

## Expository Prompt

**READ** the following quotation.

Susan Singer, CEO of Field Trip Factory, said, "Field trips provide students with a window to the real world that they don't get in the classroom, and they can help students understand real-world applications of what they study in the classroom."

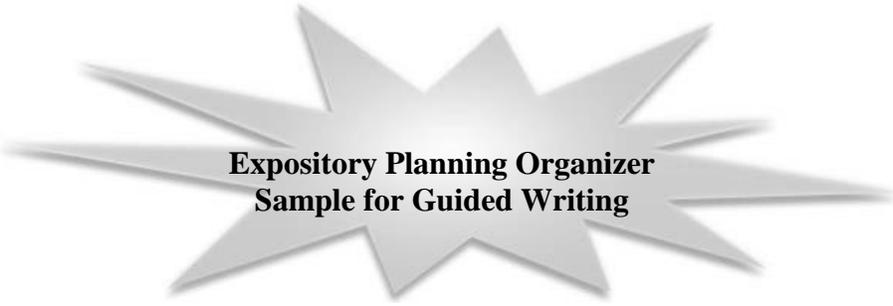
**THINK** carefully about the following statement.

There are many field trips appropriate for your grade level.

**WRITE** an essay explaining where you would want to go on a field trip, and explain why you would want to go to this place.

Be sure to –

- clearly state your controlling idea
- organize and develop your explanation effectively
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences



**Expository Planning Organizer  
Sample for Guided Writing**

**Topic and Controlling Idea**

Classes go on field trips in order to understand and experience things that they might not be able to learn in the classroom. A possible place to go to for a field trip would be the University of Texas (UT) Health Science Center.

Main Ideas about the Controlling Idea	
First Main Idea	Supporting Details
Why the UT Health Science Center	Hands on learning
	Has a lot of resources
	Real life labs
	Real doctors
Second Main Idea	Supporting Details
What we would do there	Observe a human dissection
	Ask questions to actual physicians
Third Main Idea	Supporting Details
Why it is beneficial to go there compared to a classroom	These resources aren't available in a classroom.
	Cannot observe human dissections in a classroom setting
	Students are usually more excited and alert in a setting outside of a classroom.

**Concluding Statement**

Without field trips, a student would not be able to experience what it is like in a real research lab or ask doctors meaningful questions. A field trip to the UT Health Science Center would make all that and more a reality.

## Planning Guide

### Expository

- I. Introductory paragraph
  - A. Topic and controlling idea of the composition
  - B. Main ideas of the composition
- II. Body paragraphs
  - A. Main idea stated in a topic sentence\*
  - B. Supporting detail\*\*
    - 1. Examples
    - 2. Cause and effect
    - 3. Personal experiences
- III. Concluding paragraph
  - A. Topic and controlling idea of the composition
  - B. Main ideas of the composition
  - C. General parting thought

\* No set number of ideas or details

\*\* Other elaboration methods may be equally effective.



**Planning Organizer  
Expository**

**Topic and Controlling Idea** \_\_\_\_\_

Main Ideas about the Controlling Idea	
First Main Idea	Supporting Details
Second Main Idea	Supporting Details
Third Main Idea	Supporting Details

**Concluding Statement**

\_\_\_\_\_

\_\_\_\_\_



**Revision Checklist  
Expository**

Introductory Paragraph				Concluding Paragraph
Topic ____	Main Ideas			Topic ____
Controlling Idea ____	1 <sup>st</sup> Idea ____	2 <sup>nd</sup> Idea ____	3 <sup>rd</sup> Idea ____	Controlling Idea ____
Main Ideas 1. ____	E ____	E ____	E ____	Main Ideas ____
2. ____	CE ____	CE ____	CE ____	Parting Thought ____
3. ____	PE ____	PE ____	PE ____	
	Other ____	Other ____	Other ____	

**Introductory Paragraph**

The topic and controlling idea of the composition should be included in the introduction. The main ideas of the composition may be included in the introduction to help clarify the controlling idea.

**Body Paragraphs**

There is no set number of main ideas or paragraphs to include in the body of the composition.

**Concluding Paragraph**

Restate the topic and controlling idea of the composition. Main ideas of the composition may be included in the concluding paragraph to help clarify the central idea.

**Elaboration Methods**

- E – Examples
- CE – Cause and effect
- PE – Personal experience

Other methods of elaboration may be equally effective when used as supporting details.

Notes



Spring Board Reading and Mentor Text