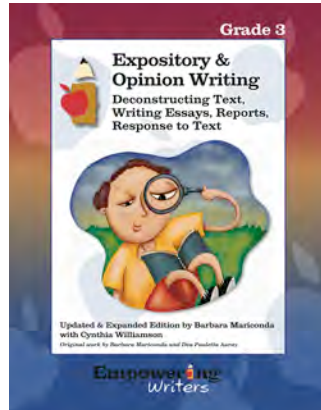




Grade 3
Expository and Opinion Writing
Deconstructing Text, Writing Essays, Reports, Response to Text

Student Pages for Print or Projection

SECTION 1: Recognizing Genre/Organization
(Part 1)



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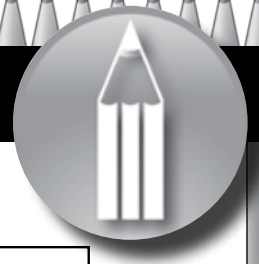


Narrative Book Cover Template

Front Cover - Title and Student Drawing

Back - Leave Blank

Narrative Book Cover Template



A large, empty rectangular box intended for drawing or writing a narrative.

Fold

A series of vertical lines for writing, each preceded by a label:

- Name: _____
- This story is about _____
- The problem was _____
- The problem was solved _____
- The author's purpose was _____



Summarizing Framework

for Narrative Writing

Name: _____

Please tell us about your story by answering the questions below.

This story is about:

The problem/adventure was that:

The problem was solved/the adventure ended when:

The author's purpose was to:

Completed Summarizing Framework

for Narrative Writing



Sample:

Please tell us about your story by answering the questions below.

This story is about:

me

The problem/adventure was that:

I was out on my boat and a hurricane was coming

The problem was solved/the adventure ended when:

my big brother and my dog came to rescue me

The author's purpose was to :

entertain



Expository/Informative Book Cover Template

Front Cover - Title and Photo

Back - Leave Blank

Expository/Informative Book Cover Template



A large, empty rectangular box with a black border, intended for drawing or writing a title and author information.

Fold

A large rectangular box with a black border, containing four vertical lines for writing. The text is oriented vertically and reads from right to left:

Name: _____

This text is about _____

The author's purpose was _____



Summarizing Framework

for Expository Writing

Name: _____

Please tell us about your expository text by answering the questions below.

The text gives information about:

_____ .

The author's purpose is to:

_____ .

Completed Summarizing Framework

for Expository Writing



Please tell us about your expository text by answering the questions below.

The text gives information about:

hurricanes

The author's purpose is to:

inform



Student Reference Page

SENTENCE STARTERS FOR OPINION WRITING



Pro

One thing I enjoy is _____.
 My favorite _____ is _____.
 I absolutely love _____.
 It's easy to see why I like _____.
 I really appreciate _____.
 I heartily approve of _____.
 I get really excited when _____.
 I feel positive about _____.
 There's nothing I'd rather do than _____.
 I look forward to _____.
 I am in favor of _____.
 I adore _____.
 I'm very impressed by _____.
 I strongly support _____.
 I'm fond of _____.

Opinion Statement

In my opinion, _____.
 To me, _____.
 According to my point of view _____.
 My belief is that _____.
 As I see it, _____.
 My attitude is that _____.



Con

One thing I dislike is _____.
 My least favorite _____ is _____.
 I absolutely hate _____.
 It's easy to see why I dislike _____.
 I just can't appreciate _____.
 I completely disapprove of _____.
 I get very disappointed when _____.
 I feel negative about _____.
 There's nothing I'd like to avoid more than _____.
 I dread _____.
 I am against _____.
 I abhor _____.
 I'm unimpressed by _____.
 I strongly oppose _____.
 I don't care for _____.

My stance is that _____.
 From my point of view, _____.
 I think that _____.
 It seems to me that _____.
 My position is that _____.



Name: _____

FACT OR OPINION?

Read each sentence. If it's a fact sentence, write an "F" in the blank. If it's an opinion sentence, write an "O" in the blank. Underline the opinion language.

