Inside Writing EXPOSITORY ESSAYS

... a self-contained student writing unit, complete with instruction, guidelines, activities, and writing space

WRITE SOURCE®
GREAT SOURCE EDUCATION GROUP
a division of Houghton Mifflin Company
Wilmington, Massachusetts
Consulting Educators

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Planning Notes: Expository Essays

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Unit Overview:

Expository Essays

As with all Inside Writing units, the expository essay unit is ready to put in the hands of your students. Everything students need to complete their work is included in this booklet.

In this unit, students are asked to write a factual essay stemming from the “Essentials of Life Checklist” (page 10 in the unit). This checklist provides countless ideas for writing assignments. The writing sample in the unit shares information about the Taino, the group of people who met Christopher Columbus when the explorer first set foot in the Americas.

Rationale

- In the “Universe of Discourse,” developing a factual essay is an accessible form of writing for students to develop.
- All students can learn to gather information from various sources and then share or explain it, defining new concepts and terms as well.
- Students can learn to write expository essays that have effective beginnings, middles, and endings.
- Expository writing is included on most state and district assessment tests.

Major Concepts

- Factual essays, classroom reports, and news reports are examples of expository writing.
- An expository essay should be written in an easy-to-follow manner.
- Every new fact and detail should be explained clearly and completely so that readers become well-informed about the subject.
- An expository essay should go through the steps in the writing process—prewriting, writing, revising, and editing and proofreading—before it is ready to be published.

Strategies and Skills That Students Will Practice

- Using the “Essentials of Life Checklist”
- Taking notes
- Keeping writing focused
- Varying sentence beginnings
- Peer responding
- Checking for subject-verb agreement
- Making editing and proofreading changes
- Using an assessment rubric

Performance Standards

Students are expected to...

- use prewriting strategies to generate and organize ideas.
- write a factual essay containing specific facts and details.
- revise and edit their writing, striving for completeness, specific word choice, smooth-reading sentences, and correctness.

Reinforcing Skills

- Students can also use either the Writers INC or the Write Ahead handbook for additional instructions related to expository writing. (See page 16TE for handbook correlations.)
- Editing and proofreading skills can be reinforced and expanded by implementing exercises from Inside Writing Skills available for each level. (See page 7TE for suggestions.)
# Weekly Planning Chart

## WEEK ONE

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<td>understanding the assignment and expository writing</td>
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<td>2</td>
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<td>grouping related details</td>
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<td>14</td>
<td>developing a thesis</td>
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<td>16-17</td>
<td>developing an interesting opening</td>
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<td>9</td>
<td>18-19</td>
<td>sharing details about the subject</td>
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<td>20-21</td>
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## WEEK TWO

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<td>13</td>
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Daily Lesson Plans: Week One

DAY 1

Understanding the Unit

Reviewing the Unit Basics
- Discuss “About the Unit” (inside front cover). Emphasize that the purpose of expository writing is to share information about an interesting subject. Share with the class a current issue of a newsmagazine or a newspaper and point out a variety of informational (expository) articles.
- Review the table of contents (page 1) and “Checklist: Expository Writing” (page 2). Students can use the checklist to keep track of their assignments. (Consider establishing due dates for each assignment.)
- Discuss Churchill’s quotation and the introduction to “Expository Essays” (page 3).

Completing an Expository Warm-Up Activity
- Implement “Testing Your Ability to Inform” (page 4). In this activity, students are asked to inform readers about a favorite subject. The lesson’s purpose is to put students in an expository mode, still encouraging them to be as creative as possible.
- Remind students to write freely and rapidly.

ESL TIP
Model all the steps of a writing activity for ESL students. Orally present the material and also write it on a chalkboard or use a transparency projector.

DAY 2

Working with a Sample Essay

Reading a Sample Expository Essay
Optional: Implement “Prereading Activity” (page 9).e.
- Establish the tone for the sample essay by sharing the opening paragraph of the sample on page 5. (The tone is serious and informative.)
- Ask students to read the sample expository essay, or read it aloud to the class. Then, discuss the essay, paying special attention to the side notes.

Reacting to the Sample Essay
- Have students complete “Reacting to the Reading” (page 7) on their own, in small groups, or as a class. When you discuss the activity, point out that this expository essay consists of six paragraphs: a beginning paragraph, four middle paragraphs, and an ending paragraph.
- As a class, assess the sample using the rubric on page 8. To get started, analyze the ideas in the sample by determining if the essay contains specific details and holds the reader’s interest. Then go on to organization, voice, and so on. Inform students that their own essays will be assessed with this rubric.
Optional: Implement “Reading Expository Models” (page 44). Provide magazines and newspapers for students to review. (Students can work on this activity throughout the unit whenever they have free time.)
DAY 3

Prewriting
Selecting a Topic
- Review with the class “Reviewing the Essentials of Life Checklist” (page 10). This checklist shows some major categories of essential things.
- To help students use the checklist, write on an overhead or a chalkboard possible topics for one of the categories.
- Implement the listing activity “Selecting a Subject” (page 11). See additional writing ideas on page 15TE.

Gathering Details
- Discuss possible sources of information for research or have a media specialist do so. Then implement “Researching Your Subject” (page 12).
- Before students begin their actual research, review with them “Sample Note Page” (page 13). Give students the rest of the class period to read and take notes.
Special Note: Adjust the lesson plan, as necessary, based on the amount of class time you provide for research.

ESL TIP
Model for ESL students how to pick out important ideas and how to paraphrase. Because of their lack of confidence in the language, ESL students will be tempted to copy everything they read about their topic. Explain the ramifications of plagiarism.

Organizing Details
- Return to “Organizing Your Notes” (page 13). Remind students that writing main headings for groups of related details is a key step in helping a writer organize his or her ideas for writing. Give students time to begin their work writing main headings for their notes.

DAY 4

Prewriting
- Implement “Learning About Thesis Statements” (page 14).
- Ask for volunteers to share their thesis statements for class discussion. Make sure that each thesis statement names the subject and tells readers what the writer plans to say about it. After this discussion, have students check their thesis statements for the two parts.

Writing
Writing the Beginning
- Implement “Starting Your Expository Essay” (pages 16-17). If students need another example, have them refer to the beginning paragraph of the sample on page 5.
Developing the Middle Part

- Implement “Developing the Middle Part” (pages 18-19). Remind students that each main heading should be developed in a separate paragraph.

**DAY 5**

**Writing**

**Ending Your Expository Essay**

- Implement “Ending Your Expository Essay” (pages 20-21). Review the sample closing paragraphs on page 20 and on page 6. Remind students that their endings can do more than one thing. For example, the sample on page 20 emphasizes one main point and ties in with the opening.

**Forming a Complete First Draft**

- Completed first drafts are due for the next class period. Review the tips on page 22 with the students before they write their drafts.

**ESL TIP** Explicitly instruct ESL students to write on every other line and on only one side of the paper. Also explicitly instruct them that the holes in loose-leaf paper go on the left. Some students are unfamiliar with the format of handwritten work in the United States.

**Daily Lesson Plans: Week Two**

**DAY 1**

**Revising**

**Skills Activity**

- Assign “Keeping Your Writing Focused” and “Writing a Focused Paragraph” (pages 24-25).

**Peer Responding**

- Have students react to one another’s writing using “Peer Responding” (page 26).

**Sharing Assessed Models**

*Optional: Share the “excellent” and “fair” assessed expository essays (pages 10TE-13TE) to help students determine the effectiveness of their writing at this point. (Make copies of the essays or display them on an overhead.)*

**DAY 2**

**Revising**

**Using a Checklist to Revise**

- Have students revise their first drafts, following “Using a Checklist” (top of page 27). Emphasize that revising is the process of improving the ideas, organization, and voice in writing. (Checking for spelling, punctuation, and grammar should wait.) Before
students begin, review “Revising in Action” (bottom, page 27) to make sure students understand the revising process. Inform them that revising may be the most important step in the writing process.

