

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

Topics For Expository Essays Middle School

Donovan R. Walling



Topics For Expository Essays Middle School:

20 More Ideas for Teaching Gifted Kids in the Middle School and High School Joel E. McIntosh, 2023-04-21

Picking up where its companion 20 Ideas leaves off 20 More Ideas offers lessons developed by master teachers across the nation Excite your students with these creative ideas for teaching gifted kids at the secondary level Just imagine the following scenarios helping your students organize an evening dinner theater featuring a drama written and produced by your students learning the ins and outs of interviewing by allowing your students to conduct an interview with a historical figure i e you in a powdered wig arranging for local experts to come speak to students during lunch in a specially organized sandwich seminar and encouraging your students to plan and participate in exotic travel around the world without ever leaving your classroom In this book you will receive the best ideas and lessons for teachers of secondary gifted kids This companion to the original 20 Ideas book features ideas for starting a mentorship program teaching history using scientific surveys using simulations to teach content organizing historical debates producing documentaries and much more Grades 5

12 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

An English Teacher's Guide to Performance Tasks & Rubrics, Middle School

Amy Benjamin, 2000 First Published in 2000 Routledge is an imprint of Taylor Francis an informa company **Empowering Students to Write and Re-write** Warren Combs, 2013-09-05 Give your students the confidence to continuously improve their writing In Empowering Students to Write and Re write Standards Based Strategies for Middle and High School Teachers author and educator Warren Combs provides teachers with detailed strategies and lesson plans along with real student writing samples Review true to life scripts for conversations between teachers and students and use or create student friendly response and final evaluation forms Also learn a simple system for setting student expectations to help them reach curriculum standards Combs describes effective routines of formative self assessment and shows teachers how to form

a professional learning team with their colleagues using the 6 session professional learning guide Teachers will help their students Self assess their progress with accuracy Revise partial and whole drafts Kindle their innate writing abilities Cultivate a mindset for revision This book is written in a teacher friendly mannger and has practical strategies for the teaching of revision Cindi Rigsbee NC Teacher of the Year *Teaching and Using Document-Based Questions for Middle School* Edward P. O'Connor,2003-11-14 This guide focuses on using Document Based Questions DBQs to challenge students to interpret primary sources such as letters diaries speeches and other historical records Challenge your students to interpret primary sources from American History such as letters diaries speeches and other historical records Students learn to analyze a wide variety of visual and graphic stimuli such as paintings photographs charts and graphs using Document Based Questions Containing sixteen different themes selected from major units that are covered in American History DBQs help to utilize many of the skills stressed by social studies teachers and are an excellent tool for assessing student progress The activities are geared primarily toward middle school students grades 6 8 but can be adapted easily for use by secondary students *20 Ideas for Teaching Gifted Kids in the Middle School and High School* Joel E. McIntosh,2023-04-21 Imagine taking your gifted and talented students to a mysterious old graveyard in town and teaching them to conduct history research using the information they gather teaching gifted children the concepts behind great literature using modern science fiction allowing your students to conduct independent research in their mathematics classroom or encouraging your students to plan and participate in exotic travel around the world without ever leaving your classroom In this book you will receive the best ideas and lessons for teachers of secondary gifted kids developed by master teachers across the nation This exciting book features ideas for starting a mentorship program teaching history using scientific surveys using simulations to teach content organizing historical debates producing documentaries and much more 20 Ideas features exciting activities and lessons such as Be a Capitalist in Jolly Old England an exciting activity for the world history classroom Creative Thinking Skills in Mathematics producing innovative ways to solve problems Creating Simulations for the History Classroom tips for using simulations with gifted students Another Fine Mess building creative problem solving activities that help teach subject area content and many more creative ideas and lessons Bring some of the most innovative and inspirational lessons being offered today into your classroom with 20 Ideas Grades 5 12 *Elementary and Middle School Social Studies* Pamela J. Farris,2015-02-03 The latest edition of Pamela Farris s popular value priced text continues tooffer pre and in service teachers creative strategies and proven techniques sensitive to the needs of all elementary and middle school learners Coverage includes the C3 Framework and the four sets of learning from the National Curriculum Standards for Social Studies Farris together with contributors who specialize in implementing successful teaching methods and theories demonstrate how classroom teachers can excite and inspire their students to be engaged learners *Handbook of Effective Inclusive Schools* James McLeskey,Fred Spooner,Bob Algozzine,Nancy, L. Waldron,2014-05-16 Over the last decade the educational context for

students with disabilities has significantly changed primarily as a result of mandates contained in NCLB and IDEA The purpose of this book is to summarize the research literature regarding how students might be provided classrooms and schools that are both inclusive and effective Inclusive schools are defined as places where students with disabilities are valued and active participants in academic and social activities and are given supports that help them succeed Effectiveness is addressed within the current movement toward multi tiered systems of support and evidence based practices that meet the demands of high stakes accountability Leaders of Learning Richard DuFour,Robert J. Marzano,2011-07-26 For many years the authors have been fellow travelers on the journey to help educators improve their schools Their first coauthored book focuses on district leadership principal leadership and team leadership and addresses how individual teachers can be most effective in leading students by learning with colleagues how to implement the most promising pedagogy in their classrooms **Resources in Education** ,2000-04 *Washback in Language Testing* Liying Cheng,Yoshinori

