

# Year 5 Term 2 ENGLISH Exposition Writing Task

(in class task)

Name \_\_\_\_\_

Class: \_\_\_\_\_

## TASK:

You need to write an exposition to convince someone to agree with your point of view on a specific topic. You can make up statistics and evidence to make your exposition sound more convincing. It must sound realistic and believable.

You must pick **one** of the following topics:

- 1) A letter to Mr Wooding to persuade him to allow a different sport to be included in Interschool Sport.
- 2) A letter to Mrs Valencia to persuade her to allow more free dress days at school.
- 3) A letter to Mrs Schmidt to persuade her that all children in years 3 – 6 at POP should have the same device (e.g. everyone have the SAME laptop). You could also argue the negative case here.
- 4) A letter to the Mrs Muelen (our librarian) persuading her to let children choose all of the books that are bought for the library.
- 5) A letter to your class teacher persuading her to agree with you that camp should or should not occur in year 5 (you must choose ONE point of view)
- 6) You own choice – however it must be approved by your classroom teacher. You must already have some thoughts / arguments in your mind to share with your teacher.

You must plan out your exposition on the planning sheet using the headings and structure that we have learnt about in class. You can write on the back of the planning page if you need more room. You will be required to type up your exposition and print it out. You will then edit your work using the editing sheet.

## Hand in your work in this order:

1. Task sheet
2. Editing Checklist
3. Criteria Sheets (Rubrics)
4. Planning Page
5. Your final typed up and well edited exposition.

All typing must be formatted in this way: (Do your work in the English Folder in ONE NOTE)

1. Size 12 or 14 font.
2. Font type Arial, Comic Sans or Calibri
3. Page Setup, Margins, Choose NARROW
4. Single spacing between lines
5. ***Your name must be typed on each page***
6. Leave one line between paragraphs

You will be given sufficient time in class to plan, write and edit your work.

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

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

# Exposition Editing Checklist!

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

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

Title/Topic of your Exposition: \_\_\_\_\_

Editing and proofreading are very important parts of writing. Use the checklist below to edit, proofread and **MAKE CHANGES** to your work. You can edit in pencil or pen so your changes stand out.

If you tick **NO** for anything, it is your job to go back and **MAKE THOSE CHANGES** to your work.

<b>STRUCTURE</b>	<b>Does your exposition:</b>	<b>Yes</b>	<b>No</b>
	Clearly state your point of view or the problem in the first paragraph?		
	Listed some background information or brief evidence that you will explore further in your paragraphs?		
	Get the reader's attention? (A bold statement or a question maybe?)		
	Have you written 3 – 5 well sequenced paragraphs with a new argument in each paragraph?		
	Have you ordered your paragraphs so the strongest arguments are first and the weakest arguments are last?		
	Include evidence (real or made up but convincing!) to support your arguments?		
	Include a final paragraph that reinforces and summarises the main arguments?		

<b>GRAMMAR</b>	<b>Does your exposition:</b>	<b>Yes</b>	<b>No</b>
	Use persuasive language?		
	Use lots of high and medium modality words that make the writing sound professional and powerful?		
	Use impersonal voice?		
	Have sentences that start differently?		
	Have sentences that end differently?		

<b>SPELLING</b>	<b>Does your exposition:</b>	<b>Yes</b>	<b>No</b>
	Contain a variety of vocabulary to enhance your writing? (use a thesaurus!)		
	Contain <b>NO</b> spelling errors? (use a dictionary!)		
	Contain words that are related to your topic and make it sound more professional?		

<b>PUNCTUATION</b>	<b>Does your exposition:</b>	<b>Yes</b>	<b>No</b>
	Contain correct punctuation? Full stops, capital letters, apostrophes, exclamation marks, question marks, speech marks etc.?		
	Have you written each new argument in a separate paragraph?		

**What mark would you give your exposition and why? What did you do really well at? What do you think you could improve on?**

