

## Expository Essay Sample

Of all the friends one gets to have in a lifetime, the good friends are the ones who last longest and become family. Friends are the people we let into our walled-off lives – they are the people we know well and with whom we have a bond of mutual affection. A good friend is someone who defends and protects, who is loyal, considerate and kind, a person who is fun and brings out the best in their friends. The list of qualities making up a good friend is endless and depends on the individual. However, there are many common qualities that can be seen in all “good” friends.

For starters, a good friend is a person on which someone else can always depend. This can probably be said about all good friends. They are **dependable**. When another friend needs them, they are the first there to help. They make their friend’s problem their own problem, too. Whether it’s money, time, resources or emotional support, a good friend is always there for someone they care about, for their other friends. They are reliable – you can always rely on a good friend. It’s kind of a little miracle, that your friend always happens to be there for you, willing to offer their time and energy.

Also, another quality of a good friend is being a **good listener**. Sometimes, people just need someone to talk to, someone who will listen and put their own thoughts, concerns, and opinions aside just for a few minutes. Being a good listener is a friend attractor, actually, because listening demonstrates one’s support, sensitivity, empathy, kindness, and consideration – among other things. In times of celebration and in times of hardship, what everyone needs and wants and requires is someone they can express their thoughts, emotions, concerns, and celebrations to. It’s a rather simple, almost innate need – to have a friend.

On top of that, a good friend is **thoughtful**. A good friend is a friend who will, upon hearing of their friend’s bad day, will change their plans and plan something that friend will definitely find uplifting. A good friend is someone who will, upon getting the news about their friend’s promotion or a new job, will throw a party in their name and celebrate with them to make the moment memorable and special. Thoughtfulness means mindfulness, which requires being a good listener and caring about a person.

Everyone wants **respect**, needs it and has to have it. It feels good. It’s a feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements, something all good friends also must have or demonstrate from time to time. Most good friendships are supported by mutual respect. This means they look up to that person and have an immense amount of satisfaction in being close to, associating with this person and calling them a “friend.”

Lastly, **straightforwardness** is also a quality that can be found in good friends. This means they say things as they are and can be honest without sugarcoating the truth. This occurs only in the case the friends trust each other’s opinions and can share them.

# Middle School Expository Text Examples

**Cathy Collins Block, Sheri R. Parris**



## **Middle School Expository Text Examples:**

**Comprehension Instruction, Second Edition** Cathy Collins Block, Sheri R. Parris, 2008-04-22 This comprehensive professional resource and text is based on cutting edge research In each chapter leading scholars provide an overview of a particular aspect of comprehension offer best practice instructional guidelines and policy recommendations present key research questions still to be answered and conclude with stimulating questions for individual study or discussion Coverage includes such timely topics as differentiated instruction technology and reading comprehension teaching English language learners and the implications of current neuroscientific findings

[Making Connections in Elementary and Middle School Social Studies](#) Andrew P. Johnson, 2009-10-15 Making Connections in Elementary and Middle School Social Studies Second Edition is the best text for teaching primary school teachers how to integrate social studies into other content areas This book is a comprehensive reader friendly text that demonstrates how personal connections can be incorporated into social studies education while meeting the National Council for the Social Studies thematic pedagogical and disciplinary standards Praised for its eowwealth of strategies that go beyond social studies teaching e including classroom strategies pedagogical techniques activities and lesson plan ideas this book examines a variety of methods both novice and experienced teachers alike can use to integrate social studies into other content areas

**Middle School Journal**, 2006

**Models of Teaching** Jeanine M. Dell'Olio, Tony Donk, 2007-02-26 Models of Teaching is a great asset for beginning teachers as they integrate their pre service training with the standards based curricula in schools Amany Saleh Arkansas State University Rarely have I read a text from cover to cover however your text provided an abundance of effective teaching strategies in ways that better informed my own teaching I was compelled to read through the entire test Great job Carolyn Andrews Student at University of Nevada Reno This is a practical text that focuses on current practices in education and demonstrates how various models of teaching can address national standards Marsha Zenanko Jacksonville State University Models of Teaching provides excellent case studies that will enable students to see models of teaching in practice in the classroom Margaret M Ferrara University of Nevada Reno Models of Teaching Connecting Student Learning With Standards features classic and contemporary models of teaching appropriate to elementary and secondary settings Authors Jeanine M Dell Olio and Tony Donk use detailed case studies to discuss 10 models of teaching and demonstrate how the models can incorporate state content standards and benchmarks as well as technology standards This book provides students with a theoretical and practical understanding of how to use models of teaching to both meet and exceed the growing expectations for research based instructional practices and student achievement Key Features Shows how each model looks and sounds in classrooms at all levels Each model is illustrated with two detailed case studies elementary and secondary and post lesson reflections Offers detailed descriptions of the phases of each model Each model is accompanied by a detailed chart and discussion of the steps of the model Applies technology standards and performance indicators Each chapter addresses how the particular