Writing a Complete Revised Draft
- Provide time for students to complete their revising. Review the revising tips and the information about titles on page 28 before they write this draft.

**DAY 3**

Skills Activity: Editing for Style
- Assign “Varying Your Sentence Beginnings” (page 30).

Skills Activity: Editing for Correctness
- Assign “Using Subjects and Verbs That Agree” (pages 31-32).

**DAY 4**

Editing and Proofreading

Reviewing Editing in Action
- Discuss “Reviewing Editing in Action” (page 33) before students begin the editing process.

Demonstrate how to use the proofreading symbols. Don’t expect ESL students to be able to self-correct all of the errors in their writing.

Checking for Correctness
- Discuss the sample proofread paragraph at the top of page 34; then implement “Making Editing and Proofreading Changes” (pages 34-35). This exercise could be a class activity, a partner activity, or a solo activity, depending on students’ abilities. Note that students may solve editing issues in different ways.

Using a Checklist to Edit and Proofread
- Have students edit their revised writing following “Using a Checklist” (page 36). Students may work as partners to edit their essays.

Writing the Final Copy
- Review the writing tips on page 37; then provide time for students to write and proofread their final copies (pages 38-40). Final copies are due the next day.
DAY 5

Publishing

Sharing Final Copies

- Arrange students into small groups to have them share their final drafts. Provide copies of the rubric (page 8) for students to use to evaluate their classmates' essays. Each student responder should identify his or her name (Responder's name:) and the name of the writer (Writer's name:) at the top of the rubric. Have students evaluate each essay for the six traits listed on the rubric, and have them write at least one positive comment on the bottom of the rating chart. (Each writer should have an opportunity to review his or her ratings.)

Assessment Note: We use a 5-point scale to evaluate the writing samples on pages 10te-14te, but the rubric can be used with a point scale of your choice.

ESL TIP

Instruct ESL students to evaluate content and explicitly taught rules (such as subject-verb agreement). It may take ESL students time to become comfortable evaluating others' work, but they can offer valuable feedback even if their language is not perfect.

Understanding the Publishing Process

- Discuss the variety of ways writing can be published (page 42).

Daily Lesson Plans: Week Three (Optional)

Extension Activities

Reflecting on Your Writing

- Have students complete "Reflecting on Your Writing" (page 45). This activity will help them think about their writing experiences in this unit.

Preparing for a Writing Test

- Also consider implementing "Preparing for a Writing Test" (page 46). Students should review this sheet before they take a district or state writing test.
About the Sample Expository Essay

The sample essay by José Barreiro comes from "Rethinking Columbus" (Rethinking Schools, 1998). This essay informs students about the group of people who met Christopher Columbus when the explorer first set foot in the Americas. All of your students will know about Columbus, but few of them will know about the people that Columbus met.

Prereading Activity

The second Monday of October is the day that commemorates Christopher Columbus’s voyage from Spain to the West Indies. Ask students the obvious question: Why do we honor this man? The most common answer is that Columbus discovered America, but that is true only from a European perspective. There were many established groups of people in the Americas long before Columbus made his historic voyage in 1492. Perhaps a better answer would be that Columbus made the first lasting contact between the people of Europe and those of the Americas. Among the first people he encountered were the Taíno, the subject of the sample essay. Ask students if they know anything about these people and, if so, how they came upon this information. Then ask them what Columbus Day would mean to people such as the Taíno.

Vocabulary

archaeological  Relating to the scientific study of material remains of past human life
hospitalable  Being generous and pleasant
indigenous  Native; being produced, growing, living, or occurring naturally in a particular region or environment
appointed  Arranged
governance  The act or process of governing; government
harmony  Maintaining peace, calm, and balance
designated  Given the title, labeled

bountiful  Providing a great variety and quantity of something (bountiful crops)
diverse  Having a great variety
nurturing  Encouraging health and growth

Important Stylistic Features

STRUCTURE: This sample follows the traditional essay structure: The opening paragraph gains the reader’s attention and identifies the thesis of the essay (the last sentence in the paragraph). Each middle paragraph supports the thesis and informs readers about the subject. The closing paragraph leaves the reader with a clear understanding of the importance of the subject. You may want to show an example of the following graphic when you discuss this sample with your students. Label the different parts of the graphic as you discuss the structure of the essay.

Traditional Essay Structure

Opening Paragraph

Middle Paragraph 1

Middle Paragraph 2

Middle Paragraph 3

Closing Paragraph

ORGANIZATION OF SUPPORT: Each of the four supporting paragraphs in the essay focuses on a specific type of information: who the Taíno were and where they lived, how they lived, what they valued, and how they dealt with others and the environment. Encourage students to use some or all of the 5 W’s and H (who? what? when? where? why? and how?) to organize their own supporting paragraphs.
Assessed Writing Samples

Pages 107-147 include three sample expository essays assessed using the rubric on page 8 in the unit. Use these samples to help students with their writing and revising (see Week Two, DAY 1 in “Daily Lesson Plans,” page 678) or use them as a guide when you evaluate your students’ final copies. (A 5-point scale is used to evaluate these samples, but the rubric will work with any point scale.)

Expository Writing Assessment

EXCELLENT

The Best Preventive Medicine

Many of the fattest people in the world live right here in America. That is not a statistic to be proud of—especially considering how unhealthy it is to be overweight. People need to be much more aware of the harmful effects of inactivity and of the positive effects of exercise and increased activity.

People gain weight for many different reasons, but it all comes down to the amount of activity they are involved in. If they eat and do little to burn the fuel entering their system, then the body “thinks” it’s lucky because it doesn’t have to do anything. It has all the food it needs for the moment. The food that isn’t needed to keep the body running is stored as fat to be used when the good times end. That’s how people gain weight.

Normally, this weight gain is healthy. It allows someone to go without food, if necessary, by breaking down the fat and using it as fuel. This is the way humans survived famines and poor harvests in the past. But now, in America, people rarely have to worry about not getting enough food. Instead, people need to worry about not getting enough exercise.

In order to be healthy, everyone needs to exercise. The human body is made up of muscle, bone, tendons, and a number of other essential parts. All of these parts benefit from exercise because they are made stronger as they are used. In addition, the increased blood flow encouraged by exercising helps to clean out toxins that build up. When these toxins are eliminated, the body feels better and stronger.
Physical activity also releases into the bloodstream chemicals that have a variety of effects. Some of them deaden pain and allow people to work out without feeling discomfort from minor aches and pains; others benefit emotions, making people mentally healthier.

Apart from the general benefits of working out, there are a number of diseases that can be prevented almost completely by exercising regularly. Overweight people who don't exercise may develop diabetes, a disease that requires regular injections and can be deadly in the long run. Heart attacks and heart disease are also more common in out-of-shape people whose bodies become so weak that even walking can be dangerous.

It’s easy to think of exercise as preventive medicine because of all the benefits it offers. Over time, exercising regularly allows people to live longer and happier lives by preventing diseases and making them strong enough to enjoy themselves. For the benefit of improved long-term health, it seems clear that people should add regular exercise to their daily routines.

**Assessment Rubric**

**STIMULATING IDEAS**
- The essay...
  - focuses on a specific subject expressed in a thesis statement.
  - contains specific information to support the thesis.
  - holds the reader's attention.

