jordan was 43 years old, she stopped working for the government. (19) She started teaching at the University of Texas. (20) She still spoke at special events for her country. (21) She was known for giving
speeches that inspired people. (22) In 1994, she received the Presidential Medal of Freedom. (23) This award showed how important Barbara Jordan was to the state of Texas and the United States. (24) Barbara Jordan received other medals and honors for her work.

1 Which is the BEST topic sentence for this report?

A Barbara Jordan deserved all of the medals and honors she received.
B Barbara Jordan would become a senator of Texas one day.
C Barbara Jordan is an important person in United States history.
D Barbara Jordan was born in the state of Texas.

TEKS 4.18A(i)

3 Where should sentence 3 move to make more sense in the report?

A After sentence 4
B After sentence 5
C After sentence 6
D No revision is needed.

TEKS 4.15C

4 Which sentence does NOT belong in the second paragraph?

F Sentence 8
G Sentence 9
H Sentence 11
J Sentence 12

TEKS 4.15C
5 Which sentence could **BEST** follow sentence 16?

A She was also elected to the U.S. House of Representatives.

B The founders of our country believed that everyone should have rights.

C She believed that everyone deserved to be treated the same way.

D Other people have also fought for equal rights.

**TEKS 4.15C**

7 Which sentence could **BEST** be added after sentence 21?

A Barbara Jordan worked hard for her country.

B In 1952, she graduated from high school with honors.

C In 1992, she spoke at the Democratic National Convention.

D Barbara Jordan enjoyed teaching college students.

**TEKS 4.18A(ii)**

6 Which transition word should be added to the beginning of sentence 20?

F However

G First

H After

J Instead

**TEKS 4.15C**

8 Which sentence would **BEST** conclude this report?

F Some people think she would have done more if she did not stop working for the government.

G She should have continued to work for the government because she was very good at it.

H Some of her awards are very important and should be displayed for everyone to see.

J She is a great role model for people who are interested in the United States government.

**TEKS 4.18A(iii)**
Revising

Read the introduction and the passage below. Then read each quest. Fill in the circle of the correct answer on your answer document.

Julio wrote this report about a special law enforcement group. He needs help revising it. Read his report and think about the changes he should make. Then answer the questions that follow.

**The Texas Rangers**

(1) The Rangers have been around since the earliest European settlements in the state. (2) They have an interesting history. (3) Many books have been written about the Texas Rangers. (4) I read a book about them last year. (5) Movies have also been made about this famous group.

(6) The Rangers formed in 1823. (7) Stephen Austin was the leader of a growing colony at that time. (8) Austin posted a help-wanted ad. (9) He knew it was important to protect the land. (10) People needed to feel safe in the colony, too. (11) There wasn't any police force or other security. (12) It called for ten men to provide protection wherever it was needed.

(13) Through the years, the Rangers have acted as scouts, horsemen, and defenders. (14) Their role continues today. (15) The Rangers perform many duties.
1 Which is the BEST topic sentence for this report?
   A Texas has a group called the Texas Rangers that does good things.
   B Law enforcement is a difficult job no matter where you live.
   C Law enforcement is the job of different groups.
   D The Texas Rangers are an important law-enforcement group in the state of Texas.

   TEKS 4.18A(i)

2 Which sentence does NOT belong in this report?
   F Sentence 2
   G Sentence 4
   H Sentence 6
   J Sentence 7

   TEKS 4.15C

3 Where should sentence 8 move to make more sense in the report?
   A After sentence 6
   B After sentence 9
   C After sentence 11
   D No revision is needed.

   TEKS 4.15C

4 What is the BEST way to combine sentences 13 and 14?
   F Through the years, the Rangers have acted as scouts, horsemen, and defenders, but their role continues today.
   G Through the years, the Rangers have acted as scouts, horsemen, and defenders, their role continues today.
   H Through the years, the Rangers have acted as scouts, horsemen, and defenders, and their role continues today.
   J Through the years, the Rangers have acted as scouts, horsemen, and defenders, and their role continues today.

