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
www.greatsource.com
Consulting Educators

We want to offer a special thanks to urban curriculum coordinator Dr. Mildred Pearson and to the entire Write Source/Great Source team for all their help. In addition, Inside Writing is a reality because of the help and advice of the following educators:

Linda Albertson
Amita Antao
Lisa Ariens
Connie Blair
Robert Day
Pauline Eadie
Rhoda Goodwin
Marguerite Guy
Jerry Hajewski
Mark Harris
Shirley Minga
Rhoda Nathan
Elhadji Ndaw
Trinette Patterson
Regina Peña
Colleen Rourke
Mora Snowden
Seth Sondag
Yolanda Tynes
Jackie Veith
Larry Vernor
Agnes V. Williams
Gail Winograd

Field-Test Reviewers

Daniel Addis
Jack Yates High School
Houston, Texas

James Beirne
Hughes Center
Cincinnati, Ohio

Kay Caillouette
Sequoia High School
Redwood City, California

Daniel Ferris
Interdistrict Downtown School
Minneapolis, Minnesota

Judy Gardner
L. W. Higgins High School
Marrero, Louisiana

Carol Glass
Samuel Tilden High School
Brooklyn, New York

Sarah Goldammer
North Community High School
Minneapolis, Minnesota

Carmen S. Marietta-Francisco
Central High School
Bridgeport, Connecticut

Deborah Matthews
Austin Community Academy High School
Chicago, Illinois

Mecca Murphy
Fenger Academy
Chicago, Illinois

Oleta Rhoads
Steelville High School
Steelville, Missouri

Ruth Roose
Omaha Home for Boys
Omaha, Nebraska

Thomas G. Smith
T. S. Weaver High School
Hartford, Connecticut

Edrieanne Votto
Venice High School
Los Angeles, California

Agnes V. Williams
Milwaukee Public Schools
Milwaukee, Wisconsin

Authors

Dave Kemper and Pat Sebranek

Trademarks and trade names are shown in this book strictly for illustrative purposes and are the property of their respective owners. The authors' references herein should not be regarded as affecting their validity.

Copyright © 2004 by Great Source Education Group, a division of Houghton Mifflin Company. All rights reserved.

Permission is hereby granted to teachers to reprint or photocopy pages 10TE-14TE and page 8 of this work in classroom quantities for use in their classes with accompanying Write Source/Great Source material, provided each copy made shows the copyright notice. Such copies may not be sold and further distribution is expressly prohibited. Except as authorized above, prior written permission must be obtained from Great Source Education Group to reproduce or transmit this work or portions thereof in any other form or by any other electronic or mechanical means, including any information storage or retrieval system, unless expressly permitted by federal copyright law. Address inquiries to Permissions, Great Source Education Group, 181 Ballardvale Street, Wilmington, MA 01887.

Great Source and Write Source are registered trademarks of Houghton Mifflin Company.

Printed in the United States of America

International Standard Book Number: 0-669-50388-6 (teacher's edition)
Planning Notes: Expository Essays

2TE Unit Overview
3TE Weekly Planning Chart
4TE Daily Lesson Plans
9TE About the Sample Expository Essay
10TE Assessed Writing Samples
15TE Optional Activities for Multiple Intelligences
Additional Expository Writing Prompts
16TE Correlations to Write Source Handbooks
Unit Overview:

Expository Essays

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

In this unit, students are asked to write an extended definition of a concept that interests them. Students will learn how to identify a suitable topic, establish a definition, gather information, and focus on each aspect of the definition in a separate paragraph. The unit includes a sample expository essay that defines the concept of peace.

Rationale

1. In the “Universe of Discourse,” defining a concept by identifying and explaining its aspects is a necessary form of expository writing for students to develop.
2. Students should understand that some concepts are not easily defined in a word or two; concepts such as beauty or truth need at least several paragraphs.
3. Students can learn to shape effective expository essays with clearly developed beginnings, middles, and endings.
4. Expository writing is often included on district and state assessment tests.

Major Concepts

1. The focus of this unit is definition, the explanation of a complex concept by writing about its different meanings and aspects.
2. Expository writing must go through a series of steps—prewriting, writing, revising, and editing and proofreading—before it is ready to publish.
3. Writing is assessed according to ideas, organization, voice, word choice, style, and correctness.

Strategies and Skills That Students Will Practice

- Identifying topics
- Extending a dictionary definition of a concept
- Gathering details
- Writing a focus statement and topic sentences
- Writing the beginning, middle, and ending parts of an expository essay
- Using transition words
- Peer responding
- Revising
- Varying sentence beginnings
- Using irregular verbs correctly
- Editing and proofreading
- Evaluating expository essays using an assessment rubric

Performance Standards

Students are expected to . . .

- use prewriting strategies to generate and organize ideas.
- identify and explain the aspects of a concept definition.
- 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

<table>
<thead>
<tr>
<th>Day</th>
<th>WEEK ONE</th>
<th>Pages</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understanding the Unit</td>
<td>inside front cover, 1-3</td>
<td>understanding the assignment and expository writing</td>
</tr>
<tr>
<td></td>
<td>Reviewing the Unit Basics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Working with a Sample Essay</td>
<td>4</td>
<td>identifying aspects of a concept</td>
</tr>
<tr>
<td></td>
<td>Reading and Reacting to a Sample Expository Essay</td>
<td>5-8</td>
<td>analyzing and assessing the sample writing</td>
</tr>
<tr>
<td>3</td>
<td>Prewriting</td>
<td>10</td>
<td>responding to questions</td>
</tr>
<tr>
<td></td>
<td>Choosing a Topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gathering Details</td>
<td>11-12</td>
<td>listing details about a concept</td>
</tr>
<tr>
<td></td>
<td>Forming a Focus</td>
<td>13</td>
<td>writing a focus statement and topic sentences</td>
</tr>
<tr>
<td></td>
<td>Learning About the Structure of Expository Essays</td>
<td>14</td>
<td>understanding the parts of an expository essay</td>
</tr>
<tr>
<td>4</td>
<td>Writing</td>
<td>16-17</td>
<td>developing an effective opening</td>
</tr>
<tr>
<td></td>
<td>Starting Your Expository Essay</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Developing the Middle Part</td>
<td>18-20</td>
<td>presenting the details</td>
</tr>
<tr>
<td>5</td>
<td>Writing</td>
<td>21</td>
<td>developing a meaningful closing</td>
</tr>
<tr>
<td></td>
<td>Ending Your Expository Essay</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Forming a Complete First Draft</td>
<td>22</td>
<td>completing the first draft</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>WEEK TWO</th>
<th>Pages</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Revising</td>
<td>24-25</td>
<td>using transitions to show relationships between ideas</td>
</tr>
<tr>
<td></td>
<td>Skills Activity: Using Transition Words</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Optional: Sharing Assessed Models</td>
<td>10-13</td>
<td>evaluating student writing</td>
</tr>
<tr>
<td></td>
<td>Peer Responding</td>
<td>26</td>
<td>using a peer-response sheet</td>
</tr>
<tr>
<td>2</td>
<td>Revising</td>
<td>27</td>
<td>revising the first draft</td>
</tr>
<tr>
<td></td>
<td>Using a Checklist</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing a Complete Revised Draft</td>
<td>28</td>
<td>completing the revised draft</td>
</tr>
<tr>
<td>3</td>
<td>Editing and Proofreading</td>
<td>30-31</td>
<td>varying sentence beginnings</td>
</tr>
<tr>
<td></td>
<td>Skills Activity: Editing for Style</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skills Activity: Editing for Correctness</td>
<td>32</td>
<td>using irregular verbs correctly</td>
</tr>
<tr>
<td>4</td>
<td>Editing and Proofreading</td>
<td>33</td>
<td>learning about editing</td>
</tr>
<tr>
<td></td>
<td>Reviewing Editing in Action</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skills Activity: Checking for Correctness</td>
<td>34-35</td>
<td>checking for style and correctness</td>
</tr>
<tr>
<td></td>
<td>Using a Checklist</td>
<td>36</td>
<td>editing and proofreading copy</td>
</tr>
<tr>
<td></td>
<td>Writing the Final Copy</td>
<td>37-40</td>
<td>completing the final draft</td>
</tr>
<tr>
<td>5</td>
<td>Publishing</td>
<td>8</td>
<td>carrying out peer assessments</td>
</tr>
<tr>
<td></td>
<td>Sharing Final Copies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understanding the Publishing Process</td>
<td>42</td>
<td>discussing publishing ideas</td>
</tr>
</tbody>
</table>

Expository Essays: Planning Notes 3TE
Daily Lesson Plans: Week One

DAY 1

Understanding the Unit

Reviewing the Unit Basics

- Discuss "About the Unit" (inside front cover). Note that the intended audience is the students' classmates. Students will be expected to share their finished writing in class.
- 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.)
- Read aloud page 3. Then ask a volunteer to read aloud a dictionary definition of a concept that will interest students, such as love or courage. Ask another volunteer to write the definition on the chalkboard. Conduct an informal survey, asking a number of students to share their ideas about the word. Ask students to list some examples of what the term is not. Suggest that anecdotes or examples would help illustrate the different aspects of the concept. Explain to students that an extended definition provides details and examples that a dictionary definition may not.

Completing an Expository Warm-Up Activity

- Implement "Define Yourself" (page 4). In this activity, students are asked to define themselves by identifying aspects of their lives and personalities. This activity should get students in a defining mode.

DAY 2

Working with a Sample Essay

Reading a Sample Expository Essay

Optional: Implement "Prereading Activity" (page 9TE).

Provide ESL students with background information about Big Brother, Iron Curtain, Gandhi, and the Cold War. Also, ask them to preview "Reacting to the Reading" (page 7) before they read the essay.

- Introduce some of the sources students may use to extend a definition, such as interviews, newspaper or magazine articles, song lyrics, Internet articles, people who have experience with the concept, word origins, and what the concept is not.
- Have students read silently, or ask a volunteer to read aloud the sample expository essay (pages 5-6). After the reading, lead students in a discussion that compares the literal, or dictionary, definition of peace—"freedom from civil disturbance; a state of order provided by law"—with the writer's extended definition. Lead students to see that the writer has focused on a concept of peace that includes thought and action rather than just emotion.
Reacting to the Reading

- Implement "Reacting to the Reading" (page 7). Review students' reactions as a class. Talk about the challenges of extending a definition. Students should understand that an extended definition may include their ideas and experiences of how the concept actually works. Students may complete this activity individually or in groups.
  
Optional: Using "Important Stylistic Features" (page 9TE), discuss making abstract ideas concrete and presenting ideas in a clear order in the sample essay (pages 5-6).

- As a class, assess the sample using the rubric on page 8. To get started, analyze the sample for content (stimulating ideas). Then go on to organization, voice, and so on. Or, analyze the sample for just one or two of the traits on the rubric. Inform students that their expository essays will be assessed with the rubric.
  
Optional: Implement "Reading Expository Models" (page 44). Provide books, Internet articles, magazines, and newspapers that contain informational articles. Establish a due date. (Students may work on this activity whenever they have free time.)

DAY 3

Prewriting

Choosing a Topic

- Implement "Choosing a Topic" (page 10). Students may list as many concepts as they wish in this exercise. Afterward, have them follow the steps at the bottom of page 10. Tell students to choose concepts that interest them; otherwise, they will find it difficult to write effective and interesting essays. Students will need access to a dictionary to complete the "Next Step."

Gathering Details

Optional: To prepare students to extend their definitions, write "Happiness" on the chalkboard or using an overhead projector. As a student reads the dictionary definition to the class, write down the definition. Then challenge the class to extend the definition. Ask questions such as "What makes you happy?" or "What is the opposite of happiness?" or "What aspect of happiness does the dictionary overlook?"

ESL TIP Model the process of extending a definition by implementing the optional activity.

- Implement "Reviewing a Definition Diagram" and "Gathering Details" (pages 11-12). Students should identify at least three aspects of the chosen concept. Explain that the headings in the graphic organizer name the types of information students can use as details or examples.

Organizing Your Essay

- Implement "Forming a Focus" (page 13). Remind students to keep the focus statement and topic sentences simple and informative. Each topic sentence should identify only one aspect of their concept. Explain that a focus statement and the topic sentences form an informal outline for the essay.

- Discuss "Learning About the Structure of Expository Essays" (page 14).
DAY 4

Writing

Writing the Beginning
- Implement “Starting Your Expository Essay” (pages 16-17). Remind students that the opening paragraph should identify the concept and provide a focus statement. The focus statement should identify the aspects of the concept that the essay will address.

Developing the Middle Part
- Implement “Developing the Middle Part” (pages 18-20). Remind students that they should focus on one aspect of the definition in each middle paragraph. Challenge students to use transitions between their paragraphs. Students will learn more about transition words on pages 24-25.

Optional: When students finish writing the middle part of their expository essays, instruct them to highlight or underline their topic sentences.

ESL TIP
Implement the optional activity. Ask ESL students to support their topic sentences using examples from their own lives to make the abstract concept clear.

DAY 5

Writing

Writing the Ending
- Implement “Ending Your Expository Essay” (page 21). Upon completion of the work, ask volunteers to share their endings with the class.

Forming a Complete First Draft
- Completed copies of rough drafts should be due for the next class period. Review the tips on page 22 with the students before they complete their first drafts. Remind students to store their first drafts in the back pocket in their unit booklets.

Daily Lesson Plans: Week Two

DAY 1

Revising

Skills Activity
- Implement “Using Transition Words” (pages 24-25). Explain that transitions show the relationships between ideas within a sentence, within a paragraph, and between paragraphs. Remind students that transition words help readers follow the ideas.

ESL TIP
Remind ESL students to refer to the “Transition Words and Phrases” chart (page 14) when they need transition words.
Optional: Share the “excellent” and “fair” assessed student essays (pages 10te-13te) to help students evaluate the effectiveness of their writing. (Make copies of the essays, or display them using an overhead projector.) Students should ask themselves whether their writing measures up to the “excellent” expository essay, and, if not, what improvements they should make.

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

Revising

Using a Checklist to Revise
- Have students revise their first drafts, following “Using a Checklist” (page 27).
  Emphasize that revising is the process of improving the ideas and organization of details in writing. (Checking for spelling, punctuation, and grammar should wait.)
  Before students begin, review “Revising in Action” (page 27) to make sure that they understand the revising process. Remind them that revising is an essential step in the writing process.

Writing a Revised Draft
- Provide time for students to complete their revising. Review “Revising Tips” and “Adding a Title” (page 28) with students before they write their revised drafts.

ESL TIP
Make up a chart or handout with examples of many titles that hook readers and introduce the subject. More examples will help ESL students understand what makes a good title.

Skills Activity: Editing for Style
- Implement “Varying Sentence Beginnings” (pages 30-31). Consider having students work in pairs. Allow them to discuss their answers before writing them down. Ask volunteers to read aloud their revised paragraphs. Point out that there is usually more than one way to revise a sentence to make it more interesting.

Skills Activity: Editing for Correctness
- Implement “Using Correct Forms of Irregular Verbs” (page 32).

