

# **EXPOSITORY PARAGRAPH**

**TOPIC SENTENCE:** One statement that limits and focuses the subject matter of the paragraph

**MAJOR SUPPORT:** Writer's assertion that provides support for topic sentence/ answers the question "How?" "What?" or "Why?"

**MINOR SUPPORT:** Specific evidence to illustrate or prove the major support (textual evidence or quotes, examples, facts, details, etc.)

**COMMENTARY:** Analysis of the assertion and its support (answers the question "So what?" "Why is this important?")

**CONCLUDING SENTENCE:** Sentence that summarizes or restates the topic sentence, giving the paragraph a sense of closure and completion

# **EXPOSITORY VS. PERSUASIVE PARAGRAPHS**

## **Expository Paragraphs:**

Paragraphs which explain, inform, illustrate, or define

## **Persuasive Paragraphs:**

Paragraphs which attempt to convince the reader to agree with the writer's position on a particular issue

## Expository Paragraph Example

Benjamin Franklin's essay "Remarks Concerning the Savages of North America" contains many interesting messages about perception and judgment of others. (Topic Sentence) **First, Franklin points out that while we may view the Natives as savages, they simply have a different set of standards by which they live. (Major Support with transition)** "Savages we call them, because their manners differ from ours, which we think the perfection of civility; they think the same of theirs" (81). (Minor Support) This indicates that perceptions, based on personal life experience, may be very narrow. We must be careful about how we judge others because different is not always bad. (Commentary) **Additionally, Franklin seems to caution the reader to reserve judgment of others because one's own behavior may not be at all admirable. (Major Support with transition)** To do this, he notes blatant incivility on the part of the British House of Commons and in the general mode of conversation among Europeans. "...where, if you do not deliver your sentence with great rapidity, you are cut off in the middle of it..." (82) (Minor Support) **The implication here is that the Europeans behave just as "savagely" as the colonists if one looks at it objectively. (Commentary)** Overall, Franklin clearly illustrates the ignorance in judging another group negatively simply because it looks or acts differently. (Concluding Sentence)

## **EXPOSITORY PARAGRAPH**

### **Straight Expository**

Topic Sentence

- States main idea

Major Support

- Provides assertion
- How? Why? What?

Minor Support

Minor Support

- Evidence
- Textual Support
- Facts Examples
- Details

Major Support

- Provides 2<sup>nd</sup> assertion
- How? Why? What?

Minor Support

Minor Support

- Evidence
- Textual Support
- Facts
- Examples
- Details

Concluding Sentence

### **Expository with Analysis**

Topic Sentence

Major Support

Minor Support

Minor Support

Commentary

- Provides the analysis
- Answers the question "So what?"
- Think, "This implies....," "This teaches....," etc.

Major Support

Minor Support

Minor Support

Commentary

- Provides the analysis for 2<sup>nd</sup> major/minor
- Answers the question "So what?"
- Think, "This implies....," "This teaches....," etc.

Concluding Sentence

# "Get" Rid of "Get"

"Get" is overworked.

accomplished	dunk	master	reach
achieve	earn	murder	reap
acquire	eat	obtain	receive
act	escape	overcome	regain
annoy	establish	perceive	remember
approach	fetch	persuade	remove
arrive	find	prepare	rent
ask	fix	procure	retrieve
assassinate	follow	produce	ring
attain	gain	profit	run
bag	generate	purchase	take
be	give	pursue	thrill
become	go	put	trap
begat	grab	puzzle	understand
borrow	grasp	salvage	win
bribe	hand	score	
bring	help	secure	
build	hire	see	
buy	hit	seize	
capture	hook	serve	
catch	induce	shoot	
collect	influence	slip	
come	inform	snare	
comprehend	inherit	snatch	
conceive	kill	steal	
contract	learn	strike	
convince	live	succeed	
cook	locate	support	
do	make	survive	
drive	manage	raise	



