

# EXPOSITORY WRITING

## The Call of the Wild

**EVERYTHING** You Need!

 **Digital Learning**  
Independent Student Work

 **Classroom Ready**  
Print & Go or Google Slides

 **Instructional Video**  
Watch at School or at Home

 **Step-by-Step Tutorial**



High School  
**GOOGLE Slides**  
READY!!



# Ready to Assign! Independent Student Instruction



GOOGLE SLIDES:

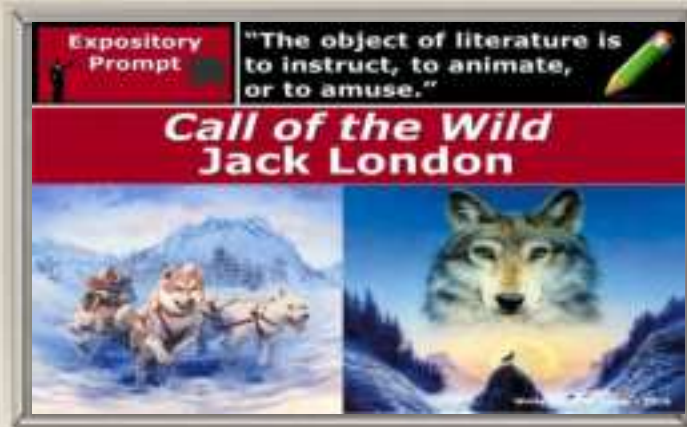
**Worksheets**, Step-by-Step **Writing Tutorial**,  
**PowerPoint**, **Graphic Organizer**, & **Rubric**

# Instructional Video



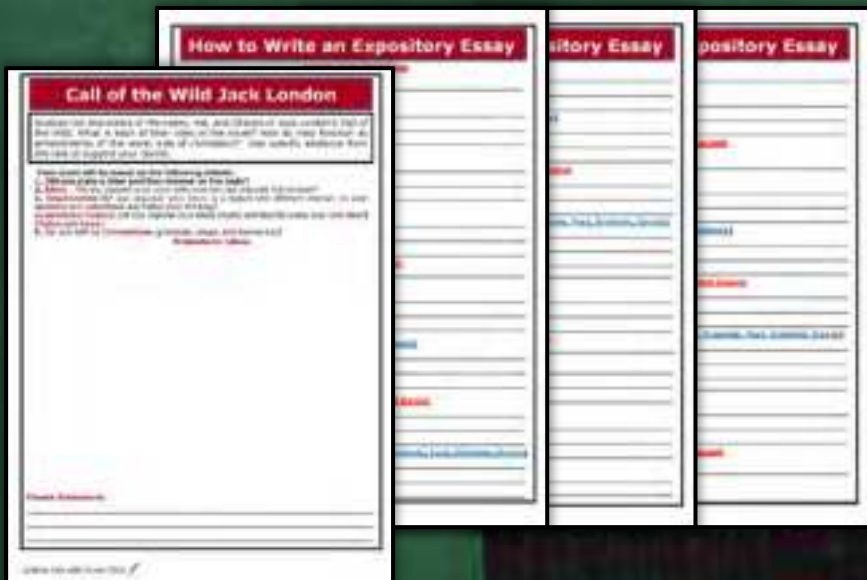
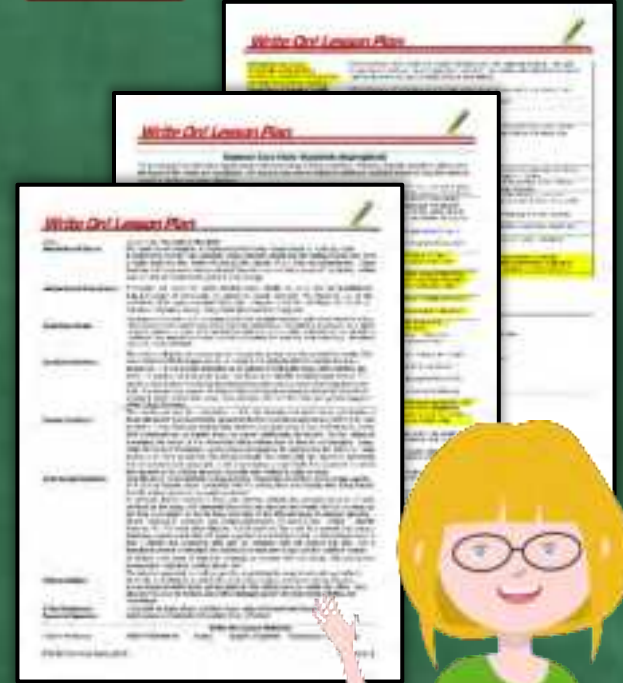
Show in class or send this entertaining, **Instructional Video** to students. Use it to introduce the lesson or show in segments to emphasize each part of writing an **Expository Essay**. The video is approximately **15 minutes long**.