Inside Writing
Skills activities to consider:
Subjects and Predicates (pages 55-59)
Sentence Agreement (pages 60-63)
Irregular Verbs (pages 112-113)
DAY 4

Editing and Proofreading

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

Checking for Correctness

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

ESL TIP Partner an ESL student with a native English speaking student for this activity. ESL students will not be able to self-correct all errors of writing.

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, and have them share their final drafts. Provide copies of the rubric (page 8) for students to use to evaluate their classmates’ essays. Each student should write his or her name (Evaluator:) and the name of the writer (Writer:) at the top of the rubric. After they rate each expository essay, students should write at least one positive comment at the bottom or on the back of the rubric. (Each writer should have an opportunity to review the 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.

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 assessment test.
About the Sample Expository Essay

The sample expository essay is an extended definition of the concept of peace. The author explains that the literal definition of the concept focuses only on lack of conflict due to the enforcement of law. In oppressive societies, though, the lack of conflict is a “false peace” that hides injustice. By introducing the notion of harmony between people and between nations, the author extends the definition and shows different ways to achieve true peace.

Prereading Activity

Before students read the essay, lead them in a discussion of the concept of peace. As a class, complete a word web. Write the word peace on the chalkboard or on a transparency, using an overhead projector. Ask students to call out ideas or words that they associate with peace. After a few minutes, challenge students to review their answers and identify categories into which their ideas might be organized. Then have students read or listen to the essay. After they have done this, briefly discuss which of their ideas were included in the essay. Ask students to identify ideas in the essay that were new to them.

Vocabulary

dictatorship A government in which a single ruler holds all power

Big Brother A ruler or government that attempts to control every aspect of life

victimizes Causes someone to suffer hardship, loss, injury, and so on

Mahatma Gandhi A pacifist who used nonviolent protests to win India’s freedom from Great Britain in the 1940s

Berlin Wall A wall built to separate communist East Berlin from democratic West Berlin

Iron Curtain A combination of fences, walls, guard stations, political ideas, and government systems that separated Eastern Europe from Western Europe

incompatible Not able to exist together in harmony

Important Stylistic Features

MAKING ABSTRACT IDEAS CONCRETE: Remind students that the selected term should be a concept that is not easily defined. It may be complicated (survival, apartheid), or it may be abstract, meaning different things to different people (fairness, love).

When explaining a difficult concept in writing, particularly an abstract concept such as peace, writers need to provide concrete examples. The writer of “Fighting for Peace” draws upon personal experience to introduce the concept and uses a reference to the novel 1984 to show what peace is not. The writer also relies on knowledge of history. By outlining the work of Mahatma Gandhi, the writer gives examples of peace between individuals. The politics of the Cold War provide examples of peace between nations. Details such as these make the abstract concept concrete. Encourage students to use specific details from song lyrics, films, newspapers, personal experiences, and other sources.

PRESENTING IDEAS IN A CLEAR ORDER: In an extended definition, the writer can help readers follow his or her train of thought by presenting the information in a clear and logical order. In “Fighting for Peace,” the writer begins by dismantling the dictionary definition of peace, saying that in a dictatorship, the “state of order provided by law” is the opposite of peace. Then, the writer redefines peace both on an individual and national level. By following this logical pattern, the writer helps readers follow the extended definition.
Assessed Writing Samples

Pages 10TE-14TE include three sample expository essays assessed according to 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 6TE.) You may also use the samples to guide your evaluation of 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

Good and Angry

On the way to school, I walk through a vacant lot that has become a dump. Piles of broken glass, candy wrappers, dirty diapers, and just plain junk are everywhere. In the spring and fall, it stinks and is full of mosquitoes, and in the winter, it’s a slushy mess. I get angry every time I walk through there. The dictionary defines anger as a strong feeling of “displeasure and hostility.” It’s more than that, though. Anger is a response to a bad situation, a response that can make things worse or make them better.

In a bad situation, most people naturally feel angry. The root of the word anger is related to the word “strangle,” and it means “to choke to death.” I sure want to strangle that dump each time I go near it. Anger is the right response to a bad situation, but what a person does with that anger is what makes the situation get worse or get better.

Anger can become rage, which means losing self-control. Two weeks ago, when I was walking through that dump, I stepped right in a smelly old diaper. That was it! I grabbed an old junked shopping cart and flung it on a pile of rotten shingles. It flipped over and smashed a mirror. That felt good, so I started grabbing other stuff and throwing it everywhere, screaming my lungs out. Then I saw two younger kids watching me. I gave up and went home, but the next day, I saw those kids trashing the place. I’d made the vacant lot worse and had taught other kids to do the same.

There’s another use for anger: making things better. When I told my mom about the dump and the kids, she said, “What you’ve got, Son,
is righteous indignation. That's a good kind of anger. Use it to make things better.” She told me that many years ago in England, a bunch of writers called the “Angry Young Men” got mad about the way workers were being treated, and they wrote about it. They did something, and things changed for the better. I decided to be an angry young man and do something, too. I talked to Principal Jones about the dump, and she asked me to organize a school-sponsored cleanup day. I’m talking to my teachers, my friends, and everybody in my neighborhood—all the kids who have to walk through there and all the adults who live around it—and we’re going to clean it up.

When a vacant lot in my neighborhood turned into a dump, it made sense to be angry. However, it wasn’t until I got good and angry, and discovered a way to use my anger, that something got done. Anger is powerful. It can motivate people to make more trouble, or it can inspire them to do something good. Next time I get angry, I hope I get good and angry!
Unsung Heroes

What is a hero? Is it an astronaut who gets a big parade when they come home? Is it a firefighter who risks their life to save a child from a burning building? Is it a social worker who helps people put their lives together? All three could be considered heroes because they do difficult things, often in dangerous situations. The dictionary says that a hero is a person who is admired because they did something great. Heroes are people who show strength, courage, and grace under fire.

My younger brother thinks that movie stars are heroes because he admires them. But movie stars do not show strength the way real heroes do. When I asked some of my friends to name real heroes they gave examples of people who show strength. Heroes are firefighters who battle fierce fires or emergency workers who go out in bad weather to rescue people or fix broken power lines. These people use physical strength every day to make the world safer for others.

Heroes are not only strong, but they show courage. I saw a story on the television news about firefighters who ran into a burning building to rescue a baby. Even though they might be frightened, they go into a burning building or face a bully or face getting turned down for a job they really need. They keep after it, though. That’s what makes them heroes. They keep trying to get the job done.

Showing grace under fire means that heroes do not get angry or show that they are scared. Even in desperate situations, heroes stay calm and keep there cool. They get the job done. Of course, that is the
most important quality in heroes because most people would be afraid in a fire or disaster and would run away. Heroes stay and deal with things.

A hero is a person who gets a job done right and uses strength and courage to get it done. He or she faces the odds without showing that they are afraid. Being a hero is not an easy thing but there are more heroes out there than you might think. People who are heroes do not always get recognized. Some of them don’t even think of themselves as heroes. True heroes are more than action figures, they are ordinary people who are brave, calm, and kind.

Assessment Rubric

3 STIMULATING IDEAS
The essay...
- extends the dictionary definition of an interesting idea or concept.
- uses examples and details to illustrate the meaning.

3 LOGICAL ORGANIZATION
- introduces the concept with a general definition in the beginning.
- presents examples and details that extend the meaning in the middle.
- summarises the extended definition in the ending.

4 ENGAGING VOICE
- presents ideas in a sincere and interesting way.
- shows that the writer cares about the subject.

3 ORIGINAL WORD CHOICE
- uses effective descriptive words or phrases.
- includes specific nouns and verbs.

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

3 CORRECT, ACCURATE COPY
- follows the basic rules of grammar, spelling, and punctuation.
- uses the form suggested by the teacher.

1 Incomplete 2 Poor 3 Fair 4 Good 5 Excellent

COMMENTS:

Your introduction is engaging, and your focus statement does go beyond the dictionary definition by identifying three qualities that people admire in heroes. Each paragraph focuses on a different aspect of the definition, but your examples are too general and repetitive. Perhaps you could have explored the idea of unsung heroes that your title suggests.

Next time, you should check more carefully for spelling and grammar errors.
Love

According to the dictionary love is a strong feeling of affection that a person has for a person, place, or thing. There are many kinds of love and many ways to show love.

Family love is the love between people who are related. They love because society expects them to love one another. Familieys include parents, grandparents, cousins, sisters and brothers, aunts and uncles. Being together a lot is a big part of family love. Familieys get together for big meals at holidays and they talk and laugh and everyone feels good. Birthdays are another time for familys to be together.

Families automatically love each other because they share a invisible bond they share a name, genes, history. Not all familys show love but they probably feel it because family love is a given. My parents say that even when some relatives drive each other crazy they still love each other. That is because family love is more important than any argument. So they get over it after a while.

Your family will always be there no matter what. I know I can count on my family and relatives whenever I need them. Sometimes I help my grandma when she goes to the grocery or has a doctor appointment. She always gets me something for my birthday. We know we can count on each other because we are family.

Family love comes in many shapes and sizes because familys are different. It is really important in a persons live. Love is defined as a strong feeling of affection but it's a whole lot more because its not just emotion but you can use your head when you love people too.

Assessment Rubric

**3 STIMULATING IDEAS**
The essay...
- extends the dictionary definition of an interesting idea or concept.
- uses examples and details to illustrate the meaning.

**2 LOGICAL ORGANIZATION**
- introduces the concept with a general definition in the beginning.
- presents examples and details that extend the meaning in the middle.
- summarizes the extended definition in the ending.

**3 ENGAGING VOICE**
- presents ideas in a sincere and interesting way.
- shows that the writer cares about the subject.

**2 ORIGINAL WORD CHOICE**
- uses effective descriptive words or phrases.
- includes specific nouns and verbs.

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

**2 CORRECT, ACCURATE COPY**
- follows the basic rules of grammar, spelling, and punctuation.
- uses the form suggested by the teacher.

**1 Incomplete** **2 Poor** **3 Fair** **4 Good** **5 Excellent**

**COMMENTS:**
Your choice of subject is clear, but your focus is not. You need a focus in your first paragraph. You should use more examples or other ways of extending your definition. Your conclusion should not introduce an entirely new concept.

Next time, check more carefully for spelling and grammar errors. Ask a friend or classmate to help you.
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.)

* Warm-Up (page 4)
Allow students to work in pairs to complete the activity. Tell students to ask each other questions to prompt thinking about the different aspects of their identities that might be included in the graphic organizer.
Interpersonal Intelligence

* Reading and Reacting to a Sample Expository Essay (pages 5-7)
Have students research the root meaning and history of the word peace. Ask them to write a paragraph or two about their findings. Challenge students to compare their findings to the ideas that the writer used to define peace.
Linguistic Intelligence

* Choosing a Topic (page 10)
Have students think of songs as they do the activity. Popular songs often focus on complex concepts such as love, loyalty, and friendship. Tell students to consider insights that song lyrics might provide about their chosen concept.
Musical Intelligence

* Forming a Focus (page 13)
Have students use the focus statement and topic sentences to generate a complete outline for their papers. They should indicate not only the topic sentences but also the examples and details they will include in each section of their essays.
Spatial Intelligence

* Revising (page 24-25)
Have students work in pairs or small groups to revise orally the sentences in the activity and the sentences in their papers. Students may notice pleasing rhythms and sounds by reading the sentences aloud.
Musical-Linguistic Intelligence

Additional Expository Writing Prompts

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

- Work with other students who wrote about related concepts to create an anthology of definitions. Work together to organize the essays and to prepare an introduction that gives an overview. Compile and illustrate the anthology.

- Write a short companion piece about a topic related to your first essay. If you wrote about mythology, write about history; if you wrote about art, write about architecture, for example.

- Write an extended definition of a complex object or process, such as the Internet or DNA. Explain what it does and how it impacts the world.

- Write a journal entry in which you define a character you have read about or have seen in a movie or on television. Identify three key aspects of the character and explain them with examples.

- Find a classmate who wrote an extended definition that interests you, and then write about the concept from your own perspective. Compare the two viewpoints.
<table>
<thead>
<tr>
<th>Correlations to Write Source Handbooks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inside Writing</strong></td>
</tr>
<tr>
<td><strong>EXPOSITORY ESSAYS</strong></td>
</tr>
<tr>
<td>3 Introduction</td>
</tr>
<tr>
<td>4 Expository Warm-Up (Clustering)</td>
</tr>
<tr>
<td>5 Reading and Reacting to the Essay</td>
</tr>
<tr>
<td>8 Understanding Traits</td>
</tr>
<tr>
<td><strong>PREWRITING: Planning Your Writing</strong></td>
</tr>
<tr>
<td>10 Choosing a Topic</td>
</tr>
<tr>
<td>12 Gathering Details</td>
</tr>
<tr>
<td>13 Forming a Focus</td>
</tr>
<tr>
<td>14 Learning About the Structure</td>
</tr>
<tr>
<td><strong>WRITING: Connecting Your Ideas</strong></td>
</tr>
<tr>
<td>16 Starting Your Expository Essay</td>
</tr>
<tr>
<td>18 Developing the Middle Part</td>
</tr>
<tr>
<td>21 Ending Your Expository Essay</td>
</tr>
<tr>
<td>22 Forming a Complete First Draft</td>
</tr>
<tr>
<td><strong>REVISING: Improving Your Writing</strong></td>
</tr>
<tr>
<td>24 Using Transition Words</td>
</tr>
<tr>
<td>26 Peer Responding</td>
</tr>
<tr>
<td>27 Using a Checklist</td>
</tr>
<tr>
<td><strong>EDITING: Checking for Style and Correctness</strong></td>
</tr>
<tr>
<td>30 Varying Sentence Beginnings</td>
</tr>
<tr>
<td>32 Using Correct Forms of Irregular Verbs</td>
</tr>
<tr>
<td>33 Reviewing Editing in Action</td>
</tr>
<tr>
<td>34 Checking for Correctness</td>
</tr>
<tr>
<td>36 Using a Checklist</td>
</tr>
<tr>
<td>37 Writing the Final Copy</td>
</tr>
<tr>
<td><strong>PUBLISHING: Sharing the Final Copy</strong></td>
</tr>
<tr>
<td>42 Understanding Publishing</td>
</tr>
<tr>
<td><strong>Extension Activities</strong></td>
</tr>
<tr>
<td>44 Reading Expository Models</td>
</tr>
<tr>
<td>45 Reflecting on Your Writing</td>
</tr>
</tbody>
</table>
Inside Writing  EXPOSITORY ESSAYS

Getting Started: Learning About Expository Writing

3  Introduction: Expository Essays
4  Expository Writing Warm-Up
5  Reading and Reacting to a Sample Expository Essay
8  Evaluating: Understanding the Traits of an Expository Essay

PREWRITING: Planning Your Writing

10 Choosing a Topic
11 Reviewing a Definition Diagram
12 Gathering Details
13 Forming a Focus
14 Learning About the Structure of Expository Essays

WRITING: Connecting Your Ideas

16 Starting Your Expository Essay
18 Developing the Middle Part
21 Ending Your Expository Essay
22 Forming a Complete First Draft

