

# Expert Guide

## *Explaining a Concept to a New Learner*

Subject \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### **Assignment Summary**

Lately, we have been learning so much about [topic]. You are really becoming an expert! Now let's see if we can teach someone else what we have learned. You will write an "Expert Guide" that shows everything you now know about [topic].

<b>Writer's Purpose</b>	You are explaining something that you know a lot about.
<b>Writer's Role</b>	You are writing as a student who is an expert on [topic].
<b>Audience</b>	You are writing for students your age who do not yet know a lot about this topic.
<b>Form</b>	You will write a paragraph and include a labeled illustration.
<b>Focus Correction Areas (FCAs)</b>	<ul style="list-style-type: none"> <li>• Topic sentence</li> <li>• 3–5 facts or details about your topic</li> <li>• Illustration with at least 3 labels</li> </ul>
<b>Procedure</b>	<p>To help you develop your Expert Guide, we will do the following:</p> <ul style="list-style-type: none"> <li>• Type Two Writing: In one minute, list at least 5 key words related to the topic I have selected. After you have finished, draw a line below what you have written. Share your words with a partner or small group. Put a checkmark next to words that you have both chosen. Add at least 1 new word below the line. We will share our words as a whole class and decide which are the most important ones to include in our writing.</li> <li>• Together, we will create a labeled illustration of a different but related topic. (If we are writing about the life cycle of a frog, I might use as an example the life cycle of a butterfly.)</li> <li>• You will draft your illustration and include at least 3 labels.</li> <li>• I will show you examples of clear explanations as well as a few explanations that are missing important details or have incorrect facts. Or, we might work together to write a class explanation.</li> <li>• We will review how to write a topic sentence.</li> </ul>

- Write a draft of your paragraph.
- Read your writing out loud in a one-foot voice, and make any changes you think will improve it.
- Show me that you have followed each of the FCAs. Underline your topic sentence and put a box around the topic. Number your facts/details. Number the labels in your illustration.
- After I have seen your writing, you will read or think about my feedback, do a quick written reflection (optional), and store your Expert Guide in your [writing portfolio](#) for possible future revision.

Optional Extension: Team up with a class one year younger and give students an opportunity to hold an Expert Fair. Pair students with a younger student to share their Expert Guides and teach what they have learned.

For Kindergarten: Students will create a labeled illustration that teaches classmates about a selected topic. Work together to generate key vocabulary on the topic and create a word bank. Depending on class ability, you may choose to model your own illustration on the same or a similar topic, or you may choose to have students help you to create a class illustration. Teach students how to use arrows and words from the word bank to label their illustrations. Proceed to Type Three Writing with the following FCAs:

- 3 details (magnifying glass with a 3 in it)
- 3 realistic colors (crayon box with a 3 in it)
- 2 or more word wall words (2 WWW)