

# Expository Paragraph



**Purpose:** The expository organizer provides the organizational structure for students to write paragraphs beginning with topic sentences, followed by supporting detail sentences (filled with descriptive language and powerful verbs), and lastly conclusions.

The purpose of the expository paragraph is to report information, to explain, to describe, or to persuade. The topic sentence presents the subject and the big idea of the paragraph which includes what the paragraph is about and the claim of why it is so important. The topic sentence is supported by three or more details that provide reasons, descriptions or information about the big idea.

**Directions:** In this section students learn the specific steps in order to write six different types of informational paragraphs:

- 1) To Inform: Categories for details.
- 2) To Explain: Sequencing the details.
- 3) To Describe: Describing an event, person, object, event, etc.
- 4) To Analyze: Cause and Effect
- 5) To Analyze: Compare & Contrast
- 6) To Analyze: Problem & Solution

**Directions:** At this level of writing, students are encourage to make their own organizers; although, blackline masters are included in this chapter. At the paragraph level, student writing lesson books are filled with blank paper. Use 11" X 17" blank paper so students have adequate room to plan and write.

# Expository Paragraph

**Directions (continued): Make the Expository Paragraph Organizer:**

Students open their writing lesson books (11" X 17" blank pages) to draw their organizers. The expository paragraph only requires four lines to make. Students are encouraged to learn how to make this organizer.

**Optional:** If students need a ready-made organizer, choose one of the two blackline masters on the following two pages.

T: *To make your organizers, you only need to make four lines. Follow me as I make an organizer on the board.* (Teacher draws on the whiteboard or on butcher paper.)


**Step 1:** *Draw a line across the top part of the paper.*


**Step 2:** *Draw a line across the bottom part of the paper.*


**Step 3:** *Draw two vertical lines in the middle of the page.*

**Please Note:** These middle boxes are for planning supporting details. Sometimes students will need more than three details for their paragraphs, so they draw more vertical lines to create more detail boxes.



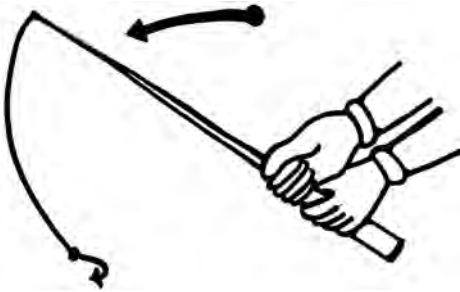
Name: \_\_\_\_\_ Title: \_\_\_\_\_

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# Expository Paragraph

**Using Total Physical Response (TPR) to Teach the Expository Organizer:** When students first begin to utilize the organizer, they need to learn the parts. Below are five steps with kinesthetic movements and simple statements that students learn in order to use the organizer for expository writing. For a more thorough description of these motions and the paragraph parts, see the next two pages.

## Hook in the Reader (H)



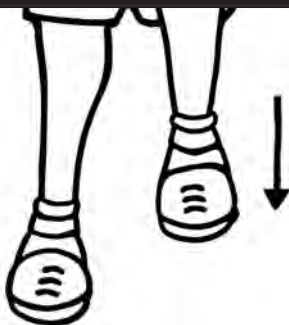
## Introduce the Topic Sentence (T)

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## Give Three Supporting Details (1-2-3)



### Write the Conclusion (C)



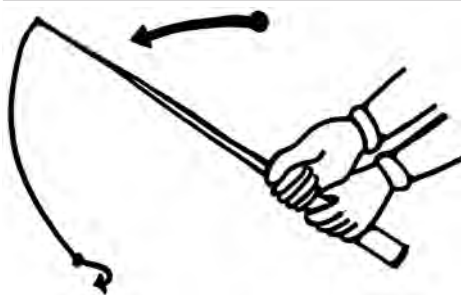
## End it with a Snap



# Expository Paragraph

**Using Total Physical Response (TPR) to Teach the Expository Organizer Structure:** Below are the steps and motions to introduce the expository paragraph structure. Every learning style (auditory, visual, tactile and kinesthetic) will be engaged in this method to teach the different parts of the organizer for informational writing. There are a total of five steps. Each step includes a scripted portion and background information.

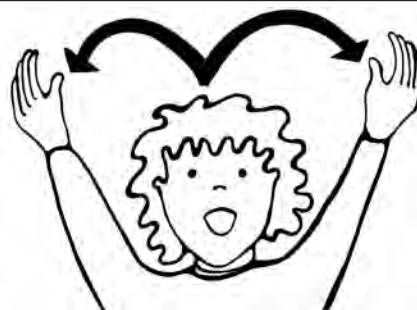
## Hook in the Reader (H)



*Hook in the reader (H)!* Hold two fists together and pretend to throw a fishing line. This is the beginning of the paragraph that interests or hooks the reader into the paragraph.

*Introduce the topic sentence (T).* This is the big idea or what the entire paragraph is about! Start with your hands close together near your stomach, then make a sweeping motion over your head.

## Introduce the Topic Sentence (T)



## Give Three Supporting Details (1-2-3)



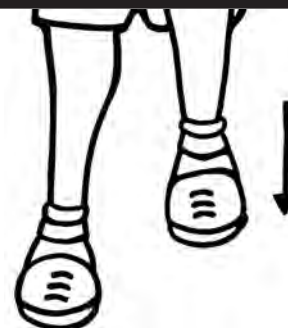
*Give one, two, three supporting details (1-2-3) about the topic sentence.* Make the tips of the fingers touch, move them down the torso, then tap the torso for each detail. After gesturing and chanting *three supporting details*, point above the head (pretend it's the topic sentence) to connect the details back to the topic by saying, *...about the topic sentence.*

simultaneously move your hands and arms to make the *safe* motion like an umpire. The conclusion signals to the reader that the paragraph is almost complete. Usually, the conclusion repeats the topic sentence in different words and informs the reader why the information was so important.

*Write the Conclusion (C).*

Stomp your foot and

## Write the Conclusion (C)



## End it with a Snap

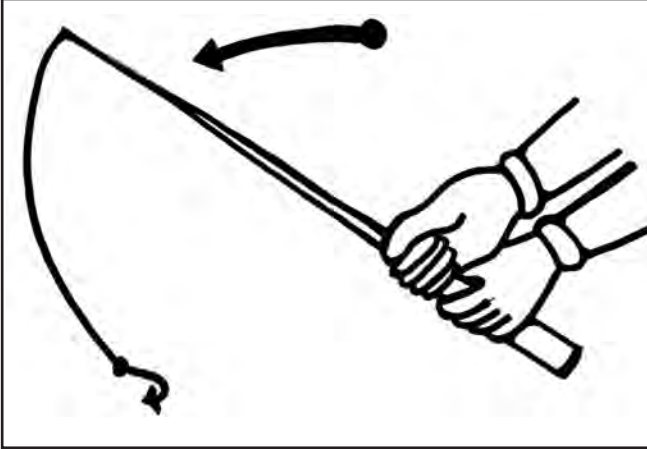


*End with a snap!* Just snap your fingers near your foot to physically show that the snappy ending is at the very end of the paragraph. *Try to make the snappy ending connect back to the hook!* Point down near your foot (for the snappy ending), then up near your head (for the hook).



# Expository Paragraph

## Hook in the Reader (H)

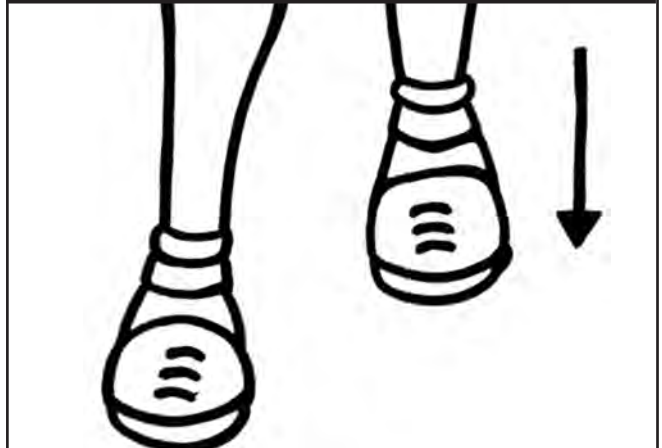


**Blackline Masters for Total Physical Response Expository Paragraph:** Directions: Xerox the five visuals below and tape or Velcro to adhere them next to the organizer as each part of the paragraph is introduced. For example, as the teacher introduces the hook for the expository paragraph, she adheres the hook card to the top part of the organizer where the hook will be written. Once the physical motions are learned and the students have mastered the parts of the paragraph, then the visuals no longer need to be posted.

## Introduce the Topic Sentence (T)



## Write the Conclusion (C)



## Give Three Supporting Details (1-2-3)



## End It with a Snap!



# Expository Paragraph(s): Topic or Thesis

**Purpose:** The following steps and chart are used to form a topic sentence or thesis statement for all types of informational writing.





**Directions:** Draw part of the organizer. Draw the horizontal lines, one at the top and one at the bottom. Record topic or thesis in the top box

**Topic Sentence/Thesis Statement:** At the top of their blank paper, students write the secret formula: S for setting, S for subject, and a light bulb for big idea. Students use the secret formula to form their topic sentences:

**Subject:** *Who or what is the information about?* Students draw a picture or write their subject below the middle S, “subject”.

**Big Idea:** *What is the big idea of this paragraph? What is the purpose for writing the information, as well as why is the information is important?*

**Big Idea: Purpose:** *There are four reasons to write information: 1) to inform; 2) to explain; 3) to describe; and 4) to analyze. Determine the purpose by using the chart (below):* Students draw or write the purpose below the light bulb, “big idea”.

 <b>1) Inform:</b> Organize the details into groups or categories to tell... ...parts of... ...types or kinds of... ...characteristics of... ...things that... ...ways that...	 <b>2) Explain:</b> Organize the details in a sequence to explain... ...how to... ...steps to... ...a cycle or process of... ...the events of...
 <b>3) Describe:</b> Organize vivid sensory details to create a picture from... ...top to bottom. ...left to right. ...inside to outside. ...most to least important feature.	 <b>4) Analyze:</b> Organize the details to show... ...cause & effect to explain results. ...compare & contrast to make a claim. ...problem & solution to propose a solution.

**Big Idea: Importance of Information:** *Why or how the information is this important?; Could we make a claim about the information?; Or tell the effects or impact of the information?* Students draw or write the importance below the light bulb, “big idea”.

**Setting:** *When is this happening and where?* Students draw or write the setting below the upper left S, “setting”. (Please note: setting is optional. It is only used in the topic sentence if the information is relevant.)



# Expository Text Chart

Topic Sentence or Thesis Statement:			
Setting (Optional)		Subject	Big Idea
When?	Where?	Who or What is the Information About?	What about _____? (the purpose) Why is it important?
Purpose: The Reason for the Information			
<b>To Inform</b> Organize Using Categories: Code: 1-2-3	<b>To Explain</b> Organize Using a Sequence: Code: F-N-L or B-M-E	<b>To Describe</b> Organize Using Space or Importance: Code: 1-2-3	<b>To Analyze</b> Organize Using Cause & Effect, Compare & Contrast, or Problem & Solution:
<b>Categorize to tell...</b> ...parts of: (a plant)  1) roots 2) stem 3) leaves 4) flower ...types or kinds of: (plants)  1) flowers 2) trees 3) vegetables ...characteristics or features of: (poison ivy)  1) 3-points 2) oily 3) red vine ...things that: (a plant needs)  1) sun 2) water 3) oxygen ...ways that: (a plant survives)  1) makes food 2) drinks water 3) bends to sunlight	<b>Sequence to explain...</b> ...how to: (plant a seed)  F) dig hole N) plant seed L) water ...steps to: (make orange juice)  F) pick N) cut L) squeeze ...a cycle or process: (plant life cycle)  F) start life N) grow L) die ...the events of: (summer vacation day)  B) hike M) swim E) BBQ ...the summary of: (a story)  B) home M) destroys E) safe	<b>Describe by using...</b> ...space:  top bottom left right inside outside ...importance: most important  least important	<b>Cause &amp; Effect:</b> to explain the results of an action or condition  before after What happened:  <b>Compare or Contrast:</b> to make a claim.  differences similarities <b>Problem &amp; Solution:</b> to propose a solution to a problem.  problem solution

**Overview:** This chart displays all the information needed to form a topic sentence or thesis statement, as well as how to organize the details (paragraph), or the main ideas (multiple paragraphs).

**Directions:** Follow the steps to use this chart.

## Write a Topic/Thesis:

At the top of the chart (left).

Identify the setting, subject, and the big idea.

**Setting:** When and where?

Optional, only if it is needed.

**Subject:** Who or what is the topic of the information?

**Big Idea:** What is the purpose of the subject and its importance?

Use the "Purpose" section of the chart to identify the big idea.

**Purpose:** Use the purpose section to formulate the "big idea" for the topic or thesis, as well as to identify

and organize main idea paragraphs and supporting detail sentences.

**To Inform:** To inform the reader about the characteristics of..., types of..., parts of, things that..., ways that... To inform requires organizing details into categories or groups.

**Explain:** To explain to the reader the steps for directions, parts of a process or the actions in an event. These details need to sequence the information.

**Describe:** To create a vivid-sensory description in the reader's mind. To develop these details draw, label then describe using the five-senses and figurative language. Once the subject is labeled, then the bank of descriptive words and phrases are used to write a description of the subject.

**Analyze:** To analyze a subject one of the following three ways:

- 1) Compare and contrast to identify the similarities and differences between two or more things in order to make a claim.
- 2) Cause and effect to explain the results of an action, or condition.
- 3) Problem and solution to propose a solution to a problem.

# Expository Paragraph: “At-A-Glance”

Expository Paragraph					
<b>Hook:</b> <input type="checkbox"/> Onomatopoeia <input type="checkbox"/> Question <input type="checkbox"/> Definition <input type="checkbox"/> Interesting Fact <input type="checkbox"/> Personal Anecdote <input type="checkbox"/> History/Background <input type="checkbox"/> Quote					
<b>Topic Sentence:</b> Use Secret Formula: Setting (S) - Subject (S) - Big Idea (BI):					
(S) When?	(S) Where?	(S) Subject: Who? or What?	(BI) What about <i>(purpose)</i> ? Why is it important?		
<b>Supporting Details:</b> 1) Write Secret Formula (T - Light Bulb): Write/Draw Big Idea for Each Detail, then Write Transitions. 2) If Needed, Write a Second Sentence for Each Detail. 3) Add Fancy Words.					
(T)  Write Transition:	(Light Bulb) Write/Draw the Big Idea for this Detail:	(T)  Write Transition:	(Light Bulb) Write/Draw the Big Idea for this Detail:	(T)  Write Transition:	
Second Sentence: Do you need to tell... ...more about ____? ...why is this important? ...how is this important? ...describe ____? ...explain ____?		Second Sentence: Do you need to tell... ...more about ____? ...why is this important? ...how is this important? ...describe ____? ...explain ____?		Second Sentence: Do you need to tell... ...more about ____? ...why is this important? ...how is this important? ...describe ____? ...explain ____?	
<b>Conclusion:</b> Use Secret Formula: Subject (S) - Big Idea (BI) - Importance (I):					
(S) Subject: Who? or What?	(BI) What about <i>(purpose)</i> ?	(I) Why is it important?			
<b>Snappy Ending:</b> Connect to the Hook: <input type="checkbox"/> Question <input type="checkbox"/> Quote <input type="checkbox"/> Challenge <input type="checkbox"/> Possibilities					

**Purpose:** This unique one page “At-A-Glance” Expository Paragraph chart is an easy reference to follow the specific steps necessary to write a well-developed informational paragraph.