REVISING: Improving Your Writing

24 Using Transition Words
26 Peer Responding
27 Using a Checklist
28 Writing a Complete Revised Draft

EDITING: Checking for Style and Correctness

30 Varying Sentence Beginnings
32 Using Correct Forms of Irregular Verbs
33 Reviewing Editing in Action
34 Checking for Correctness
36 Using a Checklist
37 Writing the Final Copy

PUBLISHING: Sharing the Final Copy

42 Understanding the Publishing Process

Extension Activities

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: Define Yourself (page 4)
☐ Reacting to the Reading (page 7)

PREWRITING: Planning Your Writing

☐ Choosing a Topic (page 10)
☐ Gathering Details (pages 11-12)
☐ Forming a Focus (page 13)

WRITING: Connecting Your Ideas

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

REVISING: Improving Your Writing

☐ Using Transition Words (pages 24-25)
☐ Peer Responding (page 26)
☐ Using a Checklist (page 27)
☐ Writing a Complete Revised Draft (page 28)

EDITING: Checking for Style and Correctness

☐ Varying Sentence Beginnings (pages 30-31)
☐ Using Correct Forms of Irregular Verbs (page 32)
☐ Checking for Correctness (pages 34-35)
☐ Using a Checklist (page 36)
☐ Writing the Final Copy (pages 37-40)

Extension Activities

☐ Reading Expository Models (page 44)
☐ Reflecting on Your Writing (page 45)
☐ Preparing for a Writing Test (page 46)
“Let’s face it. Some subjects are harder to explain than others. A pipe organ is more complicated than a kazoo. . . . No subject, though, is so complicated that it can’t be explained in clear English.”

— Writer Patricia T. O’Connor

Expository Essays

In an expository essay, a writer presents information in order to explain something. But how does a writer explain an idea? That’s a challenge, because ideas like freedom and happiness can be defined in various ways. One type of expository essay is an extended definition. Unlike a dictionary definition, which explains the meaning of a word as simply and factually as possible, an extended definition is longer and more detailed. It seeks to explain ideas or concepts that may mean different things to different people. It often provides background information as well as examples. It also may include feelings or experiences associated with the concept.

In this unit, you will be asked to write an extended definition that explains an idea or a concept that interests you. You will need to think about the different meanings of the word and about what the word means to you. For example, you might define the concept of friendship by telling about a time when someone treated you as a friend. You can also use examples from movies, song lyrics, interviews, personal feelings, or other sources. Your job is to define the term effectively so that the reader will understand the meaning as you see it.
Expository Writing Warm-Up: Define Yourself

Suppose someone met you on the street and asked, “Who are you?” After giving your name, what else would you say? Each person is complex and interesting. For example, you might think of who you are in relation to your family, friends, school groups, and community. Clearly, it can be a challenge to define something even as familiar as your own identity.

Use the puzzle below to help you answer the question “Who are you?” Define yourself by writing aspects of your identity in the puzzle pieces.

On the lines below, write a short statement for each puzzle piece. Have the statement sum up the words or phrases that are used in each of those pieces. (Statements for the puzzle at the top of the page have been done for you.)

I am a family member. I am a student. I am a leader. I am a member of an ethnic group. I am a dreamer. I am an athlete.

Next Step: Meet with a classmate. Compare the ways in which you defined yourselves. List the aspects of your identity and share your list with the class.
Reading a Sample Expository Essay

In this extended definition, the writer is responding to a prompt to explain what peace is. The key parts of the expository essay are listed in the left margin.

Fighting for Peace

Recently, I joined a thousand other people in a peace march through our city. I carried a sign that said, "War has no winners," and joined in singing "Give Peace a Chance." But what is peace? According to the dictionary, peace is "freedom from civil disturbance; a state of order provided by law." But peace isn't just a lack of conflict; it is the presence of harmony, a harmony that can't be forced on people or nations.

Peace isn't just a lack of conflict. George Orwell's novel 1984 tells about a dictatorship that is free from "civil disturbance," but it is anything but peaceful. Big Brother uses laws to prevent disturbance, outlawing not only actual crimes but also crimes of thought. Those who break the law suffer terrible violence. In this case, the "state of order provided by law" becomes the opposite of peace.

True peace is harmony between people, and harmony can't exist when one person victimizes another. One sign in my peace march read, "Without justice, there is no peace."

The great peacemaker

VOCABULARY

dictatorship  A government in which a single ruler holds all power

Big Brother  A ruler or government that attempts to control every aspect of life

victimizes  Causes someone to suffer hardship, loss, injury, and so on
Mahatma Gandhi often created a civil disturbance to point out injustice. Through nonviolent protests, hunger fasts, and his famous march to the sea for salt, Gandhi broke laws of racism and oppression. He destroyed false peace to establish true peace. Only when all the people of India were free could harmony exist among them.

On the larger scale, true peace is harmony between nations, and that kind of harmony requires a sense of unity. During World War II, the United States formed an alliance with the Union of Soviet Socialist Republics to defeat Nazi Germany. As long as the U.S. and the U.S.S.R. had a common enemy, they were apparently “at peace” with each other. Immediately after Germany’s defeat in 1945, though, the allies split Europe in half. The Berlin Wall went up in 1961, and the Iron Curtain stretched across the continent. For 45 years, the U.S. and the U.S.S.R. pointed nuclear weapons at each other. Clearly, no real peace ever existed between these two nations. Their systems of government—democracy and dictatorship—were incompatible. Only after the fall of communism and the establishment of democratic reform in Russia could true peace come between these nations.

Everyone wants peace, but people disagree about how to achieve it. Our police seek peace by enforcing laws and preventing civil disturbance. Our military seeks peace by defending the U.S. against countries whose forms of government are incompatible with democracy. Protesters like me seek peace by targeting injustice and seeking harmony between people and nations. We’re all after the same thing—true peace—and let’s hope we get it.

**VOCABULARY**

**Mahatma Gandhi**  A pacifist who used nonviolent protests to win India’s freedom from Great Britain in the 1940s

**Berlin Wall**  A wall built to separate communist East Berlin from democratic West Berlin

**Iron Curtain**  A combination of fences, walls, guard stations, political ideas, and government systems that separated Eastern Europe from Western Europe

**incompatible**  Not able to exist together in harmony
Reacting to the Reading

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

- What topic is defined in the sample essay?
  "Peace" is defined in the essay.

- In your own words, how does the writer define the topic?
  The writer says that peace isn't just a lack of conflict; it is a harmony that can't be forced on people or nations.

- What examples does the writer use to illustrate the definition?
  First, the writer refers to the novel 1984 as an example of an orderly society that isn't peaceful. Then, Mahatma Gandhi is an example of a peacemaker who used civil disorder to help establish true peace. Finally, past relations between the U.S. and the U.S.S.R. are an example of false peace and true peace.

- What method does the writer use to extend the definition?
  The writer uses personal experience, a slogan, and a song, a negative definition, references to a book, and historical examples.

- In what new way has the writer made you think about the topic?
  The writer has helped me realize that peace is more than just a lack of conflict and that there are many paths to peace, some of which may involve fighting.

Next Step: Discuss your answers with a partner. Did you both respond to the essay in the same way? Keep this discussion in mind as you write your own extended definition.
Evaluating:
Understanding the Traits of an Expository Essay

This rubric will help you understand the traits found in effective expository writing. Use it to help you write your essay and as a final check of your completed writing. You can also use this 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 . . .
• extends the dictionary definition of an interesting idea or concept.
• uses examples and details to illustrate the meaning.

___ LOGICAL ORGANIZATION

• introduces the concept with a general definition in the beginning.
• presents examples and details that extend the meaning in the middle.
• summarizes the extended definition in the ending.

___ ENGAGING VOICE

• presents ideas in a sincere and interesting way.
• shows that the writer cares about the subject.

___ ORIGINAL WORD CHOICE

• uses effective descriptive words or phrases.
• includes specific nouns and verbs.

___ EFFECTIVE SENTENCE STYLE

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

___ CORRECT, ACCURATE COPY

• follows the basic rules of grammar, spelling, and punctuation.
• uses the form suggested by the teacher.

Comments:
Prewriting
Planning Your Writing

Expository Essays 9
As you think about a possible concept for your essay, remember that your goal is to extend its definition beyond what can be found in the dictionary. The concept you choose should have more than one definition or interpretation. Choose a topic that will interest your audience—your classmates. Examples of possible topics include love, friendship, prejudice, beauty, humor, determination, happiness, loyalty, and freedom.

Complete the following sentences by listing topics that interest you. Responses will vary.

- Concepts, ideas, or emotions that are important in my life include . . .

- Concepts, ideas, or emotions that I think people misunderstand include . . .

- Concepts, ideas, or emotions that I have heard about in the news include . . .

Now, complete the following steps to narrow your list of possible topics.

1. Circle the topics that interest you most.

2. Check each topic that is complex enough for an extended definition.

Next Step: Choose a topic and write it in the box labeled “My concept.” Then look up the word in a dictionary and write its definition.

<table>
<thead>
<tr>
<th>My concept:</th>
</tr>
</thead>
</table>

The dictionary definition of my concept:
Prewriting Reviewing a Definition Diagram

In your expository essay, you will provide details that explain the various aspects of your concept. Below is a graphic organizer called a definition diagram. It shows the kinds of details you might include in an extended definition. Review the writer’s notes for the sample essay (pages 5-6).

**Quotations**

"Without justice, there is no peace."
"War has no winners."

**Dictionary Definition**

Peace is freedom from civil disturbance; a state of order provided by law.

**Facts**

Mahatma Gandhi caused civil disturbance to demonstrate injustice.

---

**Concept to be Defined**

**Peace**

---

**Negative Definitions**

Peace is not just a lack of conflict. Oppressive order is the opposite of peace.

**Personal Definitions**

Peace is harmony between people. Peace is harmony between nations.

**Synonyms**

Harmony Unity

**Antonyms**

War Cold War False Peace

---

**Next Step**: Using the sample diagram as a guide, fill in your own definition diagram on page 12.
In the diagram below, write the concept you will define in your essay. (See page 10.) Then fill in details and examples that will help your reader understand your extended definition.

Responses will vary.

Next Step: Review the information you have gathered. Look for ways to sum up the details in a focus statement with three or four main examples. Then complete the activity on page 13.
A focus statement in the first paragraph should identify the topic and the aspects that you will discuss in your extended definition. The topic sentence of each middle paragraph should identify a particular aspect of the definition and make a statement about it. Read the examples below from the sample essay (pages 5-6).

Focus statement: *Peace isn't just a lack of conflict; it is the presence of harmony, a harmony that can't be forced on people or nations.*

Topic sentence 1: *Peace isn't just a lack of conflict.*

Topic sentence 2: *True peace is harmony between people, and harmony can't exist when one person victimizes another.*

Topic sentence 3: *On the larger scale, true peace is harmony between nations, and that kind of harmony requires a sense of unity.*

Fill in the organizer below with a focus statement and topic sentences for your essay. (You can always make changes to these sentences later.)

Responses will vary.

Focus statement: *Success may mean different things to each person, but it always means having a meaningful goal, taking action, and enjoying the journey.*

Topic sentence 1: *The first step on the success journey is having a meaningful goal.*

Topic sentence 2: *Next on the success journey are the actions that must be taken to reach the goal.*

Topic sentence 3: *Finally, enjoying the experiences along the way makes the journey itself a success.*

**Next Step:** Review your focus statement and topic sentences with a partner. Does your focus statement identify the aspects of the concept you will explain? Does each topic sentence introduce a new part of the definition?
An expository essay is a form of informational writing. The purpose of your essay is to define a complex concept by answering the question “What is it?” The graphic below shows the three basic parts of an expository essay.

- **Beginning**: The beginning introduces your topic with interesting background information. It also states a general definition and gives a focus statement. (See page 16.)
- **Middle**: The middle expands the definition by providing details and examples. Each paragraph focuses on a different aspect of the definition. (See page 18.)
- **Ending**: The ending sums up the information you have presented and explains why the concept is important. (See page 21.)

**Transition Words and Phrases**

The following words and phrases are often used in expository writing.

- again
- and
- for instance
- as well
- also
- besides
- next
- along with
- another
- for example
- finally
- in addition
The beginning of your extended definition should introduce your concept and give some background information. It should include a brief dictionary definition and a focus statement. Grab your reader’s attention by opening your essay with an unusual fact, an interesting question, or an appropriate (well-chosen) quotation.

Study the sample beginning below. (The focus statement is underlined.) Also, take another look at the first paragraph of the sample expository essay (page 5).

*Sample Beginning Paragraph*

When our basketball team won the city championship this year, the coach called the win “the greatest athletic success in the school’s history.” Everyone was proud of the team, but some students wondered what was left for the team to achieve next year. What is success? The dictionary says that success is “achieving a favorable or desired outcome.” Most people think of success in terms of outcomes. Some say that success is having a lot of money, a mansion, and an expensive car. Others say it is having power or fame. I think of success in terms of achieving. There is a saying: “Success is a journey, not a destination.” *Success may mean different things to each person, but it always means having a meaningful goal, taking action, and enjoying the journey.*

Use the space below and on the next page to write the beginning of your expository essay. Identify your concept, share some background, and then give the dictionary definition and your focus statement. If you don’t like the way your first version turns out, try another one.
Next Step: After you have written your beginning, talk about it with a partner. Does your beginning get the reader's attention and have a good focus statement? If not, try another version.
Development of the Middle Part

In your middle paragraphs, include the important details that help explain your concept. (Use your work from page 12.) Focus on only one aspect of your definition in each paragraph. You will probably want to present your information in the order of importance, so begin with the most important aspect, or work your way toward it at the end.

Study the sample middle paragraph below as well as the middle paragraphs of the sample expository essay (pages 5-6).

Sample Middle Paragraph

Next on the success journey are the actions that must be taken to reach the goal. My aunt had always wanted to be a nurse, but she started working right after high school to help her family. She saved for her dream, though, and she felt successful knowing that each day brought her closer to it. Last year she started nursing school. She is already achieving success by learning new skills. Although some people think that failure is the opposite of success, it is often necessary. Even the great inventor Thomas Edison failed about 10,000 times while working on one invention. “I have not failed,” he said. “I’ve just found 10,000 ways that won’t work.” Actions, including mistakes, can create success even while one is still on the way to the goal.

Write your middle paragraphs in this space and on the following two pages. Remember to cover a different aspect of your concept in each of your middle paragraphs. (Review the topic sentences you wrote on page 13.)
The ending of your expository essay is the place to restate your definition and make a final observation.

Read the sample ending paragraph below. Also, take another look at the last paragraph of the sample expository essay (pages 5-6).

**Sample Ending Paragraph**

Even though each person has a different definition of success, all the definitions have some things in common. Success always requires a goal, and the road to the goal involves hard work. However, each action, whether positive or negative, becomes part of the success journey because so much is learned along the way. In addition, it feels great just to be on that road, getting closer to the goal. The person who takes that road is already successful, whether he or she wants to become a nurse or to win a championship. People who set goals and work to reach them achieve success by growing and learning a lot. The world becomes a better place because of their efforts.

Use the space below to write the ending of your expository essay. If you don’t like the first ending, try another version.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

.................................................................
Writing: Forming a Complete First Draft

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 extend the definition of a complex concept for your classmates.

