

EXPOSITORY WRITING

The Story of an Hour

EVERYTHING You Need!



Digital Learning
Independent Student Work



Classroom Ready
Print & Go or Google Slides



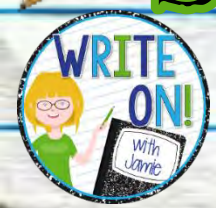
Instructional Video
Watch at School or at Home



Step-by-Step Tutorial



Middle School
GOOGLE Slides
READY!!



Ready to Assign! Independent Student Instruction



GOOGLE SLIDES:

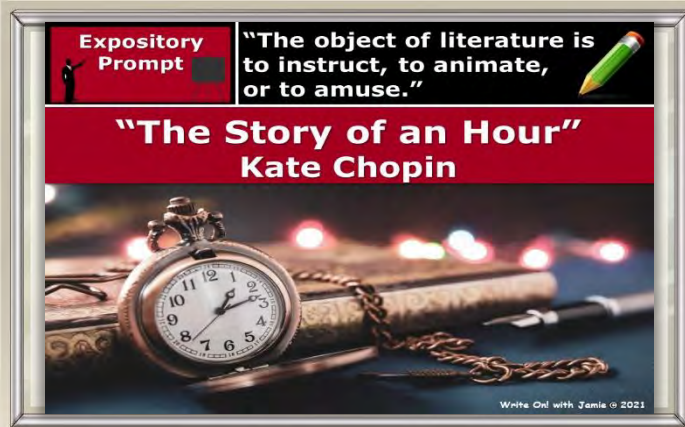
Worksheets, Step-by-Step Writing Tutorial,
PowerPoint, Graphic Organizer, & Rubric

Instructional Video

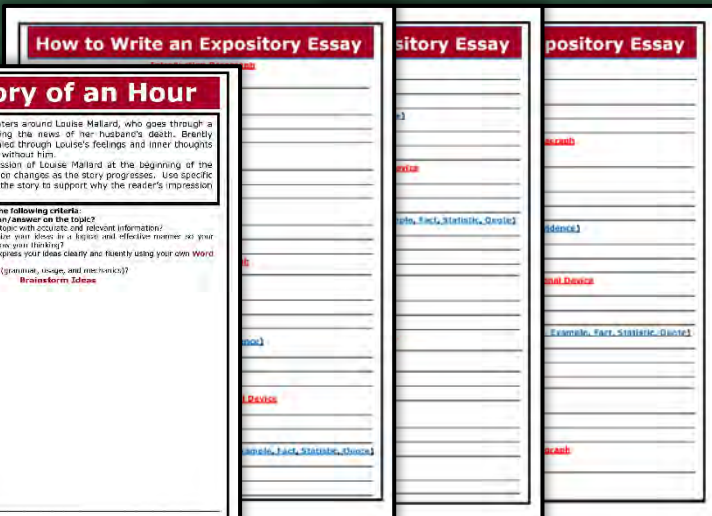
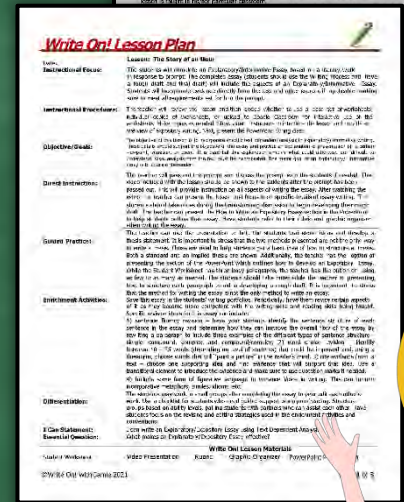


Show in class or send this entertaining, **Instructional Video** to students. Use it to introduce the lesson or show in segments to emphasize each part of writing an **Expository Essay**. The video is approximately **15 minutes** long.

Classroom Ready



Everything is Done
for you!



PowerPoint

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

"The Story of an Hour"
Kate Chopin



Write On! with Jamie © 2021

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.

"The Story of an Hour" reveals a lot about human nature. It centers around Louise Mallard who goes through a gamut of emotions following the news of her husband's death. The reader also finds out about Brently Mallard's character through Louise's feelings and inner thoughts as she faces the idea of life without him.