model can be implemented to meet technology standards and performance indicators Connects philosophies of curriculum and instruction This book connects each model to a philosophy of curriculum and instruction that undergirds that model so teachers understand both how to teach and why Promotes student interaction with the text Exercises at the end of each chapter provide the opportunity for beginning teachers to work directly with core curricula from their own state and or local school district curricula Each model is illustrated with two detailed case studies elementary and secondary and post lesson reflections A High Quality Ancillary Package Instructors Resource CD ROM This helpful CD ROM offers PowerPoint slides an electronic test bank Web resources a teaching guide for the case studies lesson plan template instructions and much more Qualified instructors can request a copy by contacting SAGE Customer Care at 1 800 818 SAGE 7243 from 6am 5pm PT Student Study Site This study site provides practice tests flash cards a lesson plan template suggested assignments links to state content and technology standards field experience guides and much more Intended Audience This is an excellent core textbook for advanced undergraduate and graduate students studying Elementary and or Secondary Teaching Methods in the field of Education

**Cognitive Strategy Instruction for Middle and High Schools** Eileen Wood,1995 eevievs the logic and importance of using strategy instruction

**Teaching Reading in Today's Middle Schools** Betty D. Roe,Sandy H. Smith,2004-10 This text combines a research based approach to reading instruction with the theories issues and strategies most relevant to prospective middle school teachers The authors promote a balanced approach to literacy instruction that includes active learning cooperative learning and critical thinking strategies These strategies and their applications empower teachers to become key decision makers in their students literacy programs

Resources in Education ,1995

Elementary & Middle School Social Studies Pamela J. Farris,Susan M. Cooper,1997 This methods textbook takes a whole language approach to teaching social studies and features the experiences of classroom teachers and college members Updated and expanded literature examples include many titles that feature people of diverse backgrounds and abilities Each chapter includes activities with an assessment section technology products thematic units and focus in the classroom boxes Geography and economics chapters have been included in this edition focusing on map skills and economic issues The text is accompanied by an instructor s manual and evaluation items and Microtest III

*Reading and the Middle School Student* Judith L. Irvin,1998 The last three decades have been a time of renewed interest in middle level education In fact membership in the National Middle School Association has skyrocketed Also current research and theory in reading education have contributed to what educators know about the most exciting ways for improving literacy abilities This is a new EDITION of the best selling guide to middle school literacy instruction and literacy programs Numerous strategies are recommENDED for the instruction of vocabulary comprehension study skills and using literature across the curriculum This book is for prospective and practicing teachers program specialists and resource teachers concerned with improving the literacy abilities of mid level learners Parents will also find it helpful

**Texts and Tests** Rona F. Flippo,2004 This book is a

unique nuts and bolts guide for teachers of grades 1 through 8 that covers not only the teaching of study skills but also test taking techniques in ALL subject areas Reading and Writing Connections Jana M. Mason,1989 *Teaching Integrated Reading Strategies in the Middle School Library Media Center* Kathleen M. Alley,2008-06-30 Drawing on the success of the popular elementary level book *Teaching Reading Strategies in the School Library* Walker and Shaw Libraries Unlimited 2004 this title will provide library media specialists with a resource to help integrate research based reading strategies into the middle school library curriculum as part of the library lesson The strategies discussed are those commonly used by teachers in the classroom and are easily adapted to use in the library media center allowing library teachers to support school wide reading initiatives through instruction while sharing appreciation of literature Reading strategies are incorporated in a chapter format explaining the strategy and benefits of integration as well as offering resources a review of the relevant research methods and a clear step by step approach to instruction Chapters share general knowledge about reading instruction and illustrate how media specialists can incorporate specific examples including reproducible items and graphic organizers The overall outline of the book parallels the usual reading instructional pattern of strategies to use before during and after reading Grades 6 8