**Sight:**

flashy  
branching  
thin  
scalloped  
flared  
tubular  
swollen  
jutting  
fiery  
fragile  
miniature  
frightened  
hardy  
orderly  
exhausted  
worn  
dull

formal  
twiggy  
shapely  
ruffled  
oval  
hollow  
lumpy  
irregular  
blazing  
pale  
timid  
terrified  
strong  
straight  
tired  
old  
drab

frail  
split  
winged  
frilled  
conical  
rotund  
clustered  
proportioned  
verdant  
pasty  
shy  
hysterical  
healthy  
curved  
ugly  
used  
muddy

elegant  
broken  
shapeless  
crimpted  
cylindrical  
chubby  
padded  
angular  
fresh  
sickly  
fearful  
tall  
robust  
loose  
cheap  
tied  
stout

scrolled  
skinny  
rolled  
crinkled  
wiry  
portly  
tufted  
triangular  
clean  
small  
tearful  
lean  
sturdy  
crooked  
messy  
packed  
wide

tampering  
square  
unruffled  
calm  
sunny  
pleasant  
pendulous  
wild  
scrubbed  
tiny  
nervous  
slender  
lively  
awkward  
shabby  
rigid  
heavy

**Colors:****brown**

sandy  
almond  
amber  
tawny  
hazel  
cinnamon  
nutmeg  
chocolate  
coffee  
rust

**blue**

sapphire  
delft  
porcelain  
turquoise  
aqua  
violet  
peacock

**white**

snowy  
milky  
marble  
cream  
ivory  
oyster  
pearl  
silver  
platinum

**purple**

lavender  
lilac  
orchid  
mauve  
plum  
mulberry  
pansy  
fuchsia  
magenta

**gray**

ashed  
dove  
steel

**black**

jet  
ebony  
licorice

**green**

celery  
mint  
apple  
lime

**yellow**

beige  
buff  
straw  
peach  
apricot  
butter  
buttercup  
lemon  
chartreuse  
citron  
canary

**orange**

gold  
topaz  
ochre  
mustard  
tangerine  
persimmon

**red**

rose  
pink  
salmon  
coral  
raspberry  
strawberry  
tomato  
currant  
crimson  
vermillion  
flame  
ruby

**Fast:**

hurry  
skip

run  
dart

scamper  
scramble

**Slow:**

creep  
slouch  
saunter  
slink  
sneak

crawl  
bend  
loiter  
stalk  
lumber

plod  
tiptoe  
stray  
edge





## **SYNONYMS FOR SAID**

acknowledged	demurred	maintained	responded
acquiesced	denied	mentioned	restated
added	denounced	mimicked	resumed
addressed	described	moaned	retorted
admitted	dictated	mumbled	returned
admonished	directed	murmured	reveal
advised	disclosed	mused	roared
advocated	disrupted	muttered	ruled
affirmed	divulged	nagged	sanctioned
agreed	drawled	narrated	scoffed
alleged	droned	noted	scolded
allowed	elaborated	notified	screamed
announced	emphasized	objected	shouted
answered	enjoined	observed	shrieked
approved	entreated	opined	snapped
argued	enunciated	orated	sneered
assented	estimated	ordered	sobbed
asserted	exclaimed	petitioned	solicited
assumed	explained	pleaded	specified
assured	exposed	pled	spoke
asked	expressed	pointed out	sputtered
attested	faltered	prayed	stammered
avowed	feared	predicted	stated
babbled	foretold	proclaimed	stipulated
bantered	fumed	professed	stormed
bargained	giggled	prompted	stressed
began	grinned	propounded	suggested
boasted	grunted	publicized	taunted
called	held	quibbled	thought
claimed	implied	ranted	threatened
commented	indicated	reassured	told
complained	inferred	reciprocated	twitted
confided	instructed	refuted	urged
contradicted	itemized	related	uttered
cried	laughed	remonstrated	vowed
debated	lectured	repeated	wailed
decided	lied	replied	warned



