

# EXPOSITORY WRITING

## The Medicine Bag

**EVERYTHING** You Need!

 **Digital Learning**  
Independent Student Work

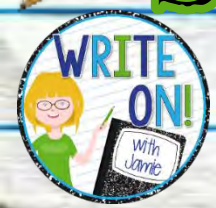
 **Classroom Ready**  
Print & Go or Google Slides

 **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



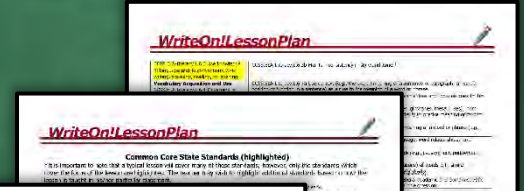
**Expository Prompt** "The object of literature is to instruct, to animate, or to amuse."

**"The Medicine Bag"**  
Virginia Driving Hawk Sneve



## Everything is Done

## for you!



**WriteOn! Lesson Plan**

**Common Core State Standards (highlighted)**

**WriteOn! Lesson Plan**

**Objective/Goals:**

**Direct Instruction:**

**Guided Practice:**

**Enrichment Activities:**

**Differentiation:**

**Exit Statement:**

**Essential Question:**

**Student Worksheet:**

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**How to Write an Expository Essay**

**"The Medicine Bag" Virginia Driving Hawk Sneve**

Identify what the dialogue in the story reveals about either the character speaking or about another character in the story. What does the narration reveal about characters in the story? Does the author rely more on narration or dialogue to develop the character of Grandpa? or Martin? Use specific evidence from the text to support your reasons.

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:**

**EXPOSITORY RUBRIC**

	Expository	Expository	Expository	Exit Statement/Exit
Content				
Organization				
Style				
Conventions				

**Expository Graphic Organizer**

**Essay Topic - What am I writing about?**

Topic 1, Topic 2, Topic 3

Evidence 2 A, Evidence 2 B, Evidence 2 C, Evidence 3 A, Evidence 3 B, Evidence 3 C


Conclusion / Summary

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# PowerPoint

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

**"The Medicine Bag"**  
Virginia Driving Hawk Sneve



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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.

Identify what the dialogue in the story reveals about either the character speaking or about another character in the story. What does the narration reveal about characters in the story? Does the author rely more on narration or dialogue to develop the character of Grandpa? of Martin? Use specific evidence from the text to support your reasons.

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Expository Prompt **Gather Ideas!**

Think about the use of dialogue and narration in the story and what they reveal about the characters.

Dialogue/Narration	Evidence

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

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Expository Prompt **Thesis Statement**

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

"The Medicine Bag" uses dialogue and narration to reveal various aspects of the characters as evidenced by \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.


**"The Medicine Bag" uses dialogue and narration to reveal various aspects of the characters.**

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

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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 **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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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



### for Google Classroom

Click on the icon to download:

**PowerPoint**




**Video**



## Expository Writing Toolkit

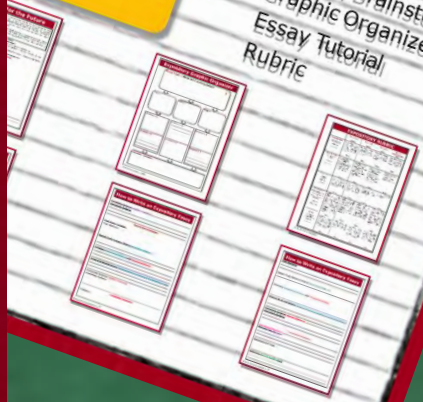
### for Google Classroom

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!**

# Lesson Plans

## Includes:

- ☑ Instructional Focus
- ☑ Instructional Procedures
- ☑ Objective/Goals
- ☑ Guided Practice
- ☑ Differentiation
- ☑ Enrichment Activities
- ☑ I Can Statement
- ☑ Essential Question
- ☑ CCSS
- ☑ ESE & ELL Strategies
- ☑ Includes 6<sup>th</sup>, 7<sup>th</sup>, & 8<sup>th</sup>

### WriteOn! Lesson Plan

CCSS.ELA-Literacy.V.1.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Vocabulary Acquisition and Use**

CCSS.ELA-Literacy.L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.6.3b Maintain consistency in style and tone.\*

CCSS.ELA-Literacy.L.6.4a 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.6.4b 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.6.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech (e.g., **conjecture**, **participle**, and **interject**).

CCSS.ELA-Literacy.L.6.4d Recognize half and quarter notes and rests on a five-line musical staff.

CCSS.ELA-Literacy.L.6.4e Read, compare, and contrast texts, media, and formats, including multi-media presentations, based on their modality (e.g., text, graphics, images, audio, video).

CCSS.ELA-Literacy.L.6.4f Analyze how different media (e.g., print and digital) shape the ways we read and think about texts and the topics they cover.

### WriteOn! 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.6.1 Write arguments to support claims, clearly stating reasons and

CCSS.ELA-Literacy.W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.

CCSS.ELA-Literacy.W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

### WriteOn! Lesson Plan

**Lesson Title: The Medicine Bag**

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 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 expository/informative writing. These details should support the objective of the essay and explanation simplify 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 how to structure each paragraph 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 overall flow of the essay by rewriting a paragraph to include three examples of the different types of sentence structure – simple, compound, complex, and compound/complex; 2) word choice revision – identify between 10 – 25 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 make sure to use quotation marks if needed.

4) Include some form of figurative language to enhance Voice in writing. This can include incorporate metaphors, 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.

**Differentiation:**

I can write an Explanatory/Expository Essay using Text Dependent Analysis.  
What makes an Explanatory/Expository Essay effective?

**Write On! Lesson Materials**

Rubric  
Graphic Organizer  
PowerPoint Presentation

Page 1 of 3

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# Student Worksheet

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



**"The Medicine Bag" Virginia Driving Hawk Sneve**

Identify what the dialogue in the story reveals about either the character speaking or about another character in the story. What does the narration reveal about characters in the story? Does the author rely more on narration or dialogue to develop the character of Grandpa? of Martin? Use specific evidence from the text to support your reasons.

**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 re-visit 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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