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

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

Field-Test Reviewers

Daniel Addis  Carol Glass  Oleta Rhoads
Jack Yates High School  Samuel Tilden High School  Steelville High School
Houston, Texas  Brooklyn, New York  Steelville, Missouri
James Beirne  Sarah Goldammer  Ruth Roose
Hughes Center  North Community High School  Omaha Home for Boys
Cincinnati, Ohio  Minneapolis, Minnesota  Omaha, Nebraska
Kay Caillouette  Carmen S. Marietta-Francisco  Thomas G. Smith
Sequoia High School  Central High School  T. S. Weaver High School
Redwood City, California  Bridgeport, Connecticut  Hartford, Connecticut
Daniel Ferris  Deborah Matthews  Edrieanne Votto
Interdistrict Downtown School  Austin Community Academy High School  Venice High School
Minneapolis, Minnesota  Chicago, Illinois  Los Angeles, California
Judy Gardner  Mecca Murphy  Agnes V. Williams
L. W. Higgins High School  Fenger Academy  Milwaukee Public Schools
Marrero, Louisiana  Chicago, Illinois  Milwaukee, Wisconsin

Authors

Dave Kemper and Pat Sebranek

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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.

<table>
<thead>
<tr>
<th>Due Date</th>
</tr>
</thead>
</table>

- [ ] Expository Writing Warm-Up: Define Yourself (page 4)
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**PREWRITING: Planning Your Writing**

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**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.)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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?

• In your own words, how does the writer define the topic?

• What examples does the writer use to illustrate the definition?

• What method does the writer use to extend the definition?

• In what new way has the writer made you think about the topic?

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
Prewriting | Choosing a Topic

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.

- 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: |
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.
Prewriting Gathering Details

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.

Quotations

Dictionary Definition

Facts

Concept to be Defined

Negative Definitions

Personal Definitions

Synonyms

Antonyms

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.

Expository Essays
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.)

Focus statement: ................................................................................................................................................
................................................................................................................................................
................................................................................................................................................
................................................................................................................................................

Topic sentence 1: ........................................................................................................................................
................................................................................................................................................

Topic sentence 2: ........................................................................................................................................
................................................................................................................................................

Topic sentence 3: ........................................................................................................................................
................................................................................................................................................

**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?
**Prewriting: Learning About the Structure of Expository Essays**

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.

**Expository Essay Structure**

- **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
Writing
Connecting Your Ideas
Writing Starting Your Expository Essay

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.
Writing Developing 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.)
Writing Ending Your Expository Essay

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.

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.

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.
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.

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.

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.

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

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

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

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

- Information is added.
  “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.

- An unnecessary idea is dropped.
  Courage means facing danger. Courage is putting other people’s needs first. It means staying calm and alert even though others are afraid or hurt.

- An idea is made clearer.

- Information is reordered.
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
Editing
Checking for Style and Correctness
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.

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
</tr>
</tbody>
</table>

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.

1. clause  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.

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

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

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

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

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.

1. **surprisingly**, many people seem to prefer the company of a computer to the live-action companionship of sports.

2. **(clause)**, they cannot replace human eye contact.

3. **(subject) and **(subject)** make it easy to communicate with people around the world.

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

5. **(phrase)**, people should be careful not to lose 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.

Programmers originally believed that computers worked very much like human brains. Programmers learned from neurologists that human brains are “wired” completely differently. Programmers returned to the drawing board. Programmers discovered that computer architects could 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  
  **Past tense**: went  
  **Past participle**: gone

I go to the park every day.  
I went to the park yesterday afternoon.  
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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Past Tense</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<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 <em>family.</em></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 <em>religious.</em></td>
</tr>
<tr>
<td></td>
<td>Delete or replace.</td>
<td>Lena <em>she</em> makes a down payment on a nice house.</td>
</tr>
<tr>
<td></td>
<td>Insert a comma.</td>
<td>Her son, Walter Lee, Jr., <em>wants</em> to buy a business.</td>
</tr>
<tr>
<td></td>
<td>Insert an apostrophe</td>
<td>Walter Lee's wife hopes for a larger apartment.</td>
</tr>
<tr>
<td>or</td>
<td>or quotation marks.</td>
<td><em>What would Beneatha do with the money?</em></td>
</tr>
<tr>
<td></td>
<td>Insert a question mark</td>
<td>*The play takes a surprising turn when . . .</td>
</tr>
<tr>
<td></td>
<td>or an exclamation point.</td>
<td><em>Walter gets the possible worst news.</em></td>
</tr>
<tr>
<td></td>
<td>Start a new paragraph.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Switch words or letters.</td>
<td></td>
</tr>
</tbody>
</table>

Expository Essays 33
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)  ☐ paragraph with repetitive sentence beginnings (1)
☐ usage errors (2)  ☐ comma splice (1)
☐ errors in punctuation (3)  ☐ run-on sentence (1)
☐ errors in forming irregular verbs (2)
☐ capitalization errors (2)

That's Just Noise

1 As my dad drove me home on Monday, I turned on the radio. Turn
2 that off!” Dad shouted. “That's not music! That's just noise!” He punched
3 his station, which had a guy twanging a gitar. I said, “That's not
4 music, either.” The dictionary defines music as “the art of ordering
5 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 hour 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 soles.
Music is at the core of every culture in the world. Music can reflect
religious beliefs in the hymns people sing. Music can celebrate life
during weddings. Music can honor the nation with stiring marches.
Music's driving beat can add fun to a party. Music helps us remember
special times or express how we feel.
Archaeologists have find musicl 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 stoplite 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?
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
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.

- 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.

- 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.)

2. What is an effective way to gather details for expository writing? (See pages 11-12.)

3. What should you include in the opening paragraph of an expository essay? (See page 16.)

4. What information should you include in the middle paragraphs of an expository essay? (See page 18.)

5. What should you have in the ending paragraph? (See page 21.)