## ACTION WORDS

aching	engulfing	lighting	sizzling
bashing	entertaining	loaning	sparking
bubbling	flailing	mumbling	smoking
beeping	fuming	mocking	splashing
beaming	floating	moaning	streaking
blistering	flowing	munching	smashing
blinking	flapping	nailing	scolding
blaring	flaring	nicking	sailing
blinding	flittering	popping	trilling
battering	flopping	pouncing	thumping
bickering	flickering	pattering	thundering
babbling	glistening	piling	twinkling
crowing	grinding	pounding	whipping
clucking	gunning	plopping	whisking
creeping	grinding	peeping	whirring
crackling	gliding	quacking	wailing
coughing	glaring	reflecting	winking
clanking	glowing	roaring	wheezing
chugging	glittering	rattling	whistling
chatting	glaring	rumbling	yapping
clucking	groaning	shimmering	yelling
crunching	hooting	shrieking	zooming
cackling	hissing	sloshing	
chanting	inviting	sputtering	
crooning	jumping	sprinkling	
dribbling	jerking	slapping	
dazzling	kissing	sizzling	
drifting	kicking	soaring	
dribbling	laughing	spinning	
dancing	leaping	squawking	

# Adverbs not ending in -ly

already

together

rather

very

most

nearby

often

soon

over

fast

late

yesterday

tomorrow

quite

then

out

here

away

today

now

there

sometimes

well

far

too

not

## SIX-TRAIT REVISION CHECKLIST

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

Date: \_\_\_\_\_

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

### Self Check:

- ☐ I have read it to myself.
- ☐ I have made at least one change.

My change was made for:

- ☐ Ideas
- ☐ Organization
- ☐ Word Choice

- ☐ Sentence Fluency
- ☐ Voice
- ☐ Conventions

Comments: \_\_\_\_\_

### Partner Check:

- ☐ I told the author what I liked.
- ☐ I asked questions.

I made suggestions to help the author with:

- ☐ Ideas
- ☐ Organization
- ☐ Word Choice

- ☐ Sentence Fluency
- ☐ Voice
- ☐ Conventions

Comments: \_\_\_\_\_

Revising Partner: \_\_\_\_\_

## Peer Conferencing Sheet: Listener

conference sheet #1

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

As you listen to your conferencing partner read his/her piece, please make notes under each of the following headings. When your partner is finished reading, please share your notes with him/her, and then give him/her your notes.

1. Anything (descriptions, sentences, words) you liked about the piece: \_\_\_\_\_

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2. What you thought were the piece's main ideas: \_\_\_\_\_

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3. What you would like to know more about: \_\_\_\_\_

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4. What confused you (if anything)? Do you have any questions? \_\_\_\_\_

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## **SUGGESTED SENTENCE BEGINNINGS**

1. Two adjectives  
Tall, handsome lifeguards flirt . . . .
2. An appositive  
Sam, the tall, handsome lifeguard, flirts . . . .
3. A parallel structure  
Tall and handsome, Sam flirts . . . .
4. A question  
Who could that tall, handsome lifeguard be?
5. A prepositional phrase  
On the high tower the tall, handsome lifeguard lounges . . . .
6. An infinitive  
To sit all day in the high tower is the job of the lifeguard.
7. A gerund  
Sitting all day in the high tower, watching the pretty girls, is the lifeguard's duty.
8. A perfect infinitive  
To have sat in the burning sun all day was a challenge for the guards.
9. A perfect participle (past participle)  
Having sat all day in the tower, the lifeguard left to find a cold drink.
10. A present participle  
Smiling at the happy crowds, the lifeguard keeps watch.
11. A perfect gerund  
Having sat there all day was a challenge for the lifeguards.
12. A predicate adjective  
The guard was tall and handsome.
13. A predicate noun  
A tall, strong man was the guard.
14. Parallel structure, more complex  
A tall man and a handsome one, my father loved the ocean.
15. An adverbial clause  
While he swam in the ocean, the guard kept watching for sharks.
16. An adjective clause  
Sam, who had the build of a wrestler, worked as a guard every summer.
17. A noun clause  
That he could swim to Catalina has never been proven.
18. An exclamation  
Wow! He certainly seems powerful.