   TEKS 4.15C
5 Which sentence could **BEST** follow sentence 15?

A For example, they investigate crimes and search for missing persons.

B They would ride horses to catch criminals who ran from the Rangers.

C A police force was later used to help keep the state of Texas safe.

D You can see good deeds the Rangers did if you watch a movie about them.

**TEKS 4.18A(ii)**

6 Which sentence would **BEST** conclude this report?

F Law enforcement is just one way people can make a difference.

G The Texas Rangers helped the community many years ago.

H Stephen Austin found his own solution to a difficult problem.

J The people of Texas should be proud of their Texas Rangers.

**TEKS 4.18A(iii)**
Lee la selección y elije la mejor respuesta a cada pregunta.

Lily escribió esta redacción para la escuela. A ella le gustaría que leas su escrito y pienses en cómo debe ser revisado. Al terminar de leer, contesta las preguntas a continuación.

Un animal raro

(1) Madagascar es una isla frente a la costa oriental de África. (2) Es el hogar de muchas criaturas extrañas y hermosas. (3) Muchos animales diferentes viven ahí. (4) Aproximadamente el 80% de los animales que se encuentran en Madagascar no existen en ningún otro lugar del mundo. (5) Madagascar es el único lugar del mundo donde viven los lémures en su hábitat natural. (6) Alrededor de 30 especies de lémures viven en esta isla. (7) Algunos lémures son del tamaño de gatos domésticos. (8) Otros, tal como el lémur sifaca, son aún más grandes. (9) Todos los lémures tienen la misma característica llamativa. (10) Los lémures tienen ojos grandes. (11) Los ojos de los lémures les permiten ver en la oscuridad. (12) Esta característica puede ser buena para las especies de lémures que son activos de noche. (13) Una vez vi un lémur en el zoológico de la ciudad. (14) Los lémures son excelentes escaladores de arboles. (15) Los lémures son excelentes saltadores. (16) El lémur sifaca puede saltar hasta veinte pies de distancia. (17) El lémur brinca de árbol a árbol buscando comida. (18) Los lémures sifaca tienen una técnica diferente de
saltar que la mayoría de los demás lémures. (19) Caen al suelo de pie. (20) La mayoría de los lémures caen al suelo sobre las manos, como los monos.

(21) Los árboles de Madagascar proporcionan una variedad de alimentos para los lémures. (22) Algunos lémures, como el sifaca, prefieren fruta y hojas. (23) Los lémures aye-aye buscan alrededor por insectos y larvas. (24) ¡Es lo que consideran una comida sabrosa!

1 Lily quiere agregar una oración al final de su primer párrafo (oraciones 1 – 5). ¿Cuál oración podría agregar para expresar claramente la idea central de su redacción?

A Madagascar es una isla frente a la costa de África.
B Los lémures son criaturas peludas que parecen ser relacionadas con las ardillas.
C Madagascar es la cuarta isla más grande del mundo y es aproximadamente del tamaño de Texas.
D Los lémures figuran entre los animales más raros que se encuentran en Madagascar.

2 Lily quiere asegurarse de no repetir información en su redacción. ¿Cuál oración NO pertenece en la introducción?

A Oración 1
B Oración 3
C Oración 4
D Oración 5
3. Lily quisiera agregar la siguiente oración al segundo párrafo.

   Hay lémures de diferentes tamaños.

¿Dónde es el **MEJOR** sitio para insertar esta oración?

A. Al principio del párrafo.
B. Después de la oración 6.
C. Al final del párrafo.
D. Esta oración no se debe agregar al párrafo.

4. ¿Cuál es la **MEJOR** forma de combinar las oraciones 10 y 11?