1. The solar system was formed almost 5 billion years ago. _____
2. There are many different breeds of dogs. _____
3. As I see it, cats are better pets than dogs. _____
4. The worst food in the world is onions. _____
5. Bears hibernate during the winter. _____
6. Clara Barton was a civil war nurse who founded the Red Cross. _____
7. Cold winter weather is nasty because it's so uncomfortable. _____
8. The best pizza topping is pepperoni. _____

Write your own opinion or fact sentence below and mark it "F" or "O".



Name: _____

NARRATIVE, EXPOSITORY, OR OPINION?

Read the paragraphs below and decide if each is an example of narrative, opinion, or expository writing. Circle your answer from the three choices below each paragraph.

1. Motorboats should be outlawed in the shallow waters where manatees live. These gentle, slow-moving sea creatures are often hurt when they are struck by motorboats. Only kayaks and canoes should be allowed in the waters where these helpless animals live.

NARRATIVE

OPINION

EXPOSITORY

2. Matty the Manatee lived with his mom in a shallow canal of clear, warm water. They lead a quiet, lazy, life together, napping, munching on sea grasses and drifting around the canal. They were very happy until Matty started feeling restless. "I wish something exciting would happen," he said, rising to the surface for a breath of fresh air. Just then, he saw a boat rocketing toward him!

NARRATIVE

OPINION

EXPOSITORY

3. Sometimes called sea cows, manatees are about nine feet long and weigh up to 1,200 pounds. Gray in color, they have flat tails and two flippers. These gentle sea creatures have wrinkled faces and whiskers on their snouts. As mammals, they breathe air and care for their babies.

NARRATIVE

OPINION

EXPOSITORY



Student Page

Name: _____

NARRATIVE, EXPOSITORY OR OPINION?

Read the paragraphs below and decide if each is an example of narrative, opinion or expository writing. Circle your answer from the three choices below each paragraph.

1. If you love nature, you'll agree that Alaska is the most interesting of the 50 states. Here's where you can climb the highest mountain in North America, explore miles of coastline, join in a sled-dog race and fish for King Salmon. Without a doubt, Alaska is the most exciting place in the world to visit or to live.

NARRATIVE

OPINION

EXPOSITORY

2. The 49th state, Alaska, joined the U.S. in 1959. More than twice the size of Texas, it is the biggest of the 50 states. While Alaska covers many, many square miles and includes dozens of islands, very few people live there. Most of the land is still wilderness where grizzly bear, wolves and moose live.

NARRATIVE

OPINION

EXPOSITORY

3. Teddy wolfed down his breakfast and ran outdoors to feed his dogs. They bounded from their shelters and greeted him happily. They seemed to know that today was a special day! "Ready to run?" Teddy asked. The dogs howled and wagged their tails in reply.

NARRATIVE

OPINION

EXPOSITORY



Student Page

Name: _____

TEXT DETECTIVES - RESPONSE TO TEXT

In school, college, and the workplace, we're often asked to read a text and respond to it in writing. People do this kind of writing to show how deeply they understand what they've read. Read the two excerpts from the response to text essays, below, and circle all of the clue words or phrases that indicate the Response to Text genre. (The clue words will *refer* to a source text.)

SAMPLE RESPONSE TO TEXT CLUE WORDS OR PHRASES:

- The author points out that_____.
- In paragraph two we learn_____.
- The article states: "_____."
- The author goes on to explain_____.
- In this text we see that_____.
- We learn, in paragraph 3, that_____.

1. In the article titled Sea Turtles, we learn about where these creatures live and how they lay their eggs. We learn, in paragraph 3, that sea turtles lay their eggs on sandy beaches. The article states: "Light pollution from seaside homes discourages sea turtles from laying eggs." The author goes on to explain some steps we can take to protect sea turtles.
2. After reading Helping Dogs, I learned what these canines do and how they are trained. The author discussed working dogs and service dogs, and the amazing jobs they perform. I discovered, in paragraph 2, that dogs can even be used to detect cancer. In this text I also read about police dogs and the herding breeds.



Student Page

Name: _____

EXPOSITORY, OPINION, OR RESPONSE TO TEXT?

Read the paragraph. Is it Expository, Opinion, or Response to Text? Circle your response.