Task Description: Students were asked to write an exposition.						
Assessable Elements		Task-Specific Descriptors				
		A (Extending)	B (Advancing)	C (Demonstrating)	D (Developing)	E (Emerging)
Writing Productive Mode - Knowledge and Understanding	Spelling & Vocab	Is independently using conventional and familiar spelling patterns and high frequency words consistently. Is applying complex vowel knowledge and suffixes and using the environment around to write accurate spelling. Great attempts at using more sophisticated vocabulary choices to enhance their writing.	Is independently using conventional and familiar spelling using simple patterns, applying simple vowel knowledge and basic suffixes to write words. Is using the environment around them to write words. Most attempts are accurate. Some attempt to include more sophisticated vocabulary.	Is beginning to use conventional and familiar patterns. Is applying simple vowel knowledge and some suffixes for most written words. Many attempts are accurate. Is beginning to choose vocabulary that enhances their written piece.	Is writing words with initial sounds, simple patterns and occasional use of vowel knowledge. Many attempts are inaccurate. Needs to include a greater variety of vocabulary to enhance their writing.	Is not aware of spelling patterns or has little vowel knowledge. Only uses initial sounds in their writing or inventive spelling. Student uses simple language and vocabulary in their writing. More creative choices are to be encouraged.
	Punctuation	<b>Uses the following punctuation accurately and consistently (in correct context and purpose):</b> Full stops Capital letters (inc. proper nouns) Apostrophes (inc. contraction and possession) Exclamation marks Question marks Commas	<b>Uses the following punctuation accurately and consistently:</b> Full stops Capital letters (inc. proper nouns) Apostrophes (inc. contraction and possession) Exclamation marks Question marks Commas	Accurately uses the following punctuation <b>most</b> of the time: Full stops Capital letters (inc. proper nouns) Apostrophes (inc. contraction and possession) Exclamation marks Question marks Commas	With some support uses the following punctuation <b>most</b> of the time: Full stops Capital letters (inc. proper nouns) Apostrophes (inc. contraction and possession) Exclamation marks Question marks Commas	Student had extensive support OR student was unable to use the following punctuation <b>most</b> of the time: Full stops Capital letters (inc. proper nouns) Apostrophes (inc. contraction and possession) Exclamation marks Question marks Commas
	Editing	Clear evidence that they have used the agreed editing checklist to thoroughly make appropriate changes to significantly enhance their writing.	Clear evidence that they have used the agreed editing checklist to thoroughly make appropriate changes to enhance their writing.	Evidence that they have used the editing checklist to make appropriate changes to their writing.	With support student has used evidence that they have used the editing checklist to make appropriate changes to their writing. OR Student has not used the editing checklist and has made no effort to improve their work.	Student had extensive support OR student was unable to use the editing checklist to make appropriate changes to their writing.
	Use paragraphs to logically sequence the text	Clear evidence that the student has used well-formed and sequenced paragraphs to significantly enhance their writing.	Clear evidence that the student has used sequenced paragraphs to enhance their writing.	Evidence of using paragraphs but more attention to sequencing is needed to enhance their writing.	With support student has used paragraphs in their writing OR student is working towards using paragraphs correctly to enhance their writing.	Student had extensive support to write using paragraphs, OR there is no evidence of paragraphs in their writing.

		Task-Specific Descriptors				
		A (Extending)	B (Advancing)	C (Demonstrating)	D (Developing)	E (Emerging)
<b>EXPOSITION Features</b>	<b>Introductory Paragraph contains your position or point of view and a brief outline of evidence.</b>	Your position is clear, evident and very well stated. Evidence is only briefly referred to in this paragraph.	Your position is clear, evident and well stated. Brief evidence was forgotten or too much detail was given.	Your position was evident, but was not as clearly written as it could have been. Evidence was only briefly referred to.	Your position was not clearly evident and you outlined too many arguments in too much detail.	You did not state your position OR you did not include this paragraph OR you explained your arguments in too much detail.
	<b>You have put each new argument in a new paragraph</b>	Each argument (at least 3) is in a new paragraph, is explained in detail and has opening and closing sentences.	Each argument is clearly stated and explained in detail in a new paragraph.	Each argument is stated in a new paragraph with some details to back it up.	Some arguments are evident but aren't clearly stated in well written paragraphs.	Arguments are all in one body of writing and aren't clearly stated or backed up by detail.
	<b>Your closing paragraph restates your position</b>	Your position is restated in a clear and evident manner. You have called for action in some way.	Your position is restated clearly.	You have restated your position but it possibly needed to be expressed more clearly.	You have not clearly restated your position OR new evidence has been introduced.	You have not written a closing paragraph or restated your position.
	<b>Your exposition contains relevant facts, evidence or research to help persuade the reader (real or made up evidence is allowed for this task)</b>	Many logical, well thought out facts, reasons, evidence and research are evident. Highly convincing arguments.	Some logical, well thought out facts, reasons and evidence. Some convincing arguments.	Some facts and research are evident, although more was needed to really convince the reader.	Minimal facts, research or evidence is used to convince the reader. Arguments aren't presented in a logical order .	Very few facts or evidence has been given. Evidence doesn't really relate to main argument points. Arguments are unclear.
	<b>You have included high modality words, conjunctions and written in third person and impersonal voice.</b>	Very high usage of these grammar conventions. Writing is enhanced because of their inclusion.	High use of these grammar conventions. Writing is enhanced because of their inclusion.	Sound use of these grammar conventions. Writing is enhanced because of their inclusion.	These grammar conventions were over used, or not used enough.	These grammar conventions were missing from the exposition.
Comments:					Overall Grade:	