**Transitions:**

in addition  
moreover  
underneath  
third  
similarly  
equally  
to conclude  
however  
accordingly  
as a result

soon  
while  
first  
besides  
as though  
yet  
therefore  
consequently  
otherwise  
on the other hand

further  
equally important  
between  
finally  
to begin with  
so that  
thus  
hence  
instead of

notwithstanding  
again  
farther  
last  
first of all  
unfortunately  
though  
although  
notwithstanding

**Touch:**

cool  
steamy  
slippery  
silky  
rough  
fragile  
furry

cold  
damp  
mushy  
gritty  
thick  
tender

icy  
wet  
oily  
satiny  
pulpy  
prickly

lukewarm  
fleshy  
crisp  
sandy  
dry  
hairy

tepid  
rubbery  
elastic  
smooth  
dull  
fuzzy

warm  
tough  
leathery  
sharp  
thin  
feathery

**Taste:**

tangy  
rotten  
spicy  
bittersweet  
ripe

gingery  
unripe  
peppery  
flat  
bland

hot  
raw  
oily  
hearty  
sour

burnt  
alkaline  
buttery  
mellow  
tasteless

overripe  
medicinal  
salty  
sugary  
fruity

spoiled  
fishy  
bitter  
crisp  
vinegary

**Smell:**

sweet  
acrid  
musty  
reeking  
fresh  
fishy

minty  
stagnant  
gaseous  
mildewed  
sharp  
sour

acidic  
fragrant  
tempting  
heady  
rotten  
spoiled

sickly  
pungent  
aromatic  
savory  
dank  
gamy

scented  
burnt  
perfumed  
putrid  
stench  
piney

odorous  
mouldy  
spicy  
damp  
earthy  
rancid

**Sounds:**

crash  
bang  
shout  
bawl  
stomp  
clash  
bedlam  
melody  
sigh  
patter  
bleat  
still

thud  
smash  
yell  
rage  
stamp  
clamor  
pandemonium  
inaudible  
murmur  
hum  
peep  
speechless

bump  
explode  
whistle  
blare  
nose  
tumult  
hubbub  
piercing  
whisper  
mutter  
buzz  
mute

thump  
roar  
whine  
rumble  
discord  
riot  
blatant  
rowdy  
whit  
snap  
zing  
faint

boom  
scream  
squawk  
slam  
jangle  
racket  
deafening  
disorderly  
rustle  
hiss  
gurgle  
inaudible

thunder  
screech  
bark  
clap  
rasp  
brawl  
raucous  
earsplitting  
twitter  
crackle  
swish  
melody

## REFERENCES FOR WRITING

### Helping verbs:

is	have	can	shall	will	may	do
am	has	could	should	would	might	does
was	had					
were						
be						
being						
been						
are						

### Substitutes for very

intensely	exceedingly	bitterly	surely	especially
unusually	truly	richly	mightily	powerfully
immeasurably	infinitely	severely	chiefly	shockingly
slightly	incredibly	fully		

### Dead Words

get	very	your	good	lots	well	so	great
got	nice	you	just	alot	fine.	fun	every

the end

ALL CONTRACTIONS (won't, I'd, We'll)  
ALL ABBREVIATIONS (etc., o.k., CA)

Slang: awesome, cool, fine, totally, rad, raspy

### Prepositions

about	above	across	against	after
along	among	around	at	before
behind	below	beneath	beside	between
beyond	by	down	during	except
for	from	in	into	inside
near	of	off	on	out
over	since	past	through	throughout
to	toward	under	until	up
upon	with	within	without	

### Linking Verbs

is	were	appears	turns	feels	continues
am	be	tastes	remains	seems	becomes
was	been	grows	sounds		
	being				

## PROOFREADING CHECKLIST FOR THE WRITER

READ YOUR PAPER ONCE OUT LOUD TO YOURSELF.