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 Using Transition Words

Transition words and phrases make meaningful connections between ideas and help readers follow the thoughts in an essay. The chart below identifies the types of relationships that transition words and phrases can show.

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Transition Words and Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparison</td>
<td>also, as, likewise, similarly, in the same way, in other words</td>
</tr>
<tr>
<td>Contrast</td>
<td>although, but, however, on the other hand, still, yet, instead</td>
</tr>
<tr>
<td>Cause and effect</td>
<td>as a result, because, consequently, since, therefore, so, all in all</td>
</tr>
<tr>
<td>Location</td>
<td>above, below, beyond, down, inside, into, near, over, throughout, under</td>
</tr>
<tr>
<td>Time or sequence</td>
<td>before, after, soon, next, then, suddenly, eventually, meanwhile, finally, first, to begin with, second, third, last</td>
</tr>
<tr>
<td>Additional information</td>
<td>also, besides, finally, for example, next, in addition, furthermore</td>
</tr>
</tbody>
</table>

The transition words and phrases in the paragraph below are underlined. Notice that all of the transition words show contrast.

Although everyone wants to be free, most people don’t think about freedom. They assume their freedom is secure, but it is not. Still, the few people who do fight for freedom help everyone.

In the following paragraphs underline the transition words and phrases. Then, on the lines provided, identify the relationships between ideas that the transition words or phrases show.

1. Because most Americans learn to say the Pledge of Allegiance at a young age, they think that they understand the concept of freedom. Few young Americans have ever been denied their rights, so they think that freedom is about being able to shop wherever they want or say whatever they feel. As a result, they hardly ever think seriously about freedom. *cause and effect*

2. After September 11, 2001, people began to think about what freedom really meant. Suddenly people had to weigh the risks of getting on airplanes or of going to large public gatherings like concerts or sporting events. Many had never had their freedom challenged before. *time*

3. Inside America, most young people take their freedom for granted. Beyond our borders, freedom is less certain. Throughout the world, people lack basic freedoms that are enjoyed in this country. *location*
4. Although most Americans have their hearts in the right place, some people give little thought to freedom. Instead of thinking deeply about the meaning of freedom, many people may spend national holidays at the mall or holding barbecues. On the other hand, by doing so, they are exercising their freedom.

contrast

5. First, young Americans should read the Declaration of Independence, which says all people have the right to liberty. Next, they should read the Bill of Rights to learn what liberty, or freedom, means. Then, they should consider how crusaders for abolition, suffrage, and civil rights have fought to gain freedom for more people. Finally, young Americans should reflect on the freedoms they enjoy, and how they might work to defend them.

time or sequence

6. In the same way, young Americans should begin to understand that there are responsibilities connected to freedom. Likewise, they will discover that for everyone to enjoy certain freedoms, others may experience limits to their freedom. Soldiers give up many personal freedoms as part of the armed forces. Similarly, drivers must obey rules of the road and give up the freedom to drive however they wish. People who respect the responsibilities of freedom and observe its limits help society run smoothly. They help keep our nation free.

comparison

Next Step: Review your own writing for clear connections between your ideas. Ask a classmate to help you find places in your essay where you could use transition words or phrases.
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 . . . ..........................................................

- your beginning. It clearly identified the concept you defined.
- the details about . . . . They helped me understand that part of your definition.
- the ______ paragraph. The transitions made the connections between your ideas clear.
- the middle. Each paragraph explained only one aspect of the definition.

I would change . . . ..........................................................

- the part about . . . . It was confusing.
- the sentences in the ______ paragraph. They all began in the same way.
- the ending. You forgot to include an observation.

Strong words, phrases, and ideas in the writing . . . ..........................................................

"Actions, including mistakes, create success even while one is still on the way to the goal."

Expository Essays
Revising Using a Checklist

Use the following checklist or the assessment rubric (page 8) as a guide to review and revise your first draft. Make as many changes 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 identify the concept and give a clear focus statement?</td>
</tr>
<tr>
<td></td>
<td>Does each middle paragraph focus on only one aspect of the definition?</td>
</tr>
<tr>
<td></td>
<td>Are the ideas in my paragraphs connected by transition words and phrases?</td>
</tr>
<tr>
<td></td>
<td>Does my ending review the definition and make an observation?</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 or crossing out unnecessary ideas. You can also rewrite unclear ideas and reorder out-of-place ideas. See the example changes below.

 Especially boys, “Be brave. Don’t cry.” Lots of kids hear this when they are young because many people think that courage means showing no emotion when faced with something that is scary or dangerous. As if courageous people never cry. However, the dictionary defines “courage” as the quality of proceeding and persisting even when faced with danger, fear, or difficulty. Even in the midst of fear or pain. Courage means facing danger, putting other people’s needs first. It means staying calm and alert even though others are afraid or hurt.

Expository Essays
Writing a Complete Revised Draft

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 concept 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 extended definition should hook your reader and help introduce your concept. Here are three guidelines to follow:

- Use strong, colorful words.
  That's Just Noise, not What Is Music?
  Techno-Revolution, not Computer Technology

- Give the words rhythm.
  Fighting for Peace, not The Real Meaning of Peace
  The Heart of Courage, not A Definition of Courage

- Be imaginative.
  Good and Angry, not Anger Can Be Good
  Free Your Mind, not Learning About Freedom

28 Expository Essays
Editing
Checking for Style and Correctness

Expository Essays
29
Varying Sentence Beginnings

If you write a paragraph in which every sentence starts with the same subject, your writing style will be choppy and repetitive. You can make your sentences more interesting by varying their beginnings. For example, begin with a one-word modifier, a phrase, or a dependent clause instead of the subject. Compare the two paragraphs below. In the one on the left, all the sentences begin with the same subject.

Computers are programmable electronic devices that can store, retrieve, or process information. Computers are increasingly popping up in everyday life. Computers can even be integrated in household appliances. Computers are becoming smaller, faster, and more powerful.

According to the dictionary, computers are programmable electronic devices that can store, retrieve, or process information. (phrase) Increasingly, computers are popping up in everyday life. (modifier) As computers become smaller, faster, and more powerful, they can even be integrated in household appliances. (clause)

Read the sentences below. Identify the strategy used in the beginning of the sentence by writing the word modifier, phrase, clause, or subject on the line provided. The first one has been done for you.

clause 1. Although most people think they are using a computer only when sitting at a keyboard, they are also using computers whenever they program a DVD player, run a microwave, or dial a cell phone.

phrase 2. In a few years, fully computerized homes will become common.

modifier 3. Amazingly, some builders fit floors with pressure pads so computers can sense the movement of people through rooms.

phrase 4. Through the use of optical sensors, some computers can even tell what a person is looking at.

clause 5. Now that programmers know how to write social software, specialized computers can read human mood states and respond accordingly.

subject 6. Computers use artificial intelligence (AI) technology to sense their environment, make decisions, and react.
7. After years of development, a few AI computers even seem capable of learning.

8. Literally, the future is now.

Work with a partner to supply beginnings (called for in parentheses) in the following sentences. The first one has been done for you. **Answers will vary.**

1. _Surprisingly_, many people seem to prefer the company of a (modifier) computer to the live-action companionship of sports.

2. _Although computers can make life easier for us_, they (clause) cannot replace human eye contact.

3. _Cell phones_ and _the Internet_ make it easy to (subject) (subject) communicate with people around the world.

4. _Already_, people have number and symbol (modifier) “dialogues” with programmed electronic phone menus.

5. _In the future_, people should be careful not to lose (phrase) the art of face-to-face conversation.