**Directions:** On the next page is the blackline master of the “at-a-glance” chart to write informational paragraphs. This “at-a-glance” chart is designed for the two most common types of informational writing:

- 1) To Inform: Categories for details.
- 2) To Explain: Sequencing the details.

## Expository Paragraph

Hook: ☐ Onomatopoeia ☐ Question ☐ Definition ☐ Interesting Fact ☐ Personal Anecdote ☐ History/Background ☐ Quote

Topic Sentence: Use Secret Formula: Setting (S) - Subject (S) - Big Idea (BI):

(S)

When?

Where?

(S)

Subject: Who? or What?

(BI)

What about (purpose)? Why is it important?

Supporting Details: 1) Write Secret Formula (T - Light Bulb): Write/Draw Big Idea for Each Detail, then Write Transitions.  
2) If Needed, Write a Second Sentence for Each Detail. 3) Add Fancy Words.

(T)



Write Transition: Write/Draw the Big Idea for this Detail:

Second Sentence: Do you need to tell...

...more about \_\_\_\_\_?  
...why is this important?  
...how is this important?  
...describe \_\_\_\_\_?  
...explain \_\_\_\_\_?

(T)



Write Transition: Write/Draw the Big Idea for this Detail:

Second Sentence: Do you need to tell...

...more about \_\_\_\_\_?  
...why is this important?  
...how is this important?  
...describe \_\_\_\_\_?  
...explain \_\_\_\_\_?

(T)



Write Transition: Write/Draw the Big Idea for this Detail:

Second Sentence: Do you need to tell...

...more about \_\_\_\_\_?  
...why is this important?  
...how is this important?  
...describe \_\_\_\_\_?  
...explain \_\_\_\_\_?

Conclusion: Use Secret Formula: Subject (S) - Big Idea (BI) - Importance (I):

(S)

Subject: Who? or What?

(BI)

What about (purpose)?

(I)

Why is it important?

Snappy Ending: Connect to the Hook: ☐ Question ☐ Quote ☐ Challenge ☐ Possibilities

# Expository Paragraph(s): Transitions

Terrific Transitions Card for Expository Writing	
Inform	specifically, in addition, one, two, first, second, third, to begin, next, finally, most importantly, one kind of..., furthermore, another type of..., likewise, when, also, then, for example, for instance, in fact, in particular,
Explain	first, second, the following, then, additionally, another, when furthermore, finally, several steps, also, next, likewise, besides, to begin, during, finally, first, second, last, then, at that time, next, until, while, soon, immediately, after, now, while, afterwards, When...ended, in the end, <u>on (date)</u> , earlier.
Describe	under, over, through, around, above, across, between, beside, outside, in back of, as ( <u>size</u> ) as ____, looks like ( <u>shape</u> ), also, but, however, appears to be, near, down, in the middle of...
Analyze	if...then, because, since, therefore, as a result, this lead to, for this reason, in order to, so that, on account of, consequently, so that, according to, then...so, nevertheless similarly, different from, compared to, as well as, same as, in contrast, yet, otherwise, despite, not only...but also, either...or, unless,

**Transitions:** Students decide how to begin each detail sentence by using a transition word or phrase. Five types of transitions are recommended for expository transitions:

**1. Terrific Transitions Card (above):** This card displays transitions that work well for expository writing. The transition are sorted by purpose (inform, explain, describe, analyze). For a large blackline master of this chart, go to the beginning of this chapter.

**2. Onomatopoeia (sound effects):** A word that imitates a sound associated with the meaning of the action or object it represents (i.e., *Pop!*).

**3. Location or Time:** Words or phrases that tell when or where (i.e., *Hundreds of years ago*, *At the end of the trail*).

**4. Subject:** Begin with the next detail's subject: State exactly what is addressed in the next detail, what is being explained or described (i.e., *The first stage*).

**5. Refer to Previous Detail:** Begin the next detail by repeating the gist of the previous detail. (i.e., *The caterpillar's rate of growth was dramatic, but the next stage of the life cycle is like a magic act.*)

# Lesson Format: Before, During, and After

**Overview:** Writing about information requires an informed writer. Students write after completing a section or entire unit of study. The following instructional format is highly suggested for students to develop the necessary background to write information.

**Directions:** When teaching students information in science, social studies, health, etc. the suggested format is before, during, and after reading.



**Before Reading: Lecture Notes:** Lecture Notes (Chapter 5) enable every student to assess and develop interesting and meaningful ideas from the core curriculum. Engage students in dynamic note-taking, academic oral language practice and vocabulary development strategies to prepare for textbook reading, as well as writing across the curriculum.



**During Reading: Notetaking:** While reading, students record additional information from the textbook, internet, and other resources onto their lecture note pages.



**After Reading: Writing Lessons:** Students are ready to write about the information they have learned. Follow the step-by-step writing lessons for direct instruction lessons.



# Expository Paragraph: Inform

**Definition: To Inform: Categories for Details:** The arrangement or grouping of information about living things, places, things or abstract ideas according to their similar attributes or common characteristics, thus main idea and supporting details; or the whole (main idea) to parts or types (supporting details).

**Follow the listed steps for the lesson:**

**Step 1: Review of Information:** To begin the writing lesson, students need to review their notes, textbooks, etc. for all the information learned. Suggested steps to review information learned are listed. For this sample lesson, the topic was owls. After the review of information, a list was written on the board. Students used this list to figure-out the purpose of their paragraphs. Since a paragraph is one unifying idea, the list (which has two different purposes about owls) needs to be narrowed to one. Students review their notes as follows:

**On Your Own (1-minute):** Independently read notes about owls.

**Partner Share (1-minute):** Share information. Add any new information to notes.

**Table Share (1-minute):** Share information. Add any new information to notes.

**Class Share (2-minutes):** Students share information; Teacher records on board.



## Inform:







Organize the details into groups or categories to tell...  
...parts of...  
...types or kinds of...  
...characteristics of...  
...things that...  
...ways that...

Above is an example of notes the teacher recorded on the board during the "Class Share".

**Teacher:** Look at our list we developed. We have two purposes we could write about: 1) parts of an owl pellets, or 2) different body parts of an owl. (Body parts.) Look at the "Inform" box. There are many different reasons we can inform our audience about owls. These reasons are the purpose for telling about the information. (Different body parts of an owl.)



# Expository Paragraph: Inform

Setting 		Subject 	Big Idea 	
When?	Where?	Who...What... ...am I writing about?	What about...? Why is it important? Go to the purpose boards!	
	 deep inhabited thick	 owls predators	use different body parts	to catch prey  surprise attack capture

At the top of their blank papers(next page), students write the secret formula: S for setting, S for subject, and a light bulb for big idea. Students use the secret formula to form their topic sentences:

**Step 2: Topic Sentence:** To form the topic sentence, students utilize the secret formula: S for setting, S for subject, and light bulb for big idea.

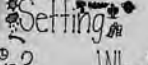





**Setting (S):** *Is a setting necessary for this information? When and where is this information occurring?* (At night, in the forest.)

**Subject (S):** *Who/what is the subject of the information?* (Owls.)






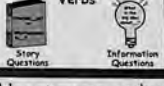


**Big Idea: Purpose:** *What about owls? What is the reason/purpose for writing about owls?* (To tell about their different body parts.)

**Big Idea: Importance:** *Why is this information important?* (These body parts are special so the owl can catch prey at night.)





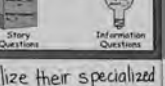

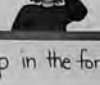
**Please Note:** In this sample lesson, the teacher used the Pattern Sentence Blueprint Cards (below) to make a more sophisticated sentence. For more detailed directions, see Chapter 22.

Setting 		Subject 	Big Idea 	
When?	Where?	Who...What... ...am I writing about?	What about...? Why is it important? Go to the purpose boards!	
	 deep inhabited thick	 owls predators	use different body parts  specialized	to catch prey  surprise attack capture

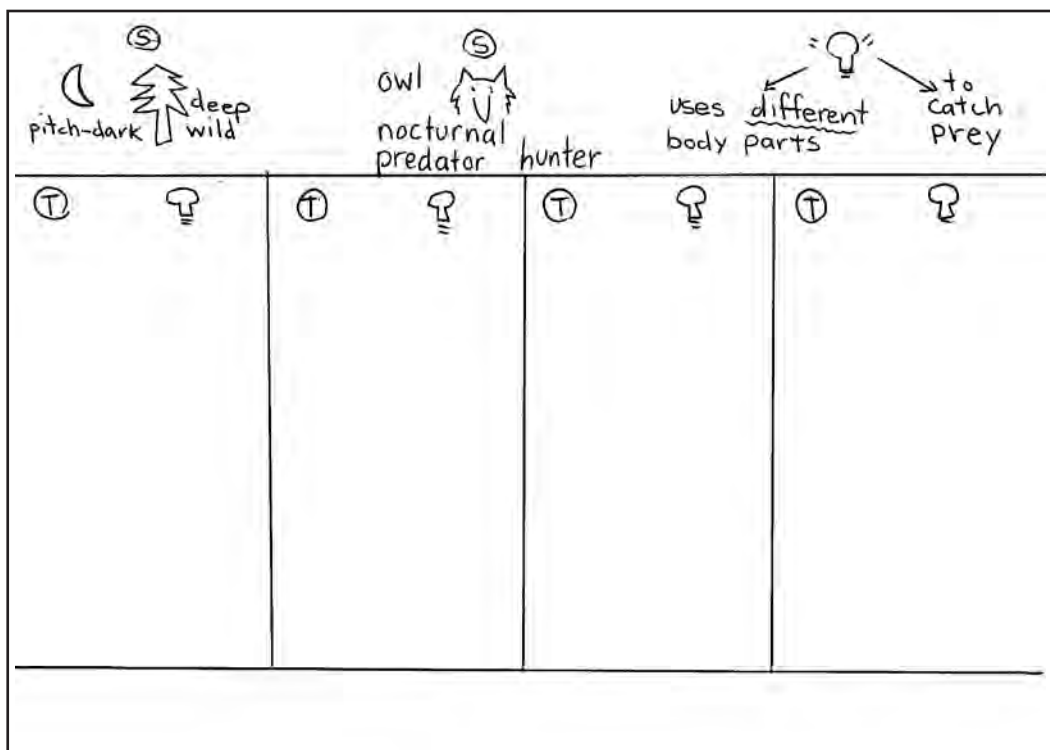
  

 all night long	 deep in the forest	 famished	 owls	 skillfully	 utilize their specialized body parts	 to capture their prey	 deep in the forest
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 all night long	 famished	 owls	 skillfully	 utilize their specialized body parts	 to capture their prey	 deep in the forest
---	---	---	---	---	--	---

# Expository Paragraph: Inform



**Listed steps to write an expository paragraph(continued):**

**Step 3: Supporting Details:** The detail sentences have a job to do. Go back to the topic sentence. What was the purpose? That purpose will tell what details need to be in the paragraph, as well as how to finish drawing the organizer.

**Purpose: To Inform:** What is my purpose? My purpose is to inform by organizing the details into groups or categories to tell...

- ...parts of...
- ...types or kinds of...
- ...characteristics of...
- ...things that...
- ...ways that...

Group the similar details together into one of the categories. Determine how many categories are needed, then draw vertical lines in the middle of the organizer to make the number of boxes match the number of details. In the example (above), the paragraph required four different details, so three vertical lines were drawn to make four detail boxes (i.e., *The four body parts an owl uses to catch prey*).

**Secret Formula:** In each of the four detail boxes students write the secret formula T for transition and a lightbulb for big idea.

# Expository Paragraph: Inform

<p>(S) pitch-dark deep wild</p> <p>owl nocturnal predator</p> <p>bird of prey hunter</p> <p>uses different body parts to catch prey</p>			
<p>(T) At the top of an owl's head... under feathers</p> <p>Keen big round eyes lower high</p>	<p>(T) Another body part... swivels</p>	<p>(T) This predator... quietly soars hollow</p>	<p>(T) Also the owl... sharp talons beaks pointed</p>
<p>It uses acute hearing see night animals</p>	<p>Its eyes can't move so search spot animals all around</p>	<p>Once it spots prey swoop down surprise creature</p>	<p>After catching an animal shreds tears pull apart meal</p>

## Step 3: Supporting Details (continued):

**Big Ideas:** The light bulb (or big idea) is the content of each detail. Go back to the topic sentence to figure-out what information needs to be recorded for each detail. (The body parts that help an owl catch its prey.) Under each light bulb students record a word or draw a simple picture of each body part.

