

General Education ELA Lesson Plan

Expository Writing – Expert Lists

Source: [http://www.eastnoble.net/files/_efBQD_/c96212263d8de3063745a49013852ec4/All About Books Grades K-2- whole study.pdf](http://www.eastnoble.net/files/_efBQD_/c96212263d8de3063745a49013852ec4/All%20About%20Books%20Grades%20K-2-whole%20study.pdf)

Standard: [CCSS.ELA-Literacy.CCRA.W.2](#) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

Learning Outcome: One genre of writing in real life is “informational.” Students will write about topics that they know a lot about by creating an expert list.

Materials: writer’s notebook; pencil ; **chart paper**

Activities:

- **Focus and Review:** After spending previous days studying a range of informational text, remind students that authors write books all about a particular topic. For instance, remind them of books by Gail Gibbons who writes all about a range of topics from pumpkins to penguins.
- **Teacher Modeling/Direct Instruction:** Explain to students that we are all experts about something or many things. Explain that authors like Gail Gibbons are experts on the topics before they write about them. Share that you know a lot about several topics as well. Model by thinking aloud about these topics. For example, “I know a lot about music, technology, and walking.” As you think aloud, record your expert topic list on chart paper.
- **Guided Practice:** Set children up to try the strategy. Ask students to turn and talk with their elbow buddy to share their expert topics. Take a moment to share out whole group after partner sharing. You can add these topics to the class expert list. Be sure to add students’ names next to their expert topic.
- **Independent Practice:** Students will return to their work space to begin writing their expert list in their writer’s notebooks. Before sending students off to work on their own writing, remind them that they will find their own process. Some of them will be brainstorming ideas while others will have an idea and will go off to begin writing about it. The goal is to be thinking and writing during the entire independent writing time. (Tip – You may want to set a timer so students can be aware of their writing stamina and set goals accordingly).

Activity: Create a universally designed version of the above lesson

UDL Planning	My ideas
Representation- adaptations in materials (e.g., adapt for sensory impairments)	Rather than having students brainstorm ideas in an open way with full choice which could potentially be overwhelming for some, provide them with topic starters (images and sentences) to scaffold the brainstorming process; they could also draw pictures or orally tell their ideas.
Expression- how will student show learning (e.g., use of assistive technology; alternative project)	Students will successfully write (or sort pre-made picture cards) for audience, purpose, topic, and details in a graphic organizer; An extension would be to have students create their own picture card to represent their own topic and place within a graphic organizer or template.
Engagement- how will student participate in the	Student can work in pairs during independent

activity	practice; student can use technology (e.g., iPad) to practice drawing, writing, and thinking about ideas for writing. They can also work together to orally tell about their expert topics, main idea, details, etc. Some students will need to simply use the peer time to brainstorm ideas before actually writing.
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