**LOGICAL ORGANIZATION**
- includes a clear beginning, middle, and ending.
- presents ideas in an organized manner.

**ENGAGING VOICE**
- speaks clearly and knowledgeably.
- shows that the writer is truly interested in the subject.

**ORIGINAL WORD CHOICE**
- explains or defines any unfamiliar terms.
- contains specific nouns and active verbs.

**EFFECTIVE SENTENCE STYLE**
- flows smoothly from one idea to the next.
- includes a variety of sentence beginnings.

**CORRECT, ACCURATE COPY**
- observes the basic rules of writing.
- follows the form suggested by the teacher.

**COMMENTS:**

The thesis of your essay is clearly stated in the opening paragraph and effectively supported in the middle paragraphs. A few more specific details would've made your essay even stronger.

Your sentences read smoothly, and your essay is free of careless errors.
The Ozone Layer

On the National Aeronautics and Space Administration (NASA) Web site (nasa.gov) there are some incredible pictures of the earth. Some of these pictures focus on the hole in the ozone layer that has been created over the continent of Antarctica. These images are beautiful and scary at the same time.

Some people would say that there's no need to worry about the hole in the ozone layer, but that just shows how little most people know. Ozone blocks ultraviolet rays. When the ozone disappears more ultraviolet rays can reach the earth. Ultraviolet light is one of the dangerous forms of light that can lead to skin cancer and create heat.

Everyone knows that cancer is real bad. Now, with the hole in the ozone layer above Antarctica, more and more heat is being allowed in and its making the icecaps melt. Sure, that's far from most of us, but think about what will happen if even more heat gets in and even more of the icecaps melt, they'll melt much farther and the level of the oceans will rise and swallow up coastland all over the world! Just think, most of the state of Florida could be covered by water. Also many of the world's largest cities—like new York and Los Angeles are near the ocean. And cities in other parts of the world like Bombay, India and Hong Kong would also be flooded.

And that's just what will happen with the water. How much hotter will the planet become? Think about all the plants and animals that
couldn’t live if it were hotter. There are all ready days that kill people, plants, and animals because it’s too hot, try adding a few degrees and see how many more can’t deal with it.

The ozone layer is an important part of the earth’s natural defenses. It helps to keep the planet at a normal temperature. People are doing a real bad thing by releasing damaging chemicals into the air. Everyone needs to watch the ozone layer.

Assessment Rubric

3 STIMULATING IDEAS
The essay...
- focuses on a specific subject expressed in a thesis statement.
- contains specific information to support the thesis.
- holds the reader’s attention.

3 LOGICAL ORGANIZATION
- includes a clear beginning, middle, and ending.
- presents ideas in an organized manner.

4 ENGAGING VOICE
- speaks clearly and knowledgeably.
- shows that the writer is truly interested in the subject.

3 ORIGINAL WORD CHOICE
- explains or defines any unfamiliar terms.
- contains specific nouns and active verbs.

2 EFFECTIVE SENTENCE STYLE
- flows smoothly from one idea to the next.
- includes a variety of sentence beginnings.

3 CORRECT, ACCURATE COPY
- observes the basic rules of writing.
- follows the form suggested by the teacher.

3 Incomplete
2 Poor
1 Fair
0 Good
10 Excellent

COMMENTS:
Your essay is honest but more persuasive than informational. Provide a clear thesis statement in your first paragraph. Include more details so readers can decide how they feel about this important topic. What chemicals damage the ozone layer? Are more people getting skin cancer? Just how does ozone block UV rays? How quickly are the ice caps melting?

Your essay contains a number of comma splices. Have a trusted editor help you check for errors before you turn in a final copy.
Expository Writing Assessment

Measurement

America is just about the only country in the world to be using feet, pounds, and inches to measure distance and weight. This system is called English measurement. Most of the rest of the world uses the metric system. It uses meters, hectares, and liters to measure stuff. The histories of the English and metric systems are interesting and why America still uses the English system is too.

America used the English system after the metric system was invented in the 1860s. The metric system makes a lot of sense. It is based on the number ten. Everything is ten of this equals one of that. So, ten centimeters equals one decimeter. The same thing works for weight and volume.

When America was started, it was as a colony of the English. So we used the same measurement as the English. It used to be that these measurements were based on changing things, like the length of a king's foot, or the length of his step. As the years went by those distances became set to avoid confusion. After all its hard to build a house if ten feet now is different than ten feet five years ago.

Despite how much sense it makes, the metric system never caught on in America. Every few years they try to make students learn it. It never seems to work everyone thinks in terms of inches and gallons and pounds not centimeters and liters and grams.

Will America ever switch over? I don’t know. Especially because of the rest of the world. All the scientists do and we’ll need to be able to use it as well as everyone else if we’re going to stay the biggest, powerfulest country. When we all learn about the two systems it shows us how interesting they are.

Assessment Rubric

3 Stimulating Ideas
The essay...
- focuses on a specific subject expressed in a thesis statement.
- contains specific information to support the thesis.
- holds the reader’s attention.

2 Logical Organization
- includes a clear beginning, middle, and ending.
- presents ideas in an organized manner.

3 Engaging Voice
- speaks clearly and knowledgeably.
- shows that the writer is truly interested in the subject.

2 Original Word Choice
- explains or defines any unfamiliar terms.
- contains specific nouns and active verbs.

2 Effective Sentence Style
- flows smoothly from one idea to the next.
- includes a variety of sentence beginnings.

2 Correct, Accurate Copy
- observes the basic rules of writing.
- follows the form suggested by the teacher.

Comments:
Your essay lacks specific detail in many parts. For example, in the fourth sentence you say that the metric system measures “stuff.” What exactly do you mean by “stuff”? In terms of organization, the essay would be clearer if the second and third paragraphs were switched.

Have a trusted editor help you check for errors before you turn in a final copy.
Optional Activities for Multiple Intelligences

Consider implementing one or more of the following activities during the unit. (The intelligences addressed in each activity are listed in italics.)

* Draw a map explaining each significant detail about the indigenous Taíno world and the Caribbean Islands.
* Generosity and kindness were dominant values among the Taíno people. Discuss the importance of both terms.
* Create a database or chart of facts about what you think life was like for the indigenous people of “La Taína.”
* Write a diary entry based on a typical day in the world of the “men of the good.”
* The Taíno people had pride and courage. Write a cheer or a chant to be used at your school’s pep assembly about “pride.”
* Create a “New World dance” with a Caribbean or tropical scene as the backdrop. Be imaginative in your choice of attire for the performance.
* Reflect on your view of “tropical paradise” by describing how the “men of the good” may have related to their environment.
* Interview a partner about his or her family history. Write your interview questions and leave enough space to record answers.

Additional Expository Writing Prompts

For additional writing practice, assign one or more of the following expository writing prompts.

Inform readers about another specific subject based on one of the essentials of life listed on page 10 in the unit.

Recommend three singers or groups for induction into the Rock ‘n’ Roll Hall of Fame. Explain the reasons for each one of your choices.

Identify one person that you would like to meet. Give at least three or four reasons for your choice.

Explain the causes of an important historical event.

Explain the causes of a serious environmental problem.

Identify your favorite sports team, song, movie, or book. Give at least four reasons for your choice.

As part of an application for a job, camp, or special school, you are expected to identify your main strengths. Explain at least three of your strengths in light of what you are applying for.
### Correlations to Write Source Handbooks

<table>
<thead>
<tr>
<th>Inside Writing</th>
<th>Writers INC @2001</th>
<th>Write Ahead @2004</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXPOSITORY ESSAYS</strong></td>
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<td>3 Introduction</td>
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44 Reading Expository Models
45 Reflecting on Your Writing
46 Preparing for a Writing Test
Checklist: Expository Writing

This checklist will help you keep track of the assignments in this unit. Check the box next to each unit assignment as you complete it.