# Classroom Ready



Everything is Done


for you!



# PowerPoint

Expository Prompt "The object of literature is to instruct, to animate, or to amuse."

## Call of the Wild Jack London



Expository Prompt **Prompt:**

Read the following prompt & write an essay based on the instructions. The grade will be based on the rubric following the prompt.

**Analyze the characters of Mercedes, Hal, and Charles in Jack London's *Call of the Wild*. What is each of their roles in the novel? How do they function as embodiments of the worst side of civilization? Use specific evidence from the text to support your claims.**

Expository Prompt **Gather Ideas!**

Think about each of the characters, their role in the novel, and what they each represent in society.

Character / Role / Embodiment	Evidence

Once you have gathered several ideas on both sides, decide which information is the strongest. Then, move on to develop your **thesis statement**.

Expository Prompt **Thesis Statement**

Use your ideas to develop a strong **Thesis Statement**.


The main characters in "Call of the Wild" by Jack London play a specific role and symbolize different elements of the worst in society because \_\_\_\_\_ and \_\_\_\_\_.

The main characters in "Call of the Wild" by Jack London play a specific role and symbolize different elements of the worst in society.

Revise:  
Did you choose the best ideas?  
Are there any words you can replace with stronger word choices?

Expository Prompt "If you can't explain it simply, you don't understand it enough."

## How to Write an Expository Essay



Expository Prompt **Your Turn to Write On!**


## Check List

- Review your ideas.
- Choose the best ideas for your essay.
- Develop a strong **Thesis Statement**.
- Evaluate and revise your **Thesis Statement**.
- Develop supporting **information/evidence**.
- Use appropriate transitions.
- Write your essay.



Included as  
PPT &  
Google Slide





**PLUS 18 SLIDES**  
How to Write  
an Expository Essay  
Step-by-Step Tutorial





# Step-by-Step Tutorial

Expository Prompt  "If you can't explain it simply, you don't understand it enough." 

## How to Write an Expository Essay





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Expository Prompt  "If you can't explain it simply, you don't understand it enough." 

## Introduction Paragraph

**PURPOSE:**  
To introduce the topic





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Expository Prompt  **Writing the Essay**   
**Introduction**

**PARAGRAPH ELEMENTS:**

- ✓ Draw your readers in with a fascinating **Grabber**.  
(Quote, Creative Hook, Definition, Interesting Question, Riddle, Personal Experience, Opinion)
- ✓ Background information the reader needs to know in order to understand the topic.

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Expository Prompt  **Writing the Essay**   
**Introduction cont.**

**PARAGRAPH ELEMENTS:**

- ✓ End with a **thesis statement** (either regular or implied).

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# Step-by-Step Tutorial

Expository Prompt

"If you can't explain it simply, you don't understand it enough."

## 1<sup>st</sup> Body Paragraph

**PURPOSE:**  
To provide details to support the thesis



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Expository Prompt

## Writing the Essay

### 1<sup>st</sup> Body Paragraph

**PARAGRAPH ELEMENTS:**

- ✓ **Topic Sentence:** Begin with a transitional device (First of all, To begin with, Initially, To begin, In the first place, etc.)  
This sentence is the main idea of the paragraph. It helps the readers better understand this topic.
- ✓ **Explain Topic Sentence:** If you need to explain your topic sentence, do so here.

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Expository Prompt

## Writing the Essay

### 1<sup>st</sup> Body Paragraph continued

**PARAGRAPH ELEMENTS continued:**

- ✓ **Introduce Information/Evidence:** Introduce the information/evidence with a transitional device. (For example, For instance, A perfect example of this is, This reminds me of, Recently, I read, One such instance, I am reminded of, Just the other day, etc.) followed by a complete sentence detailing the information/evidence.

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Expository Prompt

## Writing the Essay

### 1<sup>st</sup> Body Paragraph continued

**PARAGRAPH ELEMENTS continued:**

- ✓ **State Information/Evidence:** Expand on support (reasons, examples, facts, statistics, and/or quotations) and how it proves/supports/explains your topic sentence.
- ✓ **Explain Information/Evidence:** The information/evidence proves the point you are trying to make in this paragraph. This section is at least 1-3 sentences.

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# Step-by-Step Tutorial

**Expository Prompt**

**Writing the Essay**  
**1<sup>st</sup> Body Paragraph**  
**continued**

**PARAGRAPH ELEMENTS continued:**


- ✓ **Concluding Sentence:** Begin with a Justifier Transition (**Without a doubt, Obviously, Clearly, Indeed, Thus**, etc.). End your paragraph with a concluding sentence that reasserts the topic sentence of this paragraph.

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**Expository Prompt**

**"If you can't explain it simply, you don't understand it enough."**

**2<sup>nd</sup>, 3<sup>rd</sup>, etc. Body Paragraphs**  
**PURPOSE:**  
To provide details to support the thesis



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**Expository Prompt**

**Writing the Essay**  
**2<sup>nd</sup>, 3<sup>rd</sup>, etc.**  
**Body Paragraphs**

**PARAGRAPH ELEMENTS:**

- ✓ **Topic Sentence:** Begin with a transitional device (**Also, Furthermore, Additionally, In addition**, etc.)  
This sentence is the main idea of the paragraph. It helps the readers better understand this topic.
- ✓ **Explain Topic Sentence:** Do you need to explain your topic sentence? If so, do so here.

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**Expository Prompt**

**Writing the Essay**  
**2<sup>nd</sup>, 3<sup>rd</sup>, etc.**  
**Body Paragraphs continued**



**PARAGRAPH ELEMENTS continued:**

- ✓ **Introduce Information/Evidence:** Introduce the information/evidence with a transitional device (**For example, For instance, A perfect example of this is, This reminds me of, Recently, I read, One such instance, I am reminded of, Just the other day**, etc.) and then a complete sentence detailing the **information/evidence.**

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# Step-by-Step Tutorial

**Expository Prompt**  **Writing the Essay**   
2<sup>nd</sup>, 3<sup>rd</sup>, etc.  
**Body Paragraphs continued**

**PARAGRAPH ELEMENTS continued:**

- ✓ **State Information/Evidence:** Expand on supporting evidence (reasons, examples, facts, statistics, and/or quotations) and how it proves/supports/explains your topic sentence.
- ✓ **Explain Information/Evidence:** How does this evidence prove the point you are trying to make in this paragraph?  
This section is often at least 1-3 sentences.



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**Expository Prompt**  **Writing the Essay**   
2<sup>nd</sup>, 3<sup>rd</sup>, etc.  
**Body Paragraphs continued**


**PARAGRAPH ELEMENTS continued:**

- ✓ **Concluding Sentence:** Begin with a Justifier Transition (**Without a doubt, Obviously, Clearly, Indeed, Thus,** etc.). End the paragraph with a concluding sentence that reasserts the topic sentence of this paragraph.