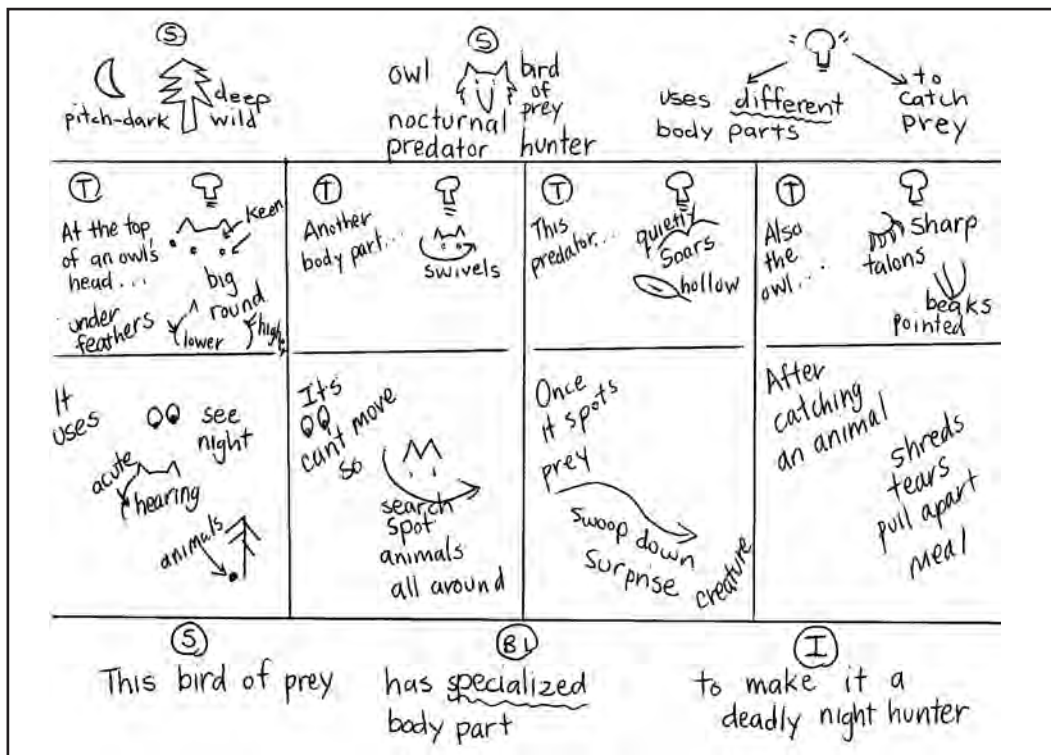
**Transitions:** Transitions are special words or phrases that move the reader from one detail to the next detail. Students record a transition word or phrase for each detail.

**Second Sentence for Each Detail:** In order to develop a second sentence that elaborates, explains, or expands on a supporting detail, the student needs to ask each detail: *What else...?* (i.e., *What else could I tell about the owl's keen eyesight and hearing? How does it connect to catching prey?*) The student elaborates, explains or expands by telling an example, description, fact, event, quote, statistic, proof, evidence, etc. To record the second sentence on the organizer, students draw a line in the middle of the detail box, they then record their additional information.

**Add Fancy Words:** After recording all the information each detail needs, students then go back and add fancy words, usually adjectives and verbs.

**Suggestion:** Go back to the text book, lecture notes, and any other resources to search for additional adjectives or verbs.

# Expository Paragraph: Inform



**Step 4: Conclusion:** After the details in an expository paragraph, the last section of the organizer, is the conclusion. The conclusion repeats the topic sentence using different words and adds why the information is important, the effect the information should have on the reader. This could range from the information being interesting or enlightening, to information that is critical for the reader to know.

**Secret Formula:** To form the conclusion, students utilize the secret formula:  
S for subject, light bulb or BI for big idea, and I for importance.

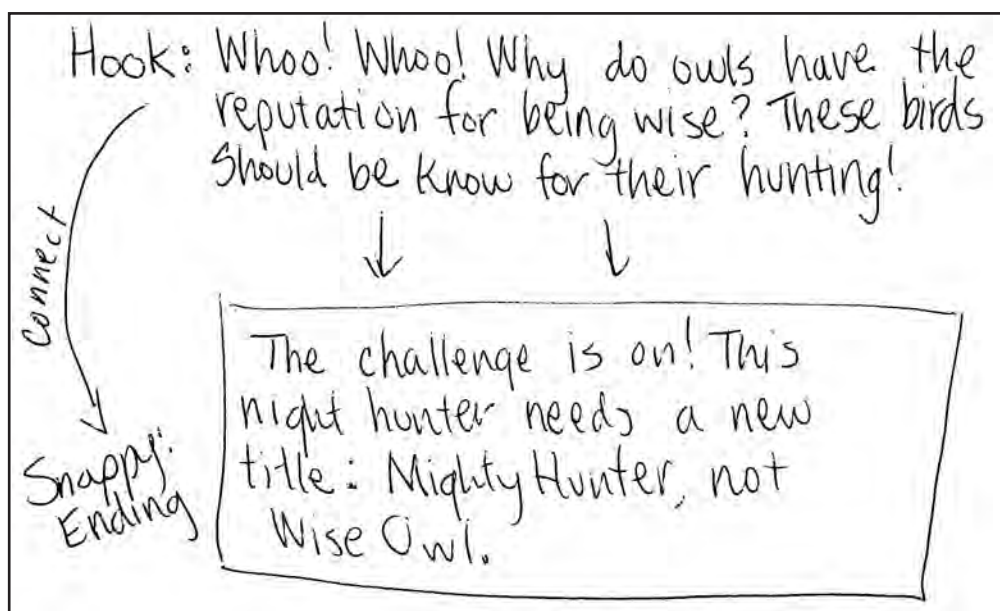
**Subject (S):** Who/what is the subject of the information? We used "owls" in the topic sentence, so let's name the subject using different words. (Birds of prey.)

**Big Idea: Purpose:** What about owls? What is the reason/purpose for writing about owls? We used "different body parts" in the topic sentence, so let's using different words. (Has specialized body parts.)

**Importance:** Why is this information important? (These body parts make it a deadly night hunter.)



# Expository Paragraph: Inform



**Hook and Snappy Ending Plan:** In the sample (above) the student planned a hook and then a snappy ending so the two would connect together in his paragraph.

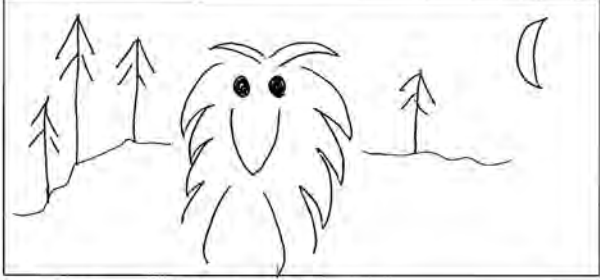
**Step 5: Hook and Snappy Ending:** A hook and snappy ending are optional. In this lesson they were not attempted. If attempted, they would be planned together, after finishing all the other parts of the paragraph. First plan the hook, then plan the snappy ending so it connects to the hook.

**Hook:** To develop a hook, the teacher states: *I want to write a hook for my paragraph. A hook needs to interest the reader, make sense, and smoothly lead him or her to the topic sentence. Hooks that work well in expository writing should always directly connect to the information in the paragraph in the form of onomatopoeia (sound effects), asking a question, providing a definition to introduce the subject, an interesting fact or anecdote, the history of the subject history/ or background information, a quote from a respected source.*

*In order for my hook to make sense, I need to reread my topic sentence: In the deep dark forest, the owl uses its different body parts to catch prey. My topic sentence is about how an owl uses its body parts to catch prey. Therefore, my hook needs to be about the body parts. I could begin with a sound effect (onomatopoeia): Squeak, crackle, crunch! Oh no, the owl's powerful hearing can hear that little mouse scurrying under the brush. Maybe I could use a question: Do you have body parts that help you survive? I could hunt through science books or the Internet for a quote from a scientist stating interesting facts about a owl's body parts, or provide a definition to introduce the animal.*

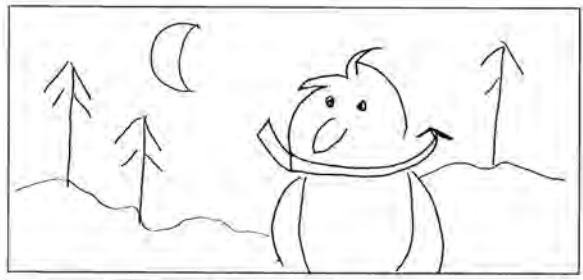
**Snappy Ending: Connect to the Hook:** After the conclusion leave the reader with a snappy ending. A snappy ending should directly connect back to the hook in the form of a question, quote, challenge, or to state new possibilities, reveal a new perspective.

# Expository Paragraph: Inform



## The Night Hunter

In the deep dark forest, the owl uses its different body parts to catch prey. At the owl's head are keen eyes and ears. It uses its acute hearing to locate hidden animals. Another way its head works



is when it swivels almost all the way around. It moves its head to find animals in front and behind. This predator quietly soars because of its hollow feathers. Once it spots any movement in the wild, the hunter swoops down without



a sound and captures a surprised creature. Also, the owl has sharp, pointed talons and beak. After catching an animal it shreds, tears, and pull apart the meat using these dangerous parts. This bird of prey has specialized body parts to make it a deadly hunter.

**Step 4: Talk and Write:** Students need to talk and then write the topic sentence, as well as the first, second, and third supporting details of their paragraphs. The students practice orally rehearsing with their buddies, using the bank of words (recorded in the picture boxes) for more sophisticated vocabulary. Notice that writing has not occurred, only oral language. If students are unable to tell the information, then how can they write it?

The teacher walks around the room monitoring the language. If language is not sophisticated (academic), the teacher then stops the student(s) and model(s) part of the information. Students then practice and write their stories on lined paper. (For blackline masters of lined publishing paper, see the Personal Narrative Paragraph, Chapter 10.)



# Expository Paragraph: Explain

**Definition: Purpose: To Explain:** The purpose for writing the information is to inform, then organize the details in a sequence. There are five different ways to explain or sequence information: how to, steps to, a cycle, the events, or a summary.

**Follow the listed steps for the lesson:**

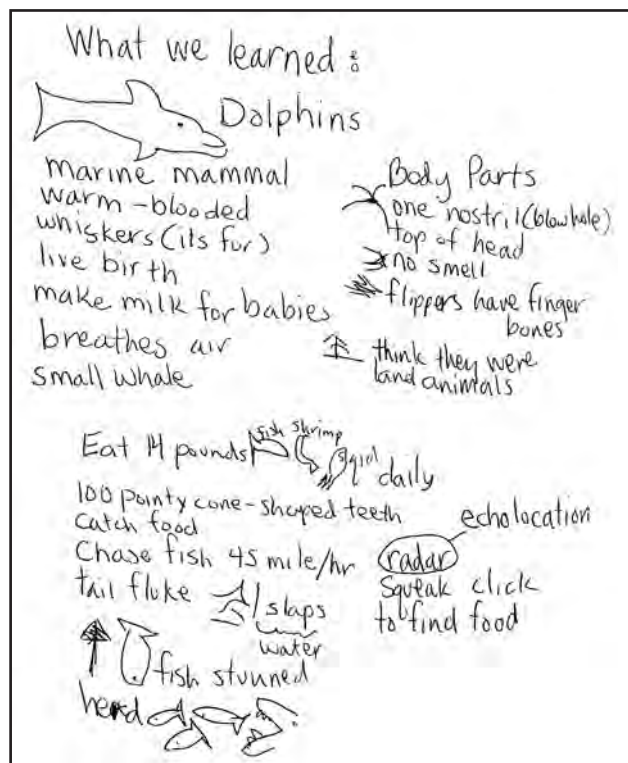
**Step 1: Review of Information:** To begin the writing lesson, students need to review their notes, textbooks, etc. for all the information learned. Suggested steps to review information learned are listed. For this sample lesson, the topic was dolphins. After the review of information, a list was written on the board. Students used this list to figure-out the purpose of their paragraphs. Since a paragraph is one unifying idea, the list (which has many different purposes about dolphins) needs to be narrowed to one. Students review their notes as follows:

**On Your Own (1-minute):** Independently read notes about dolphins.

**Partner Share (1-minute):** Share information. Add any new information to notes.

**Table Share (1-minute):** Share information. Add any new information to notes.

**Class Share (2-minutes):** Students share information; Teacher records on board.



## 2) Explain:

Organize the details in a sequence to explain...

...how to...

...steps to...

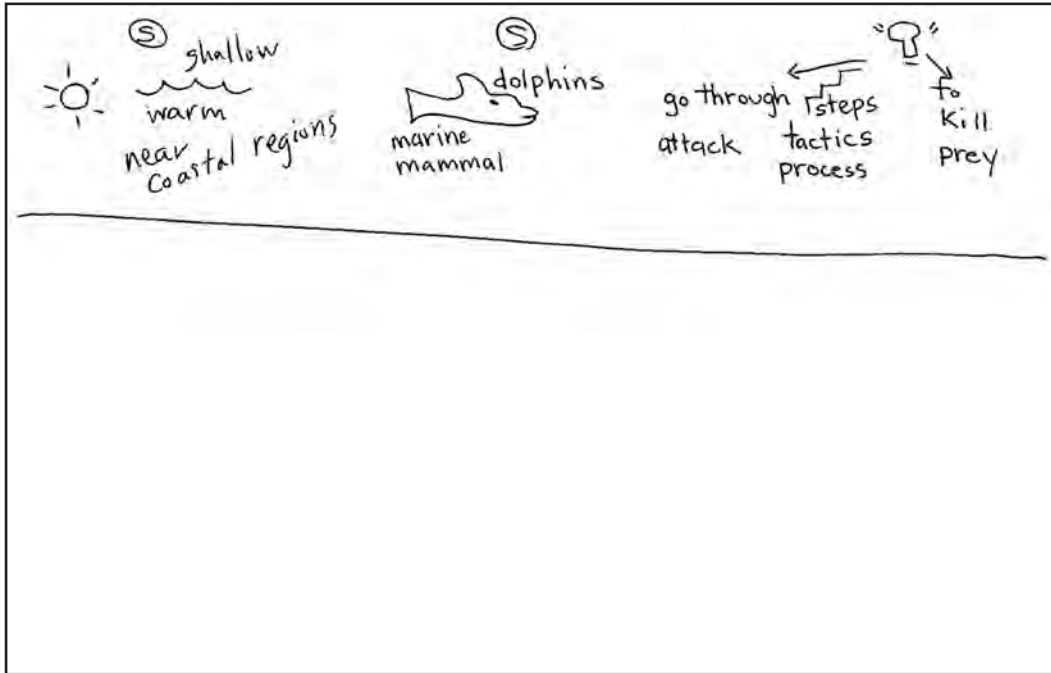
...a cycle/process of...

...the events of...

Above is an example of notes the teacher recorded on the board during the "Class Share".

**Teacher:** Look at our list we developed. We have three purpose to write about dolphins: 1) the different characteristics that make it a mammal; 2) the different body parts; or 3) the steps it goes through to hunt. (Hunting.) Look at the "Explain" box. Writing about the dolphin hunting will require an explanation using the steps it goes through to kill its prey.

# Expository Paragraph: Explain



**Step 2: Topic Sentence:** At the top of their blank papers(above), students write the secret formula: S for setting, S for subject, and a light bulb for big idea. Students use the secret formula to form their topic sentences. Under each part of the secret formula students write key words or draw pictures.