Due Date
_______
_______
_______
_______
_______

☐ Expository Writing Warm-Up (page 4)
☐ Reacting to the Reading (page 7)

PREWRITING: Planning Your Writing
_______
_______
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_______

☐ Reviewing the Essentials of Life Checklist (page 10)
☐ Selecting and Researching a Subject (pages 11-12)
☐ Organizing Your Notes (page 13)
☐ Learning About Thesis Statements (page 14)

WRITING: Connecting Your Ideas
_______
_______
_______
_______
_______

☐ Starting Your Expository Essay (pages 16-17)
☐ Developing the Middle Part (pages 18-19)
☐ Ending Your Expository Essay (pages 20-21)
☐ Forming a Complete First Draft (page 22)

REVISING: Improving Your Writing
_______
_______
_______
_______
_______

☐ Keeping Your Writing Focused (page 24)
☐ Writing a Focused Paragraph (page 25)
☐ Peer Responding (page 26)
☐ Using a Checklist (page 27)
☐ Writing a Complete Revised Draft (page 28)

EDITING: Checking for Style and Correctness
_______
_______
_______
_______
_______

☐ Varying Your Sentence Beginnings (page 30)
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Extension Activities
_______
_______
_______

☐ Reading Expository Models (page 44)
☐ Reflecting on Your Writing (page 45)
☐ Preparing for a Writing Test (page 46)
“Personally I’m always ready to learn, although I do not always like being taught.”

—Winston Churchill

Expository Essays

In expository writing, you share information that you have gathered about an important and interesting subject. Factual essays, classroom reports, and news articles are all examples of expository writing.

This type of writing succeeds when the writer knows a lot about the subject, finds interesting new information, and shares this knowledge in an easy-to-follow way. Each important fact and detail is explained clearly and completely so that readers become well-informed about the subject. The key to effective expository writing is having plenty of quality information to work with.

In this unit, you will write a factual essay about a specific subject related to the “Essentials of Life Checklist” on page 10. Your essay should inform readers about the facts and details you have gathered about your topic.
Expository Writing Warm-Up:
**Testing Your Ability to Inform**

Everyone is an expert in some subject, whether it be computers, baseball, comic books, pop stars, video games, fashion, space exploration, or a host of other topics. Often talking about a favorite subject involves informing others who know less about it.

Select a subject you know a lot about and write down as much information about it as you can. You could write about a hobby, a sport, a talented person or a hero, a group or an organization, a tradition, or any other subject that interests you. Keep writing on your own paper if you need more room.

---

**Next Step:** Read a partner's writing and follow these directions:

1. Put a star next to each piece of information that is new to you.
2. Write the total number of stars at the top of the page.
3. Share with your partner (and the class) one interesting thing you learned.
Reading a Sample Expository Essay

This essay by José Barreiro informs readers about the people who met Christopher Columbus when he first set foot in the Americas. The side notes explain the types of information included throughout this essay.

The Taino: Men of the Good

Every October in the United States, Americans celebrate Columbus Day, honoring the explorer who discovered the "New World." In truth, however, there was hardly anything new about this part of the world. According to early archaeological evidence, the first people that Columbus met, the Taino, were an established, highly civilized population worthy of as much attention as we give Christopher Columbus.

The word "Taino" means "men of the good," and from most indications the Taino were good. Living on the lush and hospitable islands in the Caribbean for more than 1,500 years, the indigenous people of "La Taina" developed a culture where the human personality was gentle. By all accounts, generosity and kindness were dominant values among the Taino at the time of their contact with the Spanish.

To understand the Taino world, think of South Pacific islands, lush and inviting. The people lived in small, clean villages of neatly appointed thatch dwellings along inland rivers and on the coasts. They were a handsome people who had no need of clothing for warmth. They liked to bathe often, which prompted a Spanish royal law forbidding the practice.

The Taino were a seagoing people and took pride in their courage on the high ocean as well as their skill in finding their way around their world. They visited one another constantly.

VOCABULARY

archaeological Relating to the scientific study of material remains of past human life
hospitable Being generous and pleasant
indigenous Native; being produced, growing, living, or occurring naturally in a particular region or environment
appointed Arranged
Columbus was often astonished at finding lone Indian fishermen sailing in the open ocean as he made his way between the islands. Once, a canoe of Taino men followed him from island to island until one of their relatives, held captive on Columbus's flagship, jumped over the side to be spirited away.

Like all American indigenous peoples, the Taino had an involved economic life. They traded throughout the Caribbean and had systems of governance and beliefs that maintained harmony between human and natural environments. The Taino's culture has been designated as "primitive" by Western scholars, yet the Taino strove to feed all the people and maintained a spirituality that respected most of their animal and food sources as well as the climate and weather. The Taino lived respectfully in a bountiful place, and so their own nature was bountiful.

The Taino people lived in the shadows of a diverse forest so biologically remarkable as to be almost unimaginable to us. What we do know is that their world would appear to us, as it did to the Spanish of the fifteenth century, as a tropical paradise. In addition, their way of life would appear as highly sophisticated and nurturing. To appreciate the "New World" as it existed, much more attention must be given to these people, a people all but lost to history.

**VOCABULARY**

- **governance** The act or process of governing; government
- **harmony** Maintaining peace, calm, and balance
- **designated** Given the title, labeled
- **bountiful** Providing a great variety and quantity of something (bountiful crops)
- **diverse** Having a great variety
- **nurturing** Encouraging health and growth

From *Rethinking Columbus—The Next 500 Years* by José Barreiro, copyright © 1998 by José Barreiro, Cornell University. Used by permission.

Expository Essays
Reacting to the Reading

Answer the following questions about the sample expository essay on pages 5-6.

- In the first paragraph, what does the writer tell us about the world Christopher Columbus discovered?

  He tells us that the “New World” was not “new” at all, but was occupied by a well-established, highly civilized population.

- The writer explains what “Taíno” means. What’s unusual about this group?

  These people had developed a culture in which generosity, gentleness, and kindness were dominant values.

- List two or three things that you learned in this essay.

  A culture that had generosity and kindness as main values survived for more than 1,500 years. The Taíno lived in small, clean villages in the Caribbean Islands. They were seagoing people.

- Are the writer’s ideas easy or difficult to follow?

  The writer’s ideas are very easy to follow. He focuses on one specific type of information in each paragraph, so it is easy to keep track of the different details.

Next Step: Discuss your answers with a classmate. Did you both respond to the essay in the same way? Did the essay hold your interest? Keep this discussion in mind later as you write your own expository essay.
Evaluating:
**Understanding the Traits of an Expository Essay**

This rubric will help you recognize effective expository writing. Use the rubric to help you write your essay and as a final check of your completed writing. You can also use the rubric to evaluate your classmates’ finished products. (Your teacher will give you a point scale to use for final evaluations.)

---

**Assessment Rubric**

---

**STIMULATING IDEAS**

*The essay...*

- focuses on a specific subject expressed in a thesis statement.
- contains specific information to support the thesis.
- holds the reader's attention.

---

**LOGICAL ORGANIZATION**

- includes a clear beginning, middle, and ending.
- presents ideas in an organized manner.

---

**ENGAGING VOICE**

- speaks clearly and knowledgeably.
- shows that the writer is truly interested in the subject.

---

**ORIGINAL WORD CHOICE**

- explains or defines any unfamiliar terms.
- contains specific nouns and active verbs.

---

**EFFECTIVE SENTENCE STYLE**

- flows smoothly from one idea to the next.
- includes a variety of sentence beginnings.

