



FSA WRITING REVIEW:

Expository Writing





LEARNING GOALS

- This lesson will enable students to:
 - Review the definition and characteristics of effective expository writing.
 - Develop brainstorming techniques for an expository essay.
 - Write a clear, concise, specific thesis statement.
 - Explore the revision and editing stages of the writing process.
 - Synthesize the information from the lesson to write an effective expository outline and body paragraph.

WHAT IS EXPOSITORY WRITING?

- The goal of expository is to:
 - Provide **information**
 - Objectively **explain**
 - **define, clarify, or interpret**
- Organize your essay utilizing one or more of the **Methods of Development**:
 - **Main idea/detail**
 - Argument/support
 - Problem/solution
 - Cause/effect
 - Compare/contrast
 - Order of importance



HOW IS AN EXPOSITORY ESSAY ORGANIZED?

INTRODUCTORY PARAGRAPH

- Start your paper with a **general statement about your topic** that catches the reader's attention, a relevant quotation, question, anecdote, fascinating fact, definition, analogy, the position opposing one you will take, or a dilemma that needs a solution.
- **Provide the information** the reader will need **to understand** the topic.
- Thesis statement: State your position- or **main claim**- on the topic from the prompt that you will support with evidence in your body paragraphs. For example, this prompt asks you to explain the advantages; therefore, your position will **ONLY EXPLAIN, CLARIFY, OR INTERPRET** the advantages of limiting car usage.

BODY PARAGRAPHS: CEE STRATEGY

➤ Claim

- Topic sentence
 - Provide the main idea of the paragraph.

➤ Evidence

- Include specific textual evidence: cited quotes, paraphrases or summary; or evidence that supports your thesis from other sources: anecdotes, first-person interviews or your own experience.
- **Cite Sources** using 1) parenthetical citation AND/OR signal phrase
 - example: As stated in Source 4, “the number of miles driven in the United States peaked in 2005 and dropped steadily thereafter” (Rosenthal 4).

➤ Explain

- Explain to the reader the significance of the evidence you have provided. Think about why you chose to include it. How does the piece of evidence support your thesis?

➤ Seamless Transition

- Connect each paragraph with a sentence or two that demonstrates how each idea leads into the next, and how they work together to support your position. Use topic words to connect ideas.
- If you are unsure as to how to incorporate a seamless transition, use a **TRANSITIONAL WORD/PHRASE** at the beginning of the proceeding paragraph.

CONCLUSION

- Provide the reader an **overview** of the main ideas you discussed
- **Offer solutions or present new questions** that your paper generated
- Don't only restate your thesis but show the significance of your synthesis of the information. Answer the question "So what?" at the end of your conclusion by **looking to the future** or **ending on a positive note**.
- As always, use **prompt language**!



5 STAGES OF THE WRITING PROCESS:

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- prewriting
 - Read articles, gather evidence, brainstorm and outline ideas
- drafting/writing
 - Write the essay
- revising
 - Reread and correct errors in content analysis
- editing
 - Check for grammar and convention errors
- publishing
 - Hit the submit button!

WRITING PROMPT: ADVANTAGES OF LIMITING CAR USAGE

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YOUR TURN TO PRACTICE!

- Read the four sources from the 2015-2016 Grade 10 Scoring Sampler Passage set
- As you read, record information that is directly related to the prompt (advantages of limiting car usage)
 - be sure to record the author's last name, source number, and paragraph number for your citations!
- Outline your essay
- Write thesis statement and one body paragraph

Writing Prompt

Write an explanatory essay to inform fellow citizens about the advantages of limiting car usage. Your essay must be based on ideas and information that can be found in the passage set.

Manage your time carefully so that you can

- read the passages;
- plan your response;
- write your response; and
- revise and edit your response.

Be sure to

- use evidence from multiple sources; and
- avoid overly relying on one source.

Your response should be in the form of a multiparagraph essay. Write your essay in the space provided.

INTRODUCTION (2ND PD):

Advancements in car technology have impacted our society in myriad ways. Although cars are an efficient means of transportation, the cost of a vehicle can cause stress. Technological strides have introduced electric cars; however, the majority still run on fossil fuels, leading to pollution. Some benefits of limiting cars include a reduction of smog, stress, and traffic.

INTRODUCTION (3RD PD):

Cars are integrated into our daily lives in a myriad of ways. They are a vital means of transportation for work and play; however, they do have detrimental effects as well. For this reason, limiting car usage is advantageous because it works to lower urban congestion and to improve the environment.