**Language Disorders from Infancy Through Adolescence - E-Book** Rhea Paul,Courtenay Norbury,2012-01-14 *Language Disorders from Infancy Through Adolescence* 4th Edition is the go to text for all the information you need to properly assess childhood language disorders and provide appropriate treatment This core resource spans the entire developmental period through adolescence and uses a descriptive developmental approach to present basic concepts and vocabulary an overview of key issues and controversies the scope of communicative difficulties that make up child language disorders and information on how language pathologists approach the assessment and intervention processes This new edition also features significant updates in research trends instruction best practices and social skills assessment Comprehensive text covers the entire developmental period through adolescence Clinical application focus featuring case studies clinical vignettes and suggested projects helps you apply concepts to professional practice Straightforward conversational writing style makes this book easy to read and understand More than 230 tables and boxes summarize important information such as dialogue examples sample assessment plans assessment and intervention principles activities and sample transcripts UNIQUE Practice exercises with sample transcripts allow you to apply different methods of analysis UNIQUE Helpful study guides at the end of each chapter help you review and apply what you have learned Versatile text is perfect for a variety of language disorder courses and serves as a great reference tool for professional practitioners Highly regarded lead author Rhea Paul lends her expertise in diagnosing and managing pediatric language disorders Communication development milestones are printed on the inside front cover for quick access Chapter objectives summarize what you can expect to learn in each chapter Updated content features the latest research theories trends and techniques in the field Information on autism incorporated throughout the text Best practices in preliteracy and

literacy instruction The role of the speech language pathologist on school literacy teams and in response to intervention New reference sources Student Professional Resources on Evolve include an image bank video clips and references linked to PubMed

**Reading Horizons** ,1998 Reading Horizons began in 1960 by Dorothy J McGinnis as a local reading education newsletter and developed into an international journal serving reading educators and researchers Major colleges universities and individuals subscribe to Reading Horizons across the United States Canada and a host of other countries Dedicated to adding to the growing body of knowledge in literacy the quarterly journal welcomes new and current research theoretical essays opinion pieces policy studies and best literacy practices As a peer reviewed publication Reading Horizons endeavors to bring school professionals literacy researchers teacher educators parents and community leaders together in a collaborative community to widen literacy and language arts horizons [Linguistics and Language Behavior Abstracts](#) ,1995

[The Journal of Education](#) ,1902 **Teaching Social Studies in Middle and Secondary Schools** Peter H. Martorella,1996 1724Q 6 0 13 117244 1 Martorella Peter H Teaching Social Studies in Middle and Secondary Schools 4 E This readable accessible book offers prospective teachers a comprehensive introduction to teaching social studies to middle and secondary school students With the purpose of social studies being the development of reflective competent concerned citizens the book first examines the origins and evolution of social studies and citizenship education across the United States Following this targeted chapters address the art science and craft of social studies teaching as a means for engaging learners in knowledge construction In the final section the authors look at ways to improve social studies instruction through the incorporation of emerging technology into the social studies curriculum For middle and secondary school social studies teachers *Communication Development* William O. Haynes,Brian B. Shulman,1998 This text focuses on communication development from infancy through to adolescence by presenting detailed theoretical and research information on the language acquisition process It also provides the student with an initial exposure to the clinical applicability of the literature in the field

**Resources in Education** ,1996 [The Essentials of Teaching Children to Read](#) D. Ray Reutzel,Robert B. Cooter,2005 Teaching Children to Read has always been well known for its comprehensive look at literacy instruction This streamlined edition of that text has been developed to provide readers a brief version that offers essential information about reading instruction based on research that aligns with No Child Left Behind directives The focus of this book is how to teach phonemic awareness phonics comprehension vocabulary fluency and ongoing classroom assessment Special features include A theory chapter to ground literacy background knowledge An infusion of the most current research available to inform practice and all five No Child Left Behind initiatives regarding phonemic awareness phonics comprehension vocabulary and fluency A newly organized assessment chapter presenting four purposes of assessment as identified by Reading First legislation including outcome assessment screening instruments diagnostic assessment tools and ongoing progress monitoring assessments

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