



eDynamic Learning Lesson Activity

Exploring Expository Writing

The following activity is part of our 10-day, Discovery article series. The articles provided are exclusive content of eDynamic Learning provided for teachers and students to read expository text around various topics that are geared towards high school students. The follow-up lesson activity is a way for students to extend their exploration of expository writing essays as they are a requirement for K-12 students, as outlined by the standards.

Directions:

1. If you are not familiar with what expository writing, watch one of the YouTube videos provided (or find your own) that helps to describe what expository writing is, the different types of expository writing, how expository essays are developed, and more.
2. Read the article provided.
3. Answer the questions below.
4. Use one of the writing prompts provided to you (or find a different topic of interest) to create your own expository essay.
 - a) You can use the graphic organizer provided to organize your thoughts.
 - b) You are not limited to just five paragraphs and can choose to write a longer essay. Use headings and sub-headings to help further organize your writing.
 - c) Use the rubric to help guide you in making sure that your essay follows appropriate development of ideas and use of language conventions.
5. (Optional): For teachers and parents looking to use as a graded activity, a rubric worth 15 points is located at the bottom of the activity.



What is Expository Writing?

The following YouTube videos will help you in understanding the what, why, and how to use expository writing.

Topic	Link
Introduction: How to plan and write an expository essay	https://www.youtube.com/watch?v=GR4LunWz-jU
What is a thesis in expository writing?	https://www.youtube.com/watch?v=KAsIfevW_NY
Expository Essay: Organization	https://www.youtube.com/watch?v=wQWLLehYWMyk
Expository Essay (The ins-and-outs of this writing type in detail.)	https://www.youtube.com/watch?v=bzrpI93Rq_M



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Directions: Answer the following questions. Keep in mind what expository writing entails when thinking about your answers.

1. Did the writer of this article immediately “hook” you into reading further? Why or why not?

2. Right from the beginning, was it clear that you knew what the article was going to be about? What evidence supports your answer?

3. After reading the article, explain how the writer logically organized the paragraphs to make sense for the reader.

4. Based on what you read; how do you think professional writers know how to write for a specific audience?

5. How does the author of the article organize and develop topic ideas, as well as make connections between these ideas?

6. How do writers use language and structure to explain their ideas?

7. Why is expository writing important for students to understand? In what ways do you think writing expository essays are used in high school – and in college or a career?

8. List (5) things that the writer engaged you to learn from this article.

9. Do you find a career related to this article’s topic appealing? Why or why not?



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Directions: Create an expository essay using a Word or Google doc.

- Select one of the following writing prompts to write an expository essay.
- Use the previously listed YouTube videos to help you understand how to develop your essay.
- Use the following graphic organizer to plan out a **minimum** of a five-paragraph essay.
- Use the rubric to help guide you in making sure you have addressed the relevant components.

Writing prompt options (NOTE: The following prompts can be used for different expository writing types. After reading the prompt, determine if it is geared towards descriptive (information), cause/effect, problem/solution, process, or comparison. The prompt you choose must follow one of these expository writing types.)

1. Explain the impact of different music genres on society.
2. Describe a family celebration that has special meaning for you.
3. Explain how people with different interests and backgrounds could become unlikely friends.
4. Describe a major environmental problem and what you believe should be done about it.
5. Describe the impact of social media on teenagers. Include various viewpoints and supporting research.
6. Describe a major public health concern that you feel should be addressed immediately.
7. Describe a team sport that interests you. Include strong details.
8. Think of a particular task/skill you are good at. Describe the process in high detail in order for another person to be able to replicate this task.
9. In what ways are pets like people, and in what ways are they not?
10. Think of a particular task/skill you are good at. Describe the process in high detail for another person to be able to replicate this task.
11. What do you want to do for a career after graduating high school? Pick two of your top choices to compare.
12. Think about a recent novel you read in which the character faced a moral dilemma or a difficult choice that had consequences. Explain how you would handle this same situation if you found yourself in their shoes.
13. Describe and explain your favorite season.
14. If you could live in any decade, when would it be and why would you choose it?
15. What is a country you would like to visit and why?



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Expository Essay: 5 Paragraph Planner

Opening

Thesis

Paragraph 1

Paragraph 2

Paragraph 3

Conclusion



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Rubric: Exploring Expository Writing