INTRODUCTION (6TH PD):

Cars have become an integral part of our daily lives. However, restricting this usage can have myriad advantages. By limiting car usage it will help the environment, decrease expenses, and provide a healthier lifestyle that will be beneficial to mankind.

INTRODUCTION (7TH PD):

Since its inception, cars have been our main source of transportation for work and play; however, there are detrimental effects. Car usage has contributed to an increase in air pollution, as well as draining our natural resources. Furthermore, it has diminished our quality of life by decimating the necessity for physical exercise. The advantages of limiting car usage are that it helps the environment, is cost efficient, and opens the door for a healthier lifestyle.

INTRODUCTION (8TH PD):

Cars play a vital role in our everyday lives; however, they have a plethora of detrimental effects. Smog and greenhouse gas emissions are two major environmental issues caused by society's reliance on motorized vehicles. Furthermore, it increases stress due to traffic congestion and financial expenses. Advantages of limiting car usage include a better economy, a happier lifestyle, and a healthier environment.

BODY PARAGRAPH (2ND PD):

As the years go on, pollution becomes a critical global issue. According to the article “In German Suburb, Life Goes on Without Cars”, “passenger cars are responsible for 12% of greenhouse gas emissions”, and that’s only in Europe. Furthermore, Rosenthal also states that there is up to 50% of greenhouse gas emissions in some car-intensive areas of the United States (5). If car usage is limited, the pollution from greenhouse gases will fall drastically, creating cleaner air for us to breathe. Another instance of an advantage of limiting car usage is from the Paris driving bans. As a result of the ban “congestion was down 60% in the capital of France, after five-days of intensifying smog” (Duffer 14). This statistic shows how much we can improve our atmosphere, little by little. Along with improving the quality of air, limiting car usage could also lower stress.

BODY PARAGRAPH (3RD PD):

Congestion is a major drawback in most cities. One way limiting car usage can be beneficial is to mitigate the factors leading to congestion in heavily populated areas. According to author Andrew Selsky, “... rush-hour restrictions have dramatically cut traffic” in Bogota (28). This means that there is less congestion— but this is only one benefit. In Source 1, Vauban citizen Heidrun Walter explained that not owning a car has made her less tense (Rosenthal 3). With less cars on the road, even pedestrians are less stressed. In urban areas, oftentimes pedestrians and car drivers are competing for pavement. Kids playing in the street would be more safe by limiting car usage. As stated by commuter Carlos Arturo Plaza, “It’s a good opportunity to take away stress and lower air pollution” (Selsky 24).

BODY PARAGRAPH (6TH PD):

First and foremost, our environment would reap benefits from limiting car usage. These reductions would reduce carbon monoxide in the atmosphere, as well as petroleum exploitation. According to Rosenthal in Source 1, in some car intensive areas, cars are responsible for up to 50% of greenhouse gas emissions (5). Greenhouse gases trap in the heat of the sun's rays, heating up the Earth's atmosphere; this illustrates how destructive cars can be to the environment. Furthermore, automobiles are a primary cause for smog. As stated in "Paris bans driving due to smog", limiting car usage cut congestion by 60% (14). This was achieved by enforcing a partial driving ban based on even and odd-numbered license plates. The effect of the ban was that smog cleared enough that it was rescinded for odd-numbered plates the next day (Duffer 19). Along with helping the environment, limiting car usage has economic benefits as well.

BODY PARAGRAPH (7TH PD):

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First of all, cutting down on vehicle activity decreases pollution. Less driving expels less gas, which means there is less carbon monoxide in the air. This helps to curb greenhouse gases, which trap dangerous gases, heating up the Earth's atmosphere. According to author Robert Duffer, Paris enforced a partial driving ban to "clear the air of the global city" (10). The ban worked so well that congestion was slashed more than half; furthermore, Duffer states that "the smog cleared enough Monday for the ruling French party to rescind the ban for odd-numbered plates on Tuesday" (19). Bans such as this are major factors in cutting pollution. Other places are giving up cars completely. In Vauban, Germany an entire community has gone car-free in order to help the environment. As stated in Source 1, "passenger cars are responsible for 12% of greenhouse gas emissions in Europe...and up to 50% in some car-intensive areas in the United States" (Rosenthal 5). By limiting— or even eliminating— car usage, these emissions can be lowered, leading to cleaner air and a bigger wallet.