FOCUS ON ANSWERING THE QUESTIONS FROM THE FIRST THREE CATEGORIES.

WRITE "YES" OR "NO" ON EACH LINE.

For writer: IF YOU WROTE "NO" GO BACK AND CHANGE WHATEVER YOU MUST TO BE ABLE TO ANSWER "YES" TO THE QUESTION.

### CAPITALIZATION

Does every sentence begin with a capital letter? \_\_\_\_\_

Did I make sure not to use capital letters wherever, just because? \_\_\_\_\_

Did I use capital letters only where they are needed? \_\_\_\_\_

Did I capitalize the first letter of every first and last name? \_\_\_\_\_

Did I capitalize the first letter of the name of every place? \_\_\_\_\_

Did I capitalize the first letter of every month? \_\_\_\_\_

### SPELLING

Did I make sure all common words are spelled correctly? \_\_\_\_\_

accept, except

I accept this award. No one except Ryan may talk right now.

affect, effect

The effect (noun) of the sun's rays can be harmful. Turning in that paper late

will affect (verb) your grade. [effect: a result; affect: a change]

a lot, "A lot" is two words meaning many;

bring, take Bring me my slippers then take the trash to the curb, please.

Bring=come towards you Take=go away from you.

could have, not could of

should have, not should of

would have, not would of

fewer, less There are fewer students in Forensics this year, so our meetings will take less time.

Use "fewer" for plural things; use "less" for singular things.

good, well I will do well today now that I know you ate a good breakfast.

"Good" is an adjective, describes a noun; "well" is an adverb, describes a verb

it's, its Its fur is brown and it's in need of washing. "Its" is a possessive pronoun. "It's" is a contraction for "it is."

knew, new I knew you would ruin your new shoes. 'New' is state of age; 'knew' is past tense of 'to know.'

know, no No, I don't know the capitol of Rhode Island. "No" is a negative response. "To know" is to be aware of something.

loose, lose If you keep your hold on that leash so loose, you will lose the leash and the dog will run away. "Loose" is not tight. "Lose" is to have something disappear.



## REVISION CHECKLIST FOR THE WRITER

READ YOUR PAPER ONCE OUT LOUD TO YOURSELF.

FOCUS ONLY ON ANSWERING THE QUESTIONS BELOW.

WRITE "YES" OR "NO" ON EACH LINE.

For writer: IF YOU WROTE "NO" GO BACK AND CHANGE WHATEVER YOU MUST TO BE ABLE TO ANSWER "YES" TO THE QUESTION.

### SENTENCES

Is every sentence a complete thought? \_\_\_\_\_

Have you used sentences of different lengths and types to make your writing interesting? \_\_\_\_\_

Do you have long sentences? \_\_\_\_\_

Do you have short sentences? \_\_\_\_\_

Did you try to combine two simple sentences that can be written as one? \_\_\_\_\_

Did you cut out sentences that repeat the same thing somewhere else? \_\_\_\_\_

Have you included any questions? \_\_\_\_\_

Have you included any exclamatory sentences? \_\_\_\_\_

### WORD CHOICE

Do all the words you've chosen really get across what you are thinking and trying to say? \_\_\_\_\_

Have you made sure that you wrote down the word you meant to write? \_\_\_\_\_

Have you made sure you didn't leave out a word you meant to write? \_\_\_\_\_

Have you made sure that you didn't write something twice by accident? \_\_\_\_\_

Do the subject (the person) and verb (whatever the person is doing)

agree—one boy walks; two boys walk? \_\_\_\_\_

(Usually, when you write about more than one person, the verb needs an "s" at the end.

Usually, when it is more than one person doing something, there is no "s" at the end.)

### STRUCTURE

Does your story really have an exciting beginning? \_\_\_\_\_

Does the middle come next and tell, with great details and descriptions, what happened? \_\_\_\_\_

Is there an end that comes after the middle and wraps everything up? \_\_\_\_\_

Does the end get across that you got something/learned something from this event? Is it obvious to the reader? \_\_\_\_\_

