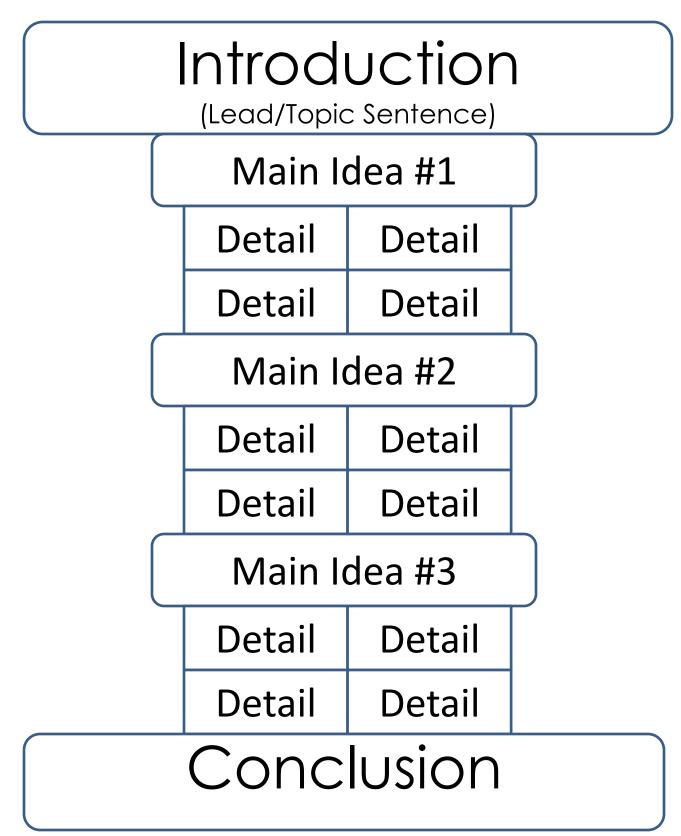
Expository/Informative



Expository/Informative Summarizing Framework

Topic: ____

Main Idea #1:

Main Idea #2:

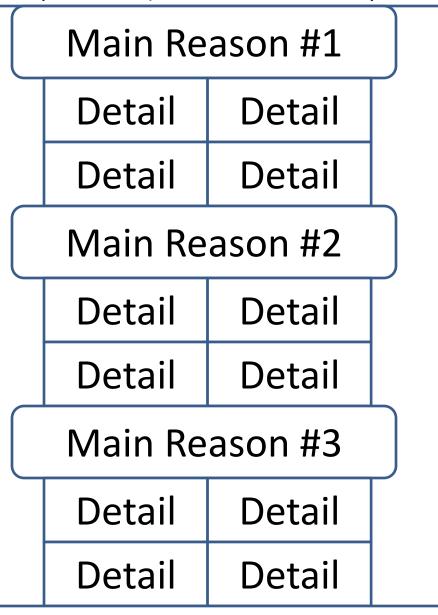
Main idea #3:

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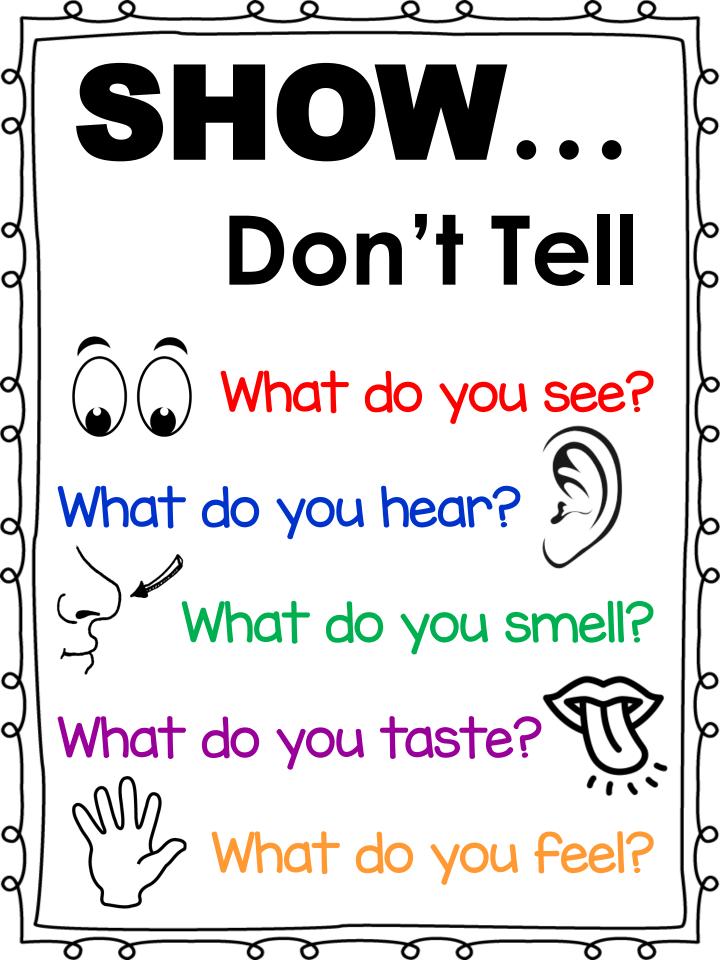
Opinion

Introduction

(Lead/Opinion Statement)



Conclusion (Creative restatements of main reasons)



Detail Generating Questions What does it "look" like? Sound like? Feel like? Taste like? Smell like? Seem like? WDILL Why is it important? Why is it important to your main idea? WT⁻ Is each detail in a separate sentence? Did you give specific examples?