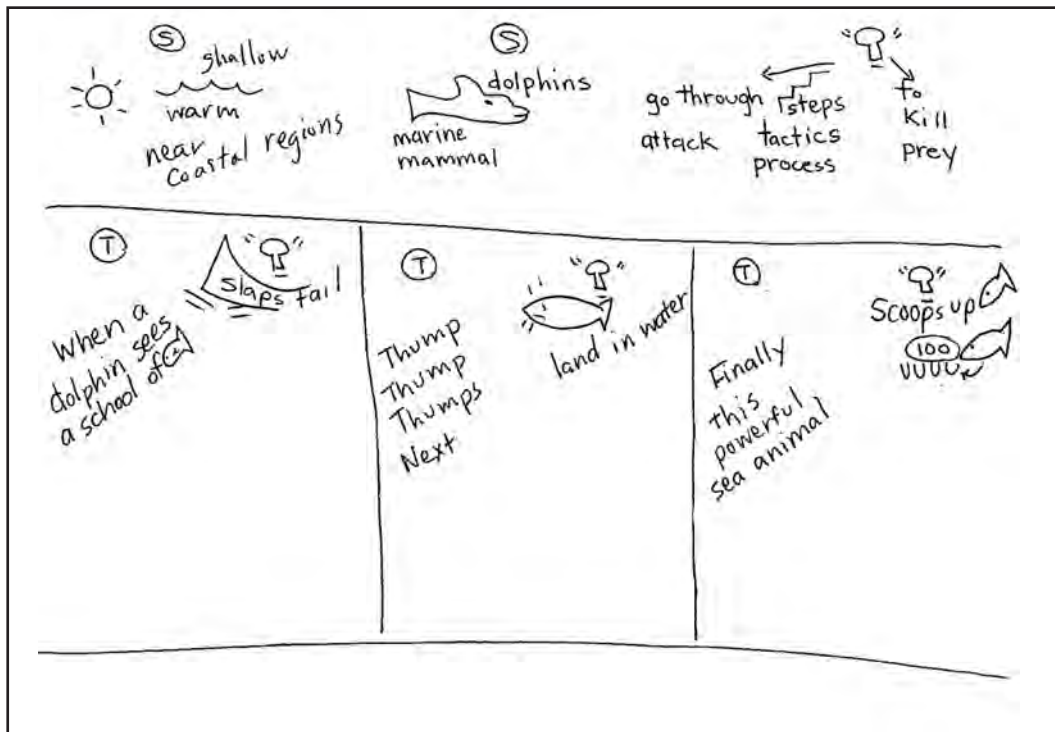
**Setting (S):** *Is a setting necessary for this information? When and where is this information occurring? (Everyday, in coastal regions.)*

**Subject (S):** *Who/what is the subject of the information? (Dolphins.)*

**Big Idea: Purpose:** *What about dolphins? What is the reason/purpose for writing about dolphins? (To explain the specific steps they go through to hunt.)*

**Big Idea: Importance:** *Why is this information important? (To show how they kill their prey.)*

# Expository Paragraph: Explain



Listed steps to write an expository paragraph (continued):

**Step 3: Supporting Details:** The detail sentences have a job to do. Go back to the topic sentence. What was the purpose? That purpose will tell what details need to be in the paragraph, as well as how to finish drawing the organizer.

**Purpose: To Explain:** What is my purpose? My purpose is to sort the details in a sequence to explain...

...how to...

...steps to...

...a cycle or process of...

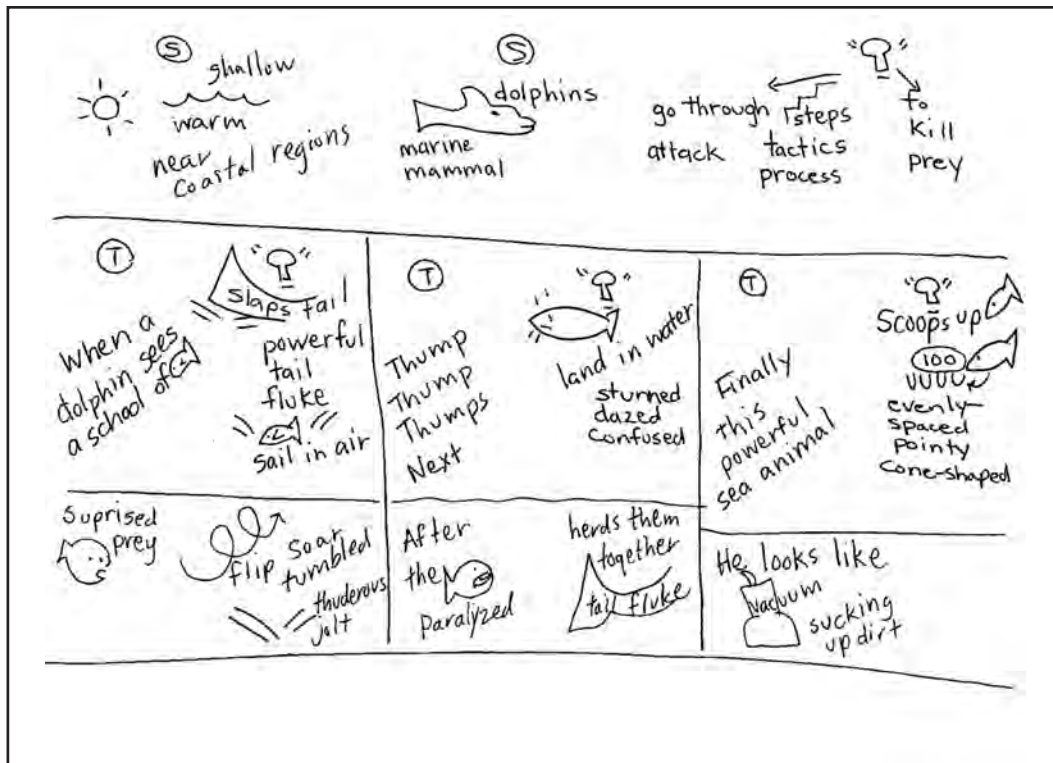
...the events of...

Sequence the details together by order of occurrence. Determine how many steps, events, or actions are needed, then draw vertical lines in the middle of the organizer to make the number of boxes match the number of details. In the example (above), the paragraph required three steps for the details, so two vertical lines were drawn to make three detail boxes (three steps to show how a dolphin captures its prey).

**Secret Formula:** In each detail box write T for Transition and draw a light bulb for the idea. Under each light bulb write a key word(s) or draw a simple picture for each detail just determined from the purpose (three steps to show how a dolphin captures its prey).

**Transitions:** Transitions are special words or phrases that move the reader from one detail to the next detail. Students go back to each box and write a transition word or phrase for each detail.

# Expository Paragraph: Explain



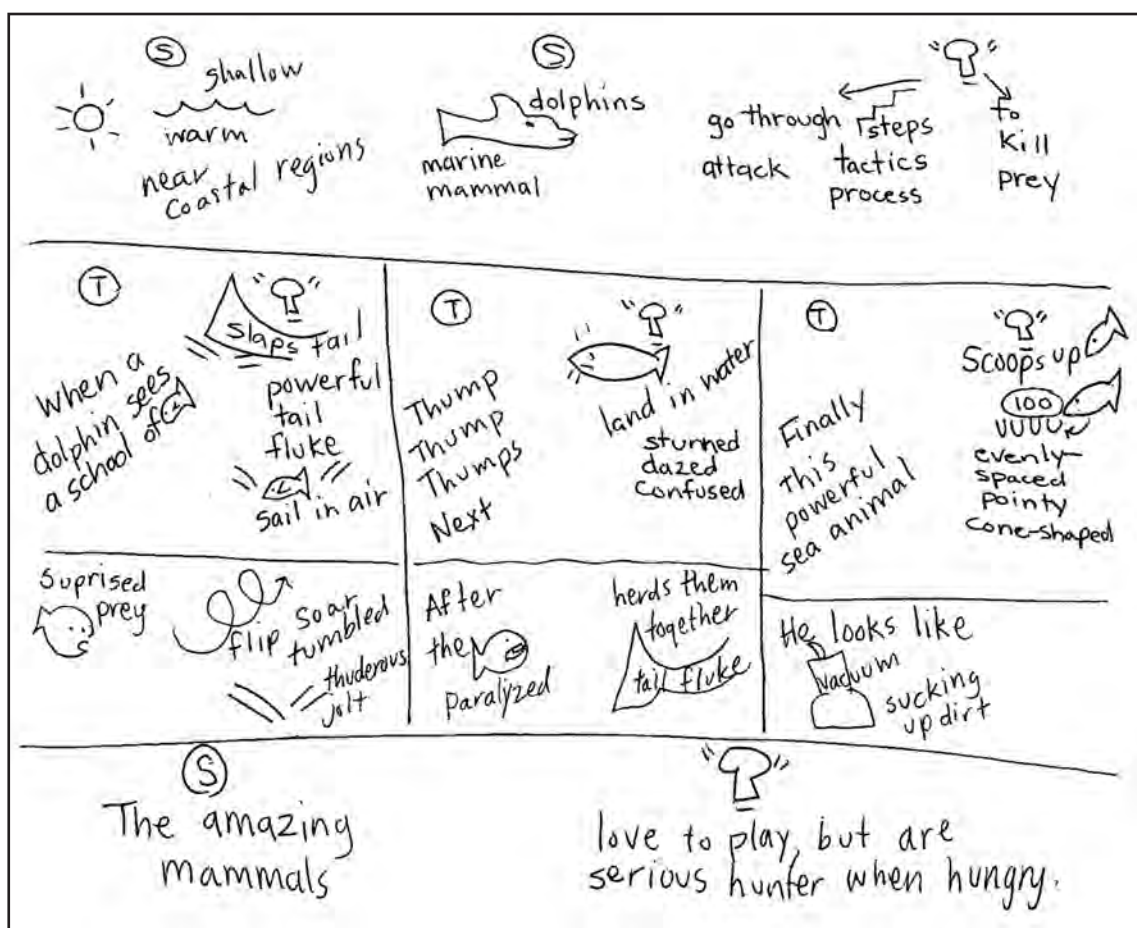
## Step 3: Supporting Details (continued):

**Second Sentence for Each Detail:** In order to develop a second sentence that elaborates, explains, or expands on a supporting detail, the student needs to ask each detail: *What else...?* (i.e., *What else could I tell about the slapping his tail? What happens to the fish when the dolphin slaps his fluke?*) The student elaborates, explains or expands by telling an example, description, fact, event, quote, statistic, proof, evidence, etc. To record the second sentence on the organizer, students draw a line in the middle of the detail box, they then record there additional information.

**Add Fancy Words:** After recording all the information each detail needs, students then go back and add fancy words, usually adjectives and verbs.

**Suggestion:** Go back to the text book, lecture notes, and any other resources to search for additional adjectives or verbs.

# Expository Paragraph: Explain



**Step 4: Conclusion:** After the details in an expository paragraph, the last section of the organizer, is the conclusion. The conclusion repeats the topic sentence using different words and adds why the information is important, the effect the information should have on the reader. This could range from the information being interesting or enlightening, to information that is critical for the reader to know.

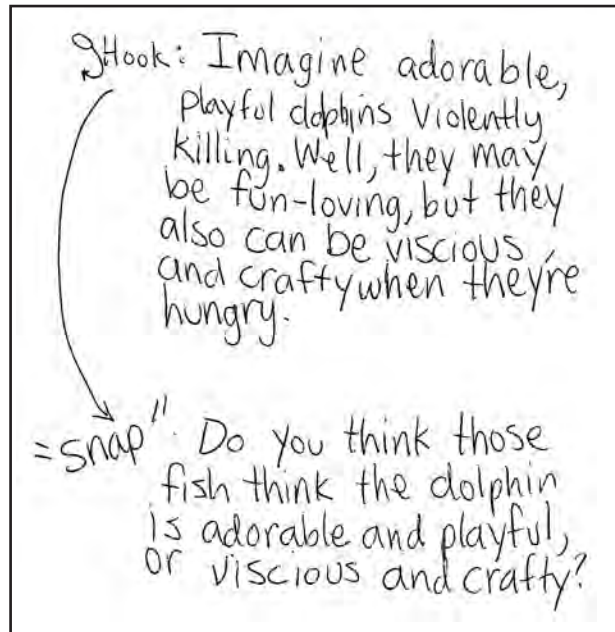
**Secret Formula:** To form the conclusion, students utilize the secret formula: S for subject, light bulb or BI for big idea, and I for importance (In this example, the student combined the big idea and importance together, under the light bulb.)

**Subject (S):** Who/what is the subject of the information? We used "dolphins" in the topic sentence, so let's name the subject using different words. (marine mammals.)

**Big Idea: Purpose and importance:** What about dolphins? What is the purpose and importance for writing about dolphins? We used "steps to kill their prey" in the topic sentence, so let's using different words. (Love to play, but serious, deadly hunter.)



# Expository Paragraph: Explain



**Hook and Snappy Ending Plan:** In the sample (above) the student planned a hook and then a snappy ending so the two would connect together in her paragraph.

**Step 5: Hook and Snappy Ending:** A hook and snappy ending are optional. In this lesson they were developed. After finishing all the other parts of the paragraph, students first plan their hooks, then plan their snappy endings to connect to their hooks.

**Hook:** To develop a hook, the teacher states: *I want to write a hook for my paragraph. A hook needs to interest the reader, make sense, and smoothly lead him or her to the topic sentence. Hooks that work well in expository writing should always directly connect to the information in the paragraph in the form of onomatopoeia (sound effects), asking a question, providing a definition to introduce the subject, an interesting fact or anecdote, the history of the subject or background information, or a quote from a respected source.*

*In order for my hook to make sense, I need to reread my topic sentence to remind myself what the whole paragraph is about: "Everyday out in the warm, shallow waters of most coastal regions, dolphins skillfully and tactically kill their prey." This whole paragraph is about how it hunts; Therefore, my hook needs to be about the hunting. I could use an interesting fact: "Dolphins, know for their playfulness are also surprisingly violent." I could hunt through science books or the Internet for a quote from a scientist stating interesting facts about a dolphin's hunting behaviors, or provide a definition to introduce the animal.*

**Snappy Ending: Connect to the Hook:** After the conclusion leave the reader with a snappy ending. A snappy ending should directly connect back to the hook in the form of a question, quote, challenge, or to state new possibilities, reveal a new perspective.



# Expository Paragraph: Explain

**Step 4: Talk and Write:** Students need to talk and then write the topic sentence, as well as the first, second, and third supporting details of their paragraphs. The students practice orally rehearsing with their buddies, using the bank of words (recorded in the picture boxes) for more sophisticated vocabulary. Notice that writing has not occurred, only oral language. If students are unable to tell the information, then how can they write it?

The teacher walks around the room monitoring the language. If language is not sophisticated (academic), the teacher then stops the student(s) and model(s) part of the information. Students then practice and write their informational paragraphs on lined paper.