	4	3	2	1
Introduction & Thesis	<ul style="list-style-type: none"><input type="checkbox"/> Has a strong introduction that 'hooks' the reader<input type="checkbox"/> A clear thesis sentence is provided and articulated well<input type="checkbox"/> Ideas are related to the thesis and is focused on the topic of the prompt<input type="checkbox"/> Clearly identifies the audience and purpose appropriately	<ul style="list-style-type: none"><input type="checkbox"/> Has a good introduction but a vague &/or weak thesis statement<input type="checkbox"/> Appropriate for audience and purpose	<ul style="list-style-type: none"><input type="checkbox"/> Has a vague &/or weak introduction and a weak thesis statement<input type="checkbox"/> Ineffective writing for the audience and purpose	<ul style="list-style-type: none"><input type="checkbox"/> Introduction and/or thesis statement is missing<input type="checkbox"/> Unidentifiable topic or off topic<input type="checkbox"/> Inappropriate writing for the audience and purpose
Organization/ Progression	<ul style="list-style-type: none"><input type="checkbox"/> Progression of ideas is logical and well controlled<input type="checkbox"/> Skillful link to the topic in each body paragraph<input type="checkbox"/> Highly significant and relevant facts, details, quotes, examples that explain and develop the topic<input type="checkbox"/> Meaningful transitions between sentences and paragraphs create an organized flow for the reader and shows a relationship between ideas	<ul style="list-style-type: none"><input type="checkbox"/> Adequate idea progression<input type="checkbox"/> Provides clear links to the topic and most body paragraphs<input type="checkbox"/> Includes relevant facts, details, quotes, examples that explain and develop the topic<input type="checkbox"/> Includes adequate transitions between sentences and paragraphs to create an organized and logical relationship between ideas	<ul style="list-style-type: none"><input type="checkbox"/> Weak idea progression<input type="checkbox"/> Demonstrates vague &/or weak link to topic in body paragraphs<input type="checkbox"/> Few facts, details, quotes, examples that explain the topic – and/or may include generalizations and repetition of information<input type="checkbox"/> Includes ineffective transitions between sentences and paragraphs and does not clearly demonstrate an organized and logical progression and/or relationships between some ideas	<ul style="list-style-type: none"><input type="checkbox"/> Little to no idea progression<input type="checkbox"/> Demonstrates little to no link to topic in body paragraphs<input type="checkbox"/> Limited to no facts, details, quotes, or examples are represented<input type="checkbox"/> Incorrect or no transitions present<input type="checkbox"/> Is not organized in a logical progression and does not show a relationship between ideas
Development of ideas	<ul style="list-style-type: none"><input type="checkbox"/> Effective idea development is present with the use of details and examples that specific and well chosen.<input type="checkbox"/> The response to the writing prompt is thoughtful and engaging and demonstrates understanding of the expository writing task	<ul style="list-style-type: none"><input type="checkbox"/> Development of ideas is sufficient due to using details and examples that are appropriate and add to the essay<input type="checkbox"/> The response to the writing prompt reflects some thoughtfulness and demonstrates a solid understanding of the expository writing task, and the essay aligns to the prompt	<ul style="list-style-type: none"><input type="checkbox"/> Development of ideas is minimal due to cursory details and examples<input type="checkbox"/> The response to the writing prompt reflects little thoughtfulness and/or demonstrates limited understanding of the expository writing task, and/or does not fully align to the writing prompt	<ul style="list-style-type: none"><input type="checkbox"/> Development of ideas is weak due to inappropriate, vague, and/or inaccurately used details and examples<input type="checkbox"/> The response to the writing prompt is vague or confusing, and/or the essay may not accurately be aligned to the topic of the prompt
Closing / Conclusion	<ul style="list-style-type: none"><input type="checkbox"/> A clear, strong, and engaging conclusion is present that reiterates the thesis	<ul style="list-style-type: none"><input type="checkbox"/> An appropriate and engaging conclusion is present that reiterates the thesis	<ul style="list-style-type: none"><input type="checkbox"/> A vague &/or weak conclusion is provided and missing a tie-in with the thesis	<ul style="list-style-type: none"><input type="checkbox"/> One sentence or a non-existent conclusion is provided. Does not tie-in with the thesis
Use of Language/Conventions (grammar, spelling, punctuation)	<ul style="list-style-type: none"><input type="checkbox"/> Contains purposeful, varied, and well controlled sentences that enhance effectiveness of the essay<input type="checkbox"/> Reflects strong awareness to expository writing and appropriate tone usage<input type="checkbox"/> Strong, purposeful, and precise word choice and appropriate uses of words<input type="checkbox"/> Consistent use and command of grammar, spelling, capitalization, and conventions. If minor issues are present, they do not detract from the fluency and strength of the writing	<ul style="list-style-type: none"><input type="checkbox"/> Word choice is mostly clear and specific.<input type="checkbox"/> Reflects awareness of expository writing aspects and has accurate tone<input type="checkbox"/> Sentences are varied and controlled<input type="checkbox"/> Adequate demonstration of sentence structure, spelling, capitalization, grammar, and usage conventions. Although errors may be present, they do not detract from the fluency and strength of the writing – or clarity of the essay	<ul style="list-style-type: none"><input type="checkbox"/> Word choice is not as clear or precise<input type="checkbox"/> Reflects basic understanding of expository writing and does not establish an accurate tone<input type="checkbox"/> Sentences are awkward and/or lack poor sentence structure<input type="checkbox"/> Only partial demonstration of sentence structure, spelling, capitalization, grammar, and usage conventions. Errors are present and they may occasionally disrupt the fluency and strength of the writing – or clarity of the essay	<ul style="list-style-type: none"><input type="checkbox"/> Word choice is vague and/or unclear<input type="checkbox"/> Reflects little understanding of what expository writing is and does not convey an accurate tone<input type="checkbox"/> Sentences are simplistic, unvaried, and lack structure<input type="checkbox"/> Little demonstration of and attention to spelling, capitalization, grammar, and usage conventions. Errors are more frequent and serious, and they disrupt the fluency and strength of the writing – or clarity of the essay
Resources & Presentation	<ul style="list-style-type: none"><input type="checkbox"/> Accurately credits other peoples work with accurate and complete citations<input type="checkbox"/> Includes a reference page with accurately stated references	<ul style="list-style-type: none"><input type="checkbox"/> Mostly credits other peoples work with accurate and complete citations	<ul style="list-style-type: none"><input type="checkbox"/> Inconsistent credit to other peoples work and offers only a few citations	<ul style="list-style-type: none"><input type="checkbox"/> Inaccurate or nonexistent credit to other peoples work with no citations<input type="checkbox"/> Does not include a reference page and/or does not accurately state references