**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**English 7**

**Ms. Kernan**

**12 December 2017**

**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?*

**Unit 2, Embedded Assessment 2: Writing an Explanatory Essay**

*PROMPT: Write an explanatory essay that explains the role of advertising in the lives of youth and then exchange ideas in a collaborative discussion. For your essay, you may use as sources the articles in this unit* ***and*** *at least one additional informational text you have researched.*

In this unit, you have read several texts on marketing to young people, viewed a documentary film, and had numerous discussions about the topic. Using the information from these sources, complete the outline for an expository essay about this topic. Each day you will work on something different. You can use your notebook, textbook, the Internet, and any handouts. However, you cannot use your neighbor or Ms. Kernan. This assignment is considered an **assessment**.

**Transition Examples**

Therefore,

Furthermore,

Nevertheless,

Finally,

Consequently,

Although,

Though,

Rather,

For instance,

Equally important,

To illustrate,

Most importantly,

According to \_\_\_\_\_\_\_\_,

Additionally,

In addition,

Thus,

Instead,

Similarly,

Likewise,

In contrast,

**How to Properly Embed Quotes: TLQC**

* **Transitions:** You cannot simply choose a transition that sounds good. You need to look at the sentence above it to **determine** the **purpose** of your transition (clarify, add, link, etc.). You might not always need to use a transition, but you will always need to use a lead-in, quote, and citation.
* **Lead-In:** The lead in is a phrase that **sets the context** for the information that follows. It often answers the question *where* or *when.* It should **flow** into the quote and make sense.
* **Quote:** A quote may be used to support the topic. The “quote” portion of the detail sentence does not always need to be a **direct quote** in quotation marks. It **can be paraphrased** material explaining the fact, detail, and example. However, if you paraphrase you need to be **specific** and **elaborate**—not just mention.
* **Citation:** In parentheses, you will write/type the **author’s last name**. If there is **no author**, then you will need to use the **article title in quotation marks**. The punctuation goes AFTER the final parentheses.
	+ **Example:** (Smith). **OR** (“Facts About Marketing to Children”).

\*\*For more information on TLQC, please look at page 101 in your textbook.

**Introduction—Due Wednesday 12/12 (end of the period)**

There are three main parts of the introduction (listed in the order in which they should appear.

* **Hook:** anecdote, quote, question, intriguing statement (AQQS).
* **Research Question:** is a clear, focused, and concise question around which you center your research. Choosing research questions will help you work toward supporting a clear thesis.
	+ You also have research questions in your notebook from the film activity.
	+ There’s more information on pages 96-97 in your textbook.
* **Thesis:** Is your response to the writing prompt.
	+ It is the single most important part of the essay because it establishes focus and creates coherence.
	+ You will need to come up with three reasons/ways advertising influences the lives of youth. This is what each of your body paragraphs will be about.
		- You can choose from your list of conclusions in your notebook.
	+ Don’t announce your intent (i.e. I am going to talk about…).
	+ All the parts of the essay should work to support this idea.
	+ Complete this part of the outline on page 3 of the packet.
* Complete this part of the outline on page 3 of the packet.

**Body Paragraphs—Due Wednesday (12/13), Thursday (12/14), Friday (12/15).**

* Each body paragraph needs to relate back to your thesis.
* Each paragraph should include:
	+ **Topic sentence** that presents a topic and the writer’s claim or position about the topic in relation to the **thesis statement.**
	+ **Transitions** to connect ideas (see your list on page 1). The transition can come before or after the topic sentence depending on its purpose and intent.
	+ **Evidence** that includes specific facts and details that are relevant to the topic sentence.
	+ **Commentary:** These sentences explain how the detail is relevant to the topic sentence. It is an in-depth analysis and explanation. DO NOT use the phrase “This shows that…”
	+ **Concluding Statement:** A final piece of commentary (as a result, overall, in conclusion) that supports the explanation. The concluding sentence brings a sense of closure to the paragraph.
* You will need to include information from an outside source. You looked at two sources on page 112 of your textbook.
* You will complete this part of the outline on pages 4-5 of the packet.

**Conclusion—Due Monday 12/18 (due at the end of the period)**

* Avoid clichés (something that is overused).
* Use the **3 R’s**
	+ **Reiterate**: Rephrase (not repeat) your thesis.
	+ **Review**: Summarize your main points.
	+ **Reflect**: Indicate the significance that advertising has on the lives of youth.
* Wrap up: leave your reader with a powerful last thought.
* See **page 124** in your **textbook**.
* Complete this part of the outline on page 6 of the packet.
1. **INTRODUCTION**
	1. Hook (**A**necdote, **Q**uestion, **Q**uote, **S**tatement of intrigue):
	2. Research Question:
	3. Evidence:
	4. Commentary:
	5. Thesis Statement: *The role of advertising in the lives of youth is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

OR

*Advertising influences the lives of youth by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

1. **BODY PARAGRAPH 1** Transition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	1. Topic Sentence:
	2. Evidence 1:
	3. Commentary 1:
	4. Evidence 2:
	5. Commentary 2:
	6. Concluding Sentence:
2. **BODY PARAGRAPH 2:** Transition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	1. Topic Sentence:
	2. Evidence 1:
	3. Commentary 1:
	4. Evidence 2:
	5. Commentary 2:
	6. Concluding Sentence:
3. **BODY PARAGRAPH 3** Transition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	1. Topic Sentence:
	2. Evidence 1:
	3. Commentary 1:
	4. Evidence 2:
	5. Commentary 2:
	6. Concluding Sentence:
4. **CONCLUSION** Transition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	1. Big Picture (why is this information important?):
	2. Summary of main points:
	3. Rephrase Thesis Statement:
	4. Concluding Statement: