

Solutions for Success

Expository Writing Planning Organizers Grade 4 STAAR 2012



This product includes four sample planning organizers that match the score point 4 compositions from the Released Texas Education Agency 2012 Expository Scoring Guide. Fisher Reyna Education developed the pre-writing/planning organizers by analyzing the released compositions. The planning organizers demonstrate that when students produce a well-written composition, the “Pre-Writing” or “Planning” of the writing process is evident. The Fisher Reyna Education Planning Organizers require the proper structure for the expository form of writing. A blank copy of the organizers, outlines, and checklists are also provided. Click on this link to get a copy of the TEA 2012 compositions. <http://www.tea.state.tx.us/student.assessment/staar/writing/>

This product can be used for several meaningful activities:

- Discuss the importance of pre-writing/planning to a successful composition.
- Demonstrate that the pre-writing/planning for a “low-scoring” paper is not evident. Attempt to plan backwards from a low-scoring paper- It cannot be done.
- Match the score point 4 compositions to the planning organizers provided.
- Cut apart and organize the planning organizers, then cut apart and organize the matching composition.
- Use the planning organizers to develop the compositions, then compare them with the actual score point 4 essays.
- Analyze the central idea in each introduction. Point out the connection of the main ideas to the central idea established in the introduction.
- Demonstrate that there no set number of main ideas for a composition. This product clearly demonstrates a “non-formulaic” approach to students.
- Discuss the elaborative methods used to develop the main ideas.
- Discuss the parting thoughts used to conclude the paper. **Note:** each composition used either a compound or complex sentence for their parting thoughts in the conclusion.

Planning Guide Expository

- I. Introductory paragraph
 - A. Topic and central idea of the composition
 - B. Main ideas of the composition
- II. Body paragraphs
 - A. Main idea stated in a topic sentence*
 - B. Supporting detail**
 - 1. Examples
 - 2. Cause and effect
 - 3. Personal experiences
- III. Concluding paragraph
 - A. Topic and central idea of the composition
 - B. Main ideas of the composition
 - C. General parting thought

* No set number of ideas or details

** Other elaboration methods may be equally effective.





Topic and Central Idea _____

Main Ideas about the Central Idea	
First Main Idea	Supporting Details
Second Main Idea	Supporting Details
Third Main Idea	Supporting Details

Concluding Statement

Revision Checklist Expository

Introductory Paragraph				Concluding Paragraph
Topic ____	Main Ideas			Topic ____
Central Idea ____				1 st Idea ____
Main Ideas 1. ____	E ____	E ____	E ____	Main Ideas ____
2. ____	CE ____	CE ____	CE ____	Parting Thought ____
3. ____	PE ____	PE ____	PE ____	
	Other ____	Other ____	Other ____	

Introductory Paragraph

The topic and central idea of the composition should be included in the introduction. The main ideas of the composition may be included in the introduction to help clarify the central idea.

Body Paragraphs

There is no set number of main ideas or paragraphs to include in the body of the composition.

Concluding Paragraph

Restate the topic and central idea of the composition. Main ideas of the composition may be included in the concluding paragraph to help clarify the central idea.

Elaboration Methods

- E – Examples
- CE – Cause and effect
- PE – Personal experience

Other methods of elaboration may be equally effective when used as supporting details.

PLANNING ORGANIZER
EXPOSITORY 13 – Spring 2012, Grade 4

Central Idea **Go to the Olympics and swim my heart out.**

Main Ideas about the Central Idea	
First Main Idea	Supporting Details
I swim fast	Been swimming since I was four
	Can swim twenty-five years easy
	My parents say that I am fast
Second Main Idea	Supporting Details
Winning a medal can earn scholarships for college	Win trophies and trade them for money for my life insurance
	My parents would be proud of me
Third Main Idea	Supporting Details
Being in the water makes me feel happy.	I have fun with family in the pool.
	Gives me good exercise and calms me down

Concluding Statement

I'm a super swimmer, and I enjoy every minute of it. And after I go to the Olympics, I can join a swim team. Later on I could become a professional. Then when I'm ready, I can go back to the Olympics.

PLANNING ORGANIZER
EXPOSITORY 14 – Spring 2012, Grade 4

Central Idea **I want to be a doctor.**

Main Ideas about the Central Idea	
First Main Idea	Supporting Details
They help people	Care for minor things
	Care for deadly things
	A doctor is always there when you need them.
Second Main Idea	Supporting Details
Get good grades in school	Pick the right classes
	Get good grades and the right colleges will pick you.
Third Main Idea	Supporting Details
Good pay	Get a good house and a nice car
	You can donate money.

Concluding Statement

Being a doctor may take work, but eventually you will see all the positive things that happen.

PLANNING ORGANIZER
EXPOSITORY 15 – Spring 2012, Grade 4

Central Idea **Being a lead singer is the best job you can have.**

Main Ideas about the Central Idea	
First Main Idea	Supporting Details
Become rich and famous	Usually super rich
	Chased by fans
	People wearing shirts with your face on the center
	Hear the songs you created on the radio
	Your face on the cover of a magazine
	Your concerts recorded on TV
	You get to meet the singers who inspired you.
	Tour the world
	So rich you could buy expensive things

Concluding Statement

Being rich and famous is my dream, and I really hope it comes true.

PLANNING ORGANIZER
EXPOSITORY 16 – Spring 2012, Grade 4

Central Idea **I'd like to be a pilot**

Main Ideas about the Central Idea	
First Main Idea	Supporting Details
Easy part is flight training school.	Meet my instructor
	Learn how to care for my plane
	Flight simulation
	By the time I'm sixteen, hopefully I would have completed a certain number of hours with my instructor and get my pilots license.
Second Main Idea	Supporting Details
Hardest part of flying is flying	Air pressure can crack open your plane, but I'm willing to take the risk.
	I would come in slow, prepare the landing gear, for a perfect landing.
	Lots of people have died from crash landings.
	When I'm a pilot, I'll make sure that never happens.

Concluding Statement

The job comes with many risks, but accepting them is my only choice, because I want to enjoy the experience of flying.