Explain the reader's impression of Louise Mallard at the beginning of the story and how this impression changes as the story progresses. Use specific quotes and examples from the story to support why the reader's impression of Louise changes.

Write On! with Jamie © 2021

Expository Prompt

Gather Ideas!

Think about the impression of Louise at the beginning of the story and how it changes as the story progresses.

Impression / Changes	Evidence

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

Write On! with Jamie © 2021

Expository Prompt

Thesis Statement

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

In "The Story of an Hour", the reader's impression of Louise changes as the story progresses because _____, _____, and _____.

In "The Story of an Hour", the reader's impression of Louise changes as the story progresses.

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

Write On! with Jamie © 2021

Expository Prompt

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

How to Write an Expository Essay



Write On! with Jamie © 2016

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.



Write On! with Jamie © 2016

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



Write On! with Jamie © 2016

Expository Prompt

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



Introduction Paragraph

PURPOSE:

To introduce the topic



Write On! with Jamie © 2016

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.

Write On! with Jamie © 2016

Expository Prompt

Writing the Essay Introduction cont.



PARAGRAPH ELEMENTS:

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

Write On! with Jamie © 2016

Step-by-Step Tutorial

Expository Prompt

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



1st Body Paragraph PURPOSE:

To provide details to support the thesis



Write On! with Jamie © 2016

Expository Prompt

Writing the Essay 1st 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.

Write On! with Jamie © 2016

Expository Prompt

Writing the Essay 1st 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.**

Write On! with Jamie © 2016

Expository Prompt

Writing the Essay 1st 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.

Write On! with Jamie © 2016

Step-by-Step Tutorial

Expository Prompt



Writing the Essay 1st 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.

Write On! with Jamie © 2016

Expository Prompt



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



2nd, 3rd, etc. Body Paragraphs PURPOSE:

To provide details to support the thesis



Write On! with Jamie © 2016

Expository Prompt



Writing the Essay 2nd, 3rd, 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.

Write On! with Jamie © 2016

Expository Prompt



Writing the Essay 2nd, 3rd, 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**.

Write On! with Jamie © 2016

Step-by-Step Tutorial

Expository Prompt



Writing the Essay

2nd, 3rd, 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.

Write On! with Jamie © 2016

Expository Prompt



Writing the Essay

2nd, 3rd, 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.

Write On! with Jamie © 2016

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



Write On! with Jamie © 2016

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.**

Write On! with Jamie © 2016

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)

Write On! with Jamie © 2016

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.



Write On! with Jamie © 2016

Google Links Pages

HOW TO USE THIS RESOURCE

To get started, you will need:

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

To create a Google Account, Click on the icon



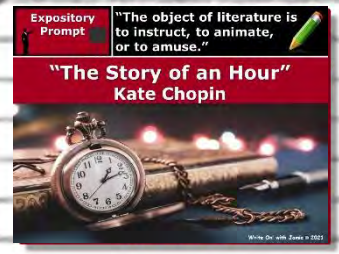
To access Google Slides & Worksheets:

- #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 first page of the student worksheets

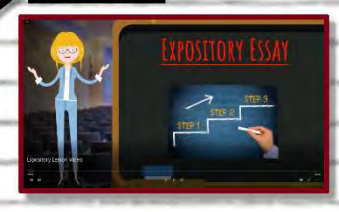
Expository Writing
for Google Classroom

Click on the icon to download:

PowerPoint



Video



Expository Writing
for Google Classroom

Click on the icon to download:



Graphic Organizer

Rubric

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 6th, 7th, & 8th

Write On! Lesson Plan

CCSS.ELA-Literacy.L.6-8 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.6-8.3: Maintain consistency in style and tone.
CCSS.ELA-Literacy.L.6-8.4: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.6-8.5: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
CCSS.ELA-Literacy.L.6-8.6: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine its precise meaning or its part of speech (e.g., noun or verb).

Write On! Lesson Plan

Common Core State Standards (highlighted)
*It is important to note that a typical lesson will cover many of these standards, however, only the standards which cover the focus of the lesson are highlighted. The teacher may wish to highlight additional standards based on how the lesson is taught in his/her particular classroom.

Text Types and Purposes
CCSS.ELA-Literacy.W.8.1
Write arguments to support claims with clear reasons and relevant evidence.

Write On! Lesson Plan

Lesson: The Story of an Hour

The students will complete an Explanatory/Informative Essay based on a literary work in response to a prompt. The completed essay (students should use the Writing Process and have a rough draft and final draft) will include the aspects of an Explanatory/Informative Essay. Students will incorporate evidence directly from the text and other sources if applicable, making sure to meet all requirements set forth in the prompt.

The teacher will review the lesson and then decide whether to use a class set of worksheets, individual copies of worksheets, or upload to Google Classroom for interactive use of the worksheets. Make copies as needed. Show video to students to introduce the lesson and provide an overview of expository writing. Next, present the PowerPoint during class.

The objective of this lesson is to incorporate specific text dependent analysis in explanatory/informative writing. These details should support the objective of the essay and provide an explanation or presentation of a certain viewpoint, situation, or event. It is essential this explanation simply what could otherwise be difficult to understand. Also, analysis from the text must be incorporated. The major goal of an explanatory/informative essay is to educate the reader.

The teacher will pass out the prompt and discuss the prompt with the students if needed. The video included with the lesson should be shown to the students after the prompt has been passed out. This will provide instruction on all aspects of writing the essay. After watching the video, the teacher can present the How to Write an Expository Essay section in the PowerPoint to help students outline their essay. Have students refer to their rubric and graphic organizer.

The teacher can use the presentation to help the students brainstorm ideas and develop a thesis statement. It is important to stress that the two methods presented are not the only way to write a thesis. Those are used to help students get a basic idea of how to structure a thesis. Both a standard and an implied thesis are shown. Additionally, the teacher has the option of presenting the section of the PowerPoint which outlines how to develop an Expository Essay.

While the Student Worksheet has three body paragraphs, the teacher has the option of using as few or as many as needed. The students should take notes while the teacher is presenting the section of the PowerPoint to aid in developing a rough draft. It is important to stress that the method for writing the essay is not the only method to write an essay.

Save this essay in the students' writing portfolios. Periodically, have them revise certain aspects of it as they become more competent with the writing skills and reading skills being taught.

Specific revision ideas for this essay can include:
1) sentence fluency revision - have your students identify the sentence structure of each sentence in the essay and determine how they can improve the flow of the essay by rewriting a paragraph to include three examples of the different types of revision - identify simple, compound, complex, and compound/complex; 2) word choice revision - using a thesaurus, choose words that will "paint a picture" in the reader's mind; 3) cite evidence from a text - choose one supporting idea and find evidence that will support that idea. Use a transitional element to introduce the evidence and enhance voice in writing. This can include text - choose some form of figurative language to enhance voice in writing. This can include transitional elements, similes, idioms, etc.

4) Include some form of figurative language to enhance voice in writing. This can include transitional elements, similes, idioms, etc.

The students may work in small groups after completing the essay to peer edit each other's work. Use a checklist for students who need guided support when proofreading. Structure groups based on ability levels, pairing students with partners who can assist each other. Have students focus on the revising and editing strategies used in the enrichment activities and conventions.

I can write an Explanatory/Expository Essay using Text Dependent Analysis.

What makes an Explanatory/Expository Essay effective?

Write On! Lesson Materials
Graphic Organizer

PowerPoint Presentation

Page 1 of 3

Page 2 of 3

Page 3 of 3

Page 4 of 3

Page 5 of 3

Page 6 of 3

Page 7 of 3

Page 8 of 3

Page 9 of 3

Page 10 of 3

Page 11 of 3

Page 12 of 3

Student Worksheet

Student Worksheet

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



The Story of an Hour

"The Story of an Hour" centers around Louise Mallard, who goes through a gamut of emotions following the news of her husband's death. Brently Mallard's character is revealed through Louise's feelings and inner thoughts as she faces the idea of life without him.

Explain the reader's impression of Louise Mallard at the beginning of the story and how this impression changes as the story progresses. Use specific quotes and examples from the story to support why the reader's impression of Louise changes.

