

WRITING ASSIGNMENT

Expository Paragraph

Have students read the text at the top of page 64. Let volunteers find and reread the paragraph about the ocean food chain on page 55. Then discuss how the paragraph about the ocean and the paragraph about the chipmunk on page 63 are alike. Have students read item 2 and discuss how they can go about finding facts. Provide time for students to do their research.

WRITING STRATEGY

Have volunteers read aloud the information about using an organizational diagram. Then read the items in the boxes. Explain that the arrows show the order in which the information will appear in the paragraph. Discuss the questions that follow. Ask students to look over their notes to identify their topic and main idea. Tell them that before they begin to write, they should draw a diagram like the one shown on page 64. Then have students use their diagrams to write a paragraph. Remind students to check their subject-verb agreement and to follow the rules for writing expository paragraphs.

USING THE EDITING CHECKLIST

Have a volunteer lead the students in reading the Editing Checklist. Then have partners use the Editing Checklist to revise their work.



WRITING ASSIGNMENT

TAKS prep

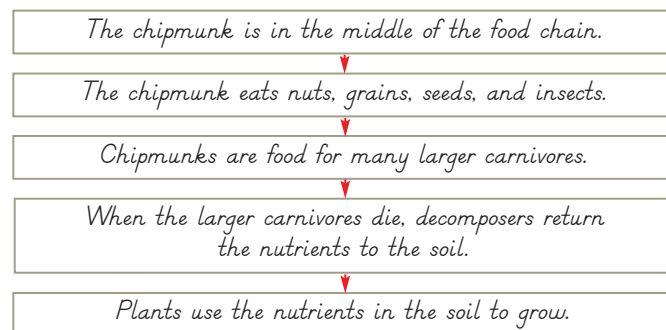
Expository Paragraph

You will write an expository paragraph. Choose an animal. Explain its place in the food chain.

- Read** Reread the paragraph about the chipmunk in its food chain on page 63.
- Look for information** Research the place of the animal you chose in the food chain. Look for information in the library or on the Internet.

Writing Strategy: Organizational Diagram

An organizational diagram can help you put your ideas in order for a paragraph. First, draw several boxes, as below. Write the main idea in the first box. Write supporting facts in the other boxes. Look at this organizational diagram for the paragraph on page 63.



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- What is the topic?
- What is the main idea about the topic?
- How many facts support the main idea? What are the facts?

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- Make a diagram** Draw an organizational diagram in your notebook. Write the main idea about the animal you chose in the first box. Write each supporting fact in another box.
- Write a paragraph** Use your diagram to write a paragraph about the place of your animal in the food chain.

EDITING CHECKLIST

Did you . . .

- include a topic sentence stating the main idea?
- include facts that support your main idea?
- write sentences that make your ideas clear?
- check subject-verb agreement?

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PART 1 REVIEW

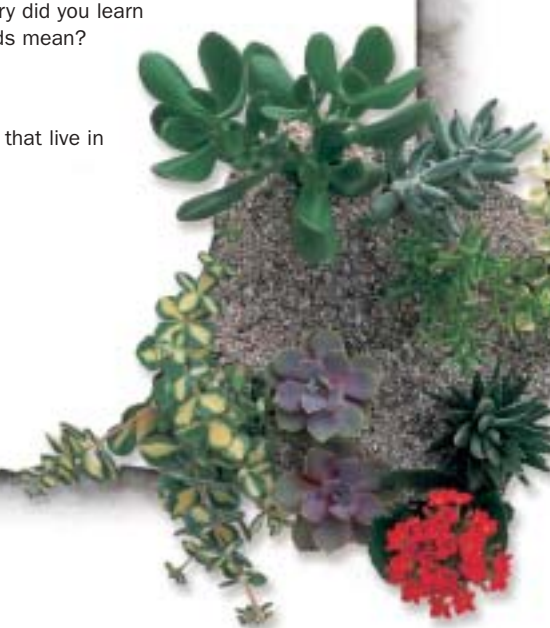
Check Your Knowledge

Language Development

- Describe how to use skimming as a reading strategy.
- What are some Greek and Latin roots? How can you use them to find out what a word means?
- What is rhyme? Give an example of two words that rhyme.
- What type of writing often uses rhyme? Why?
- What is the purpose of expository writing?
- What is subject-verb agreement? Give examples.
- How can an organizational diagram help you put ideas in order for a paragraph?

Academic Content

- What new science vocabulary did you learn in Part 1? What do the words mean?
- What is a food chain?
- What is a species?
- What are some populations that live in a desert ecosystem?



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ASSESS

You can assess students' knowledge of the unit in several different ways.

Portfolio: Have students write their Check Your Knowledge answers on a separate sheet of paper to include in their portfolios. Expository paragraphs can be included for comparison with later writing.

Traditional: Students can complete the Check Your Knowledge questions as homework. After students complete Check Your Knowledge, use the Assessment Package. Students can complete the Part Test on pages 37–40. For further practice, have students complete the Test Preparation worksheets.

Performance: Informally observe student pairs as they orally complete the Check Your Knowledge questions. Observe students for evidence of understanding, such as leading conversation and redirecting their partner to find correct answers.

TEST-TAKING TIP

Suggest that students restate the questions in their own words to be sure they understand them. See the Test Preparation pages in the Assessment Guide for additional test-taking strategies.

METACOGNITION

Tell students that before they begin writing each answer, they should think of the complete sentence in their heads. Otherwise, they may lose their train of thought in the middle of a sentence and find that they do not have a clear idea of how to finish it.

REACHING ALL STUDENTS

LANGUAGE LEVELS

Beginning: Work with students as they respond to the questions. Rephrase the questions so that they are easier to understand. Use examples from the reading to help clarify any terms that students do not understand.

Advanced: Have students write two additional questions that they think reflect important ideas in Part 1. Have them read their questions aloud for members of the group to answer and discuss.

TEKS Corner
TAKS Preparation

- 7.6(B); 7.10(F); 7.10(G); 7.10(M); 7.11(A); 7.12(A); 7.12(E); 7.12(J); 7.13(C); 7.15(C); 7.15(H); 7.17(C); 7.18(A); 7.18(D); 7.25(F); 7.29(B); 7.29(D)



Sample Section does not include Part II of this unit, pages 66–83.