

## Expository Prompt

**Read** the following information.

Teachers often have small and large group activities for learning.

**Think** about the number of students that you work with during the school day.

**Write** an essay explaining whether it is better to work with a large or small group for your learning style.

Be sure to –

- clearly state your controlling 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**

**Controlling Idea**

Working with a small group is better for me.

Main Ideas about the Central Idea	
First Main Idea	Supporting Details
Fewer distractions	Discipline problems
	Easy for me to lose focus
	Help each other stay on task
Second Main Idea	
Need help	Often need help
	Frustrating to wait
	My difficult subject is _____
Third Main Idea	
Teacher seems relaxed	Not rushed
	Time to help everyone
	Students learn better

**Concluding Statement**

Smaller is better! I even like to be the one-and-only student.

## I. Introduction

(hook)

CI - Working with a small group is better for me.

## II. Body

MI - Fewer distractions

- Discipline problems
- Easy for me to lose focus
- Help each other stay on task

MI - Need help

- Often need help
- Frustrating to wait
- My difficult subject is \_\_\_\_\_

MI - Teacher seems relaxed

- Not rushed
- Time to help everyone
- Students learn better

## III. Closing

CI and PT - Smaller is better! I even like to be the one-and-only student.

# 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 reader's attention. Use this central idea or develop one with a similar idea.

I.

Introduction

(hook)

CI - Working with a small group is better for me.

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

II. Body

MI - Fewer distractions

- Discipline problems
- Easy for me to lose focus
- Help each other stay on task

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

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

MI - Need help

- Often need help
- Frustrating to wait
- My difficult subject is \_\_\_\_\_

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

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 - Smaller is better! I even like to be the one-and-only student.

## 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 _____	

### 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 complete a large group activity. Then have students complete a small group activity. Discuss the benefit or challenges of both.

Example of a large group activity:

- Form one long line and make a wave.



- Example of a small group activity:

In small cooperative groups of four, compete to see which group can list 10 things that are blue.

After the small and large group activities, ask students to briefly state whether they think it was better to work in a large or small group. Later, this can be used as the controlling idea for this prompt-which helps eliminate wasting instructional time for students who struggle to identify a central idea of an essay.