1.



Ice cream is the all-time best dessert! There's nothing better than a bowl of ice cream several times a week as a sweet, delicious treat after dinner. It's a great way to cool off in the summer, but it's also a fun and frosty winter snack. I love mint chocolate chip and adore plain old chocolate!

EXPOSITORY

OPINION

RESPONSE TO TEXT

2.



In the text titled Volcanoes, the author provides information about these fiery erupting mountains. We learn, in paragraph 2, how volcanoes are formed. The article goes on to explain how molten rock is forced up through a shaft and shoots out as lava and ash. At the end of the piece we discover that volcanoes also are found on the ocean floor.

EXPOSITORY

OPINION

RESPONSE TO TEXT

3.



The Venus Fly Trap is a plant that eats insects! Instead of petals the Venus Fly Trap has thick *lobes*, each with six small sensitive hairs. When a bug touches these hairs twice, the lobes close around the insect. Then it takes about ten days to digest the bug. Finally, the lobes open up again and wait for the next unsuspecting insect.

EXPOSITORY

OPINION

RESPONSE TO TEXT



Name: _____

THE MIGHTY SLED DOG

Have you ever tried to walk around outside after a big snowstorm? Or seen cars stuck in a snow bank or on a slippery hill? For sure, getting from here to there in the snow is hard. But, for over 4,000 years sled dogs have helped people travel across the snow. Let's meet the strong, loyal, and hardworking sled dog!

A History of Helping

For thousands of years sled dogs have helped people in cold, snowy climates. In **Siberia**, a northern part of Russia, and across the far north



Places sled dogs are used around the world.

regions of **North America** these dogs have pulled sleds to carry people and supplies from place to place. Hunters and trappers have used sled dogs to take them deep into the wilderness to hunt and trap animals for food, hides, and fur. Then they pull sleds of people and their **bounty** back again. Dog sleds carried **prospectors** searching for gold into faraway regions where they

couldn't go on foot. **Balto**, a famous sled dog, led a team carrying a special **serum** or medicine over 700 miles to a village suffering from an **epidemic**. Many people were very sick and the medicine surely saved lives

The Alaskan Husky

The Alaskan Husky is not a pure breed, but does have certain characteristics. These



A group of Alaskan Husky dogs.

sled dogs are usually a mix of breeds that have thick fur to keep them warm. Their coats come in all colors and could be short or long. They can have brown or blue eyes, and sometimes one of each! Most have furry pointy ears and a tail that curls up and over their backs. Most important, these cold weather canines must be strong, and have the **stamina** needed to run long distances without tiring. These are very smart animals that learn many commands. They also need to be

Dog Sled drivers, or **mushers**, often enjoy racing with other dog sled teams. They must train their dogs to turn quickly and not to get tangled in the lines that connect their harnesses. The team with the best-behaved, smartest, strongest, fastest dogs will be

able to work on a team of between 3 and 16 dogs to pull the sled.

Dog Sled Racing

the winner! A famous Alaskan dog race is called the Iditarod. Teams race over one thousand miles, from Anchorage to Nome, Alaska. The record for the fastest Iditarod time is less than 9 days!

Strong and fast, sled dogs are loyal to their team through thick and thin. If you ever travel to a cold and snowy climate like Alaska, you might be able to go for a ride on a dog sled. Dress warm, hold on tight, and get ready to MUSH!



Sled teams begin the Iditarod.



Name: _____

THE MIGHTY SLED DOG

Read The Mighty Sled Dog and answer the questions, below.

1. Underline the **title**.
2. Circle the three **headings**.
3. Highlight, in yellow, the **keywords** and their definitions.
4. Highlight, in pink, the **captions** beneath photos and map.
5. Write two details about Sled dogs that you learned in this text:



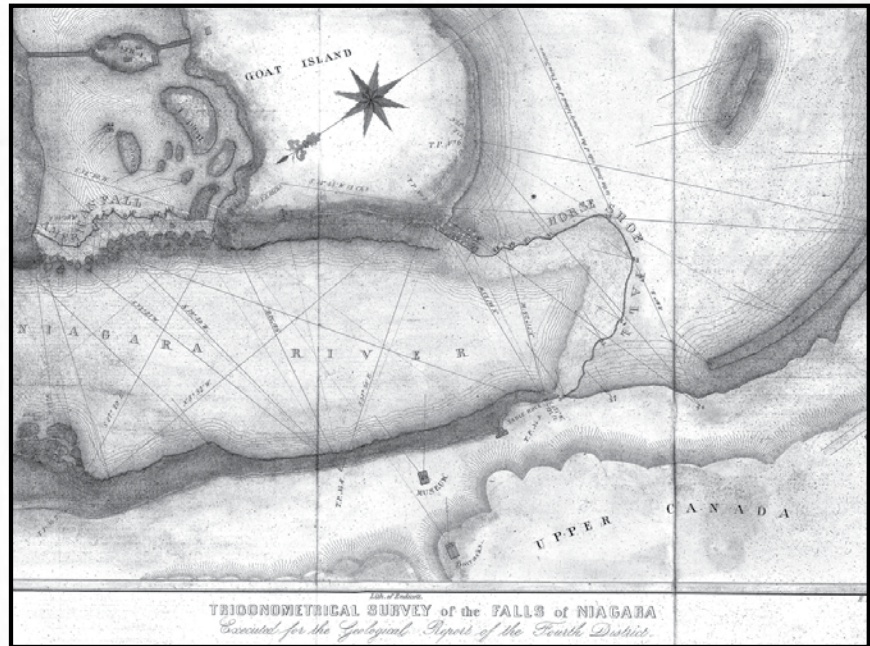
Name: _____

NIAGARA FALLS

If you hear thundering water crashing 165 feet over rocky ledges, feel the air filled with mist, and watch over seven hundred thousand gallons of water per second flow past, do you know where you'd be? If you guessed Niagara Falls, you're right! Let's find out how the falls formed, how people enjoy them, and the many daredevil stunts people have tried there.

How Niagara Formed

Niagara Falls was formed over ten thousand years ago at the end of the last ice age. Waterfalls occur when a stream or river **erodes** or washes away the bed of soil beneath it. When this happens, hard slabs of rocks are uncovered.



Softer rocks are worn down and disappear. The strongest rocks, called capstones, cause the water to flow across them and then down. Niagara Falls are located between Ontario, Canada and New York State. These falls are actually made up of three different falls that **converge** or join together. The largest of the three is

called Horseshoe Falls, and the smallest Bridal Veil Falls.

Enjoying Niagara Falls

For years Niagara Falls has drawn many visitors. Nowadays families love to take a sail on a boat called **The Maid of the Mist**. Upon **embarking** (getting onboard) you'll be given a blue plastic



Tourist vessel, The Maid of the Mist

raincoat to protect you from the water and mist in the basin of the Horseshoe Falls. For another view you can climb in special tunnels along the steep rock to observation decks behind the tumbling water. Nearby there are hundreds of hotels and restaurants. Tourists can find a variety of shops, waterparks, and other attractions to make their trip even more interesting.

Niagara Stunts

Through the years many **daredevils** or extreme risk-takers have performed dangerous stunts at Niagara Falls. Many tried to go over the falls in a barrel. Most who have tried this have died, although some survived. The first person to go over the falls and survive was a school-teacher named Miss Annie Taylor. In 1901 she was strapped into a special harness inside a barrel (along with her cat) and was launched into the river and over the falls. The barrel was pulled from the river about twenty minutes later. Though bruised and stunned, Annie Taylor lived. Other daredevils have walked across the falls between the United States and Canada on tightropes. Another even tried to go over on a jet ski, but did not live to tell about it. These stunts are against

the law, and many thrill-seekers have been arrested trying some new trick.

Though not the tallest or broadest waterfall in the world, Niagara Falls is impressive. If you visit Ontario or upper New York State, be sure to see the falls. See if you can recognize the Niagara River feeding the falls, and the rocky capstone. Take a boat ride or view the falls from an observation deck. And, perhaps best of all, imagine the daredevil stunts performed there through the years!



Daredevil Annie Taylor and her barrel



Student Page

Name: _____

NIAGARA FALLS

Read Niagara Falls and answer the questions, below.

1. Underline the **title**.
2. Circle the three **headings**.
3. Highlight, in yellow, the **keywords** and their definitions.
4. Highlight, in pink, the **captions** beneath photos and map.
5. Write two details about Niagara Falls that you learned in this text:



STRATEGIC READING GUIDELINES

1. Circle the **title**. Ask students what the title reveals. (the **topic**) Remind them that the topic tells the reader what the entire piece will be about. **Model** this for students and have them do the same.
2. Number each paragraph for reference purposes.
3. Point out and underline the **headings**. Explain that the headings allow you to quickly skim and scan the piece and get a sense of the **main ideas** of the piece.
4. Fill in the summarizing framework, based solely on the title and headings.
TOPIC: _____
MAIN IDEA #1: _____
MAIN IDEA #2: _____
MAIN IDEA #3: _____
 - Discuss the way that identifying the topic and headings can set a purpose for learning. As readers they already have a good idea what they'll be reading about, which aids in comprehension.
 - Discuss how a summary such as this might be an excellent way for an author to begin. (*Helps with organization and focus.*)
5. Next, in each paragraph, have students locate all **bold-faced** or **italicized** words. Explain that these are key vocabulary words that might be new to the reader. These keywords are usually either preceded or followed by a definition to aid in understanding. Point out that these specially marked words indicate some of the important **details** in the piece.
6. Point out the **photograph** and its **caption**. Ask students why both are important.



Reference Page

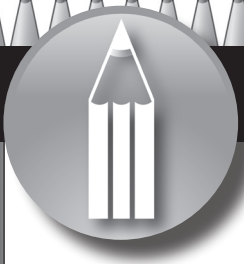
7. Next, on the white board or chart paper, translate the information on the summarizing framework into an extended summary using the following sentence starters:

This expository text provides information about _____. We'll discover _____, learn about _____, and become familiar with _____.

Or...

This informative piece discusses _____. The author explores _____, investigates _____, and reveals _____.

8. Finally, have students read the text independently. Discuss how examining the following text conventions: title, headings, bold or italicized key words, photographs and captions guide their reading – think about how much they've learned before they've even started reading! Also point out the way that the author organized the information made it more accessible to the reader.



Student Page

Name: _____

YOU BE THE EDITOR!

Imagine you're the editor of a science magazine for kids. Your assistant sent you this article, but forgot some of the most important parts that will help the reader learn from the text. Your job is to provide the missing parts.

1. Read the entire piece. What is the **topic** – in other words, what is the text **all about**?

Is this an expository or opinion piece? How do you know?

2. Based on the **topic**, create a **title** for this piece that will help the reader figure out what they'll be learning about. Write your title, in large print, across the top of the article.
3. Number each paragraph.
4. Circle the **introduction**.
5. Bracket the **body** of the piece.
6. Box the **conclusion**.
7. Read the first paragraph in the body of the piece (*paragraph 2*). It is missing a **heading** that tells the reader what the entire paragraph is about. Identify the main idea in order to create a heading and write it in the blank at the beginning of the paragraph. Do the same thing for paragraph 3.
8. Read paragraph 1 again. The writer has forgotten to italicize or bold the **key vocabulary words**. Use the diagram in the middle of the page to help you identify these key vocabulary words. Underline these words to help the reader.
9. Insert **captions** beneath the diagram and the photo to explain what the reader is looking at.
10. Scan the remaining paragraphs and underline any key vocabulary words that should have appeared in bold or italicized print.
11. Fill in the summarizing framework, below.

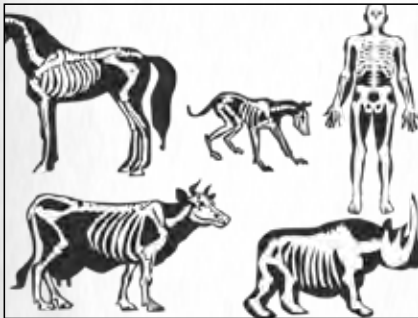
<p>TOPIC: _____</p> <p>MAIN IDEA #1: _____</p> <p>MAIN IDEA #2: _____</p>
--



Name: _____

Title

If you ever walk in a forest or along a beach, look around. If you look closely you can see creatures of all kinds. Some of them have fur, others have scales, feathers, or shells. Scientists group or classify animals as vertebrates or invertebrates. What are these groups or classifications? And how do we recognize them?



Heading:

Let's look at the group of animals called vertebrates. Vertebrates are creatures that have backbones and skeletons that are made of bone. This includes a skull that protects

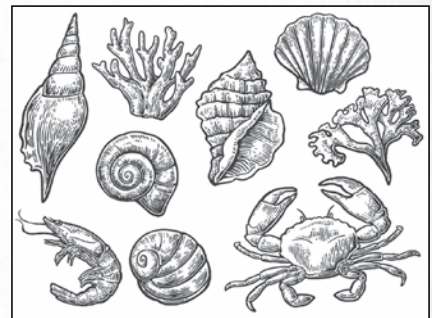
a highly developed brain. Vertebrates also have powerful sensory organs (that help them see, hear, feel, taste, smell). The bony skeleton supports the vertebrate's body. Because of this, vertebrates are larger than invertebrates. They can also move more quickly than invertebrates. Vertebrates include mammals, reptiles, amphibians, birds, and fish.

Heading:

Now let's examine invertebrates. These creatures do not have a skeleton or a backbone inside of them. Therefore, their bodies are usually smaller than vertebrates, because without a skeleton there is little to hold their bodies up. Because of this they move slowly. Their nervous systems are simple and they act mostly on instinct.

This means they react without thinking. Many invertebrates are round in shape with a mouth in the middle. Others, like insects and crustaceans such as crabs or shrimp, have a front and a back end, and their right and left sides mirror each other. Invertebrates include worms, jellyfish, starfish, insects and spiders.

So, think about vertebrates and invertebrates. Think about the characteristics that set them apart. Then ask yourself, "Am I a vertebrate, or an invertebrate?" Look at your body, think about the way you move and think, and you should know the answer.

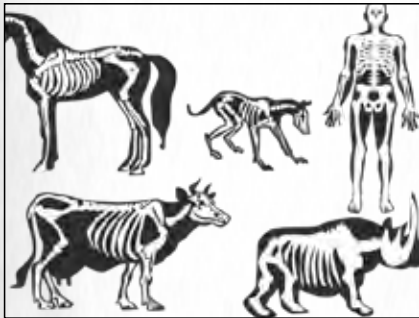




Title

vertebrates and invertebrates

If you ever walk in a forest or along a beach, look around. If you look closely you can see creatures of all kinds. Some of them have fur, others have scales, feathers, or shells. Scientists group or **classify** animals as **vertebrates** or invertebrates. What are these groups or **classifications**? And how do we recognize them?



Heading:

vertebrates

Let's look at the group of animals called **vertebrates**. Vertebrates are creatures that have backbones and skeletons that are made of bone. This includes a **skull** that protects

a highly developed brain. Vertebrates also have powerful **sensory organs** (that help them see, hear, feel, taste, smell). The bony skeleton supports the vertebrate's body. Because of this, vertebrates are larger than invertebrates. They can also move more quickly than invertebrates. Vertebrates include mammals, reptiles, amphibians, birds, and fish.

Heading:

Invertebrates

Now let's examine **invertebrates**. These creatures do not have a skeleton or a backbone inside of them. Therefore, their bodies are usually smaller than vertebrates, because without a skeleton there is little to hold their bodies up. Because of this they move slowly. Their nervous systems are simple and they act mostly on **instinct**.

This means they react without thinking. Many invertebrates are round in shape with a mouth in the middle. Others, like insects and **crustaceans** such as crabs or shrimp, have a front and a back end, and their right and left sides mirror each other. Invertebrates include worms, jellyfish, starfish, insects and spiders.

So, think about vertebrates and invertebrates. Think about the **characteristics** that set them apart. Then ask yourself, "Am I a vertebrate, or an invertebrate?" Look at your body, think about the way you move and think, and you should know the answer.