## The Dolphins Attack

Imagine adorable, playful dolphins violently killing. Well, they may be fun-loving,  
but they also can be viscous and crafty when they're hungry. Everyday out in the warm  
shallow waters of most coastal regions dolphins skillfully and tactically kill their prey.  
When dolphins spot schools of fish, they slap their powerful tail flukes causing the sea  
life to sail through the air. The surprised creatures flip soar, and tumble from the  
thunderous jolt. Thump, thump, thump! Next they land in the water stunned, dazed,  
confused. After landing, the fish are paralyzed, so the dolphins easily herd them  
together. Finally these powerful mammals scoop up the fish with their evenly-spaced,  
pointy, cone-shaped teeth. They gobble up the fish like vacuums sucking up dirt. These  
amazing mammals love to play, but are serious predators. Do you think those fish think  
the dolphin is adorable and playful, or vicious and crafty?

# Expository Paragraph: Describe



**Definition: Purpose: To Describe:** The purpose for writing descriptive informational paragraph is to organize vivid sensory details to create a picture from top to bottom, left to right, inside to outside, or from most to least important feature of an object, living thing, place, event, etc..

**Follow the listed steps for the lesson:**

**Step 1: Topic Sentence:** At the top of their blank papers(above), students write the secret formula: S for setting, S for subject, and a light bulb for big idea. Students use this secret formula to form their topic sentences:

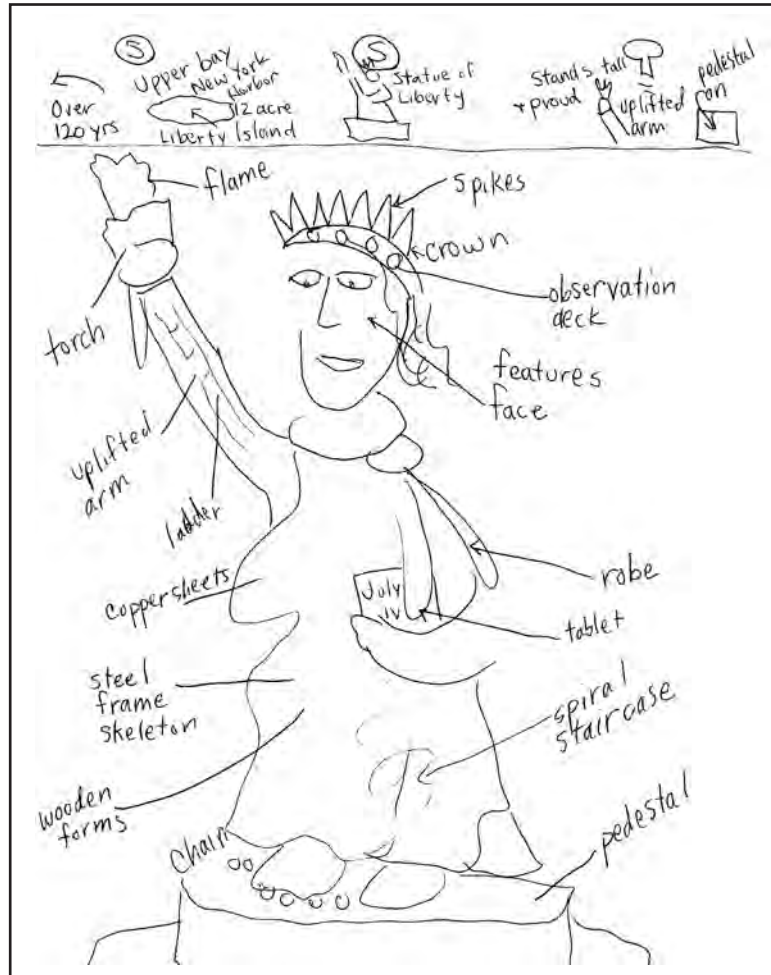
**Setting (S):** *Is a setting necessary for this information? When and where is this information occurring?* (For over 120 years on Liberty Island.)

**Subject (S):** *Who/what is the subject of the information?* (Statue of Liberty.)

**Big Idea: Purpose:** *What about the Statue of Liberty? What is the reason/purpose for writing about it?* (To describe the statue to create a vivid image.)

**Big Picture:** *What is the big picture? To start a descriptive paragraph the topic sentence should begin with the big picture, the overall image of what is being described. (The Statue of Liberty is standing on a pedestal with her right hand lifted holding a torch.)*

# Expository Paragraph: Describe



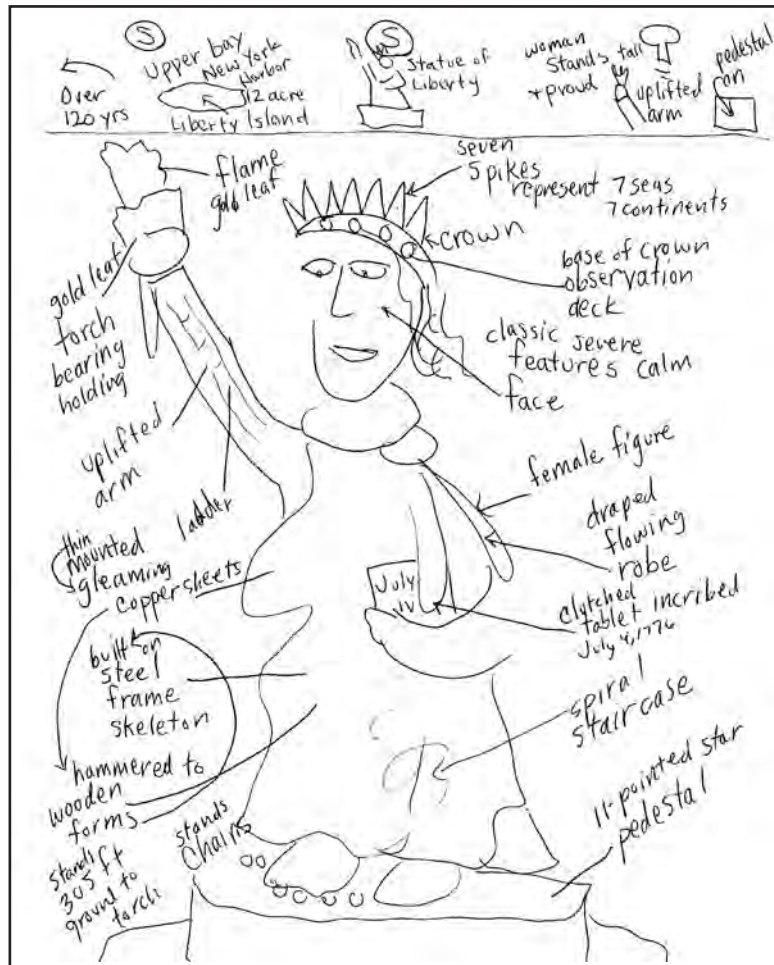
**Step 2: Draw:** Draw a picture of what is being described (The Statue of Liberty). Students draw a picture of the statue (above).

**Step 3: Label:** Label the parts (use nouns) in the picture that are important to describe (i.e., robe, pedestal, crown).

**Teacher:** *After drawing our pictures of the statue, we need to label the parts we think are important features for the reader to visualize.*

Students label parts of the statue (above).

# Expository Paragraph: Describe



**Step 4: Add Sensory-Descriptive Words and Powerful Verbs:** Next to the nouns, students write adjectives and verbs. Suggestion: Go back to the text book, lecture notes, and any other resources to search for additional adjectives or verbs.

**Step 5: Importance:** Next to some of the parts described write why or how they are important.

**Step 6: Transitions:** Transitions will move the description from one part of the statue to the next part. The following suggested transitions work well for descriptions:

**Location Words:** Words or phrases that tell where (i.e., At the base of the statue, Clutched in her left hand).

**Subject:** Begin with the next detail's subject: State exactly what is addressed in the next detail, what is being explained or described (i.e., Her crown).

**Refer to Previous Detail:** Begin the next detail by repeating the gist of the previous detail. (i.e., Her facial features are classic, but her flowing robe is a timeless garb.)

# Expository Paragraph: Describe

**Step 7: Talk and Write:** Students need to talk and then write the topic sentence, as well as the first, second, and third supporting details of their paragraphs. The students practice orally rehearsing with their buddies, using the bank of words (recorded in the picture boxes) for more sophisticated vocabulary. Notice that writing has not occurred, only oral language. If students are unable to tell the information, then how can they write it?

The teacher walks around the room monitoring the language. If language is not sophisticated (academic), the teacher then stops the student(s) and model(s) part of the information. Students then practice and write their descriptions on lined paper.

## The Statue of Liberty

For more than one-hundred twenty years in the upper bay of New York Harbor on Liberty Island, the Statue of Liberty a national monument stands proudly on a pedestal bearing a torch in a uplifted arm. At the base of the statue is an eleven pointed pedestal made of concrete and covered with granite. Under one of Lady Liberty's feet is a chain symbolizing acquired freedom. Clutched in her left hand is tablet inscribed with the date July 4, 1776 commemorating the signing of the Declaration of Independence. Draped around the female figure is a flowing robe. Her classic facial features are severe, yet calming. On the top of her head sits a seven spiked crown representing the seven seas and seven continents of the world. Raised in her right hand is a torch with a flame coated in gold leaf. The statue is covered and formed with thin copper sheets hammered to wooden frames that were built on a steel skeleton. From the ground to the top of the torch the statue measures three hundred five feet of gleaming glory.

# Expository Paragraph: Cause & Effect

**Definition: To Analyze: Cause & Effect:** To explain why an event or condition happened by sequencing and/or explaining the causes. For example: The causes of the American Revolution; The causes for the common cold; The causes for high blood pressure.

**Follow the listed steps for the lesson:**

**Sample Cause & Effect Paragraph Lesson:** The topic for this cause & effect paragraph was to explain how Nathaniel Bacon's rebellion caused many colonists to risk their lives for new found freedoms.

**Step 1: Topic Sentence:** At the top of their blank papers(next page), students write the secret formula: S for setting, S for subject, and a light bulb for big idea. Students use the secret formula to form their topic sentences. Under each part of the secret formula students write key words or draw pictures.

**Cause & Effect Topic Sentence:** Clearly identify the cause and effect relationship in the topic sentence. To do so, the subject is the result: the ending event or condition (i.e., American Revolution or exhaustion), and the big idea should be the causes for the event or condition (i.e., was due to several key events; is caused by lack of sleep, stress, and excessive activity). Below is the secret formula (S-S-Light Bulb) with words or phrase to help form a cause and effect topic sentence. Suggestion: Provide students with a copy of the chart (below) as an easy reference for forming their topic sentences.

## Cause & Effect: Topic Sentence Secret Formula



**Setting: When? and Where?**

Begin "When" with:      Begin "Where" with:

Long ago...	...down...
In the past...	...throughout...
Back in (time period)...	...across...
Hundreds of years ago...	...in...
Not long ago...	...along...
On (date)...	...above...
During...	...near...
Today...	...under...
In the future...	...over...
	...beside...



**Subject:**

What was the effect? What was the ending event or condition?

...the effects of...  
...the reason for...  
...the result of...



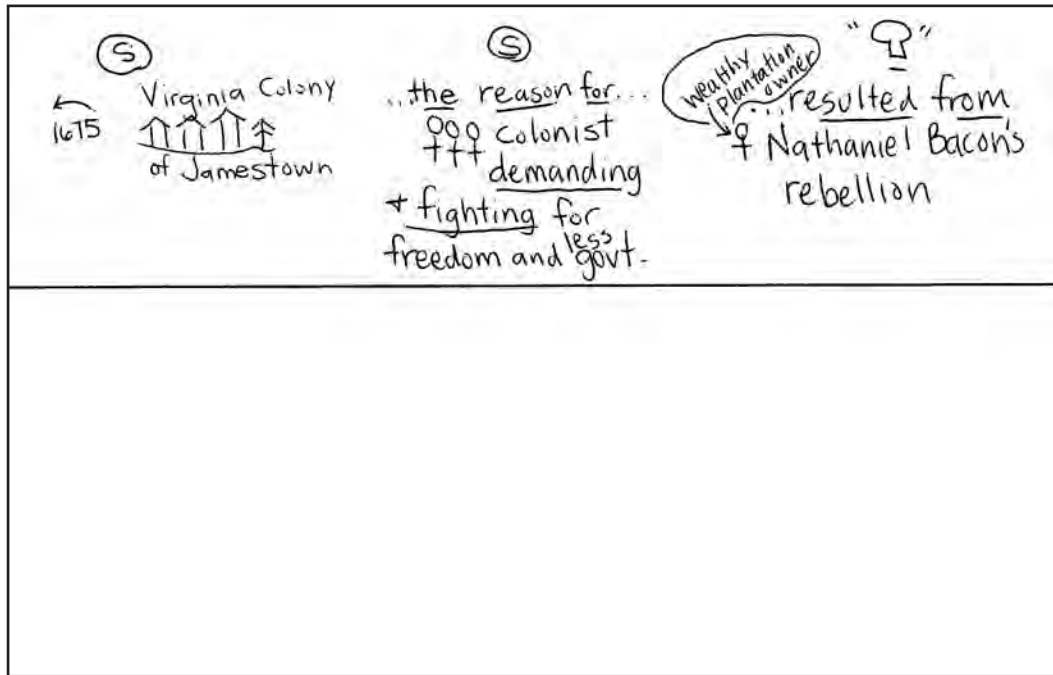
**Big Idea:**

What were the cause(s) for the ending event or condition?

...was because of...  
...was due to...  
...resulted from...  
...was caused by...