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:

©Write On! with Jamie 2021 

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)

©Write On! with Jamie 2016

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

©Write On! with Jamie 2016

How to Write an Expository Essay

(link to supporting evidence)

Evidence with Transitional Device

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

Justifier Transition

Conclusion Paragraph

Summation Transition
Different Type of Thesis

Restatement of Topic

Reference Specific Grabber Used

©Write On! with Jamie 2016

Rubric / Graphic Organizer

Included as PDF
& Google Slides



EXPOSITORY RUBRIC				
	Exemplary 100%	Proficient 86%	Emerging 73%	Not Yet Demonstrated 60%
Introduction/Thesis Background/History Thesis Statement 15 Points Student Total	Well-developed introduction engages the reader and creates interest. Contains detailed and interesting information about the topic. Thesis is clearly defined. 15 pts.	Introduction creates interest and contains background information. Thesis clearly states a the information that will be discussed. 13 pts.	Introduction adequately explains the topic to be discussed, but may lack clarity. Thesis states a topic, but it may not be evident. 11 pts.	Introduction is a random collection of information, is unclear, and may be loosely related to the topic. Thesis/position is vague or not stated. 9 pts.
Informative Points Body Paragraphs Conclusion 40 Points Student Total	Well-developed explanation points directly support the writer's thesis. Supporting examples are concrete and detailed. Commentary is logical and well-thought-out. Conclusion re-visits the thesis in a new way. 40 pts.	Most points are related to the thesis, but one may lack sufficient support or deviates from thesis. Explanation discusses topic with some clarity. Conclusion summarizes thesis and key points with some "fresh" commentary present. 34 pts.	More than one point lacks sufficient details and support. Writer attempts to address topic, but does not explain it clearly or adequately. Conclusion mirrors introduction too closely, with little or no new commentary on the writer's thesis. 29 pts.	Most points are poorly developed. Details are missing or vague. Conclusion does not re-visit the thesis or summarize key point(s). 24 pts.
Organization Structure Transitions 15 Points Student Total	Logical progression of ideas with a clear structure that enhances the thesis. Transitions are smooth and provide coherence between and among ideas. 15 pts.	Logical progression of ideas. Transitions are present throughout essay and provide adequate coherence between and among ideas. 13 pts.	Organization is clear. Transitions are present, but may not lend to coherence between and among ideas. 11 pts.	No discernable organization. Transitions are not present. 9 pts.
Style & Conventions Syntax (sentence variety & "flow") Diction (word choice) Tone Spelling, punctuation, & capitalization 20 Points Student Total	Writing is smooth, skillful, and coherent. Sentences are strong and expressive with varied structure. Diction is consistent and words are well-chosen. The tone is highly consistent with writer's evidence / thesis and appropriate throughout essay. Punctuation, spelling, & capitalization are accurate with few or no errors. 20 pts.	Writing is clear and sentences have some varied structure. Diction is appropriate. Tone is generally consistent with writer's position / thesis and appropriate throughout essay. Punctuation, spelling, & capitalization are generally accurate, with some errors. 17 pts.	Writing is clear, but sentences may lack variety. Diction is sometimes inconsistent and/or inappropriate at various points in essay. Tone may be inconsistent with writer's position / thesis. Several errors in punctuation, spelling, & capitalization. 15 pts.	Writing is confusing and hard to follow. Contains fragments and/or run-on sentences. Diction is inappropriate and inconsistent throughout essay. Tone of piece is highly inconsistent with writer's position / thesis. Many errors in punctuation, spelling, & capitalization distract reader. 12 pts.
Sources Use of Sources Format Relevance/Reliability 10 Points Student Total	Evidence from sources is smoothly and logically integrated into essay and serves to add credibility & insight into writer's thesis. All sources are cited accurately and are highly relevant and reliable. 10 pts.	Evidence from source(s) is integrated into the text. Most sources are cited accurately and are generally relevant and reliable. 9 pts.	Some source material is used and may or may not lend credibility to writer's position/thesis. Several sources may not be cited accurately. Relevance and reliability may be questionable. 7 pts.	Few or no source material is used. Source citations are not evident or may be highly inaccurate. Relevance and/or reliability are strongly in question. 6 pts.

Write On! with Jamie©2016

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

Write On! with Jamie©2016