   A. Los lémures tienen ojos grandes que les permiten ver en la oscuridad.
   B. Los lémures tienen ojos grandes y sus ojos les permiten ver en la oscuridad.
   C. Los lémures tienen ojos grandes pero pueden ver en la oscuridad.
   D. Los lémures tienen ojos grandes, pueden ver en la oscuridad.

5. ¿Cuál es la **MEJOR** forma de combinar las oraciones 14 y 15?

   A. Los lémures son excelentes escaladores de arboles, saltadores, también.
   B. Los lémures son excelentes escaladores y también son excelentes saltadores de arboles.
   C. Los lémures son excelentes escaladores de arboles y saltadores.
   D. Los lémures son excelentes escaladores y los lémures son excelentes saltadores.
6 Lily tiene que agregar una palabra o frase de transición para ayudar a sus lectores a pasar de la oración 18 a la oración 19. ¿Cuál transición sería la mejor para agregar al comienzo de la oración 19?

A Sin duda alguna,
B Al principio
C Sin embargo
D Después de saltar,

7 Mira la oración 23. La frase *buscan alrededor* no expresa lo que Lily estaba tratando de decir. ¿Cuál palabra sería la MEJOR para reemplazar *buscan alrededor* y ayudar a Lily a mejorar el significado de esta oración?

A se arrastran
B ruegan
C cazan
D huelen

8 Lily quiere mantenerse enfocada y no desviarse del tema. ¿Cuál oración NO pertenece en esta redacción?

A Oración 8
B Oración 13
C Oración 18
D Oración 23
Lee la introducción y el pasaje. Luego, lee cada pregunta. Rellena el círculo de la respuesta correcta en tu documento de respuestas.

Guillermo empezó a escribir este ensayo sobre un deporte interesante. Lee el ensayo y busca correcciones y mejoras que debe hacer. Después, contesta las preguntas que siguen.

El karate

(1) El karate es un deporte muy fácil para las personas de cualquier edad, desde niños hasta adultos. (2) En el karate, aprendes a defenderte usando solamente los pies y las manos. (3) A muchas personas les gusta el karate porque también es un buen ejercicio.

(4) Hay muchas historias sobre cómo y dónde comenzó el karate. (5) Algunos creen que el deporte comenzó en una isla cerca de Japón hace cientos de años. (6) Cierto rey se cansó de las guerras. (7) No que sus guerreros usaran armas. (8) Como no tenían armas, los guerreros aprendieron movimientos, o formas, para usar cuando peleaban. (9) Los maestros enseñaron estas formas a otras personas. (10) Con el paso de los años, más y más personas estudiaban el deporte. (11) Hoy se enseñan estas formas en todo el mundo. (12) Muchas personas, incluso los estadounidense, estudian estas formas en escuelas de karate.

(19) A veces las personas van a una competición para ver si realmente lo están haciendo bien. (20) Pueden competir contra otras de la misma edad y nivel. (21) Miran a otras personas de todos los niveles de destreza. (22) Observando, aprenden qué pueden hacer para mejorar.

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<td>B Cambiar la coma por un punto</td>
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<td>C Cambiar facil por fácil</td>
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<td>C Cambiar usaran por usan</td>
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<td>J Borrar de después de cientos</td>
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<td>H Cambiar movimientos por movimientos</td>
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<td>J Cambiar peleaban por pelearon</td>
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5. ¿Qué cambio, si alguno, se debe hacer en la oración 12?
   A. Borrar la coma después de personas
   B. Cambiar estadounidense por estadounidenses.
   C. Cambiar formas por forma
   D. No hacer ningún cambio.
   TEKS 4.20A(ii)

6. ¿Qué cambio se debe hacer en la oración 14?
   F. Cambiar usual por usualmente
   G. Cambiar da por dio
   H. Cambiar lleven por yeven
   J. Cambiar el punto por un signo de interrogación
   TEKS 4.20A(iv)

