

# **Lesson Blueprints: Writing Project**

## **Resource: Expository Writing Prompts and Rubric**

### **Grade Level: Middle and High School**

#### **Expository Writing Prompts**

Expository writing provides information about a concept, an idea, a subject, an issue, or steps in a process. Expository writing does not attempt to persuade but does use information from other sources to support the explanation. A good expository writing piece will include:

- Strong focus on the theme
- Logical order/appropriate sequencing
- Main idea, supporting details, conclusion

The following writing prompts support SEL topics and require all the elements of good expository writing:

- Explain how one person might become addicted to drugs while another does not.
- Explain how steroid use has become prevalent with teenagers as well as professional athletes.
- Discuss the original intention of the Internet and how it has evolved to current use.
- Discuss how conveniences change people's lives.
- Describe the problems created by family discord.
- Explain the effects of cyberbullying and/or physical bullying.
- Compare and contrast any two US presidents OR a film with its book version (or two other comparable subjects).
- Describe how your ancestry or heritage is a part of your everyday life.
- Explain the benefits of recess and/or physical activity.
- Explain a process you use for managing stress.
- Compare and contrast dressing for a formal occasion and dressing informally.
- Analyze your greatest success in sports, the arts, work, school work, etc.
- Explain the best way to choose a weekend activity.
- Describe your hopes and dreams for the future.

# Expository Writing Rubric

Student: \_\_\_\_\_

Topic: \_\_\_\_\_

Category	4	3	2	1	Score
<b>Focus</b>	Student makes a distinct point about a single topic with evident awareness of task.	Student makes an accurate point about a single topic with sufficient awareness of task.	Student makes no apparent point but there is evidence of a specific topic.	Student provides minimal evidence of a topic.	
<b>Content</b>	Student includes unique, interesting details that relate to and support subject. Writing includes information based on fact.	Student includes many interesting details that support the subject. Writing includes interesting information.	Student includes three or more details that support the subject.	Student includes little or no details to support subject.	
<b>Organization</b>	Writing has compelling opening, and informative body, and a satisfying conclusion. There is a clear thesis statement. Information is provided in logical, sequential order.	Writing is organized but opening, body, or conclusion might be missing or is unclear. There is a thesis statement. Information is mostly provided in logical/ sequential order.	Writing is somewhat organized, but sometimes is off topic; may be missing opening, body, or conclusion and/or there is no clear thesis statement. There does not seem to be any logical/sequential order.	Writing is aimless and disorganized. There is no clear thesis statement.	
<b>Writing – Technical</b> Grammar, punctuation and word choice	Student demonstrates excellent presentation skills, style, grammar, and punctuation.	Student’s writing style, purpose, audience, grammar, and punctuation are all fair and indicative.	Information is mislabeled or missing; inaccurate punctuation or grammar.	Student’s grammar, punctuation, and choice of words are poor.	
					<b>Total</b>