

**MUHLENBERG COLLEGE LESSON PLAN FORMAT**

Name	Grade	Date
Abigail Nochimson	4th	4/3/23
Unit Title	Lesson Title	
Wonders: How the past connects us to the present	Expository Writing	
Standards Addressed		
<b>CC.1.2.4.H:</b> Explain how an author uses reasons and evidence to support particular points in a text. <b>CC.1.4.4.A:</b> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. <b>CC.1.4.4.C:</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. <b>CC.1.4.4.I:</b> Provide reasons that are supported by facts and details.		
Objective(s)		
SWBAT examine the parts of an expository letter		
Main Assessment(s) and Criteria for Evaluation		
Summative Assessment: students will turn in their writing to be graded using the Wonders rubric		
Set Induction		
<ol style="list-style-type: none"><li>1. Review what an expository text contains: nonfiction texts that provide us with facts and information, use text features to help the reader learn more</li><li>2. If we know what an expository text is, what do we think an expository letter is?</li></ol>		
Content Outline		

1. Vocabulary:
  - a. Expository Letter: a way to share factual information about a topic: use quotes, examples, definitions
  - b. Features of an expository letter:
    - i. parts of a formal letter
    - ii. introduces a topic and shares information about it
    - iii. uses paragraphs to explain the topic with facts, definitions, quotations and details
    - iv. maintains a formal style
    - v. has a closing/signature
  - c. College words: students know to use synonyms and find bigger words that have the same meaning in their writing
2. Examples:
  - a. Reading Kiera’s “expert model” and using the features list to see if she included everything needed for an expository letter (see materials)
    - i. Kiera’s model discussion questions:
      1. What information does Kiera share in her letter? Info about the harm pesticides can do to animals, such as the peregrine falcon. She also explains safe ways to use pesticides.
      2. What examples of a fact, definition, quotation or detail can we find that Kiera included in the letter? “In 1960, scientists discovered..”
      3. How can you tell the letter is written in a formal style? Formal greeting/closing/signature/voice
3. Organizers: (see materials)
  - a. Students will use the blank space below their graphic organizer to brainstorm who and what they want to write about
  - b. Students will complete the graphic organizer and call me over to approve before moving onto the sloppy copy

The Lesson

Instructional Strategies and Learning Activities	Differentiation/Accommodation
1. Set induction: Expository Text versus letter 2. Introduce Expository Letter: <ol style="list-style-type: none"> <li>a. Teacher will explain that an expository letter is a way to share information about a topic in a formal way. When you write a letter that has a</li> </ol>	1. Access to chrome books for spelling/synonym/research purposes 2. My ESOL students are writing their sloppy copy in spanish and have help from the ESOL teacher

formal style, you include facts, definitions and details related to a topic.

- b. Features of an expository text: parts of a formal letter, introduces a topic and shares information about it, uses paragraphs to explain the topic with facts, definitions, quotations and details. It maintains a formal style and has a closing/signature.

3. Example through an expert model:

- a. Students will be directed to read Kiera Roberts' letter. Once they are finished, they will check to see if all the features of an expository letter are included. Discuss with a partner nearby, once you checked individually
- b. When that is completed, we will discuss:
  - i. Yes, the letter includes all formal parts- sender's name, the date, the recipient's name, address, greeting, body, closing and a signature.
  - ii. What information does Kiera share in her letter? Info about the harm pesticides can do to animals, such as the peregrine falcon. She also explains safe ways to use pesticides.
  - iii. What examples of a fact, definition, quotation or detail can we find that Kiera included in the letter? "In 1960, scientists discovered.."
  - iv. How can you tell the letter is written in a formal style? Formal greeting/closing/signature

4. Discuss and Plan:

- a. We saw Kiera wrote to a farmer about a topic that interested her, helping animals from harmful pesticides.
- b. I want you to brainstorm a topic and person to write to. It can be a family member, a friend,

or anyone. Come up with ideas on who you might write to and about what in the space below your graphic organizer. The topic can include sports, school, a hobby you enjoy, food, it has to be a topic that has enough information you can write a letter to someone about it.

- c. Once you choose a topic and person, tell me before moving on to prewriting.
  - d. Complete the prewriting steps: 3 details and a main idea. Make sure your details have enough information to write a paragraph on. Include factual information about your topic
  - e. Once you complete the prewriting, show me.
  - f. After I approve, the goal for the day is to have your formal headings on your sloppy copy completed, along with your first paragraph, or the main idea.
  - g. Teacher will explain Mrs. Doll has their addresses for the heading and the importance of using "college" words.
5. If students finish early, they will be directed to share their sloppy copy with a partner, then SSR: super silent reader until everyone is finished.
6. Closure: 5 minutes- Students will have the opportunity to share their topic and person they are writing to with the class.

#### Closure

1. Closure: 5 minutes- Students will have the opportunity to share their topic and person they are writing to with the class.

#### Materials and Resources

# Wonders Unit 5: writing

**Expert Model • Expository Letter • 81**

1. What info does she share?  
2. What examples of fact definition/quotations used?  
3. How can we tell its formal?

Keira Roberts  
3471 Chadwick Court  
Middletown, IN 46540  
December 21, 2014

Mr. Ernest Johnson  
Anytown Country Farm  
2 Sedgwick Lane  
Anytown, NA 10121

Dear Mr. Johnson,

It was a pleasure meeting you at the Anytown Country Farm last week. During my visit, I noticed that your workers are still using DDT as a pesticide. I know that pesticides are chemicals used to kill insects that eat plants. I am writing this letter to inform you about the dangers that pesticides pose to animals like our state bird, the peregrine falcon.

In 1960, scientists discovered that the peregrine falcon population was decreasing because of the use of DDT. This chemical not only killed insects, but it also killed birds that ate those insects. When peregrine falcons ate those birds, they were also eating DDT. Scientists soon discovered that DDT was causing peregrine falcon eggs to become thin and fragile. These eggs would break when falcons sat on them, and this resulted in fewer chicks being born. Soon, DDT was banned. In 1973,

**Expert Model • Expository Letter**

the United States government passed a law to protect falcons. This led to an increase in the peregrine falcon population. According to the Environmental Protection Agency (EPA), farmers can use pesticides that present less of a risk to the environment. The head of the EPA stated the following: "Pesticides can be used safely when we protect water bodies when using them, reduce the number of times they are used, eliminate pesticides that are harmful to children and animals, and limit exposure when non-pest species are around." These actions can reduce the impact that pesticides have and still protect your crops.

In closing, I hope that my suggestions are helpful to you as a farmer. I am available to conduct training sessions to educate people about the benefits of using pesticides safely. I can also provide more details about suitable alternatives that can reduce the negative impact that these chemicals have on the environment.

Sincerely,  
Keira Roberts

## Model Graphic Organizer • 83

<b>Detail</b>
DDT caused a reduction in the peregrine falcon population.
<b>Detail</b>
The head of the EPA suggests how people can safely use pesticides.
<b>Detail</b>
Suitable alternatives to pesticides can reduce negative effects on the environment.
<b>Main Idea</b>
Farmers should use pesticides safely to protect the environment.

## Writing Rubric • 89

Expository Letter Rubric	
<b>4 Excellent</b>	<ul style="list-style-type: none"> <li>clearly introduces the topic and maintains focus; conclusion is strong</li> <li>is logically organized into strong paragraphs; all parts of a formal letter are included</li> <li>there are many strong supporting details that clearly explain the topic</li> <li>precise, concrete language tells exactly what the writer means</li> <li>uses a formal style and a strong voice throughout</li> <li>has a variety of sentences that flow</li> <li>is free of almost free of all errors</li> </ul>
<b>3 Good</b>	<ul style="list-style-type: none"> <li>introduces the topic and generally maintains focus; conclusion is adequate</li> <li>is logically organized into paragraphs; most parts of a formal letter are included</li> <li>there are some supporting details that explain the topic</li> <li>some precise language is included to tell what the writer means</li> <li>mostly uses a formal style; voice could be stronger</li> <li>has a variety of sentences</li> <li>has a few errors but is easy to read</li> </ul>
<b>2 Fair</b>	<ul style="list-style-type: none"> <li>introduces the topic but focus is inconsistent; conclusion is not strong</li> <li>is not logically organized; paragraphs are weak; some parts of a formal letter are missing</li> <li>there are some supporting details, but most are weak and do not explain the topic well</li> <li>lack of precise language makes it hard to understand what the writer means</li> <li>uses some formal style but is mostly informal</li> <li>sentences are mostly the same</li> <li>frequent errors make it hard to understand</li> </ul>

## Graphic Organizer • 84

<b>Detail</b>
<b>Detail</b>
<b>Detail</b>
<b>Main Idea</b>

Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: Use these checklists as you work with peers and work alone to revise and edit your expository letter.

### Revise Checklist

- Does the expository letter introduce a topic and share information about it?
- Are all the parts of a formal letter included?
- Is the letter organized into strong paragraphs that explain the topic with facts, definitions, quotations, and details?
- Is precise language used to tell exactly what the writer means?
- Does the conclusion restate the main idea and give the reader something to think about?
- Does the writer use a formal style and voice?
- Are various sentence types and lengths used to create interest and rhythm?

### Edit Checklist

- Do all sentences begin with a capital letter and end with a punctuation mark?
- Are adjectives used correctly?
- Are articles used correctly with singular and plural nouns?
- Are all words spelled correctly?

## Writing Rubric

<b>1 Unsatisfactory</b>	<ul style="list-style-type: none"> <li>does not introduce the topic and loses focus; lacks a conclusion</li> <li>is not logically organized; paragraphs are weak; most parts of a formal letter are missing</li> <li>there are very few supporting details</li> <li>precise language is not used throughout</li> <li>mostly informal style and voice</li> <li>does not have a story structure with a beginning, middle, and end</li> <li>does not use complete sentences</li> <li>many errors make this hard to understand</li> </ul>
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## Features of an Expository Letter • 82

### Expository Letter

- It includes the parts of a formal letter.
- It introduces a topic and shares information about it.
- It uses paragraphs to explain the topic with facts, definitions, quotations, and details.
- It maintains a formal style.
- It has a closing and a signature.

Reflection