---

**CORRECT, ACCURATE COPY**

- observes the basic rules of writing.
- follows the form suggested by the teacher.

---

Comments:
Prewriting
Planning Your Writing

Expository Essays 9
Prewriting Reviewing the Essentials of Life Checklist

To begin your subject search, study the "Essentials of Life Checklist" on this page. The checklist offers many ideas for expository essays. For example, the idea food could lead to the following subjects:

**Possible Subjects Related to Food**
- a popular diet plan
- a food-related career
- genetically engineered food
- a holiday feast
- the history of a breakfast cereal
- requirements for labeling food packages
- best foods for distance runners
- the most (or least) healthful fast foods

**Essentials of Life Checklist**

<table>
<thead>
<tr>
<th>clothing</th>
<th>communication</th>
<th>exercise/training</th>
</tr>
</thead>
<tbody>
<tr>
<td>housing</td>
<td>purpose/goals</td>
<td>community</td>
</tr>
<tr>
<td>food</td>
<td>measurement</td>
<td>arts/music</td>
</tr>
<tr>
<td>education</td>
<td>machines</td>
<td>faith/religion</td>
</tr>
<tr>
<td>family</td>
<td>intelligence</td>
<td>trade/money</td>
</tr>
<tr>
<td>friends</td>
<td>agriculture</td>
<td>heat/fuel</td>
</tr>
<tr>
<td>love</td>
<td>environment</td>
<td>rules/laws</td>
</tr>
<tr>
<td>senses</td>
<td>plant life</td>
<td>science/technology</td>
</tr>
<tr>
<td>energy</td>
<td>land/property</td>
<td>work/occupation</td>
</tr>
<tr>
<td>entertainment</td>
<td>health/medicine</td>
<td>private/public life</td>
</tr>
<tr>
<td>recreation</td>
<td>literature/books</td>
<td>natural resources</td>
</tr>
<tr>
<td>personality</td>
<td>tools/utensils</td>
<td>freedom/rights</td>
</tr>
<tr>
<td>culture</td>
<td>history</td>
<td>humor</td>
</tr>
</tbody>
</table>

**Next Step:** After you review the entire checklist, complete the activity on the next page.
Prewriting  Selecting a Subject

On each line below, name an idea from the checklist on page 10. (Choose ideas that interest you.) Then, under each idea, list possible essay subjects. (See the list of example subjects on page 10.) Use your own paper if you wish to explore more ideas.

Tip: If your teacher allows it, work on this activity with a partner or in a small group.

1. Checklist idea: .................................................................

   Possible subjects:

2. Checklist idea: .................................................................

   Possible subjects:

Review the subjects you have listed for each of the checklist ideas; then put a star next to the subject that you will write about in this unit. In the space below, explain the reason for your choice and what you hope to learn about your subject.
Prewriting: Researching Your Subject

Once you have identified a subject, you need to gather plenty of information about it. *Remember* you have to know a lot about a subject in order to write an essay that informs and interests your readers.

Write freely for 5 to 8 minutes, recording your thoughts and feelings about your subject as they come to mind. This writing will help you discover what you already know about your subject and what you still need to find out. Do this writing on your own paper and store it in the back pocket of this booklet.

Sources of Information

If you recorded a lot of good information in your freewriting, you may not have to do a lot of research. Otherwise, plan on reading and learning about your subject from good sources of information.

Try to list at least one good source of information for each category listed below.

Reference books:

Nonfiction books:

Magazines:

Web sites:

Select your best source of information to start your research. Then refer to the next best source and so on. Keep going until you know a lot about your subject. Make sure to take notes on your research, following the guidelines listed below. (Also refer to page 13 for a sample note page.)

Note-Taking Guidelines

1. Write down only the important ideas.
2. Try to use your own words.
3. Take notes about pictures, charts, or maps.
4. Write down questions you have for your teacher.
Prewriting Organizing Your Notes

Once you have finished taking notes, you'll need to organize them. Most facts will be grouped under several main headings. Facts that don't fit the headings will be ignored.

Sample Note Page

The sample note page below lists facts a writer has gathered for an essay on Native American ironworkers. The writer wants to focus on "history" and "types of jobs." Those become main headings for sorting facts. The remaining facts will be ignored.

Sort the facts on the sample note page below by writing the letter of the main heading after each one: "H" for history, "J" for jobs, or "I" for ignore.

<table>
<thead>
<tr>
<th>Reading Notes</th>
<th>Main Headings</th>
</tr>
</thead>
<tbody>
<tr>
<td>- setters operated boilers and furnaces</td>
<td>J</td>
</tr>
<tr>
<td>- riveters connected steel or iron girders</td>
<td>J</td>
</tr>
<tr>
<td>- Woodland men were taught to seek adventurous work</td>
<td>H</td>
</tr>
<tr>
<td>- Native Americans first built bridges in Canada</td>
<td>H</td>
</tr>
<tr>
<td>- Native Americans built many skyscrapers in New York City</td>
<td>H</td>
</tr>
<tr>
<td>- New York City has almost 8 million citizens</td>
<td>I</td>
</tr>
<tr>
<td>- heaters heated the rivets</td>
<td>J</td>
</tr>
<tr>
<td>- New York's tallest building is the Empire State Building</td>
<td>I</td>
</tr>
<tr>
<td>- tribes passed ironworking down from generation to generation</td>
<td>H</td>
</tr>
<tr>
<td>- catchers snared rivets with huge mitts</td>
<td>J</td>
</tr>
</tbody>
</table>

Organizing Your Facts

Review your notes with a classmate. Place each fact with a group of related facts. If a fact doesn't fit in any group, you may ignore it. Then name each group of facts in the spaces below.

Main Heading 1:                                                                                         

Main Heading 2:                                                                                         

Main Heading 3:                                                                                         

Main Heading 4:                                                                                         

Special Note: You will develop each main heading and the details related to it in a separate middle paragraph. Arrange the paragraphs in an order that makes sense.
Prewriting Learning About Thesis Statements

Now that you have selected your main headings, you are ready to write your thesis statement. A thesis statement names the subject of your writing and tells readers what you plan to say about it.

Consider the sample notes from page 13. The subject is “Native American Ironworkers,” and the writer plans to address “History” and “Jobs” (the main headings). After reviewing the notes under each main heading, the writer constructs the following thesis statement:

It may surprise you to know that Native American ironworkers (the subject) helped build New York’s famous skyline (what the writer plans to say about the subject).

Use the space below to form the thesis statement for your essay.

1. Name your subject here: ............................................................................................................................

........................................................................................................................................................................

Then review your main headings on the bottom of page 13.

2. Tell what you would like to say about your subject: ....................................................................................

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Combine the two parts of your thesis above into one sentence. (You may need to try several versions before your thesis statement reads smoothly and says what you want it to say.)

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Writing
Connecting
Your Ideas

Expository Essays 15
Writing Starting Your Expository Essay

Once you have written a thesis statement, you are ready to write your opening paragraph. The beginning paragraph of your essay should do two main things:
1. Gain the reader's attention.
2. Introduce your subject in a thesis statement.

Ideas for Gaining the Reader's Attention
- Ask a question (and answer it).
- Share some interesting information.
- Begin with an important quotation.
- Tell a brief story.
- Start with a surprising or an important statement.

Study this beginning paragraph for an essay about Native American ironworkers. It begins with a question and answer (Q & A) to gain the reader's attention. This information leads up to the thesis statement (underlined) that introduces the subject.

Sample Beginning Paragraph

Begins with a Q & A

What do you picture in your mind when you think of New York City? You probably think of the huge skyscrapers towering above busy streets. Tall buildings have come to symbolize what big cities like New York are all about. It may surprise you to know that many Native American ironworkers helped build New York's famous skyline.

