

Reading and Writing Connection

Theme 5
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3rd Grade
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Sample Prompt

Most students have chores to do at home.

Think about why it is important to help out at home.

Now write to explain why it is important to help out at home.

Analyze the Prompt

1. What is the topic of the prompt?

helping out at home

2. Which words tell how to narrow the focus of the topic?

why it is important

3. Which words tell how to write about the topic?

write carefully to explain

BUDGET THE TIME

Here is a good way to use 45 minutes:

Prewrite = 10

Draft = 25

Revise and Proofread = 10

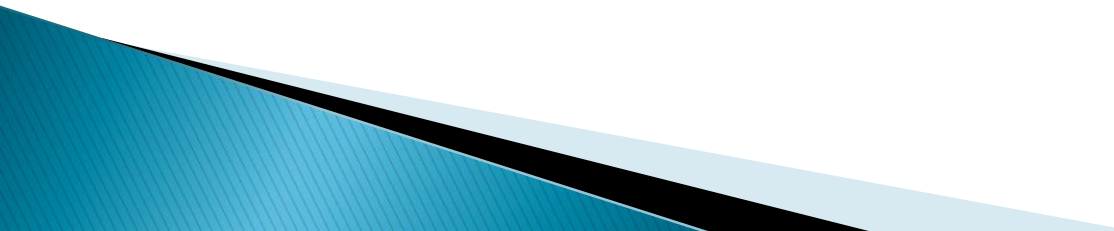
Writing on Demand

| Budgeting | Time |
|--------------------|------------|
| Prewrite | 10 minutes |
| Draft | 25 minutes |
| Revise & Proofread | 10 minutes |

Explanations

- ▶ Throughout this theme you will be learning more about how to write an explanation.
- ▶ **An explanation is writing that tells why and how something happens.**
- ▶ What type of information might be included in an explanation?
- ▶ **facts, details, examples**
- ▶ Who would the likely audience for an explanation be?
- ▶ **Someone who wants to understand more about the topic.**
- ▶ In “Antarctic Ice,” the writer explained what happened above and below the Antarctic ice and why these events are important to the arctic animals and creatures. The selection had an interesting beginning and a topic sentence. The selection included many details and facts to clearly explain all that happens.

Use Text as a Model

- ▶ Listen as I reread pages 164–167.
 - ▶ Listen for the **main idea** in the beginning of the passage and for the **details** that explain why and how things happen.
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Opening

Main idea:

Details:

Middle

Closing

Student Writing

- ▶ Turn in your book to page 190–191 and let's read.
- ▶ What did the writer explain?
- ▶ **How and why his family works together to help take care of tasks at home.**
- ▶ Look to page 191. This shows you how the writer wrote this.
- ▶ You will follow the same process as you prepare to write an explanation.
- ▶ Good writers think about ideas before they begin writing.
- ▶ Now look at page 192.
- ▶ This showed us how the writer planned the parts of his explanation.
- ▶ It shows us how he planned a main idea and supporting details for each paragraph.
- ▶ You will follow the same steps for planning and drafting your own explanation.
- ▶ Now read page 193.
- ▶ You can use a similar checklist to revisit the list as you write your explanation.

Prewrite: look at pg. 171

Main Idea

The animals have more food
in the summer.

Detail

The Weddell
seal is
learning to
find fish.

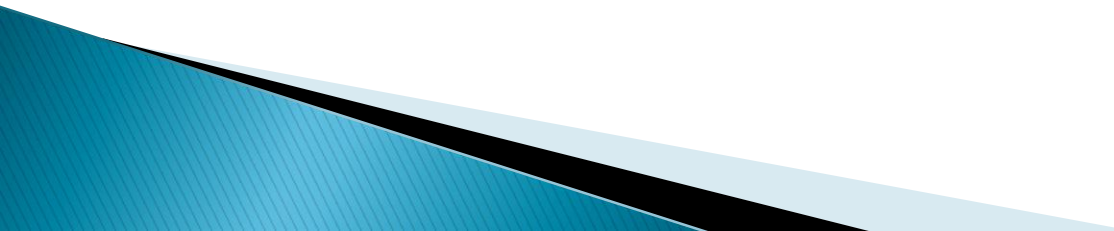
Detail

Food rains
down from the
surface

Detail

The sun makes
more
phytoplankton

Prewrite

- ▶ For each paragraph of your topic you are going to explain, you will fill out a graphic organizer like the one we just looked at.
 - ▶ It will have the **Main Idea** and **details**.
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Planning a Good Middle

- ▶ The middle of the explanation is where good writers put most of the details.
- ▶ Look on page 191. Ricardo writes *why* and *how* his family helps at home. Asking these questions can help me develop strong supporting details for my topic, too.
- ▶ One way to develop a topic further is to ask *why* and *how* questions.
- ▶ Turn to your main idea into a question by using the word *why* or *how*.
- ▶ Raise your hand if you will share your question.
- ▶ Now look at your graphic organizer.
- ▶ Think about how their supporting details might answer *why* or *how* something happens.
- ▶ Turn to you partner and explain your main idea and details to each other.

Draft

- ▶ Good writers try to write in complete sentences even when they draft.
- ▶ Even though they can revise later, writing complete sentences will help them cut down on needed corrections and revisions later.
- ▶ Writing complete sentences will also help you self-monitor for a consistent tone and will alert you to places where you need to add time-order words or cause-effect transitions.
- ▶ School – then do chores, Mom – help clean. Sister, Dad – fix dinner
- ▶ Why is this beginning draft weak?
- ▶ **It's not understandable, because it's not written in complete sentences. It will require a lot of revising effort.**
- ▶ Turn to pg. 190 and read the 2nd paragraph.
- ▶ Do you see the difference in this draft and Ricardo's draft?
- ▶ **It will be easier to revise complete sentences.**
- ▶ Now draft your explanations, thinking in complete sentences.

Writing a Good Title

- ▶ Good writers select a title that will catch the interest of their readers, relate to the topic, and offer a clue about what the reader can expect to find.
- ▶ Antarctic Ice
- ▶ Bat Loves the Night
- ▶ Raise your hand and share the title of your favorite book?
- ▶ Take a minute and brainstorm a list of titles for your writing.
- ▶ Share your titles with a partner. Partners give feedback on what you like best.
- ▶ Then choose your title and Add it to your writing. Don't forget to underline it.

Revise/Proofread

- ▶ Antarctica is cold.
- ▶ Everything freezes and is still.
- ▶ Listen as I read pg. 166.
- ▶ This page has the same ideas as the above sentences but elaborates by adding specific details, examples, and information.
- ▶ The extra information give readers a clear picture of what Antarctica is like.
- ▶ Good writers revise for elaboration to create vivid images and clear explanations of their ideas.

Elaboration

Common Editing Marks



delete text



insert text

Our family does stuff together on the weekends. We like to be outside. We have fun.

enjoys spending time

love being

Our family ~~does stuff~~ together on the weekends. We like to be

outside. ~~We have fun.~~

But no matter what we do, we always have fun.


and going skating, hiking, and camping. Sometimes we even spend the weekend at the beach, swimming and collecting seashells.

Our family enjoys spending time together on the weekends. We love being outside and go skating, hiking, and camping. Sometimes we even spend the weekend at the beach, swimming and collecting seashells. But no matter what we do, we always have fun.

Checking Subject–Verb Agreement

- ▶ In your sentences the subject–verb must agree.
- ▶ If the subject is singular, the verb must go with the singular form.
- ▶ If the subject is plural, the verb must agree.
- ▶ For example:
 - ▶ The **robin flies** away.
 - ▶ Many of the other **birds fly** away, too.
- ▶ Check for agreement in these sentences.
- ▶ Each student (study/studies) hard.
- ▶ All the students (work/works) together.
- ▶ Now proofread your draft and make corrections before sharing your work with your partner.

Self- Assessment Checklist

- ❑ The title tells about the topic of the explanation.
 - ❑ Writing includes main ideas and detail sentences to explain what, why and how things happen.
 - ❑ Transitions show how ideas are related.
 - ❑ The explanation uses a variety of complete sentences that properly elaborate on the topic.
 - ❑ The writing uses correct subject-verb agreement.
 - ❑ The writing is finished and complete.
 - ❑ The writing is neat.
 - ❑ I followed directions.
 - ❑ I used capitol letters where needed.
 - ❑ I used correct end marks.
 - ❑ I used time and materials wisely.
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Publish

- ▶ Now rewrite your final, clean, carefully proofread copy.
 - ▶ We will then take these to the computer lab and type these into power point presentations.
 - ▶ You will be able to add pictures.
 - ▶ Then we will present our explanations to the class.
 - ▶ You will need to bring your jump drive or a CD to save your work on.
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