

Expository Prompt

Read the following information.

Summer may be over, but the memories will last forever!

Think about your summer experiences.

Write an essay explaining what you enjoyed most this summer.

Be sure to –

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

Expository Planning Organizer
Sample for Guided Writing

Central Idea

During the summer I went swimming, and it was always a splashing good time.

| Main Ideas about the Central Idea | |
|---|------------------------|
| First Main Idea | Supporting Details |
| Places where I went swimming | Pool |
| | Traveled to the beach |
| | Theme parks |
| | Skills improved |
| Second Main Idea | |
| People that went swimming and what we did | Friends |
| | Family |
| | Splashed each other |
| | Races and diving board |
| | Laughed and got a tan |

Concluding Statement

Hot days and cold water make swimming the best thing to do in the summer time. Every year, I look forward to the splish splash that's outside the bath – I can't wait to dive into next summer again!

I. Introduction

CI - During the summer I went swimming, and it was a splashing good time.

II. Body

MI - Places where I went swimming

- Pool
- Traveled to the beach
- Theme parks
- Skills improved

MI - People that went swimming and what we did

- Friends
- Family
- Splashed each other
- Races and diving board
- Laughed and got a tan

III. Closing

CI and PT - Hot days and cold water make swimming the best thing to do in the summer time. Every year, I look forward to the splish splash that's outside the bath - I can't wait to dive into next summer again!

Collaborative Interactive Writing Activity

Teacher directions - cut apart each part of the writing plan.

- Provide each group a part of the essay.
- Draft each paragraph using the plan provided.



Add a meaningful hook or lead to grab your readers attention. Use this central idea or develop one with a similar idea.

I.

Introduction

CI - During the summer I went swimming, and it was a splashing good time.

Write a topic sentence with the MI. Then add sentences with the supporting details.

II. Body

MI - Places where I went swimming

- Pool
- Traveled to the beach
- Theme parks
- Skills improved

Write a topic sentence with the MI. Then add sentences with the supporting details.

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You may add other supporting details. Use detail moves to make your writing interesting and engaging.

MI - People that went swimming and what we did

- Friends
- Family
- Splashed each other
- Races and diving board
- Laughed and got a tan

Use the restated central idea or develop one with fresh new words. Use the parting thought or develop a new one to leave your audience with a thoughtful closing.

III. Closing

CI and PT - Hot days and cold water make swimming the best thing to do in the summer time. Every year, I look forward to the splish splash that's outside the bath - I can't wait to dive into next summer again!

Planning Guide

Expository

I. Introductory paragraph

- A. Topic and central 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 central 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 Central Idea _____

| Main Ideas about the Central 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 ____ |
| Central Idea ____ | 1 st Idea ____ E____ CE____ PE____ Other____ | 2 nd Idea____ E____ CE____ PE____ Other____ | 3 rd Idea____ E____ CE____ PE____ Other____ | Central Idea ____ |
| Main Ideas 1.____ | | | | Main Ideas ____ |
| 2.____ | | | | Parting Thought ____ |
| 3.____ | | | | |
| | | | | |

Sentence Variations

Compound Sentence with correct comma usage before the FANBOYS _____

Complex Sentences with correct comma, based on subordinate conjunction placement

BONUS! Compound Complex Sentences with correct comma usage _____

Detail Sentence Leads – Author’s Craft: Place checkmarks next to the detail leads.

| Details that Describe | Action Details | Persuasive Details | Details that Inform | Dialogue Details |
|--|---|------------------------------|-------------------------------------|------------------------|
| State the obvious | Act and think | If...then | State the opposite | “Dialogue” with tags |
| Just like that | But, why??? | Take the opposite side | What’s Next? | Instead of <i>said</i> |
| Action, action, action clues | Numbers date/time/value | Good insightful question(s) | High Interest – what’s next | Talking and thinking |
| In the middle | Location transition | Imagine this... | Positive sweet with a negative sour | Action and words |
| Zoom in & describe | Adverb comma | It’s complicated and complex | For the first time ever.. | Tell me about it |
| Intentional repetition | <i>ings</i> phrases present participles | Now...Then | Define it | |
| Pop culture | Eds phrases | We... statements of unity | AKA – proper nouns | |
| Personification people characteristics | Onomatopoeia (sound) | Call to action | In other words (restatement) | |
| Set the stage | | Hyperbole exaggerate! | Important or significant | |
| I, we, they think | | | Love, love, love | |
| | | | Historical reference | |

Make writing meaningful before the prompt.
These ideas make this prompt fun!

Informal Writing Activity Springboard: Have students bring in pictures of their family. Place them on a bulletin board and share family experiences.

Another option is to allow students to sketch a pictures of their family. Allow only 5 minutes and then display! Sketching pencils adds to this fun activity. Since this is normally an early childhood activity, shock your older students with this classic assignment that has a modern-day twist. Just wait for the giggles!