Study the sample above before you begin. Then using the space below and on the next page, write two or three possible beginnings. Apply a different strategy from the list at the top of this page for each beginning.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Next Step: After you have written your beginnings, talk about them with a partner. Which beginning gets the reader's attention and makes the best thesis statement? Place a star next to the version you like best.
The middle paragraphs should explain all of your main points using the supporting details that you have collected. The sample middle paragraph below explains how ironwork became a modern day tribal custom. (The notes for this paragraph are on page 13.)

**Sample Middle Paragraph**

By custom, young men of the Woodland tribes were taught to seek adventure and to prove themselves. In modern times, the dangerous field of structural ironwork became the perfect profession for these men. It helped them develop their self-worth. That is why many Woodland sons have followed in their fathers’ footsteps, balancing on iron beams hundreds of feet above the ground. The first Native American ironworkers built bridges in Canada. Then, over time, they journeyed to New York for construction jobs and built many bridges and skyscrapers.

Use this space and that on the following page to write the middle part of your expository essay. Remember to follow the information in your notes. Turn main headings into topic sentences and then complete each paragraph with supporting details.
Writing Ending Your Expository Essay

Once you have covered all of the main points in the middle part of your essay, you are ready to write the closing paragraph. Here are some ways to handle the final part of your essay.

- Remind readers about the importance of your subject.
- Emphasize one or two of your main points.
- Include one last important detail.
- Refer again to an idea from the opening.
- Say something that will keep readers thinking about the subject.

The sample closing that follows emphasizes one main point—that ironwork helped Native American men prove their self-worth. The final sentence ties in with the opening.

Sample Closing Paragraph

Emphasizes one main point

Native American ironworkers became respected members in their tribes and served as role models for young men and women in the various tribes. These Native Americans have made an important contribution to this nation. Native Americans everywhere should view New York with pride, knowing that members of different Woodland tribes helped build one of the greatest cities in the world.

Workspace

Using the space below and on the next page, write a closing paragraph for your essay.

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

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________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________
After you finish pages 16-21, write a complete copy of your first draft. Do your writing on your own paper, and store your work in the back pocket of this booklet. Keep the following tips in mind as you complete this copy.

**Drafting Tips**

1. **Write on every other line and on only one side of your paper.** This will make revising much easier. (If you use a computer, make sure to double-space.)

2. **Keep your writing as neat as possible,** but don't stop to recopy just to make your draft look better. Concentrate on ideas, not neatness.

3. **Keep your purpose and audience in mind.** Your purpose is to inform your classmates about a subject that interests you.

4. **Feel free to add new ideas that come to mind as you write your draft.** After all, writing is a process of discovery.

5. **Notice any parts you may want to change.** You can make these changes when you revise.

6. **Remember: A first draft is your first look at a piece of writing.** You may rewrite some parts of your draft three or four times before they sound just right.
Revising
Improving Your Writing
Revising  Keeping Your Writing Focused

All of the ideas in your essay should support your subject. Ideas that are off the subject disrupt the unity of your writing, and they should be deleted or reworded.

Read each of the following paragraphs and draw a line through the idea (sentence) that doesn't relate directly to the topic sentence.

1. There is a whole set of words related to modern skateboarding. There are also many different kinds of skateboards that skaters can choose from. The “deck” is the flat standing surface, usually made of laminated wood. The “trucks” are the front and rear axles that connect the wheels to the deck and allow the board to turn. The “nose” is the front of the skateboard, and the “tail” is the rear part, from the back truck bolts to the end. The “rail” is the edge of the skateboard and can also refer to plastic strips attached underneath the board.

2. Braille is a system of communication used by the blind. Braille was developed by Louis Braille, a blind French student, in 1824. Other systems of communication are in place for people with other handicaps. The system of Braille consists of an alphabet using combinations of small raised dots. The dots are imprinted on paper and can be felt, and thus read, by running the fingers across the page. Each letter is formed by different combinations of these dots. These small dots have opened up the entire world of books and reading for the blind.

3. In the past, ironworkers trained for many different types of jobs. For example, riggers unloaded, moved, and installed heavy equipment at the construction site. Pushers ordered about groups of workers who raised the iron beams to be added to the building structure. Connectors then got the beams ready for the riveters. While this was going on, setters operated the boilers and furnaces to heat the rivets. Once the rivets were heated, they were thrown to catchers who snared the heated rivets in huge mitts. Riveters then connected the beams by hammering the rivets in place. Riveters used special equipment.

Next Step: Review your own writing for unity within your paragraphs. Cross out any ideas that are unrelated, or rewrite any problem paragraphs to make them more unified.
Revising Writing a Focused Paragraph

Complete the topic sentences below. Then, on the following lines, begin a paragraph with one of your topic sentences. Include at least three supporting sentences in your paragraph.

Responses will vary.

**Topic-Sentence Ideas**

- City Market makes the best fast food.
- Skateboarding is my favorite way to relax.
- Making free throws requires a lot of practice.
- For me, gym class is the worst time of day.

**Paragraph**

**Topic sentence:** City Market makes the best fast food. The food actually reminds me of my favorite foods from my mom's kitchen. Hot trays steam with crisp green beans, buttery corn, and sweet potatoes buried under golden-brown marshmallows. In the cooler, cranberry relish catches my eye among all the other salad choices. Little loaves of warm cornbread make me so hungry. Finally, the glossy black plate almost disappears as steaming potatoes and veggies join the juicy fried chicken—just like my heaping helpings at home.

**Next Step:** Exchange your work with a classmate. Read your partner's paragraph. Make sure that all of the supporting sentences are related to the topic sentence. Then check the first draft of your expository essay. Are all of the ideas in your essay related to your thesis statement? Delete any unrelated ideas.
Peer Responding

Your teacher may want you and a classmate to react to each other's writing by completing the response sheet below.

Response Sheet

Writer's name: ________________________  Responder's name: ________________________

Title:

I liked . . .

- the beginning of the essay. It gets my attention.
- your descriptions. They help me understand your subject.
- your voice. You sound really interested in your subject.
- the ending because it ties in with the opening.

I would change . . .

- the way you develop your subject. You could include more facts.
- the _______ sentence because it is unclear.
- the ending. It should explain the importance of your subject.

Strong words, phrases, and ideas in the writing . . .
Revising Using a Checklist

Use the following checklist or the assessment rubric on page 8 to help you review and revise your first draft. Make as many changes in your draft as needed so that your expository essay contains the best ideas and details.

Revising Checklist

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does my beginning paragraph gain the reader’s attention and state my thesis?</td>
</tr>
<tr>
<td></td>
<td>Do my middle paragraphs support the thesis?</td>
</tr>
<tr>
<td></td>
<td>Is the information in my middle paragraphs easy to follow?</td>
</tr>
<tr>
<td></td>
<td>Do all of my supporting sentences relate to the topic sentence?</td>
</tr>
<tr>
<td></td>
<td>Does my essay end effectively?</td>
</tr>
<tr>
<td></td>
<td>Does my voice, or personality, come through in the writing?</td>
</tr>
</tbody>
</table>

Revising in Action

When you revise, you improve the ideas and organization in your first draft. You can make improvements by adding new ideas, crossing out unnecessary ideas, rewriting unclear ideas, and reordering out-of-place ideas. See the example changes below.

---

An idea has been removed.

A qualifier is added.

Two short sentences are combined.

---

Today, housing costs have reached an all-time high, even though mortgage rates are low. This trend has many people thinking they should fix up their present homes rather than buy bigger ones. You may have an unused basement space or an area with damaged or unfinished walls. You can become an amateur carpenter.
After you finish pages 24-27, write a complete copy of your revised first draft. Do your writing on your own paper, and store your work in the back pocket of this booklet. Keep the following tips in mind as you complete the revised copy.