Read the passage below. Make editing marks to change at least two of the sentence beginnings, using a modifier, a phrase, or a clause. If you need help with editing marks, see page 33. **Answers will vary.**

Originally,

1. Proclaimers originally believed that computers worked very much From neurologists.

2. like human brains. Proclaimers learned from neurologists that human When

3. brains are “wired” completely differently. Proclaimers returned to the they drawing board. Proclaimers discovered that computer architects could

4. design systems that worked more like human brains.

Next Step: Look again at your own essay. Do you start too many sentences with the same subject? If so, use modifiers, phrases, or clauses to correct the problem.
Using Correct Forms of Irregular Verbs

Most present tense verbs can be made past tense by adding ed. Irregular verbs cannot. They indicate past tense by changing forms. The example below lists the principal parts of the irregular verb go. The past participle is the past tense form used with the helping verb has, have, or had.

Present tense: go, I go to the park every day.
Past tense: went, I went to the park yesterday afternoon.
Past participle: gone, I have gone to the park every day during the past two months.

Review the chart below for the principal parts of some commonly used irregular verbs.

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Past Tense</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>begin</td>
<td>began</td>
<td>begun</td>
</tr>
<tr>
<td>write</td>
<td>wrote</td>
<td>written</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
<td>seen</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
<td>given</td>
</tr>
<tr>
<td>Present Tense</td>
<td>Past Tense</td>
<td>Past Participle</td>
</tr>
<tr>
<td>keep</td>
<td>kept</td>
<td>kept</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>done</td>
</tr>
<tr>
<td>swim</td>
<td>swam</td>
<td>swum</td>
</tr>
<tr>
<td>run</td>
<td>ran</td>
<td>run</td>
</tr>
</tbody>
</table>

Underline the correct form of the irregular verbs in the sentences below. The first one has been done for you.

1. Ramon (saw/seen) the winning run in last night’s ball game.
2. Have you (gave/given) your report in class?
3. Whenever we hear that song, we (begun/begin) to sing along.
4. While my aunt was sick, we (did/done) her laundry.
5. They couldn’t go to the park because it had (began/begun) to rain.
6. After supper, Luis (write/wrote) an e-mail message to a friend.
7. Remember when I (gave/give) you that CD last year?
8. Now that it isn’t raining, I (see/seen) the clouds moving away.
9. She has (do/done) well in school and has (keep/kept) her grades high.

Next Step: Review your essay with a classmate. Did you both use the correct forms of the verbs? Fix any errors you find.
Your main job when editing is to check your revised writing for word choice, style, and sentence errors. See the examples below.

Calm leadership is another key to courage. In a dangerous situation, a courageous person must consider the risks and quickly decide what to do. For example, an article in the Daily News last month showed a photo of a heavy neighborhood that was flooded during heavy rains. A retired man who lived nearby went out in his fishing boat and rescued several of his neighbors. He knew the area was . . .

**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 [ ]</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>
Proofreading: Checking for Correctness

When you proofread, you check the final copy of your writing for errors in usage, punctuation, capitalization, usage, grammar, and spelling. (Use the editing and proofreading symbols listed on page 33 to mark your changes.) See the examples below.

A spelling error is corrected.

Putting other people’s lives first is probably the most important aspect of courage. The word courage comes from the Latin word cor, meaning “heart.” Putting a high value on another’s life is a feeling that comes from the heart. Courageous people understand that there is danger, but they risk their own lives to save others’ lives.

That is true courage.

Making Editing and Proofreading Changes

Edit and proofread the following expository essay to improve the 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.

- spelling errors (4)
- usage errors (2)
- errors in punctuation (3)
- errors in forming irregular verbs (2)
- capitalization errors (2)
- paragraph with repetitive sentence beginnings (1)
- comma splice (1)
- run-on sentence (1)

Some answers may vary.

That’s Just Noise

1. As my dad drove me home on Monday, I turned on the radio. "Turn that off!" Dad shouted. "That’s not music! That’s just noise!" He punched his station, which had a guy twanging a guitar. I said, "That’s not music, either." The dictionary defines music as "the art of ordering tones into a composition that has unity and continuity." Music may
mean that to a guy in a lab coat, but I think music is sound that
appeals to our emotions and speaks to us.

In symphony halls, people give standing ovations and throw roses.

In mega arenas, fans sing along, cheer wildly, or even faint—it’s the
same thing. It’s just that some songs make people cry, some songs drive
the dance floor, and some songs inspire patriotic feelings or soothe
troubled souls.

Music is at the core of every culture in the world. Music can reflect
religious beliefs, it’s in the hymns people sing. Music can celebrate life,
during weddings. Music can honor the nation with marches. Music’s
driving beat can add fun to a party. Music helps us remember
special times or express how we feel.

Archaeologists have found musical instruments in the pyramids, which
means that music has been around for thousands of years. Maybe
people have been playing and singing music as long as they have been
talking. Music that speaks to someone isn’t “just noise.” Thunder or a
jet engine revving or a jackhammer pounding cement are just noise.

Still, if someone records these sounds and uses them to express
emotion, they become music.

My dad told me to shut off my music because it sounded like noise
to him when I did, he seemed pleased. He stopped at a stoplight where
a guy was working a jackhammer. I opened my window and shouted,

“Now that’s what I call noise!”

**Next Step:** Carefully read and mark your revised essay for any editing 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 write interesting sentences with varied beginnings? (pages 30-31)
- Did I include clear transitions between ideas? (pages 24-25)

**Punctuation**

- Does each sentence close with an end punctuation mark?
- Did I use commas and apostrophes correctly?

**Capitalization**

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

**Grammar**

- Did I use subjects and verbs that agree in number? (Musicians perform; Lucia dances.)
- Did I use the correct form of irregular verbs (begin, began, begun)? (page 32)

**Usage**

- Did I use commonly confused words correctly (there, their, they're)?
- Did I use the appropriate level of language?

**Spelling**

- Did I check for spelling errors?
- Did I use a dictionary or the spell checker on my computer?
After you complete pages 30-36, write a neat final copy of your expository essay on pages 38-40. Then proofread your final copy for errors. Keep the following tips in mind when you complete this copy.

**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.
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 and attach it to this sheet. Then answer the questions below about the article. *Responses will vary.*

- Who or what is the subject of the writing?

- How does the writer begin the article—with a question, with an interesting fact, with a surprising statement, or by naming the subject and stating his or her feelings about it?

- Which details or examples in the article do you find most interesting? Underline at least two details or examples.

- How does the writer end the article—by restating the main idea, by summarizing the important points, or by making an observation? Or does the writer do a combination of these things? Explain.

**Next Step:** Discuss the article with your classmates, using the questions as a guide. Make sure to identify the source of the article.
Extension Activity: Reflecting on Your Writing

Set your writing aside for a day or two. Then reread it to yourself, and, if possible, read it to someone else. Afterward, reflect on your writing by completing the following open-ended sentences.  

* Responses will vary.

- The most effective part of my extended definition 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 extended definition a score of _____ because . . .

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

When you take a writing test, you may 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 that may appear on a test.

1. What is the purpose of expository writing? (See page 3.)
   The purpose of expository writing is to present information in order to explain something.

2. What is an effective way to gather details for expository writing? (See pages 11-12).
   Filling in a graphic organizer is one way to gather details.

3. What should you include in the opening paragraph of an expository essay? (See page 16.)
   In the beginning, you should introduce the concept, give some background information, and include a focus statement.

4. What information should you include in the middle paragraphs of an expository essay? (See page 18.)
   In the middle paragraphs, you should present information about the key parts of your concept. You should focus on only one part in each paragraph.

5. What should you have in the ending paragraph? (See page 21.)
   In the ending, you should review the information you have presented and make a final observation about it.