

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

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

Period: \_\_\_\_\_

**Embedded Assessment 1 Unit 2: Writing an Expository Essay and Participating in a Collaborative Discussion**

**Expository Paragraph Hamburger**

TOPIC SENTENCE: *What is main idea? Does the idea connect to your research question?*

TRANSITIONS: *What words can I use to connect my ideas?*

TEXTUAL EVIDENCE: *What quote from the source supports my topic sentence?*

COMMENTARY: *Why is this quote important? Why does the reader care about the information?*

CONCLUSION: *How can I restate my topic sentence in new words?*

**EA 1 Unit 2: EXPOSITORY ESSAY- DRAFT #1**

**1. INTRODUCTION**

a. Hook (**A**necdote, **Q**uestion, **Q**uote, **S**tatement of intrigue):

b. Research Question:

c. Evidence:

d. Commentary:

e. Thesis Statement: *Advertising affects the lives of youth through*  
\_\_\_\_\_, \_\_\_\_\_, and  
\_\_\_\_\_.

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**2. BODY PARAGRAPH 1** Transition: \_\_\_\_\_

a. Topic Sentence:

b. Evidence 1:

c. Commentary 1:

d. Evidence 2:

e. Commentary 2:

f. Concluding Sentence:

**3. BODY PARAGRAPH 2:** Transition: \_\_\_\_\_

a. Topic Sentence:

b. Evidence 1:

c. Commentary 1:

d. Evidence 2:

e. Commentary 2:

f. Concluding Sentence:

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4. **BODY PARAGRAPH 3** Transition: \_\_\_\_\_

a. Topic Sentence:

b. Evidence 1:

c. Commentary 1:

d. Evidence 2:

e. Commentary 2:

f. Concluding Sentence:

5. **CONCLUSION** Transition: \_\_\_\_\_

a. Big Picture (why is this information important?):

b. Personal Connection (how does this information relate to your life?):

c. Restate Research Question:

d. Restate Thesis Statement:

e. Concluding Statement:

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## **Revising and Editing: Strengthen your writing with attention to task, purpose, and audience.**

- **ADD** a sentence or idea
- **REMOVE** an unnecessary sentence
- **MOVE** a sentence or paragraph
- **SUBSTITUTE** a sentence with a new, stronger sentence
  
- **CAPITALIZATION:** Check proper nouns and the pronoun “I”
- **USAGE:** Read any sentence you are unsure of outloud to catch a mistake
- **PUNCTUATION:** Check your periods, commas and apostrophes
- **SPELLING:** Use a dictionary or the computer spell check

## **Preparing for Discussion: Take time to make a plan for your collaborative discussion.**

- What personal speaking and listening goals will you set for participation in the collaborative discussion?
  
- How can you use an outline or a copy of your essay to plan what you will say?
  
- How will you take notes in order to actively engage as an audience participant as you listen to your peers?

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

## Reflection

After completing this Embedded Assessment, think about how you went about accomplishing this task, and respond to the following in complete, thoughtful sentences:

- How did writing, speaking, and listening help you engage with your topic on a deeper level?
- Did you meet the speaking and listening goals that you set for yourself? How could you improve for next time?