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**Expository Prompt**  **"If you can't explain it simply, you don't understand it enough."** 

**Conclusion Paragraph**  
**PURPOSE:**  
To remind readers of your topic and supporting evidence



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**Expository Prompt**  **Writing the Essay**   
**Conclusion**

**PARAGRAPH ELEMENTS:**

- ✓ **Begin with a transitional device** (**To conclude, In summation, To summarize, In conclusion,** etc.) and a different type of thesis statement from the first paragraph (**Thesis** in two sentences - **regular, implied**).
- ✓ **Restates your paper's overall topic and supporting information/evidence.**

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# Step-by-Step Tutorial

Expository Prompt

## Writing the Essay Conclusion

**PARAGRAPH ELEMENTS:**

✓ End with referencing the type of Grabber you used in the introduction.

(Quote, Creative Hook, Definition, Riddle, Interesting Question, Personal Experience, Opinion)


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Expository Prompt

## Your Turn to Write On!

### Check List

- ✓ Review your ideas.
- ✓ Choose the best ideas for your essay.
- ✓ Develop a strong Thesis Statement.
- ✓ Evaluate and revise your Thesis Statement.
- ✓ Develop supporting information/evidence.
- ✓ Use appropriate transitions.
- ✓ Write your essay.



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# Google Links Pages

**HOW TO USE THIS RESOURCE**


To get started, you will need:

- #1- Internet Access
- #2- Google Account

To access Google Slides & Worksheets:

- #1- Click on the links provided on the next two pages
- #2- Make a copy of the slides (this will save to your Google account)
- #3- Share the link by clicking 'Share'
- #4- Students will need to follow the directions on the first page of the student worksheets



To create a Google Account, Click on the icon





**Expository Writing Toolkit for Google Classroom**

Click on the icon to download:

**Movie**





**PowerPoint**



**Expository Writing Toolkit for Google Classroom**

Click on the icon to download:

**Student Worksheets**

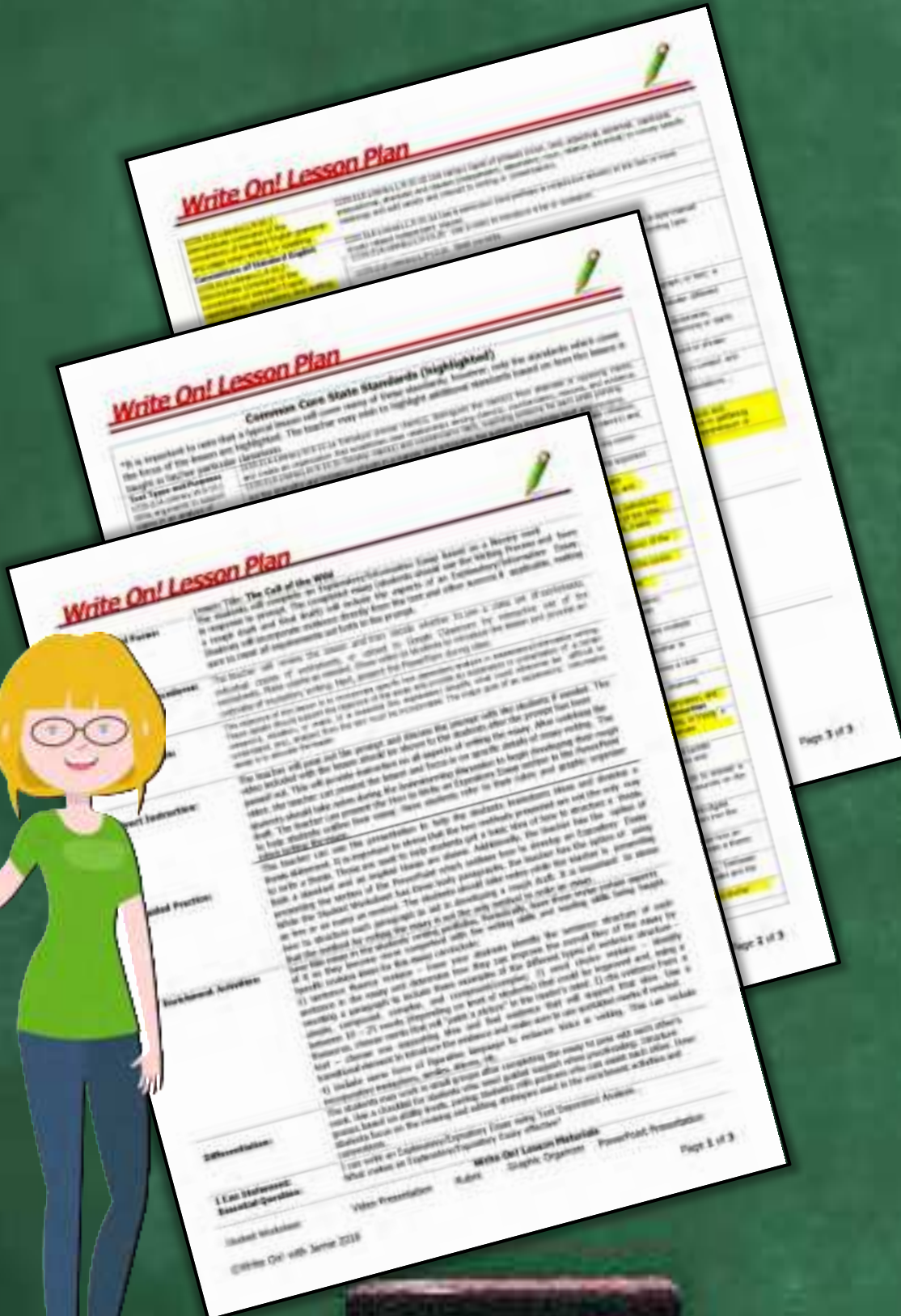


Simply **Click** on the **Icon** next to the resource you want, and you are **ready to go!**

# Lesson Plans

## Includes:

- Instructional Focus
- Instructional Procedures
- Objective/Goals
- Guided Practice
- Differentiation
- Enrichment Activities
- I Can Statement
- Essential Question
- CCSS
- ESE & ELL Strategies
- Includes 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, & 12<sup>th</sup>



# Student Worksheet

Student Worksheet  
Allows the  
students to  
brainstorm,  
develop a thesis  
statement, and  
outline an  
Expository Essay.



**Call of the Wild Jack London**

Analyze the characters of Mercedes, Hal, and Charles in Jack London's *Call of the Wild*. What is each of their roles in the novel? How do they function as embodiments of the worst side of civilization? Use specific evidence from the text to support your claims.

Your score will be based on the following criteria:

1. Did you state a clear position/answer on the topic?
2. **Ideas** - Did you support your topic with accurate and relevant information?
3. **Organization**-Did you organize your ideas in a logical and effective manner so your audience can understand and follow your thinking?
4. **Sentence Fluency**-Did you express your ideas clearly and fluently using your own **Word Choice and Voice**?
5. Did you edit for **Conventions** (grammar, usage, and mechanics)?


**Brainstorm Ideas**

**Thesis Statement:**

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Included as PDF  
and Google Slides



# Step-by-Step Tutorial

Included as PDF  
& Google Slides



## How to Write an Expository Essay

### Introduction Paragraph

Type of  
Grabber  
Notes

Background Information

Thesis Statement

### First Body Paragraph

Time Order Transition  
Topic Sentence

Explain Topic Sentence (link to supporting evidence)

Introduce Supporting Evidence with Transitional Device

Notes to State and Explain Evidence (Reason, Example, Fact, Statistic, Quote)

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## How to Write an Expository Essay

Concluding Sentence Justifier Transition  
Concluding Sentence

### Second Body Paragraph

Time Order Transition  
Topic Sentence

Explain Topic Sentence (link to supporting evidence)

Introduce Supporting Evidence with Transitional Device

Notes to State and Explain Evidence (Reason, Example, Fact, Statistic, Quote)

Concluding Sentence Justifier Transition  
Concluding Sentence

### Third Body Paragraph

Transition

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## How to Write an Expository Essay

(link to supporting evidence)

Supporting Evidence with Transitional Device

Supporting Evidence (Reason, Example, Fact, Statistic, Quote)

Concluding Transition

### Conclusion Paragraph

Summation Transition  
Different Type of Thesis

Restatement of Topic

Reference Specific Grabber Used

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# Rubric / Graphic Organizer

Included as PDF  
& Google Slides



EXPOSITORY RUBRIC				
	Exemplary 100%	Proficient 85%	Emerging 75%	Not Yet Demonstrated 50%
<b>Introduction/Thesis</b> Assigned/Write Thesis Statement 15 Points Student Total	Well-developed introduction engages the reader and states a clear thesis. Content is relevant and interesting, and the thesis is clearly defined.	Introduction captures attention and contains background information. Thesis clearly states a position that will be discussed.	Introduction addresses the topic to be discussed, but may not clearly state a thesis. Thesis states a topic, but it may not be precise.	Introduction is a random collection of information, a collection, and may be loosely related to the topic. Background or scope of the essay.
<b>Introduction/Points</b> Body Paragraphs/Conclusion 40 Points Student Total	Well-developed, focused points directly support the writer's thesis. Supporting evidence is relevant and detailed. Comments are logical and well thought-out. Conclusion re-states the thesis in a new way.	Most points are related to the thesis, but one may lack sufficient support to deviate from thesis. Supporting evidence is relevant but may have some points. Conclusion summarizes thesis and key points and states "next" or "concluding" point.	Most points are good, but are surface detail and support. Writer attempts to address topic, but does not explore it clearly or adequately. Conclusion merely restates the thesis, with little or no new commentary on the writer's thesis.	Most points are overly developed. Details are missing or vague. Conclusion does not re-state the thesis or summarize key points.
<b>Organization</b> Structure/Transition 15 Points Student Total	Logical progression of ideas with a clear structure that utilizes the thesis. Transitions are smooth and provide coherence between and among ideas.	Logical progression of ideas. Transitions are present throughout essay and provide adequate coherence between and among ideas.	Organization is less than ideal. Transitions are present, but may not lead to coherence between and among ideas.	No discussion of organization. Transitions are not present.
<b>Style &amp; Conventions</b> Style (sentence variety & "flow") Mechanics (punctuation, spelling, capitalization) 25 Points Student Total	Writing is smooth, varied, and coherent. Sentences are varied and expressive and clearly support the thesis. Punctuation, spelling, and capitalization are correct throughout essay. Punctuation, spelling, & capitalization are accurate with few or no errors.	Writing is clear and coherent. Some sentence variety is present. Punctuation, spelling, & capitalization are generally accurate, with some errors.	Writing is clear, but sentences may lack variety. Detail is sometimes missing and/or inconsistent at various points in essay. Tone may be inconsistent with writer's purpose / thesis. Punctuation, spelling, & capitalization.	Writing is confusing and hard to follow. Content fragments and/or run-on sentences. Unnecessary repetition and inconsistency throughout essay. Tone of piece is highly inconsistent with writer's purpose / thesis. Punctuation, spelling, & capitalization distract reader.
<b>Source</b> Use of Quoted Material/Relevance/Reliability 10 Points Student Total	Relevant text sources are smoothly and logically integrated into essay and clearly support the thesis. All sources are clearly cited and are highly relevant and reliable.	Evidence that supports the thesis is integrated into the text. Most sources are clearly cited and are generally relevant and reliable.	Some source material is used and may or may not be clearly cited in writer's writing/thesis. Several sources may not be clearly cited. Relevant and reliable may be questioned.	Use of or no source material is used. Source material is not clearly cited or may be highly irrelevant. Relevant and reliable are strongly in question.

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## Expository Graphic Organizer

Essay Topic – What am I writing about?

Idea 1

Idea 2

Idea 3

Evidence 1 A

Evidence 2 A

Evidence 3 A

Evidence 1 B

Evidence 2 B

Evidence 3 B

Conclusion / Summary

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