**Revising Tips**

1. **Write on every other line and on only one side of your paper.** This will make editing much easier. (If you use a computer, make sure to double-space.)

2. **Keep your writing as neat as possible,** but don’t worry if you cross out a few words.

3. **Focus on ideas that need to be changed.** Add, cut, reorder, and rewrite different parts as needed.

4. **Take your time.** You can’t make all your changes at once.

5. **Pay special attention to peer responses.** Your peers may notice ideas that need to be clearer—especially if your peers are not as familiar with the subject as you are.

6. **Save your first draft and your revision** so you have a record of the changes you’ve made.

**Adding a Title**

At some point in the process, you need to add a title to your expository essay. The title of an informative essay should hook your reader and help introduce your subject. Here are three guidelines to follow:

- **Use strong, colorful words.**
  Tribesmen of the Skyline, not Ironworkers in NYC

- **Give the words rhythm.**
  Anderson Overcomes Barriers in Opera, not Anderson Sings at Met

- **Be imaginative.**
  Room and Board, not How to Put Up Drywall
Editing
Checking for Style and Correctness
Varying Your Sentence Beginnings

Your writing will sound choppy if all of the sentences start in the same way. To avoid this problem, make sure to vary or change the way your sentences begin.

Rewrite the following paragraph so that all of the sentences do not start with “Marian Anderson.” (In fact, only the first sentence should begin with the subject’s full name.) Consider starting some sentences with “Anderson” or “she.” You may also rearrange a sentence to begin with a phrase instead of with the subject.

Marian Anderson was one of the first successful African American opera singers in the United States. Marian Anderson was born on February 17, 1902, to a poor family on the south side of Philadelphia. Marian Anderson joined the church choir to learn to sing. Marian Anderson joined the New York Metropolitan Opera after her talent was discovered. Marian Anderson had to combat racism when the Daughters of the American Revolution refused to let her perform at Constitution Hall in Washington, D.C., in 1939.

Next Step: Read your essay quietly out loud to make sure that you have varied the sentence beginnings.
Using Subjects and Verbs That Agree

Verbs must agree in number with their subjects in the sentences you write. If the subject is singular, the verb must be singular. If the subject is plural, the verb must be plural.

My part-time job pays poorly. (The subject “job” and the verb “pays” agree because they are both singular.)

Some fast-food restaurants pay decent wages. (The subject “restaurants” and the verb “pay” agree because they are both plural.)

Study the sentences below. In each one, underline the subject with one line and the correct verb in parentheses with two lines. Make sure that the verb agrees in number with the subject. The first one has been done for you.

1. Penguins (live, lives) in Antarctica.
2. Snowflakes (is, are) all patterned in unique ways.
3. Homemade chicken soup (taste, tastes) great on a cold day.
4. In the spring, lockers usually (contain, contains) piles of old papers.
5. Our latest Web site (catch, catches) people’s attention.

Study the sentences below. In each one, underline the subject with one line and the correct verb in parentheses with two lines. Remember that the subject is never in a prepositional phrase. The first one has been done for you.

1. Bullet-proof vests of Kevlar (is, are) popular in law enforcement.
2. New uses for this amazing product (include, includes) aircraft, automobile, truck, and race-car tires.
3. In addition to clothing for firefighters, Kevlar also (protect, protects) hunters and motorcyclists.
4. Another application of Kevlar’s special qualities (is, are) as a replacement for asbestos.
5. A skateboard with added strength and a longer life (have, has) Kevlar fused into its layers of wood.
Use a plural verb with compound subjects connected by and. For compound subjects connected by or or nor, the verb must agree with the subject that is nearer the verb.

A suit and tie are formal wear. (The compound subject “suit” and “tie” is connected by “and,” so the plural verb “are” is correct.)

Neither hamburgers nor cheese appeals to some vegetarians. (The compound subject “hamburgers” and “cheese” is connected by “nor.” The singular subject “cheese” is nearer the verb, so the singular verb “appeals” is correct.)

Either oatmeal or pancakes make a good breakfast. (The compound subject “oatmeal” and “pancakes” is connected by “or.” The plural subject “pancakes” is nearer the verb, so the plural verb “make” is correct.)

Write sentences using the following subjects and verbs. Make sure that the subject and verb agree in each of your sentences. The first one has been done for you.

1. **Subject:** Glenn and Roy  **Verb:** eat, eats (Choose the correct form.)

   Glenn and Roy eat very little for breakfast.

2. **Subject:** colds and sore throats  **Verb:** is, are (Choose the correct form.)

   Colds and sore throats are common in the winter.

3. **Subject:** the assistants or the head coach  **Verb:** know, knows (Choose the correct form.)

   Either the assistants or the head coach knows the location of our opponents’ gym.

4. **Subject:** Candelle nor her friends  **Verb:** like, likes (Choose the correct form.)

   Neither Candelle nor her friends like the music choices for the concert.

5. **Subject:** the teacher or the students  **Verb:** read, reads (Choose the correct form.)

   Either the teacher or the students read the daily newspaper headlines for the class.

**Next Step:** Check the sentences in your essay for subject-verb agreement.
Your main job when editing is to check your revised writing for word choice, style, and sentence errors. See the examples below.

A subject-verb agreement error is corrected.

The materials that you will need includes a building permit, a hammer, a power drill, a paintbrush, some wallboard, special tape, sandpaper, and primer from a local home-improvement center. The job will demand some hard work and patience. (lifting the wallboard)

However, (carefully taping and sanding) You can enjoy the satisfaction of creating a "new room" in your home.

Editing and Proofreading Symbols

Use the following marks to show where and how your writing needs to be changed.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>=</td>
<td>Capitalize a letter.</td>
<td>Lorraine Hansberry wrote <em>A Raisin in the Sun</em>.</td>
</tr>
<tr>
<td>/</td>
<td>Lowercase a letter.</td>
<td>Her play tells the story of the Younger family.</td>
</tr>
<tr>
<td>.</td>
<td>Insert a period.</td>
<td>This play focuses on racial attitudes. It also ...</td>
</tr>
<tr>
<td>or sp</td>
<td>Correct spelling.</td>
<td>Lena Younger, the family leader, is very religious.</td>
</tr>
<tr>
<td>$</td>
<td>Delete or replace.</td>
<td>Lena she makes a down payment on a nice house.</td>
</tr>
<tr>
<td>^</td>
<td>Insert a comma.</td>
<td>Her son, Walter Lee, Jr. wants to buy a business.</td>
</tr>
<tr>
<td>'</td>
<td>Insert an apostrophe or quotation marks.</td>
<td>Walter Lee's wife hopes for a larger apartment.</td>
</tr>
<tr>
<td>?</td>
<td>Insert a question mark or an exclamation point.</td>
<td>What would Beneatha do with the money?</td>
</tr>
<tr>
<td>⤲</td>
<td>Start a new paragraph.</td>
<td>The play takes a surprising turn when ...</td>
</tr>
<tr>
<td>~</td>
<td>Switch words or letters.</td>
<td>Walter gets the possible worst news.</td>
</tr>
</tbody>
</table>
When you proofread, you check the final copy of your writing for errors in usage, punctuation, capitalization, grammar, and spelling. (Use the editing and proofreading symbols listed on page 33 to mark your changes.) See the examples below.

A usage error is corrected.

If your walls are concrete, first use steel nails to attach vertical 2-inch wooden strips 16 inches apart across the wall. Then measure a piece of drywall, cut it set it in place, and attach it to the strips with drywall screws. For damaged walls, first remove the old wallboard. For walls and surfaces that is only studs, apply the drywall directly.

