

# EXPOSITORY WRITING

## Life Lessons

### EVERYTHING You Need!



#### Digital Learning

Independent Student Work



#### Classroom Ready

Print & Go or Google Slides



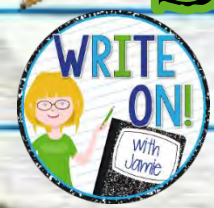
#### Instructional Video

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



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

## Life Lessons

"Promise me you'll remember, you are **BRAYER** than you believe, **STRONGER** than you seem, **SMARTER** than you think."  
- A.A. Milne

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### Write On! Lesson Plan

Common Core State Standards (Highlighted)

### Write On! Lesson Plan

Topic: **Lesson 11: Life Lessons**

**Instructional Focus:** The student will analyze the author's purpose for writing in a personal narrative, identify the author's main message and supporting details, and explain how the author's use of evidence and rhetorical devices (such as rhetorical questions, repetition, and figurative language) contribute to the overall meaning of the text.

**Instructional Procedures:** Have a class set of the student reader or use an e-reader. Teacher's copy of the student reader will be used to read aloud. The teacher will read the text aloud to the class. The teacher will ask the students to identify the author's purpose for writing and the author's main message. The teacher will ask the students to identify the author's use of evidence and rhetorical devices. The teacher will ask the students to explain how the author's use of evidence and rhetorical devices contribute to the overall meaning of the text.

**Objectives/Goals:** The student will analyze the author's purpose for writing in a personal narrative, identify the author's main message and supporting details, and explain how the author's use of evidence and rhetorical devices contribute to the overall meaning of the text.

**Direct Instruction:** The teacher will read the text aloud to the class. The teacher will ask the students to identify the author's purpose for writing and the author's main message. The teacher will ask the students to identify the author's use of evidence and rhetorical devices. The teacher will ask the students to explain how the author's use of evidence and rhetorical devices contribute to the overall meaning of the text.

**Guided Practice:** The student will analyze the author's purpose for writing in a personal narrative, identify the author's main message and supporting details, and explain how the author's use of evidence and rhetorical devices contribute to the overall meaning of the text.

**Independent Activities:** The student will analyze the author's purpose for writing in a personal narrative, identify the author's main message and supporting details, and explain how the author's use of evidence and rhetorical devices contribute to the overall meaning of the text.

**Differentiation:** The teacher will provide additional support for students who are struggling to understand the text. The teacher will provide additional support for students who are struggling to identify the author's purpose for writing and the author's main message. The teacher will provide additional support for students who are struggling to identify the author's use of evidence and rhetorical devices. The teacher will provide additional support for students who are struggling to explain how the author's use of evidence and rhetorical devices contribute to the overall meaning of the text.

**Exit Ticket/Assessment:** The student will analyze the author's purpose for writing in a personal narrative, identify the author's main message and supporting details, and explain how the author's use of evidence and rhetorical devices contribute to the overall meaning of the text.

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## Everything is Done

## for you!



### How to Write an Expository Essay

#### Life Lessons

School is not the only place to learn. Life lessons can occur everywhere a person goes. Write an essay in which you identify something you remember learning outside of school and explain why this has been important to you.

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 words?
5. Conventions - Did you edit for Conventions (grammar, usage, and mechanics)?

Brainstorm Ideas

Thesis Statement:

### EXPOSITORY RUBRIC

	Exemplary	Proficient	Emerging	Not Yet Demonstrated
Content	Content is relevant, accurate, and complete. The student provides a clear thesis statement and supports it with relevant evidence and analysis.	Content is relevant and accurate. The student provides a clear thesis statement and supports it with relevant evidence.	Content is somewhat relevant and accurate. The student provides a thesis statement and supports it with some evidence.	Content is not relevant or accurate. The student does not provide a thesis statement or support it with evidence.
Organization	The student organizes ideas in a logical and effective manner. The student uses appropriate transitions and cohesive devices to connect ideas.	The student organizes ideas in a logical manner. The student uses appropriate transitions and cohesive devices to connect ideas.	The student organizes ideas in a somewhat logical manner. The student uses some transitions and cohesive devices to connect ideas.	The student does not organize ideas in a logical manner. The student does not use transitions or cohesive devices to connect ideas.
Style	The student uses a variety of sentence structures and rhetorical devices to enhance the writing. The student uses appropriate diction and syntax.	The student uses a variety of sentence structures and rhetorical devices to enhance the writing. The student uses appropriate diction and syntax.	The student uses a variety of sentence structures and rhetorical devices to enhance the writing. The student uses appropriate diction and syntax.	The student does not use a variety of sentence structures or rhetorical devices to enhance the writing. The student does not use appropriate diction and syntax.
Conventions	The student uses correct grammar, usage, and mechanics. The student uses appropriate punctuation and capitalization.	The student uses correct grammar, usage, and mechanics. The student uses appropriate punctuation and capitalization.	The student uses correct grammar, usage, and mechanics. The student uses appropriate punctuation and capitalization.	The student does not use correct grammar, usage, and mechanics. The student does not use appropriate punctuation and capitalization.

### Expository Graphic Organizer

Essay Topic - What am I writing about?

Idea 1

Idea 2

Idea 3

Evidence 1 A

Evidence 1 B

Evidence 2 A

Evidence 2 B

Evidence 3 A

Evidence 3 B

Conclusion / Summary

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# PowerPoint

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

## Life Lessons

"Promise me you'll remember, you are BRAVER than you believe, STRONGER than you seem, SMARTER than you think."  
- A.A. Milne

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.

School is not the only place to learn. Life lessons can occur everywhere a person goes.

Write an essay in which you identify something you remember learning outside of school and explain why this has been important to you.

Expository Prompt **Gather Ideas!**

Think about a lesson you learned outside of school.

Lesson	Importance

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**.


A crucial lesson I learned outside of school was \_\_\_\_\_, and \_\_\_\_\_.

The most important lesson I learned outside of school, \_\_\_\_\_, has proven crucial in my life.

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 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 directions on the first page of the student worksheets

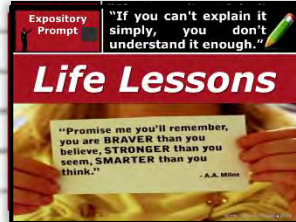

## Expository Writing Toolkit for Google Classroom

Click on the icon to download:

**Movie**




**PowerPoint**



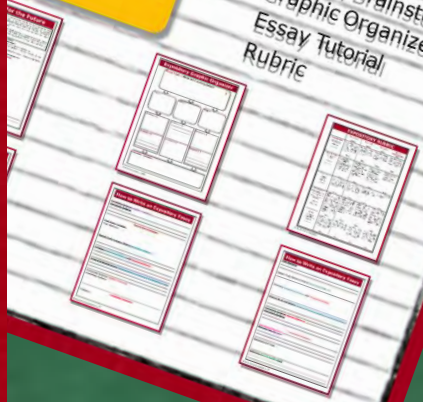
## Expository Writing Toolkit for Google Classroom

Click on the icon to download:



**Student Worksheets**

- Prompt/Brainstorming
- Graphic Organizer
- Essay Tutorial
- Rubric



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



# Student Worksheet

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



## Life Lessons

School is not the only place to learn. Life lessons can occur everywhere a person goes. Write an essay in which you identify something you remember learning outside of school and explain why this has been important to you.

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)

Evidence with Transitional Device

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

Justifier 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 86%	Emerging 73%	Not Yet Demonstrated 60%
<b>Introduction/Thesis</b> 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 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.
<b>Informative Points</b> 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 revisit the thesis or summarize key point(s). 24 pts.
<b>Organization</b> 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 discernible organization. Transitions are not present. 9 pts.
<b>Style &amp; Conventions</b> 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.
<b>Sources</b> 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.

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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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