# Expository Paragraph: Cause & Effect



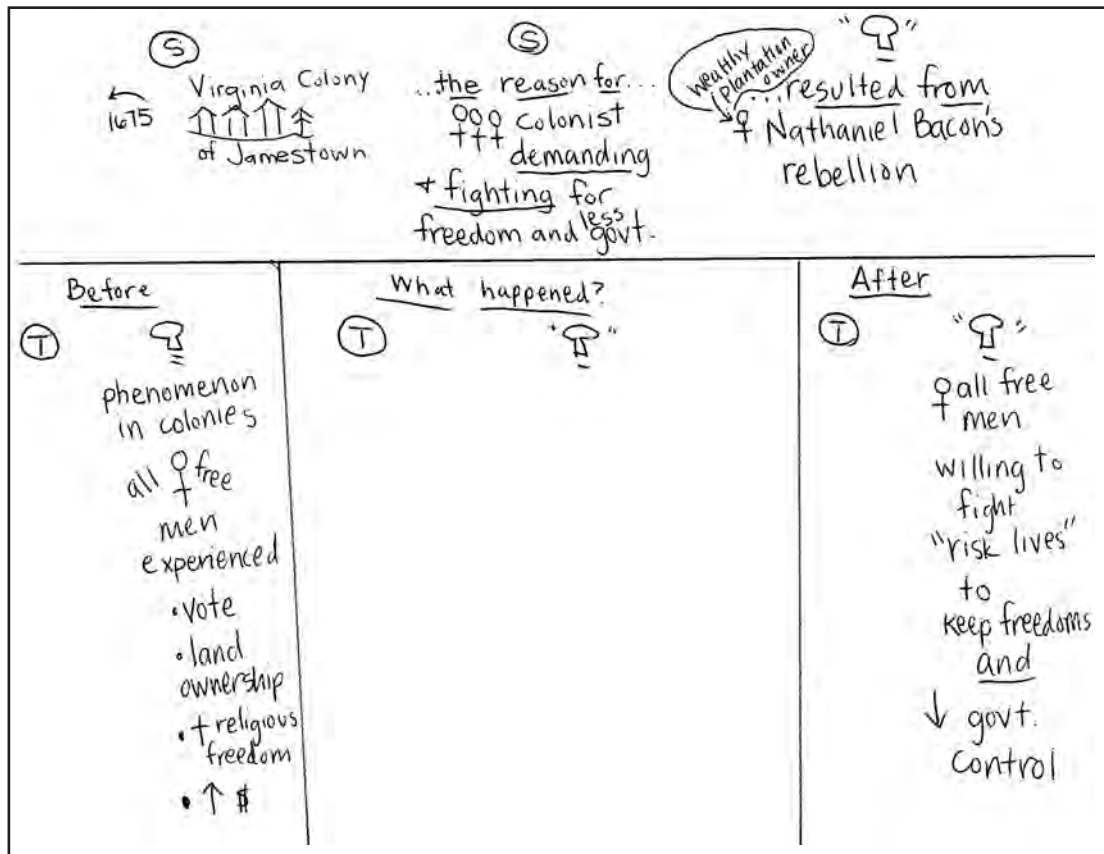
**Step 1: Topic Sentence (continued):** After studying about Nathaniel Bacon's rebellion in social studies, students were ready to write a cause and effect paragraph to analyze the effects of this event in history. Students formed their topic sentences using the secret formula as follows:

**Setting (S):** *Is a setting necessary for this information? When and where is this information occurring?* (Back in 1675 in the Virginia Colony of Jamestown.)

**Subject (S):** *Who/what is the subject of the information? What was the effect? What was the ending event or condition?* (Colonists were willing to risk their lives for freedom and less government control.)

**Big Idea (light bulb):** *What were the cause(s) for the ending event or condition?* (Nathaniel Bacon's rebellion against increased government control and a decrease in freedoms.)

# Expository Paragraph: Cause & Effect



**Step 2: Supporting Details:** Three detail boxes are needed for a cause and effect paragraph. The first box is labeled "Before". This is a brief description of the person, place, event, thing, or condition before any changes occurred. The middle box is labeled "What happened?". This is the sequenced events, steps, actions, or episodes that were cause for the change. The third box is labeled "After". This is the ending event or condition, the effect(s). Draw the vertical lines to so the middle box wider than the first and last box.

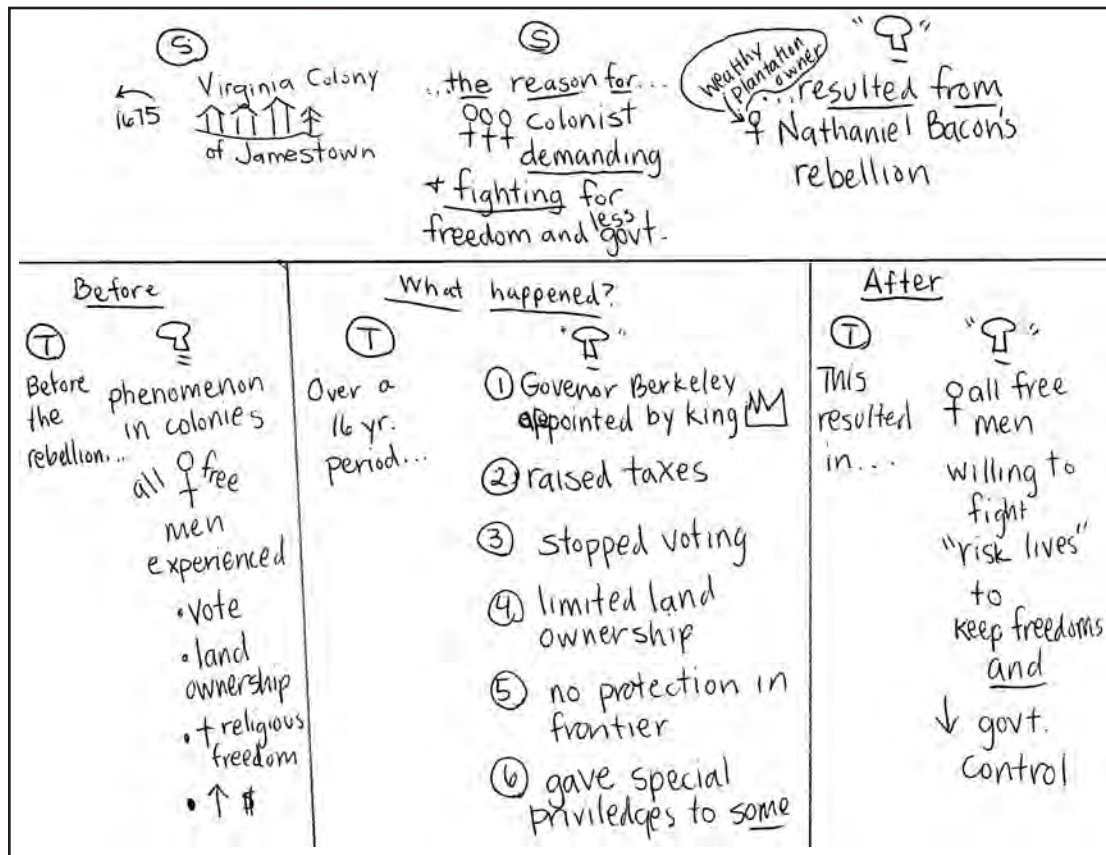
**Secret Formula:** In each of the supporting detail boxes write T for transition and draw a light bulb for the idea(s).

**Plan Supporting Details as Follows:**

**First Box: Before Information:** Cause & effect explains how something or someone changes. To show change, readers need to know what was before the change. In the first box, draw a picture or write keys words (under the light bulb) to describe or explain what was before the change. (Common men could vote, own land, had religious freedom, and increased wealth.)

**Third Box: After Information: Effects:** What was the effect(s) of this change? There may be more than one effect. In the after box under the light bulb record the different effects. (Common men willing to die for freedoms and less government control.)

# Expository Paragraph: Cause & Effect



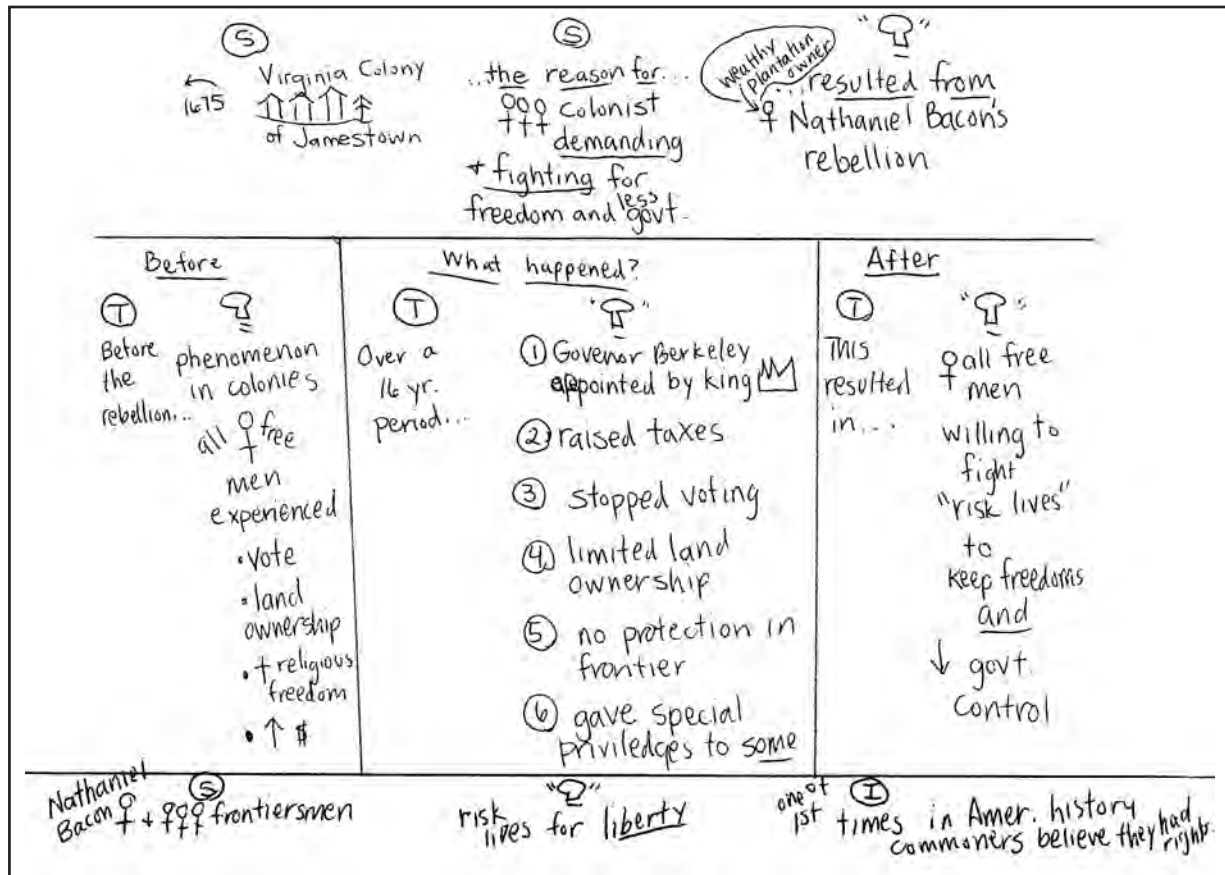
## Step 2: Supporting Details (continued):

### Plan Supporting Details as Follows (continued):

**Second Box: Causes:** Use the before and after boxes to figure out what to put in the middle box (i.e., *How did the go from having freedoms to willing to fight for these freedoms? What happened in the middle to cause them to rebel?*). In the middle box, list the causes using pictures or keys words (i.e., 1. Raised taxes, 2. No voting, 3. limit land ownership, and 4. no protection in frontier).

**Step 4: Add Transitions:** Most of a cause and effect paragraph requires the sequencing of events, actions, steps, or episodes. Time transitions that work best to smoothly connect the different sentences; these are words or phrases that tell “when”.

# Expository Paragraph: Cause & Effect



**Step 4: Conclusion:** The last section of the organizer, is the conclusion. The conclusion repeats the topic sentence using different words and adds why the information is important, the effect the information should have on the reader. This could range from the information being interesting or enlightening, to information that is critical for the reader to know, or the effects the events/condition have on the reader, society, etc.

**Secret Formula:** To form the conclusion, students utilize the secret formula: S for subject, light bulb or BI for big idea, and I for importance.

**Subject (S):** Who/what is the subject of the information? We used "colonists" in the topic sentence, so let's name the subject using different words. (Nathaniel Bacon and the frontiersmen.)

**Big Idea (light bulb):** What happened? (Risked their lives for liberty.)

**Importance (I):** What is the significance of these events? (One of the first times in American history that the common man believed they had rights and were willing to fight to keep them.)

**Step 5: Hook and Snappy Ending:** This sample paragraph was written without a hook or snappy ending. For directions to write a hook and snappy ending, see Chapter 21.

# Expository Paragraph: Cause & Effect

**Step 5: Talk and Write:** Students need to talk and then write the topic sentence, as well as the first, second, and third supporting details of their paragraphs. The students practice orally rehearsing with their buddies, using the bank of words (recorded in the picture boxes) for more sophisticated vocabulary. Notice that writing has not occurred, only oral language. If students are unable to tell the information, then how can they write it?

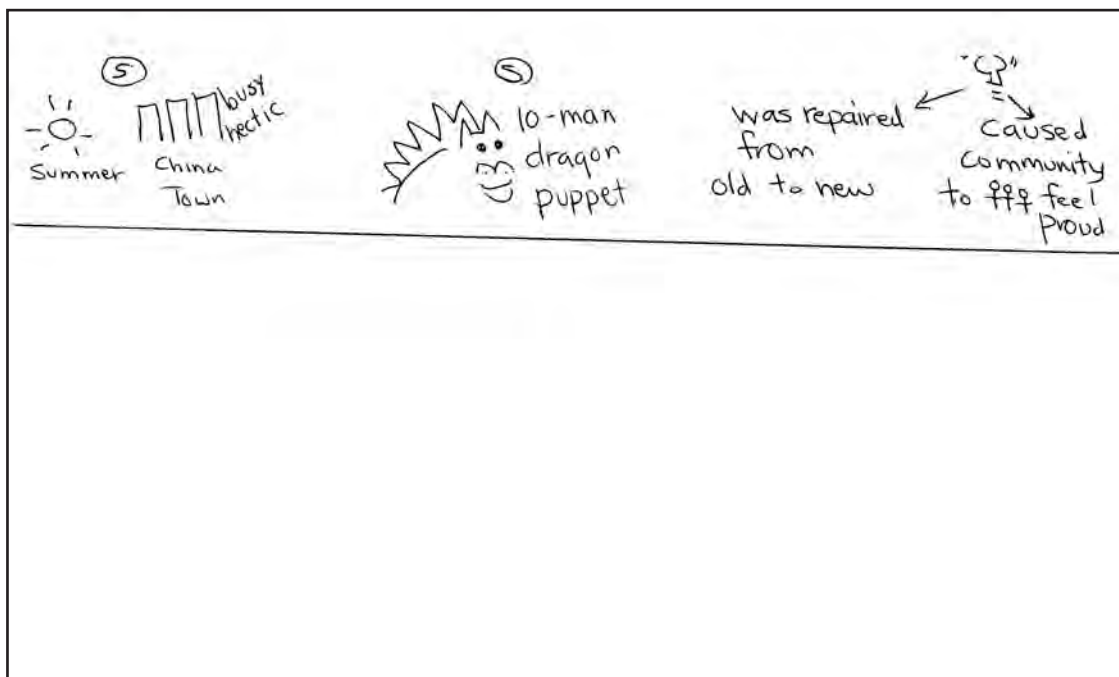
The teacher walks around the room monitoring the language. If language is not sophisticated (academic), the teacher then stops the student(s) and model(s) part of the information. Students then practice and write their informational paragraphs on lined paper.