A comma is added in a series and after an introductory phrase.

A subject-verb agreement error is fixed.

Making Editing and Proofreading Changes

Edit and proofread the following expository essay to improve its style and correctness. (Use the editing and proofreading symbols listed on page 33.) The first correction has been done for you. Check off the errors as you correct them.

- run-on sentences (2)
- repetitive sentence beginnings (4)
- subject-verb agreement problems (4)
- capitalization errors (3)
- usage errors (3)
- punctuation errors (2)
- spelling errors (2)

Some answers may vary.

Can't We All Just Get Along?

1. Do you ever get caught between two friends who like you but don't like each other? Is your favorite teacher one that your friends can't stand? Do you have a boss you can't figure out? Sometimes people have personalities that clash. By better understanding personality types, people can learn ways to “all just get along.”

2. For thousands of years, people have tried to understand personalities.
The first attempts were unscientific three thousand years ago the Chinese came up with a zodiac that said everybody born in the same year would have the same personality. The Mesopotamian zodiac said everybody born in the same month would have a similar personality. Then in the early 1900s, Carl Jung, a student of Sigmund Freud, came up with a scientific model describing people according to whether they relied on reason or emotion. By the middle of the twentieth century, Katherine Cook Briggs and Isabel Briggs Myers wondered about people's social interaction and whether somebody liked to wrap things up or leave things open-ended. Combining Jung's ideas and their own, they developed a test anybody could take.

Today many different personality tests help lots of people understand themselves and get along with others. Tests let teachers know the best way to help students learn. Tests let career counselors help students know what kind of work they might like to do. Tests let companies assign workers to teams based on their personalities. Tests even help people decide the right kind of person to date.

With the world population growing every day, people just have to learn to get along understanding different personalities can help you understand yourself. And maybe if you're friends are fighting or a teacher have a different point of view, you can begin to appreciate that people often see what happens around them very differently because of their unique personalities. There is many ways to understand personalities, and even your decision about which method to use may tell something about who you really are.

**Next Step:** Carefully read and mark the revised copy of your expository essay for any editing and proofreading changes before making your final copy.
Editing and Proofreading: **Using a Checklist**

Use the checklist that follows to check your revised writing for style and correctness. Remember that this step is important only *after* you have revised the ideas in your expository essay.

* It is easy to miss errors when you edit and proofread. Ask a teacher, a classmate, or a family member for help.

**Sentence Structure**

- Did I write clear and complete sentences?
- Did I vary my sentence beginnings? (page 30)

**Punctuation**

- Did I conclude each sentence with an end punctuation mark?
- Did I use commas correctly in sentences?

**Capitalization**

- Did I start all sentences with capital letters?
- Did I capitalize the specific names of people and places?

**Grammar**

- Did I use the correct verb tense?
- Did I use subjects and verbs that agree in number? *(Musicians perform; Lucia dances.)* (pages 31-32)

**Usage**

- Did I use the correct word (like *to, too, or two*?)

**Spelling**

- Did I check for spelling errors?
- Did I use the spell checker on my computer?
Editing Writing the Final Copy

After you complete pages 30-36, write a neat final copy of your expository essay. Use pages 38-40 for this final draft. Then proofread for errors while keeping the following tips in mind.

Tips for Handwritten Final Copies
- Use your best penmanship.
- Write in blue or black ink.
- Write your name, your teacher's name, the class, and the date in the upper left-hand corner of page 1.
- Skip a line, and center the title on the next line.
- Skip a line, and start your writing.
- Indent the first line of each new paragraph.
- Write your last name and the page number in the upper right-hand corner of every page after page 1.
- Keep a one-inch margin around each page.

Tips for Computer-Generated Final Copies
- Use an easy-to-read font.
- Use a 10- or 12-point type size.
- Double-space throughout your writing.
- Maintain a one-inch margin around each page.
Publishing
Sharing the Final Copy

Prewriting
Writing
Revising
Editing
Publishing

Expository Essays
Sending Your Writing Out

What types of writing can I submit to publishers?
Newspapers are interested in essays, editorials, and articles. Some magazines publish stories, essays, and poetry; others publish essays and articles only.

Where should I send my writing?
First consider local newspapers, magazines, and other community publications. For national publications, turn to the Writer’s Market (Cincinnati: Writer’s Digest Books) for ideas. Your school or local library will have a copy of this book.

How should I send my writing?
Writer’s Market will explain that it is wise to write the publishers to request specific guidelines for submitting writing for their publications. Often, you will be asked to include a letter naming the title and the form of your writing (story, essay, article, and so on), a neat copy of your writing, and a self-addressed stamped envelope large enough for returning your writing after it has been read.

What should I expect?
Expect to wait awhile for a reply. Also realize that your writing may not be accepted for publication. In most cases, publishers choose only a few pieces of writing to publish. You may get a rejection letter. Though that sounds disappointing, even a rejection letter can prove helpful because publishers often explain why they did not select your writing for publication.

Submitting Your Writing On-Line

Where do I start my search for on-line publishing?
Start locally. See if your school has its own Web site for student writing. Also ask your teachers if they know of other Web sites that accept student work.

How do I search for these sites?
Use a search engine to find places to publish. Begin your search by entering a keyword phrase such as “submitting writing” or “student writing.” Then check out sites from the list of results.

Does Write Source have a Web site?
Yes. You can visit our Web site at <thewritesource.com>. We suggest places where students can publish on the Net and invite students to submit for publication on our site as well.
Extension Activities
Extension Activity: **Reading Expository Models**

Find an interesting informational article in a newspaper or magazine or on the Internet. Attach it to this sheet. Then answer the questions below about the article.

- **Who or what is the subject of the writing?**  
  *Responses will vary.*

- **How does the writer begin the article?** Does it begin with a question, an interesting fact, a surprising statement, a story, or a statement about his or her feelings? Explain.

- **Which details in the article do you find most interesting?** Underline several examples.

- **Does the writer define or explain new terms?** If so, put any examples in brackets [   ].

- **How does the writer end the article—by restating the main idea, by summarizing the important points, by giving readers something to think about, or by doing a combination of these things?** Explain.

- **Is the title of the article excellent, good, or poor?** Explain.
Extension Activity: Reflecting on Your Writing

Set your writing aside for a day or two. Then read your writing to yourself, and, if possible, read it to someone else. Afterward, reflect on your writing by completing each of these open-ended sentences. Responses will vary.

• The strongest part of my essay is . . .

• The part that I would like to change is . . .

• On a scale of 1 to 5 (with 5 being the highest), I would give my essay a score of _____ because . . .

• While writing my expository essay, the main thing I learned is . . .
Extension Activity: Preparing for a Writing Test

When you take a writing test, you sometimes feel rushed. That means you need to have the things you have learned about writing clearly in your mind. Answering the questions below will help you prepare for any expository writing you find on a test.

1. What is the purpose of expository writing? (See page 3.)
   The purpose of expository writing is to share information about an important subject.

2. What two main things should you do in the beginning paragraph? (See page 16.)
   In the beginning paragraph, you should gain the reader’s attention and introduce your subject in a thesis statement.

3. What two things should you include in a thesis statement? (See page 14.)
   A thesis statement should name the subject of your writing and tell readers what you plan to say about it.

4. What information should you include in the middle part? (See page 18.)
   The middle paragraphs should explain all the main points with the supporting details that you collected.

5. What information could you include in the ending part? (See page 20.)
   You could remind readers about the importance of the subject, emphasize one or two of your main points, include a last important detail, refer to an idea from the beginning, or say something to keep readers thinking about the subject.