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Main Idea/Reason **Sentence Starters** Have you ever wondered _____? Do you realize that ____? It is amazing to think about ____ Surprisingly _____. Üsually____. By the way _____. Finally, _____ There are many reasons why _____. There are many ways in which _____. How can ____? There is no doubt that Why do ____? Have you ever ____? When do ____? Of course _____. For years, _____. Sometimes____ You will find that Why are ____? In many ways _____ It is true that _____ Where can _____? 00 σ Ο σ

С

Informative VERBS These types of words can help you restate your main idea or main reasons in your conclusion paragraph. understand •find out ·learn about focus on discover remember •explore uncover •examine Conclusion Empowering Writers Comprehensive Expository and Opinion Writing Guide for Grades 2-3 page 3

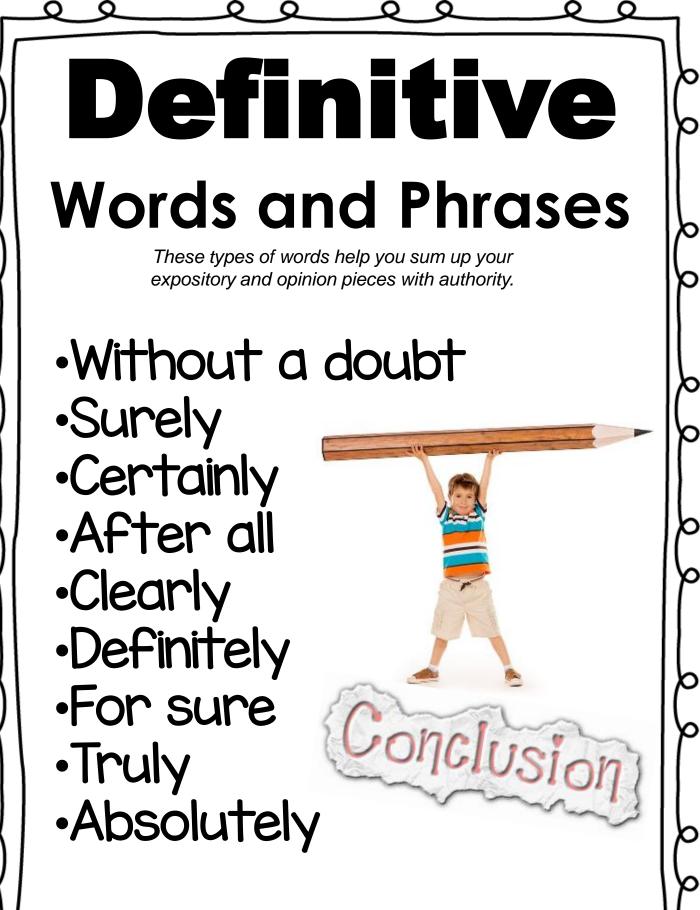
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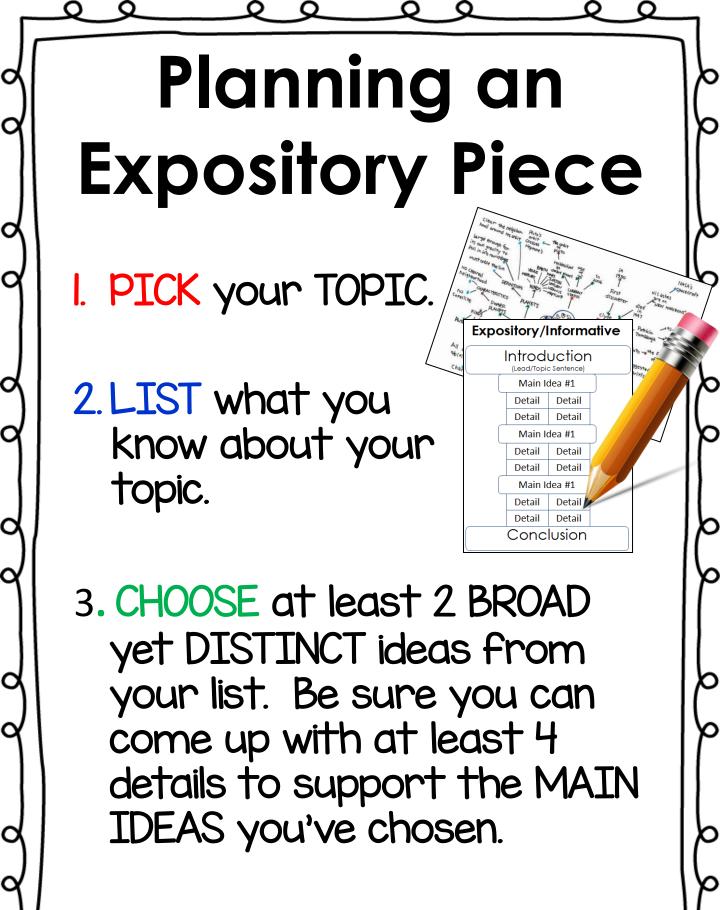
Taken from Empowering Writers Comprehensive Expository and Opinion Writing Guide for Grades 2-3 page 351

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Taken from Empowering Writers Comprehensive Expository and Opinion Writing Guide for Grades 2-3 page 121

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Golden Bricks

Powerful details that make expository writing more informative and help support a viewpoint in an opinion piece.

Expert Quote:

Words spoken by a person who has special knowledge about a topic. •"A cat is a wonderful pet for busy families," says

veterinarian Dr. Jones.

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Statistic:

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С

A fact that is represented by a number.

•Yearly costs for a cat can be \$670.

Adapted from Empowering Writers <u>Comprehensive Expository and Opinion Writing</u> <u>Guide for Grades 2-3</u> pages 266-267