7. ¿Qué cambio, si alguno, se debe hacer en la oración 18?
   A. Borrar que después de personas
   B. Añadir una coma después de más
   C. Cambiar la palabra o por y
   D. No hacer ningún cambio.
   TEKS 4.20A(vii)

8. ¿Qué cambio, si alguno, se debe hacer en la oración 19?
   F. Borrar A antes de veces
   G. Cambiar competisión por competición
   H. Cambiar bien por bueno
   J. No hacer ningún cambio.
   TEKS 4.22A(i)
Lee la introducción y el pasaje. Luego, lee cada pregunta. Rellena el círculo de la respuesta correcta en tu documento de respuestas.

Micaela escribió este informe sobre una persona famosa de Texas. Lee el informe de Micaela y piensa en los cambios que debe hacer. Luego, responde a las preguntas.

**Barbara Jordan**

(1) Nació el 21 de febrero de 1936. (2) Nació en Houston, Texas. (3) Recibió un diploma de la Universidad del Sur de Texas cuando tenía solamente 20 años. (4) Barbara Jordan era inteligente y muy buena estudiante. (5) Esto fue un año menos del que tardan la mayoría de los estudiantes universitarios en conseguir su título. (6) Luego fue a la facultad de derecho para ser abogada.


(14) Barbara Jordan se interesaba en la gente. (15) También le importaba mucho su país. (16) Hablaba a favor de la igualdad de derechos. (17) También quería que las personas colaboraran para que Estados Unidos fuera un gran país.

(18) Cuando Barbara Jordan tenía 43 años, dejó de trabajar para el gobierno. (19) Comenzó a enseñar en la Universidad de Texas. (20) Seguía hablando por su país en reuniones importantes. (21) Se hizo conocer porque daba discursos que inspiraban a la gente. (22) En 1994, recibió la Medalla Presidencial de la Libertad.

SIGUE
(23) Este premio mostró cuán importante era Barbara Jordan para el estado de Texas y para Estados Unidos. (24) Barbara Jordan recibió otras medallas y honores por su trabajo.

1 ¿Cuál es la MEJOR oración temática para este informe?

A Barbara Jordan merecía todas las medallas y honores que recibió.

B Barbara Jordan llegaría a ser senadora de Texas.

C Barbara Jordan es una persona importante en la historia de Estados Unidos.

D Barbara Jordan nació en el estado de Texas.

TEKS 4.18A(i)

2 ¿Cuál es la MEJOR manera de combinar las oraciones 1 y 2?

F Nació el 21 de febrero de 1936 y nació en Houston, Texas.

G Nació el 21 de febrero de 1936 en Houston, Texas.

H Nació en Houston, Texas y también nació el 21 de febrero de 1936.

J Nació el 21 de febrero de 1936, pero nació en Houston, Texas.

TEKS 4.15C

3 ¿A dónde debe moverse la oración 3 para que tenga más sentido en el informe?

A Después de la oración 4

B Después de la oración 5

C Después de la oración 6

D No hacer ningún cambio.

TEKS 4.15C

4 ¿Qué oración NO pertenece al segundo párrafo?

F La oración 8

G La oración 9

H La oración 11

J La oración 12

TEKS 4.15C
5 ¿Qué oración sería la MEJOR después de la oración 16?
A También fue elegida a la Cámara de Representantes de EE.UU.
B Los fundadores de nuestro país pensaban que todos debían tener derechos.
C Ella pensaba que todos merecían que los trataran de la misma manera.
D Otras personas también han luchado por la igualdad de derechos.

TEKS 4.15C

6 ¿Qué palabra o palabras de transición se deben añadir al comienzo de la oración 21?
F Sin embargo
G Primero
H Después
J En vez de

TEKS 4.15C

7 ¿Cuál sería la MEJOR oración para añadir después de la oración 22?
A Barbara Jordan trabajó mucho por su país.
B En 1952, se graduó con honores de la escuela secundaria.
D Barbara Jordan disfrutaba enseñando a estudiantes universitarios.