## The Lasting Effects of Rebellion

Back in 1675 in the Virginia settlement of Jamestown, frontier settlers were  
willing to fight for freedom and less government control due to the rebellion led by  
Nathaniel Bacon, a wealthy plantation owner. Before the rebellion, an increasing number  
of commoners were experiencing a phenomenon in the colonies. Free men had many  
privileges not available to them in Britain: They voted, owned land, freely worshiped,  
and increased their wealth. Over a sixteen year period, Governor Berkeley, elected by  
the King, greatly decreased or stopped these freedoms. He raised taxes, ended voting,  
limited land ownership, and refused protection in the frontier. This drastic change  
caused the colonists to risk their lives to keep their freedoms, instead of being  
controlled by the government. Nathaniel Bacon led the frontiersmen in the rebellion.  
Although the men were unsuccessful in the end, this event was one of the first of  
many times colonist would risk their lives for freedom.



# Expository Paragraph: Compare & Contrast



**Definition: To Analyze: Compare and Contrast:** To identify the similarities or differences between two or more things in order to make a claim or provide a reason.

**Follow the listed steps for the lesson:**

**Sample Compare & Contrast Paragraph Lesson:** The topic for this compare & contrast paragraph was to analyze the differences between a dragon in the short story *The Last Dragon* written by Susan Miho Nunes. The purpose for analyzing these differences is to support the claim that the new dragon's differences caused the community to feel proud.

**Step 1: Topic Sentence (continued):** After reading the short story, students were ready to write a compare and contrast paragraph to analyze the differences in the dragon, and claim it changed the community. Students formed their topic sentences using the secret formula S for setting, S for subject, and Light Bulb for big idea as follows:

**Setting (S):** *Is a setting necessary for this information? When and where is this information occurring?* (During a summer in in busy China Town.)

**Subject (S):** *Who/what are the subjects of the paragraph? Name the objects, living things, places, events, etc. that are being compared or contrasted.* (The old and new dragon puppet.)

**Big Idea (light bulb): Purpose:** *What is the big idea for this analysis? What is being compared or contrasted?* (The differences between old dragon from the new dragon.)

**Big Idea (light bulb): Claim:** *After the analysis, what can be claimed?* (The difference between the old and new caused the community to feel pride.)

# Expository Paragraph: Compare & Contrast

<p>⑤</p> <p>Summer China Town</p> <p>busy hectic</p>	<p>⑤</p> <p>10-man dragon puppet</p>	<p>was repaired from old to new</p> <p>Caused Community to feel proud</p>
<p>①</p> <p>"💡"</p> <p>similarities</p> <p>shiny Pearl forehead</p> <p>whiskers made of silk</p>	<p>①</p> <p>"💡"</p> <p>old dragon</p>	<p>①</p> <p>"💡"</p> <p>new dragon</p>

**Step 2: Supporting Details:** After the topic sentence is developed, then the details need to be identified. Typically, in a compare and contrast paragraph the details are either identifying the similarities or differences between the subjects (new and old dragon). Please note: In this sample paragraph, the focus was the differences between the old and new dragon, but the similarities were also listed just to demonstrate how little the two had in common. Therefore; three detail boxes were needed for this paragraph.

**Secret Formula:** In each of the supporting detail boxes write T for transition and draw a light bulb for the idea(s).

In the first box under the light bulb write "Similarities". This is for a brief description of the similarities between the old and new dragon. In the middle box under the light bulb write "Old Dragon". This is what was different about the old dragon. In the last box write "New Dragon" under the light bulb. This is what was different about the new dragon.

**First Box ( First Supporting Detail): Similarities:** List all the features, characteristics, actions, behaviors, things that the new and old dragon had in common.

# Expository Paragraph: Compare & Contrast

<p>⑤</p> <p>Summer China Town</p> <p>busy hectic</p>	<p>⑤</p> <p>10-man dragon puppet</p>	<p>was repaired from old to new</p> <p>caused community to feel proud</p>
<p>①</p> <p>Both the before + after.</p> <p>Both the old and new.</p> <p>Similarities</p> <p>shiny pearl forehead</p> <p>whiskers made of silk</p>	<p>①</p> <p>The old dragon...</p> <p>Old dragon</p> <p>covered with cobwebs</p> <p>no eyes</p> <p>scraggly crest</p> <p>several clouds of dust</p> <p>full of holes</p> <p>tail</p> <p>jaw wired shut</p> <p>ff felt it was bad luck no homage &amp; no respect</p>	<p>①</p> <p>In contrast...</p> <p>Also...</p> <p>new dragon</p> <p>shiny scales</p> <p>blessed white black eyes</p> <p>bold eyebrows</p> <p>red cheeks</p> <p>sharp teeth</p> <p>rippling tail</p> <p>ff felt appearance was royal should give homage respect</p>

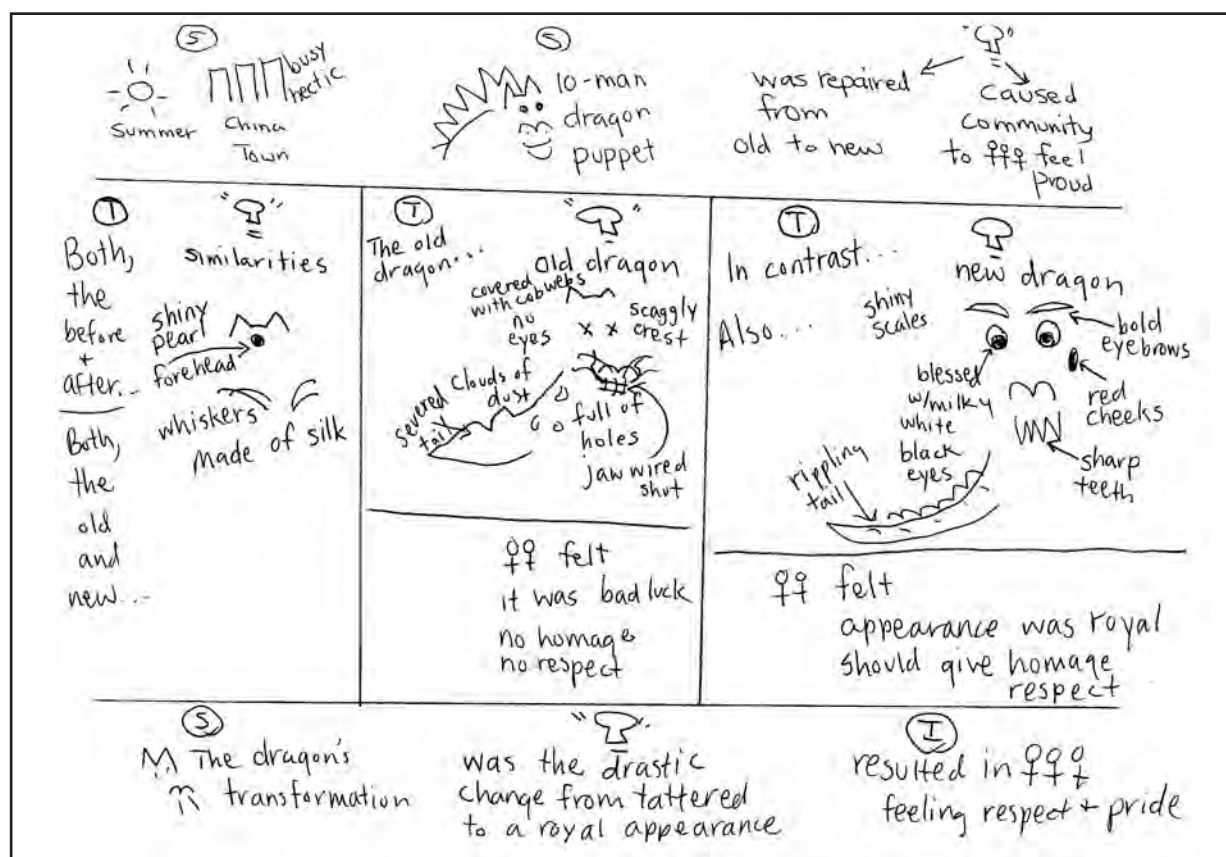
## Step 2: Supporting Details (continued):

**Middle Box (Second Supporting Detail):** List all the old dragon's features, characteristics, actions, behaviors, things that were different from the new dragon. After the list, draw a line across the box, and then explain what these differences mean. Go back to the topic sentence. The claim is that the new dragon made the community feel proud. Explain why and how the old dragon made them feel. (They felt it gave them bad luck)

**Last Box (Third Supporting Detail):** List all the new dragon's features, characteristics, actions, behaviors, things that were different from the old dragon. After the list, draw a line across the box, and then explain what these differences mean. Go back to the topic sentence. The claim is that the new dragon made the community feel proud. Explain why and how the new dragon made them feel. (It made them feel proud.)

**Step 4: Add Transitions:** Transitions for a compare and contrast paragraph are special words that smoothly connect the detail sentences together. Listed are words or phrases that work well for this type of writing: similarly, different from, compared to, as well as, same as, in contrast, yet, otherwise, despite, not only...but also, either...or, unless, if...then, because, since, therefore, as a result, this lead to, for this reason, in order to, so that, on account of, consequently, so that.

# Expository Paragraph: Compare & Contrast



**Step 4: Conclusion:** The last section of the organizer, is the conclusion. The conclusion repeats the topic sentence using different words and adds why the information is important. The importance refers back to the claim or reason to contrast or compare the subjects.

**Secret Formula:** To form the conclusion, students utilize the secret formula: S for subject, light bulb or BI for big idea, and I for importance.

**Subject (S):** Who/what is the subject of the information? We used "the ten-man dragon" in the topic sentence, so let's name the subject using different words. (The transformed dragon.)

**Big Idea (light bulb):** What happened? (changed from old and tattered to new and grand.)

**Importance (I):** What claim can be made from this analysis? (The change was the reason the people to felt pride and respect.)

**Step 5: Hook and Snappy Ending:** This sample paragraph was written without a hook or snappy ending. For directions to write a hook and snappy ending, see Chapter 21.

# Expository Paragraph: Compare & Contrast

**Step 5: Talk and Write:** Students need to talk and then write the topic sentence, as well as the first, second, and third supporting details of their paragraphs. The students practice orally rehearsing with their buddies, using the bank of words (recorded in the picture boxes) for more sophisticated vocabulary. Notice that writing has not occurred, only oral language. If students are unable to tell the information, then how can they write it?

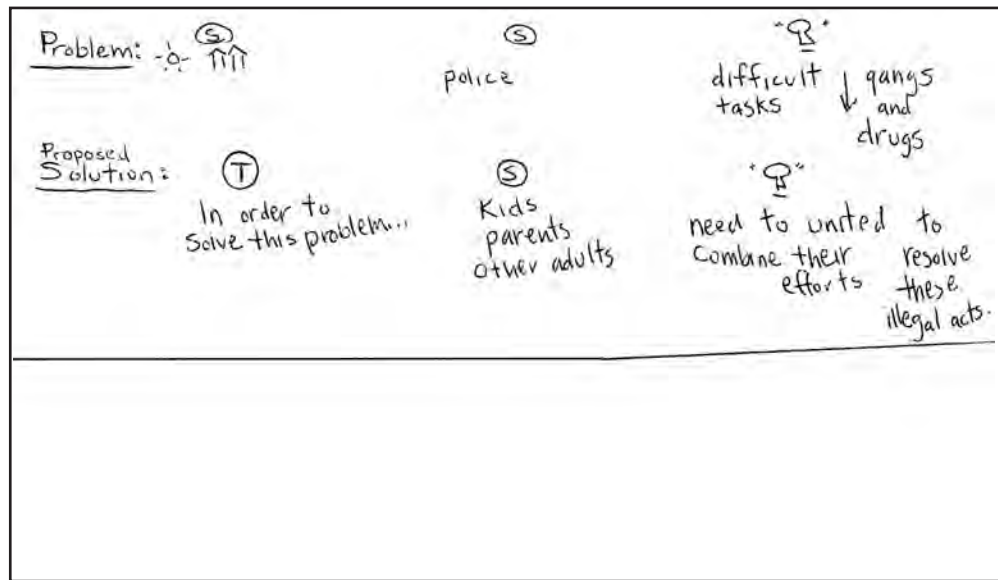
The teacher walks around the room monitoring the language. If language is not sophisticated (academic), the teacher then stops the student(s) and model(s) part of the information. Students then practice and write their informational paragraphs on lined paper.

## The Old and New Dragon

Over one summer in busy China Town, a ten-man dragon puppet was repaired from an old discarded puppet to a new valued puppet. The differences in the puppet cause the community to feel proud. Both, the old and new dragon had some similarities. For example, it was built for ten people, made of silk, and had a pearl and some whiskers. The old dragon was covered with clouds of dust, cobwebs, and bugs. The eyes were missing, the whiskers were tangled and the jaw was wired shut. The entire puppet was full of holes and its tail was severed. The people of China Town felt this puppet was bad luck. In contrast, the repaired dragon was covered with shiny scales and had a rippling new tail. On its face were bold eyebrows, red cheeks and big round eyes. Also, the dragon had many pointed sharp teeth. The transformation of the dragon puppet drastically changing from a tattered to a royal appearance resulted in the people feeling respect and pride.



# Expository Paragraph: Problem & Solution



**Definition: To Analyze: Problem & Solution:** To explain and justify a problem, and also provide a solution (topic), then to provide steps or actions to implement the solution (details).

**Follow the listed steps for the lesson:**

**Sample Problem & Solution Paragraph Lesson:** The topic for this problem & solution paragraph was to figure-out a solution to drug and gang problems in the neighborhood. There are two sentences for the topic in this paragraph: The first sentence states the problem, and the second sentence states the proposed solution. The body or details are the steps necessary to carry-out the solution. The conclusion summarizes what needs to be done to make the solution work. Also, a hook and snappy ending are suggested for this type of paragraph to interest and pull in the reader, and also to leave them with a thought or emotion.

**Step 1: Topic Sentences:** Two sentences are necessary:

**Sentence One: Problem:** The problem is written using the secret formula S for setting (When and where is this problem happening?), S for subject (Who is experiencing the problem?), and light bulb for big idea (What is the problem?).

