**Expository Essay Assignment Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Prompt:** Determine a common theme for “Reunion” by John Cheever and “The Perfect Mark” by Melodie Campbell. Write a four-paragraph essay that includes a well-developed introduction paragraph with a forceful thesis statement, two well-structured body paragraphs that include two pieces of text evidence with commentary in each body paragraph, and an effective conclusion paragraph.

**Learning Goals:**

* I can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* I can determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it is influenced by character, setting, or symbol.
* I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**Due Dates:**

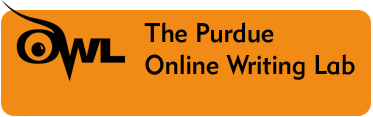
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| **Element of Essay** | **Due Date** |
| Thesis statement: | DURING CLASS WEDNESDAY, OCTOBER 5 |
| Draft of body paragraph 1: | START OF CLASS THURSDAY, OCTOBER 6 |
| Draft of body paragraph 2: | START OF CLASS FRIDAY, OCTOBER 7 |
| Introduction: | END OF CLASS FRIDAY, OCTOBER 7 |
| Revision of body paragraph 1: | BEGINNING OF CLASS MONDAY, OCTOBER 10 |
| Revision of body paragraph 2: | BEGINNING OF CLASS TUESDAY, OCTOBER 11. |
| Conclusion: | END OF CLASS TUESDAY, OCTOBER 11 |
| **FINAL ESSAY** | **END OF CLASS THURSDAY, OCTOBER 13** |

**Common theme for “Reunion” and “The Perfect Mark” to serve as thesis statement:**

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| **CATEGORY** | **4** | **3** | **2** | **1** | **0** |
| **Introduction** | The introduction creatively invites and grabs the reader’s attention, states the main topic and previews the structure of the paper. Lead bridges to strong, sophisticated thesis. | The introduction clearly states the main topic and previews the structure of the paper, grabbing the reader’s attention as well. Lead bridges to a clearly stated thesis. | The introduction states the main topic, but does not adequately preview the structure of the paper and/or is it particularly inviting to the reader. Weak bridge to thesis and/or an underdeveloped thesis. | The introduction doesn’t adequately state the main topic, preview the structure or grab reader’s attention. Weak bridge to underdeveloped thesis. | There is no clear  introduction of the  main topic or  structure of the  paper. No bridge.  No thesis. |
| **Body Paragraphs**  (Topic Sentences) | A strong topic sentence frames each body paragraph. The structure of each sentence is formal and grammatically correct. | A topic sentence effectively frames each paragraph. The sentence is grammatically correct. | Some topic sentences do not frame the paragraphs well. | Topic sentences are weak and/or are missing from some paragraphs. | No topic sentences  are given for the body  paragraphs. |
| **Body Paragraphs** (Text Evidence) | Relevant, impressive evidence gives the reader important information that goes beyond the obvious or predictable. | Relevant, specific evidence gives the reader important information and are sufficient in quantity to fully support the thesis. | Supporting evidence and information mostly support the thesis and are relevant. Some paragraphs need more details to develop the thesis. | Supporting evidence and information are weak or irrelevant and scattered throughout the piece. | No relevant  Supporting  evidence is  given. |
| **Body Paragraphs** (Commentary/analysis) | Commentary explains how text evidence supports the topic sentence showing effective analysis and moving to synthesis. | Commentary explains how text evidence supports the topic sentence showing effective analysis. | Commentary is missing for some text evidence and/or is underdeveloped. Some commentary may be irrelevant. | Commentary is missing in sections, underdeveloped, and/or irrelevant. | No commentary  is given. |
| **Body Paragraphs**  (Sequencing) | All details are placed in a logical order (topic sentence, TE, commentary) and the way they are presented **effectively** keeps the interest of the reader. | All details are placed in a logical order which **helps** the reader understand the main idea of the essay. | Some details are occasionally not in a logical or expected order, and this distracts the reader. | Many details are not in a logical or expected order. There is little sense that the writing is organized. | There is no  evidence of  organization of  ideas. |
| **Coherence**  (Transitions) | Impressive transitions are **used to connect**   * the topic sentences to the thesis, * TE to topic sentences/thesis, and * commentary to TE/topic sentences/thesis. | Effective transitions are **used to connect**   * the topic sentences to the thesis, * TE to topic sentences/thesis, and * commentary to TE/topic sentences/thesis. | Transitions are used, but many do not effectively make connections between   * topic sentences and the thesis, and/or * concrete details and topic sentences/thesis, and/or * commentary and concrete details/topic sentences/thesis. | Few transitions are used to connect ideas or most transitions are ineffective. | No transitions  are used to  connect ideas. |
| **CATEGORY** | **4** | **3** | **2** | **1** | **0** |
| **Mechanics** | The essay contains no errors in capitalization, punctuation, or spelling. | The essay contains no errors that distract the reader from the content. | The essay 1-2 errors in capitalization, punctuation, or spelling that distract the reader from the content. | The essay 3-4 errors in that distract the reader from the content. | Multiple errors  distract the reader from the content. |
| **Sentence Variety** | Every paragraph uses an impressive variety of sentences. | Every paragraph has sentences that vary in length, type, & structure. | Some paragraphs have sentences that vary in length, type, & structure. | Sentences rarely vary in length, type, or structure. | No sentence  variety. |

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|  | C:\Documents and Settings\kbeery\Local Settings\Temporary Internet Files\Content.IE5\3FGMTLLE\MCj02390250000[1].wmf  **Let’s be empowered knowing what tools we need to write an essay!**  **These are the tools for expository writing?**  **Structure of formal expository essay:**  **Introduction paragraph Lead---grabs reader’s attention (anecdote/Analogy)**  **Context/background**  **Thesis statement**  **Body paragraphs (usually 2-3 body paragraphs)**  **Topic sentence**  **Context + TE (support—anecdote, analogy, evidence)**  **Commentary**  **Context + TE**  **Commentary**  **Context + TE**  **Commentary**  **Concluding sentence**  **Conclusion paragraph Restate thesis**  **Summary/synthesis of information**  **Concluding sentence** | |
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**Citations**

* **The English department is currently using the Purdue Online Writing Lab as our resource for citations. You can refer to rules for MLA or APA citations by using the following cite:** [**http://owl.english.purdue.edu/**](http://owl.english.purdue.edu/)

**The students should be familiar with this resource starting in eighth grade**

* **Also consult Noodletools, EasyBib, or Citation Maker**
* **Each essay must have a works cited page attached to it and turned in.**

**Outline Template to Organize Ideas**

**Introduction paragraph:**

**Lead (**hooks reader) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Background** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Thesis** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Body paragraph I**

**Topic sentence**

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**Context + TE/** (supports topic sentence and relates back to the first part of the thesis.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Commentary** (comments on the TE/CD and relates back to thesis)

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**Context + TE/** (supports topic sentence and relates back to the first part of the thesis.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Commentary** (comments on the TE/CD and relates back to thesis)

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**Concluding sentence**

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**Body paragraph II**

**Topic sentence**

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**Context + TE/** (supports topic sentence and relates back to the first part of the thesis.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Commentary** (comments on the TE/CD and relates back to thesis)

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**Context + TE/** (supports topic sentence and relates back to the first part of the thesis.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Commentary** (comments on the TE/CD and relates back to thesis)

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**Concluding sentence**

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**Conclusion:**

**Restate/ thesis** --------(4—reimagine it) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Summarize**

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**Conclude (leave a lasting impression on audience)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_