

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.

Sample Expository Essays For Middle School

Clarence Stratton



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Resources in Education , 2000-04 *The Teaching of English in the High School* Clarence Stratton, 1923 **Sample exercises** California. Department of Education, 1978 Sample Assessment Exercises Manual for Proficiency Assessment: Sample exercises California. State Department of Education, 1978 Thesaurus of ERIC Descriptors , 1990 4th 7th eds contain a special chapter on The role and function of the thesaurus in education by Frederick Goodman **Expository Writing** William S. Dye, 1926 *Current Index to Journals in Education* , 2001 **Practical Ideas for Teaching Writing as a Process at the High School and College Levels** Carol Booth Olson, 1997 The concept of writing as process has revolutionized the way many view composition and this book is organized by the stages of that process Each section begins with a well known author presenting specific techniques followed by commentaries which include testimonials applications of

writing techniques and descriptions of strategy modifications all contributed by classroom teachers The book includes the following sections and initial chapters Section 1 The Process Teaching Writing as a Process Catherine D Aoust Section 2 Prewriting Clustering A Prewriting Process Gabriele Lusser Rico Section 3 Prewriting in Different Subjects Prewriting Assignments Across the Curriculum Jim Lee Section 4 Showing Not Telling A Training Program for Student Writers Rebekah Caplan Section 5 Using Cooperative Learning to Facilitate Writing Using Structures to Promote Cooperative Learning in Writing Jeanne M Stone and Spencer S Kagan Section 6 Writing Developing a Sense of Audience or Who Am I Really Writing This Paper For Mark K Healy Section 7 Teaching Writing in the Culturally and Linguistically Diverse Classroom English Learners and Writing Responding to Linguistic Diversity Robin Scarcella Section 8 Domains of Writing Teaching the Domains of Writing Nancy McHugh Section 9 Writing the Saturation Report Using Fictional Techniques for Nonfiction Writing Ruby Bernstein Section 10 Point of View in Writing A Lesson on Point of View That Works Carol Booth Olson Section 11 Writing the I Search Paper The Reawakening of Curiosity Research Papers as Hunting Stories Ken Macrorie Section 12 Critical Thinking and Writing Reforming Your Teaching for Thinking The Studio Approach Dan Kirby Section 13 Sharing Responding Some Guidelines for Writing Response Groups Peter Elbow Section 14 Reader Responses Dialogue with a Text Robert E Probst Section 15 RAGs for Sharing Responding Using Read Around Groups to Establish Criteria for Good Writing Jenee Gossard Section 16 Rewriting Editing Competence for Performance in Revision Sheridan Blau Section 17 Revising for Correctness Some Basics That Really Do Lead to Correctness Irene Thomas Section 18 Building Vocabularies Word Sprouting A Vocabulary Building Strategy for Remedial Writers Barbara Morton Section 19 Evaluation Holistic Scoring in the Classroom Glenn Patchell and Section 20 Evaluation Techniques Some Techniques for Oral Evaluation Michael O'Brien

Contains over 100 references EF **Especially for Teachers** ,1982 **English Journal** ,1912 **Tests** Richard C. Sweetland, Daniel J. Keyser, 1983 Descriptions of over 3000 tests in English intended as a guide for psychologists educators and other personnel who need test information to meet their assessment needs Topical arrangement under 3 main sections of psychology education and business Each entry gives test name associated personal names intended age group purpose description time range scoring cost and publisher Indexes by test titles authors publishers visually impaired tests and scoring services

Research in Composition and Rhetoric Michael G. Moran, Ronald Lunsford, 1984-11-20 This anthology focuses on the writing process itself and on fundamentals of compositional theory Essays explore the psychology of composition research on writing anxiety the relationship of literary theory to composition and reading theory as it relates to the composing process The historical development of research methodologies in the field is examined with particular emphasis on evaluation methods and construction of effective writing sequences and assignments With recent educational trends toward basic writing even teachers of the most advanced composition classes will welcome the contributions on sentence structure spelling punctuation paragraphs and vocabulary development The essays that place composition within

larger intellectual traditions will be particularly valuable to scholars currently extending their research into other disciplines

Two appendixes on text books and evaluation are designed to help composition educators and scholars select useful innovative texts and handbooks

A New Decade of Language Testing Research Carol Chapelle, 1993 Papers from the conference on language testing include Foundations and Directions for a New Decade of Language Testing Carol Chapelle Dan Douglas A Comparison of the Abilities Measured by the Cambridge and Educational Testing Service EFL Test Batteries Lyle F Bachman Fred Davidson John Foulkes Judgments in Language Testing J Charles Alderson Testing the Specificity of ESP Reading Skills Thom Hudson A Comparison of Indices for the Identification of Misfitting Items Kyle Perkins Sheila Bratten The Effect of Prompt in Essay Examination Mary Spaan Computer Assisted Testing of Reading Comprehension Comparisons Among Multiple Choice and Open Ended Scoring Methods Grant Henning Michael Anbar Carl E Helm J D Arcy The Role of Instructions in Testing Summarizing Ability Andrew Cohen A Comprehensive Criterion Referenced Language Testing Project James Dean Brown A Collaborative Diagnostic Feedback Model for Testing Foreign Languages Elana Shohamy The Relationship Between Grammar and Reading in an English for Academic Purposes Test Battery J Charles Alderson Assessing Speaking Proficiency in the International English Language Testing System D E Ingram Elaine Wylie Performance on a General versus a Field Specific Test of Speaking Proficiency by International Teaching Assistants Dan Douglas Larry Selinker and Is ESP Testing Justified Caroline Clapham MSE

Linguistics and Language Behavior Abstracts ,1995

The High School Course in English Wilbur Owen Sypherd, George Strausser Messersmith, 1908
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