BODY PARAGRAPH (8TH PD):

A vital benefit of regulating car usage is the financial effects. One obvious advantage is saving money in gas and insurance. According to author Elisabeth Rosenthal, “recent studies suggest that Americans are buying fewer cars, driving less and getting fewer licenses as each year goes by” (29). The fewer cars purchased, the more money saved by consumers. As a matter of fact, Parisians were able to save money due to the partial driving ban, as stated in Source 2. As stated by author Robert Duffer, “congestion was down 60% in the capital of France, after five-days of intensifying smog” (14). Drivers not only saved money in gas, but in fines as well, as “motorists with even-numbered license plates were ordered to leave their cars at home or suffer a 22-euro fine” (11). Along with financial benefits, limiting car usage also leads to a healthier lifestyle.



APPLIED PRACTICE

- **Peer editing**

- Using the rubric, score your partner's body paragraph

- **Writer's Reflection**

- How did you do? What do you need to polish before the test?



FSA WRITING REVIEW:

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Argumentative Writing





LEARNING GOALS

- This lesson will enable students to:
 - Review the definition and characteristics of effective argumentative writing.
 - Write a clear, concise, specific controlling idea statement.
 - Synthesize the information from the lesson to write an effective argumentative outline and body paragraph.

WHAT IS ARGUMENTATIVE WRITING?

- A genre of writing that requires the student to:
 - **investigate** a topic (prompt)
 - collect, generate, and evaluate **evidence**
 - use evidence to **establish a position** on the topic



HOW IS AN ARGUMENTATIVE ESSAY ORGANIZED?

INTRODUCTORY PARAGRAPH

- Start your paper with a **general statement about your topic** that catches the reader's attention, a relevant quotation, question, anecdote, fascinating fact, definition, analogy, the position opposing one you will take, or a dilemma that needs a solution.
- Introduce **both sides of the argument**, using a transition word to signal a **shift in perspective** (however, but, yet, etc.)
- **Thesis statement: Argue your position-** and this is a **biased position-** on the topic from the prompt that you will support with evidence in your body paragraphs. *For example, this prompt asks you to argue **IN FAVOR OF** the electoral college; therefore, you will **COLLECT AND EVALUATE EVIDENCE** for your position from the passages, using **CLAIM/COUNTERCLAIM** to strengthen your argument.*

BODY PARAGRAPHS: POINT/COUNTERPOINT

➤ Introduce Point

➤ **Point/Counterpoint** statement

1. acknowledge **opposition's idea** (This may sound convincing/Some may believe that
2. dismiss with strong trigger to shift direction (but, however, nevertheless, still)
3. stronger evidence that officially dismisses opposition's contention (it does not take into account/it does not consider/it encourages or discourages/it does not change the fact that)

➤ ex. “Some may believe that the Electoral College gives too much power to small states and swing states, but this does not take into account that the Electoral College protects minority's interests better than other voting processes.”

➤ **Example or Statement** regarding point

➤ ex.: “The argument can be made that the success of the Electoral College in the United States is a strong example for other democratically-minded countries.”

BODY PARAGRAPHS, CONT'D.

➤ **Logic**

- Fact-based reasoning that clearly states your side of the argument
- Avoids **logical fallacies** by following up with DIRECT evidence from the text

➤ **Concrete Example**

- Include specific textual evidence: cited quotes, paraphrases or summary; or evidence that supports your thesis from other sources: anecdotes, first-person interviews or your own experience.
- **Cite Sources** using 1) parenthetical citation AND/OR signal phrase
 - example: As stated in Source 4, “the number of miles driven in the United States peaked in 2005 and dropped steadily thereafter” (Rosenthal 4)

➤ **Seamless Transition**

- Connect each paragraph with a sentence or two that demonstrates how each idea leads into the next, and how they work together to support your position.
- If you are unsure as to how to incorporate a seamless transition, use a **TRANSITIONAL WORD/PHRASE** at the beginning of the proceeding paragraph.

CONCLUSION

- Provide some sort of **transition** to trigger the essay's closing
 - **Clearly, Therefore, Ultimately**
- **Summarize the main points or draw conclusions** that your paper generated
 - limit to 1-3 sentences!
- **Restate your position** and ultimately why your argument is the more convincing argument
- **Look to the future or end on a positive note.**
- As always, use **prompt language!**