

Expository Paragraph by Examples

1. Definition

Expository (or informative) writing explores, shares, explains, or defines a specific subject or idea. This type of writing does not include the writer's opinion or tell a story; its goal is not to persuade, and the writer's voice should be neutral. In an **expository paragraph**, you give information. You explain a subject, give directions, or show how something happens.

There are many types of expository writing: expository writing by definition, classification, comparison, contrast, cause and effect, and by examples.

In an **expository writing by examples**, the writer presents examples to clarify his ideas and give them more substance. They constitute a great evidence to support his topic sentence. The following is an example of an expository paragraph developed by examples:

Going to college can be expensive. First, college tuition and room and board can cost anywhere from \$2,000 to more than \$10,000 per semester. Other expenses make going to college even more expensive. For example, books typically cost between \$100 and \$500 each term. Second, materials are also very expensive. Paper, notebooks, writing utensils, and other supplies required often cost more at the college bookstore than at any local discount department store. For instance, a package of notepaper costing \$2 at a discount store might cost \$5 at a college

bookstore. Finally, there are all kinds of special fees added onto the bill at registration time. A college student might have to pay a \$50 insurance fee, a \$20 activity fee, a \$15 fee to the student government association and anywhere from \$500 to \$100 for parking. There is another fee if a student decides to add or drop classes after registration. The fees required to attend college never seem to end.

The topic sentence in the example lets the reader know that the paragraph will talk about the expenses of going to college. Immediately following the topic sentence is the first supporting sentence (underlined) and two detail/example sentences. Each support sentence and its two detail/example sentences are shown in different colors so you can see where one ends and the next begins. Finally, the closing sentence neatly ties back to the topic sentence by rephrasing it.

Notice the use of transitional words to help the reader follow the ideas. In expository writing, linking words like first, second, then, and finally are usually used to help readers follow the ideas.

Also, notice the use of **third person point of view** in this paragraph. The third person point of view (he, she, one) is most commonly used for expository, and technical writing. This means there should be no “I” or “you” anywhere in the paragraph.

2. Writing Steps

Students should follow these steps to write any expository paragraph

2.1. Consider free writing before creating the first draft, consisting of 5–10 minutes of students writing as much as possible about the topic of c. Freewriting gives students a chance to *brain dump* or include all their ideas about their topic and later take from those thoughts to form their initial draft.

2.2. Develop the First Draft

1. The first draft of your students' paragraph should start with the topic sentence. Next comes the body sentences, which explain the topic sentence

Finally, the closing sentence thoughtfully wraps up the paragraph.

2.3. Revise Work

Your students must check their draft for *ideas, organization, voice, word choice,* and *sentence fluency*. They should think about the following questions when revising:

- Is the topic sentence clear?
- Are there any details that should be added or removed?
- Are the details organized in the best way?
- Are the words clear and precise?
- Does the paragraph flow well?

- What's the closing sentence, and does it thoughtfully close up the paragraph?

5. Edit for Clarity

Finally, students should edit their drafts by looking for errors in conventions. They must check to ensure they used correct punctuation, capitalization, spelling, and grammar. After editing once, they make sure they proofread the paragraph once more. Students should be allowed to exchange their paragraphs with one another—it's much easier for someone else to catch minor errors.