

Expository Essay Example

Parker Jones
English 101

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Mrs. Jenkins

HEADING

It's Morphing Time: Power Rangers and a New Media Landscape

TITLE

INTRO

While some teenagers have to deal with zits, math tests, and asking a crush to prom, others wear colored bodysuits and perform martial arts against strange, extra-dimensional evil. Premiering in the U.S. in the early 90s, *Power Rangers* presented a weird, new form of entertainment, introducing children to martial arts and Japanese culture in the trappings of Saturday morning programming and the after-school special. Despite its often fantastical leanings, *Power Rangers* presented an integral turning point in children's programming and media at large.

Although it presented something new and largely unseen by Western audiences, *Power Rangers* was anything but. All of the action scenes were taken directly from Japan's *Super Sentai* series (specifically *Kyoryu Sentai Zyuranger*), intercut with scenes of an American cast existing within tranquil Angel Grove. The *Super Sentai* series stayed within the traditions of the long-running line of programming known as *tokusatsu*, meaning "special effects" (a reference to the use of practical special effects).

Transplanting Japanese cultural media and overlaying it upon an American production and audience posed its own challenges, but the almost immediate success came from its own storytelling. At first blush, winding fantastical adventures and impressive martial arts into the everyday lives of American teens (who dealt with bullying, teamwork, and celebrating birthdays) seems disparate. However, the combination led to instantly relatable stories that resonated with children, imparting ideas of community and selflessness through skills and talents of all forms, physical, mental, and emotional.

In conclusion, *Power Rangers* presented an amalgam of different cultural ideas to create a new children's media landscape. The original series has since given rise to ongoing series, along with offshoot books, comics, and other media. For many kids, the show was an introduction to new ideas that were still grounded within the parks, schools, and suburbs of their lives. It was a form of escapism and imagination that stayed within the bounds of a reality that could be cruel, difficult to understand, or full of light. It just took some friends, some martial arts, and the ability to morph into something new.

BODY

- Use similes, metaphors, and other figurative language within your body paragraphs.
- Get familiar with your subject to find exactly what interests you about it.

CONCLUSION

A Learning Let How To Write An Expository Essay

Hazel Simmons-McDonald



A Learning Let How To Write An Expository Essay:

Make Writing Exciting, Grades 3 - 4 Kelly Gunzenhauser, 2011-01-03 Use step by step creative ways to teach and evaluate your students writing skills Genres of writing are introduced in an order that makes sense with one skill building upon another or you can choose lessons to incorporate into your existing curriculum Also included is a section on how to help your struggling writers or students with special needs learn various writing skills 160 pages **CXC Let's Work with English** Hazel Simmons-McDonald, Rod Ellis, 2002 Teaching Creative Writing, 1974 Writing Instruction for English Learners Eugenia Mora-Flores, 2008-10-29 Focusing on narrative expository and persuasive writing and poetry this guide provides strategies and tools to facilitate writing development for English learners in Grades 2-8 *Expository Essays and Discourses* Samuel Cox (Editor of The Expositor.), 1877 **Blowing Away the State Writing Assessment Test** Jane Bell Kiestler, 2013 The Same Classic You Love Now Expanded and Updated for 2006 Test Requirements NEW Third Edition In just four easy steps Jane Bell Kiestler gives you all the tools you need to teach your students how to respond to any fiction or non fiction prompt with superior and creative writing that incorporates solid writing craft principles The expanded Third Edition allows you to simplify the planning process for writing with several graphic organizers help students use and retain vivid vocabulary with entertaining classroom proven activities encourage and explicitly teach strategies that foster well organized and elaborated writing that reveals the writer's voice teach students how to recognize genre a difficult skill for many students to master on assessments with twenty passages from familiar and beloved children's fiction and non fiction literature provide students with practice in all genres with more than 200 practice prompts plus the newest test addition quote analysis assess writing quickly and confidently using the ninety reproducible student written responses to descriptive expository narrative and persuasive writing prompts that include rubrics and teacher notes and conform to your state's scoring system using either holistic or domain scoring explanations provided with the student samples **The Young Adult's Guide to Flawless Writing** Lindsey Carman, 2016-02-25 The most important skill you can have in any field or subject is the ability to express yourself with eloquence and confidence in writing The tools and rules needed are simple and easy to remember Learn everything you need to know to write engaging and informative essays stories and research papers Find ways to take the writing skills you have learned in school and apply them to real world tasks be they work related or personal **Let's Work With English Book 2** Hazel Simmons-McDonald, 2000-10-23 Resources in Education, 2001 **National Assessment of Educational Progress 1969-1983** Theodore B. Pratt, 1984 During its first 14 years of existence the National Assessment of Educational Progress NAEP was located at the Education Commission of the States ECS This annotated bibliography of 575 references lists all major publications by or about NAEP published between 1969 and 1983 References are in a classified arrangement by specific or special assessment Documents not dealing with a specific assessment are grouped by Methodological Publications Special Analyses and General and Miscellaneous Materials by NAEP are separated from

materials about NAEP done by external organizations Subject Personal Author and Preparing Institution indexes are provided The compilation is based on materials documents and journal articles archived in the database of the Educational Resources Information Center ERIC and therefore most documents cited can be obtained through the ERIC Document Reproduction Service EDRS WTB **Differentiated Instructional Strategies for Writing in the Content Areas** Carolyn

Chapman,Rita King,2003-02-05 A wonderful guide for different ways to approach writing in the classroom Lesson ideas rubrics assessments and activities all work together to help classroom teachers put together a comprehensive writing programme Anchorage School District Book Review This volume of differentiated writing strategies allows all teachers to teach writing at the same time that they teach content Specific and explicit strategies allow teachers to work with student writers at all levels in all learning styles within all multiple intelligences and at all developmental stages Topics include writing styles Scribbling Picture Making Story Telling Letter Shaking Copying Sound Making Sentence Making Story Making invented spelling methods for assessing and remedying writing problems flexible grouping the complete writing process from Pre Writing through First Draft Revision Editing Final Copy and Publication an extensive selection of genres and formats appropriate to the different content areas Writing A Z and guidelines on lesson planning that supports each student s individual needs before during and after their writing experiences **Effective Revenue Writing** United States. Internal

Revenue Service, **Nonfiction Craft Lessons** JoAnn Portalupi,Ralph J. Fletcher,2001 Writing nonfiction represents a big step for most students Most young writers are not intimidated by personal narrative fiction or even poetry but when they try to put together a teaching book report or persuasive essay they often feel anxious and frustrated JoAnn Portalupi and Ralph Fletcher believe that young nonfiction writers supply plenty of passion keen interest and wonder Teachers can provide concrete strategies to help students scaffold their ideas as they write in his challenging genre Like the authors best selling Craft Lessons Teaching Writing K 8 this book is divided into sections for K 2 3 4 and middle school grades 5 8 students These divisions reflect various differences between emerging competent and fluent writers In each section you ll find a generous collection of craft lessons directed at the genre that s most appropriate for that particular age In the K 2 section for example a number of craft lessons focus on the all about or concept book In the 3 4 section there are several lessons on biography In the 5 8 section a series of lessons addresses expository writing Throughout the book each of the 80 lessons is presented on a single page in an easy to read format Every lesson features three teaching guidelines Discussion A brief look at the reasons for teaching the particular element of craft specifically in a nonfiction context How to Teach It Concrete language showing exactly how a teacher might bring this craft element to students in writing conferences or a small group setting Resource Material Specific book or text referred to in the craft lesson including trade books or a piece of student writing in the Appendixes This book will help students breathe voice into lifeless dump truck writing and improve their nonfiction writing by making it clearer more authoritative and more organized Nonfiction Craft Lessons gives teachers a wealth of practical

strategies to help students grow into strong writers as they explore and explain the world around them Be sure to look at the When Students Write videotapes too **Effective Revenue Writing, 2** Calvin Darlington Linton,1962 **Ebony** ,1976-02 EBONY is the flagship magazine of Johnson Publishing Founded in 1945 by John H Johnson it still maintains the highest global circulation of any African American focused magazine Who Gets to Write Fiction? Ariel Sacks,2023-10-03 Writing and sharing fiction allows adolescents to glimpse other lives The current curricular emphasis on analytical writing can make it feel risky to teach creative writing in ELA classrooms But the opportunity to write fiction in school opens many doors for young people doors the author argues are critical to the development of our students our education system and even our democracy This book will delight English teachers weary of focusing relentlessly on argument and information writing Veteran teacher Ariel Sacks vividly describes the many academic social emotional and community building advantages of teaching imaginative writing in the classroom not least of which is the impact it has on equity for marginalized students Her book is a teacher to teacher text that folds in detailed practical guidance about how to design lessons and meet standards while presenting a powerful central argument that the writing of fiction should be treated not as a luxury for some but as a center of the English curriculum for all students **Literacy Assessment and Intervention for Classroom Teachers** Beverly DeVries,2017-07-05 The fourth edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed The author thoroughly explores the major components of literacy providing an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Discussions throughout focus on the needs of English learners offering appropriate instructional strategies and tailored teaching ideas to help both teachers and their students Several valuable appendices include assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities and other resources **Forum** ,1987 **Visual Writing** Alex Baratta,2010-07-12 Considering the fact that the academic essay continues to be widely used as an assessment tool within education there is a need for students to develop their skills in this area However it is often the case that students perceive instruction in academic writing if it is offered at all as boring This book addresses these two issues First the book can be used by students themselves even in the absence of academic writing classes as a self help guide from which they can develop their knowledge of academic writing and subsequent proficiency Second by discussing the components of academic writing in terms such as film which are familiar to today s generation students are enabled to relate to the material better and see what might have been perceived as dull from a brand new perspective Visual learners in particular will enjoy the analogous link between films and essays and students today are arguably more visually literate than previous generations being exposed to visuals on a daily basis through text message iconography computer games and the Internet The visual instruction provided in turn helps to facilitate

mental visuals in students minds from which their knowledge of essay writing can start to develop *Practical Ideas for Teaching Writing as a Process* Carol B. Olson, 1996-02 Contains a collection of specific classroom strategies suggestions for teaching writing to elementary school students according to an eight stage process Specific techniques for teaching each stage of the writing process descriptions of proven approaches for using these techniques are also included A wonderful resource a labor of love from a large talented group of educators Had its beginnings in the California Writing Project at the Univ of California Irvine Best Seller Illustrated

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