



## Expository Writing 5-6 Syllabus

### Course Goals

#### 1 Write to Inform

Students compose paragraphs and short essays to inform, describe, and explain various topics.

#### 2 Write to Persuade

Students utilize evidence to convince readers of their position on a given issue.

#### 3 Improve Organization of Writing

Students incorporate thesis statements, topic sentences, and transition sentences to improve the logic and coherence of their writing.

#### 4 Multi-Genre Writing

Students produce writing in a variety of genres including letters, biographies, newspapers, instruction manuals, journals, etc.

### Course Topics

#### 1 Brainstorming Techniques

Students discover and utilize a variety of brainstorming techniques to prepare for writing tasks.

#### 2 Five Paragraph Structure

Students practice writing introduction, body, and conclusion paragraphs, incorporating the characteristics of the five paragraph structure.

#### 3 Thesis Statements

Students develop thesis statements to outline the contents of their essays.

#### 4 Topic Sentences

Students develop topic sentences to keep their body paragraphs specific and distinct.

#### 5 Transition Sentences

Students incorporate transition sentences to connect ideas logically.

#### 6 Editing and Revising

Students participate in a variety of individual and peer revision processes to improve their writing.

### Course Schedule

#### Day 1

##### Introduction and Icebreakers

Students are introduced to expository writing and get to know one another by participating in icebreaker activities.

##### Biography Writing

Students write a short biography to display their current writing skills and to help the instructor get to know more about them.

### **Intro to Brainstorming Techniques**

Students learn brainstorming techniques to organize their ideas for a writing task.

### **Practice Brainstorming**

Students practice using newly acquired brainstorming techniques.

## **Day 2**

### **Sequence Practice**

Students place statements in the proper sequence based on the order they occurred.

### **Main Idea Worksheet**

Students identify the main ideas of passages.

### **Brainstorm for How-To Writing**

Students write a "How-To" essay to instruct a reader.

### **How-To Writing**

Students write a "How-To" essay to instruct a reader and include a sequential process.

## **Day 3**

### **Intro to Thesis Statements**

Students learn about the main characteristics and function of thesis statements.

### **Thesis Practice and Discussion**

Students craft thesis statements and practice creating supporting evidence for specific topics.

### **Brainstorm/Outline**

Students brainstorm and outline for a self-selected persuasive essay.

### **Free Write: Persuasive**

Students free write a rough draft for their persuasive essay.

## **Day 4**

### **Intro to 5 Paragraph Structure**

Students learn the classic five paragraph structure and understand the importance of topic and transition sentences.

### **Read Example**

Students read and analyze a persuasive essay that utilizes five paragraph structure to see how they may adapt the format for themselves.

### **Topic Sentence Practice**

Students identify the topic sentences of short passages.

### **Outline: Persuasive**

Students use outlining as a prewriting strategy to organize their information into paragraphs.

### **Write/Revise: Persuasive**

Students write a final draft of their persuasive essay and revise it to ensure that it is organized and logical.

## **Day 5**

### **5 Paragraph Structure Quiz**

Students demonstrate their knowledge of the 5 paragraph structure.

### **Transition Sentence Practice**

Students identify transition words and select the best transition word to use in a sentence.

### **Compare/Contrast Brainstorm**

Students brainstorm to prepare for a compare/contrast writing task.

### **Write: Compare/Contrast**

Students write an essay in which they compare and contrast two topics of their choice.

### **Peer Review: Compare and Contrast**

Students peer review one another's essay to check format and content.

## **Day 6**

### **Letter Format**

Students learn how to format and address a letter.

### **Write: Letter**

Students write formal letters to recipients of their choice.

### **Informative Essay Info**

Students learn about informative essays and prepare to write their own.

### **Write: Informative Essay**

Students write an informative essay on a topic of their choice.

## **Day 7**

### **Murder Mystery: Explore**

Students collaborate and critically examine information to arrive at a solution.

### **Forensics Report**

Students co-write a forensics report to display their knowledge of logical organization and clarity of information.

### **Prepare to Present**

Students collaborate and prepare to present their findings in a clear and logical manner.

### **Presentation of Reports**

Students give a professional presentation along with a partner.

### **Reflect: Write**

Students reflect upon the class presentations and identify whether they have had a change of opinion based on their classmates' presentations.

## **Day 8**

### **Warm Up: Write**

Students warm up for the day by writing a short descriptive essay, focusing on sensory details.

### **Speech Inspiration Videos**

Students watch example speeches as inspiration to write their own.

### **Brainstorm: Speech**

Students brainstorm ideas for their speech.

### **Outline: Speech**

Students use outlining as a prewriting strategy to organize ideas and information for their speech.

### **Write: Speech**

Students compose a persuasive and inspirational speech.

### **Peer Review: Speech**

Students collaborate to review one of their peer's speeches to offer suggestions to improve it.

### **Speech Tips**

Students review important things to consider when giving an oral speech or presentation.

## **Day 9**

### **Present Speech**

Students present an oral speech that they have previously composed.

### **Speech Feedback**

Students provide written feedback to their classmates.

### **Research for Class Newspaper**

Students begin collaborating to produce a classroom newspaper.

### **Drafting Class Newspaper**

Students collaborate to construct the class newspaper.

## **Day 10**

### **Finish and Edit Class Newspaper**

Students finish and revise their pieces for the class newspaper.

### **Read Aloud of Class Newspaper**

Students read aloud their class newspaper that they helped to compose.

### **Wrap Up**

Students review what they have learned about expository writing.

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