TEKS 4.18A(ii)

8 ¿Qué oración sería la MEJOR para terminar este informe?
F Algunos creen que ella habría hecho más si no hubiera dejado de trabajar para el gobierno.
G Lástima que no siguió trabajando para el gobierno porque lo hacía muy bien.
H Unos de sus premios son muy importantes y deben exhibirse para que todo el mundo los vea.
J Ella es un gran ejemplo para los que se interesen en el gobierno de Estados Unidos.

TEKS 4.18A(iii)
Julio escribió este informe sobre un grupo especial de agentes del orden. Necesita ayuda para revisarlo. Lee el informe y piensa en los cambios que debe hacer. Luego, responde a las preguntas que siguen.

Los Rangers de Texas

(1) Los Rangers han existido desde los primeros asentamientos europeos en el estado. (2) Su historia es interesante. (3) Se han escrito muchos libros sobre los Rangers de Texas. (4) Hay un libro sobre ellos que leí el año pasado. (5) También se han hecho películas sobre este famoso grupo.

(6) Los Rangers se formaron en 1823. (7) Stephen Austin era el jefe de una colonia creciente en esa época. (8) Austin fijó un anuncio de oferta de trabajo. (9) Sabía que era importante proteger la tierra. (10) Los habitantes también tenían que sentirse seguros en la colonia. (11) No había policía ni otro tipo de seguridad. (12) El aviso pedía diez hombres para dar protección allí donde se necesitara.

(13) Con los años, los Rangers han servido de exploradores, jinetes y defensores. (14) Su papel continúa hoy. (15) Los Rangers cumplen muchas funciones.
1 ¿Cuál es la **MEJOR** oración temática para este informe?

A En Texas existe un grupo llamado los Rangers que hace cosas buenas.

B El trabajo de agente del orden es difícil en cualquier parte donde vivas.

C El trabajo de agente del orden es la tarea de diferentes grupos.

D Los Rangers son un grupo importante del orden público en el estado de Texas.

**TEKS 4.18A(i)**

2 ¿Qué oración **NO** pertenece a este informe?

F La oración 2

G La oración 4

H La oración 6

J La oración 7

**TEKS 4.15C**

3 ¿A dónde debe moverse la oración 8 para que tenga más sentido en el informe?

A Después de la oración 6

B Después de la oración 9

C Después de la oración 11

D No hacer ningún cambio.

**TEKS 4.15C**

4 ¿Cuál es la **MEJOR** manera de combinar las oraciones 13 y 14?

F Con los años, los Rangers han servido de exploradores, jinetes y defensores, pero su papel continúa hoy.

G Con los años, los Rangers han servido de exploradores, jinetes y defensores, su papel continúa hoy.

H Con los años, los Rangers han servido de exploradores, jinetes y defensores, y su papel continúa hoy.

J Con los años, los Rangers han servido de exploradores, jinetes y defensores, y su papel, continúa hoy.

**TEKS 4.15C**
5 ¿Qué oración sería la MEJOR después de la oración 15?

   A Por ejemplo, investigan crímenes y buscan personas perdidas.

   B Montaban a caballo para alcanzar a los criminales que se querían escapar de los Rangers.

   C Más tarde se usó una fuerza de policía para mantener la seguridad en el estado de Texas.

   D Podemos ver cosas buenas que hicieron los Rangers mirando una película sobre ellos.

TEKS 4.18A(ii)

6 ¿Qué oración sería la MEJOR para terminar este informe?

   F El orden público es sólo una manera en que las personas pueden ayudar.

   G Los Rangers de Texas le ayudaron a la comunidad hace muchos años.

   H Stephen Austin encontró su propia solución para un problema difícil.

   J Los habitantes de Texas deben sentir orgullo por sus Rangers.

TEKS 4.18A(iii)
## Answer Key

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