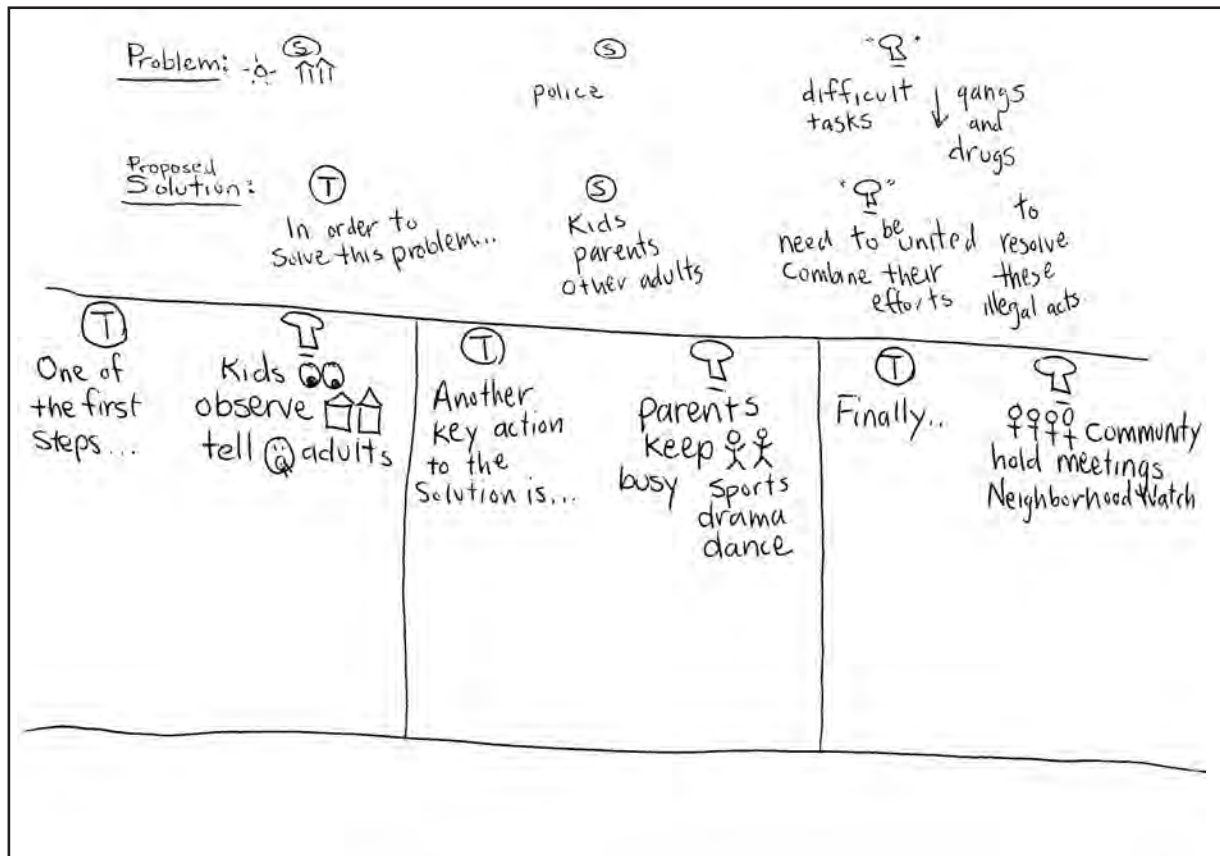
**For example:** Everyday in our neighborhoods police are experiencing the difficult task of decreasing gang and drug activity.

**Sentence Two: Proposed Solution:** The proposed solution is written using the secret formula T for transition, S for subject, and lightbulb for big idea. Transitions are special words that transition the "problem" sentence to the "proposed solution" sentence (i.e., In order to ..., A solution to..., A clever way to solve this problem..., etc.)

The subject in this sentence identifies who or what will solve the problem. The light bulb is for the big idea of this sentence which is the proposed solution to the problem.

**For example:** In order to solve this problem, kids, parents, and other adults need to unite and combine their efforts against these illegal acts.

# Expository Paragraph: Problem & Solution



**Step 2: Supporting Details:** After the topic sentence is developed, then the details need to be identified. The details are the specific steps or actions required to solve the problem.

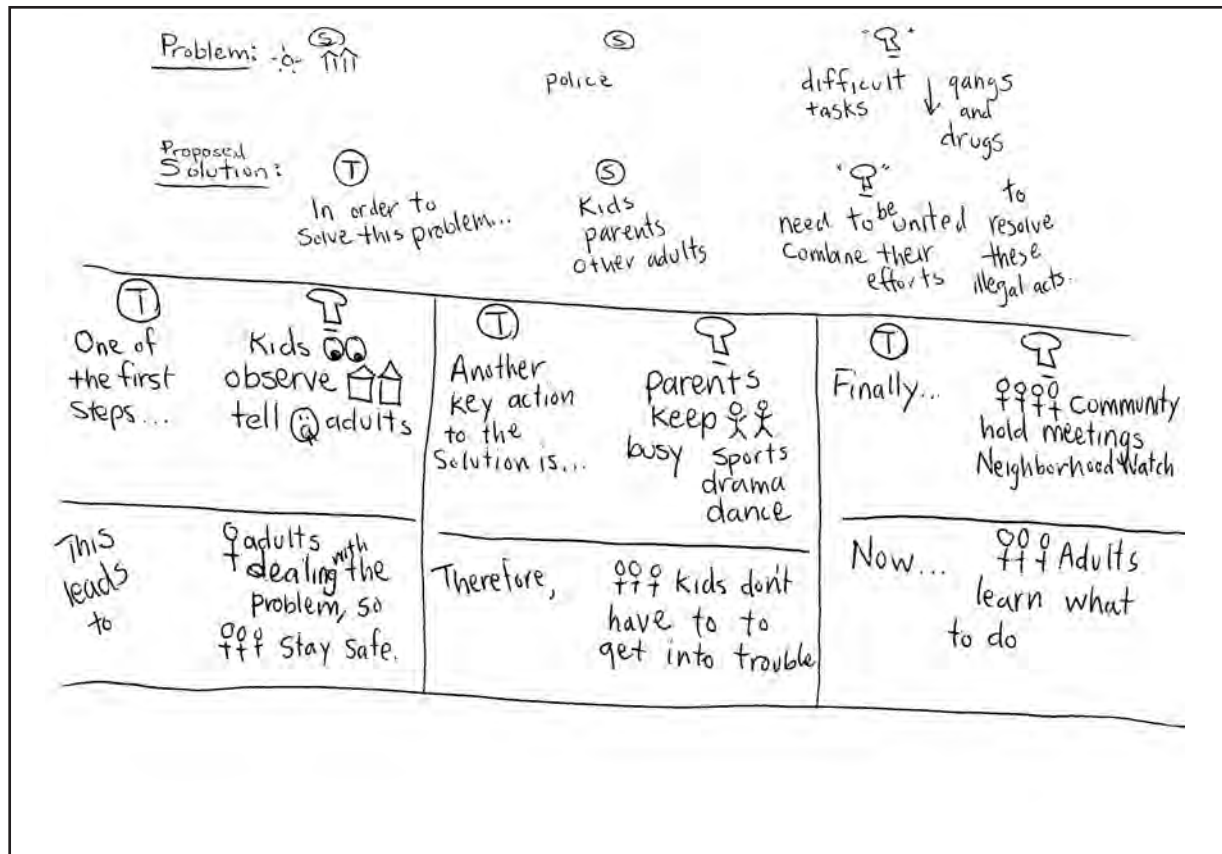
Determine how many steps or actions are needed to solve the problem, then draw vertical lines in the middle of the organizer to make the number of boxes match the number of steps. In the example (above), the paragraph required three actions for the solution, so two vertical lines were drawn to make three detail boxes (i.e., *Three actions to decrease gangs and drugs*).

**secret Formula:** In each detail box write T for Transition and draw a light bulb for the idea or the step. Under each light bulb write a key word(s) or draw a simple picture for each step of the solution:

1. Kids tells adults if they observe any illegal activities (kids).
2. Parents keep children busy (parents).
3. Adults start community watch meetings (other adults).

**Transitions:** Under the T in the secret formula, write a transition word or phrase. Since the details are actions or steps, the transitions that sequence work best for this type of paragraph. For example: first, second, third, to begin, next, finally, most importantly, one kind of..., furthermore, another type of..., also, then, in particular, the following, additionally, another, furthermore, several steps, to begin, during, immediately after..., afterwards, When...ended, in the end, this will..., etc.

# Expository Paragraph: Problem & Solution



## Step 3: Second Sentence for each Supporting Detail:

Draw a line across under each detail in the boxes. Write a second sentence for each of the three steps or actions. The second sentences are to explain the effects of each step or action. These are the explanations of why or how the actions or steps will work.

1. Kids tells adults if they observe any illegal activities. (Kids won't kid hurt.)
2. Parents keep children busy. (Kids too busy to get involved with gangs or drugs.)
3. Adults start community watch meetings (Adults will learn what to do).

**Add Transitions:** The second sentences report the effects of each step or action. Therefore, these sentences need to begin with words that indicate the results of each step or action. For example: since, therefore, as a result, this leads to, for this reason, in order to, so that, on account of, consequently, now.

Problem: -o- (S) ↑↑↑

police (S)

difficult tasks (S) ↓ gangs and drugs

Proposed Solution: (T)

In order to solve this problem...

Kids parents other adults (S)

need to be united to resolve these illegal acts. Combine their efforts (S)

(T) One of the first steps... Kids observe (S) tell @ adults	(T) Another key action to the solution is... parents keep (S) busy sports drama dance	(T) Finally... Community hold meetings Neighborhood Watch
This leads to 0 adults dealing the problem, so 000 stay safe.	Therefore, 000 kids don't have to get into trouble	Now... 000 Adults learn what to do
(S) 000 Communities All the members of ↑	can ↓ decrease drug + gang activity (S)	(I) to make their towns a safe place to live. (S)

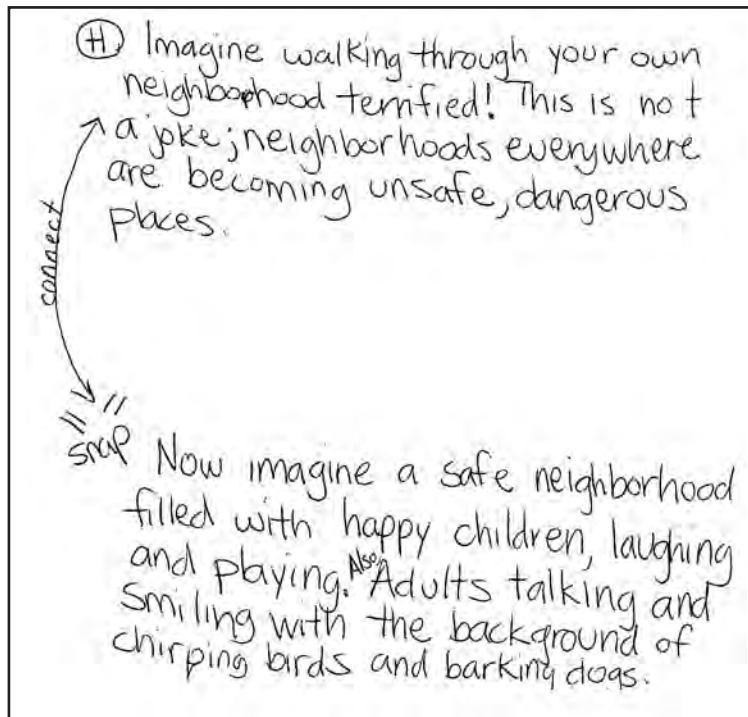
**Secret Formula:** To form the conclusion, students utilize the secret formula: S for subject, light bulb or BI for big idea, and I for importance.

**Big Idea (light bulb):** *What is the goal? What about the stakeholders? What do they need to do? (Decrease drug and gang problems.)*

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# Expository Paragraph: Problem & Solution



**Hook and Snappy Ending Plan:** In the sample (above) the student planned a hook and then a snappy ending so the two would connect together in her paragraph.

**Step 5: Hook and Snappy Ending:** A hook and snappy ending are optional. In this lesson they were developed. After finishing all the other parts of the paragraph, students first plan their hooks, then plan their snappy endings to connect to their hooks.

**Hook:** A hook for this type of paragraph should interest and pull in the reader using an emotional statement or anecdote, or evoking emotions through question. Also, a hook needs to make sense and smoothly connect to the topic sentences.

**Teacher:** *In order for my hook to make sense, I need to reread the problem in topic sentence to remind myself what the whole paragraph is about: "Everyday in our neighborhoods police are experiencing the difficult task of decreasing gang and drug activity." The problem is about drugs and gangs; Therefore, my hook needs to emotionally address drugs and gangs through a question, statement or anecdote. I could use an emotional statement: "Imagine walking through your own neighborhood, terrified! This is not a joke, neighborhoods everywhere are becoming unsafe, dangerous places."*

**Snappy Ending: Connect to the Hook:** After the conclusion leave the reader with a snappy ending. A snappy ending should directly connect back to the hook. Therefore, it needs to be emotional and about the reader imagining their own neighborhood as a dangerous place. This ending works well in the form of a question, quote, challenge, by stating new possibilities, or revealing a new perspective. In the example above the student used a new perspective for the snappy ending. Also, this new perspective was directly linked to the hook.



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**Step 5: Talk and Write:** Students need to talk and then write the hook, topic sentence, as well as the first, second, and third supporting details of their paragraphs and the snappy ending. The students practice orally rehearsing with their buddies, using the bank of words (recorded in the picture boxes) for more sophisticated vocabulary. Notice that writing has not occurred, only oral language. If students are unable to tell the information, then how can they write it?

The teacher walks around the room monitoring the language. If language is not sophisticated (academic), the teacher then stops the student(s) and model(s) part of the information. Students then practice and write their informational paragraphs on lined paper.

## Neighborhoods Unite!

Imagine walking through your own neighborhood, terrified! This is not a joke, communities everywhere are becoming unsafe, dangerous places. Everyday in our neighborhoods police are experiencing the difficult task of decreasing gang and drug activity. In order to solve these problems, kids, parents, and other adults need to unite and combine their efforts against these illegal acts. One of the first steps is for kids to tell adults if they observe any strange happenings on the streets. This leads to adults dealing with the problems, so kids stay safe. Another key action to the solution is for parents to keep their children busy playing sports, dancing, acting, etc. Therefore, kids won't have time to get into trouble. Finally the community needs to hold Neighborhood Watch meetings. Now adults will learn what to do when they spot any gang or drug problems. All the members of every community can decrease drug and gang activities to make their towns safe places to live. Now imagine a safe neighborhood filled with happy children, laughing and playing. Also, adults talking and smiling with the background of chirping birds and barking dogs, not sirens and gun fire.