Watanabe,WITH Andy Curtis,2004-02-04 Washback refers to the influence of language testing on teaching and learning This volume at the important intersection of language testing and teaching practices presents theoretical methodological and practical guidance for current and future washback studies In the field of language testing researchers major interest has traditionally been focused on issues and solving problems inherent in tests in order to increase their reliability and validity However the washback effect goes well beyond the test itself to include factors such as curriculum teacher and learner behaviors inside and outside the classroom their perceptions of the test and how test scores are used Only recently have researchers started to empirically investigate the phenomenon of washback This volume of such research serves two essential purposes by providing an overview of the complexity of washback and the various contextual factors entangled within testing teaching and learning and presenting empirical studies from around the world that offer insights into the effects of washback in specific educational contexts and models of research on which future studies can be based The extensive use of test scores for various educational and social purposes in society nowadays makes the washback effect a high interest phenomenon in the day to day educational activities of teachers researchers program coordinators directors policymakers and others in the field of education *Washback in Language Testing Research Contexts and Methods* is a valuable resource for those who are interested in the application of findings to actual teaching and learning situations or conduct washback research in their own contexts including educational and psychological testing experts as well as alternative assessment people in all fields and for policy and decision makers in educational and testing organizations

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 Student Writing Lucy K. Spence, 2014-04-01 Education professionals interested in understanding student writing will want to read this book It describes Generous Reading a novel method of approaching the writing of culturally and linguistically diverse students This book addresses the increasing diversity present throughout schools across the U S and in other countries Drawing from current research and theory in linguistics and composition Spence has developed a way for teachers to tap into the cultural worlds of students and draw upon their linguistic understandings in order to help them improve their writing The book is based on research projects conducted in the southwest and southeast regions of the United States The chapters on language variation culturally relevant instruction and language transfer will also be of interest to writing teachers Spence has presented the Generous Reading method across the nation and internationally where audiences have been eager to try out the methods in their classrooms with students of all ages University professors have used Generous Reading in teacher education courses This methodology has potential to change teachers perspectives on student writing and illuminate writing strengths previously overlooked *The Portfolio Connection* Susan Belgrad, Kay Burke, Robin J. Fogarty, 2008-04-08 As a new teacher I am always looking for ideas that will make me feel more confident Using a portfolio will help me show evidence that the students are making progress toward meeting state standards Stephanie Jones TeacherForrest City High School AR A good overview of the entire portfolio process from its philosophical foundations to the celebration of student achievement Michael F Dwyer English Department Chair Otter Valley Union High School Brandon VT Encourage student creativity and academic growth through portfolios and authentic assessment Research and practice show that portfolios are powerful tools for assessing students authentically communicating with parents about the learning process and helping learners across all grade levels and content areas record their successes and take ownership of their learning The third edition of *The Portfolio Connection* offers practical advice and reader friendly strategies for implementing student portfolios in the classroom Through step by step procedures the authors help teachers incorporate standards into the portfolio process by providing expanded checklists and rubrics to monitor student progress The updated edition also includes Additional information on e portfolios and integrating technology Steps for conducting student led conferences Portfolio examples for children with special needs Guidance on increasing parent involvement Information on the impact of NCLB on student assessment Discover how you can use portfolios to heighten students self reflection while expanding their critical and creative thinking skills **Instructional Leadership Efforts and Evidence-Based Practices to Improve Writing Instruction** VanSlander, Jennifer, 2023-10-11 Writing is a critical skill for academic and professional success yet it is often neglected in schools According to achievement data only a quarter of students in the United States are proficient writers indicating a significant need for improvement in writing instruction One contributing factor to this problem is the lack of school and district leadership in writing instruction School improvement efforts are often concentrated on reading and math leaving

writing instruction overlooked. Additionally, issues related to writer identities, self-efficacy in writing, and educator training can also impact the effectiveness of instructional leadership in this critical subject. *Instructional Leadership Efforts and Evidence Based Practices to Improve Writing Instruction*, edited by Jennifer VanSlander of Columbus State University, provides within this peer-reviewed book an exploration of evidence-based practices aimed at developing instructional leaders and enhancing student achievement in writing. It covers a broad range of topics related to writing instruction, including learning theories, conceptual models, and the latest empirical research associated with the supervision, organization, implementation, and monitoring of writing programs and instructional approaches. With its emphasis on writer identities, self-efficacy, equitable and inclusive practices, curriculum planning and implementation, assessment, instructional frameworks, and managing instructional change, this book provides educators with a comprehensive guide to improving writing instruction. It is an essential resource for educators who seek to increase the effectiveness of instructional leadership and writing instruction at the classroom, school, or district level.

Writing for Understanding Donovan R. Walling, 2009-08-25. While we have all heard of writing across the curriculum, Walling gives us an understanding of what this really means and provides examples that any teacher can modify to expand lessons to a more meaningful level, thus enhancing both writing and critical thinking skills in students. Mark S. Strauss, Principal, Virginia Schuman Young Montessori Magnet Elementary School, Ft. Lauderdale, FL. Walling demonstrates through student writing samples and classroom dialogues how all content teachers can use various writing modes to enrich students' content knowledge to the level of innovation and greater clarity. Carol Conway Gerhardt, President, Catholic Schools Education Alliance of the Bay Area, Inc. Develop effective writing assignments to boost student achievement in the content areas. You don't have to be a writing instructor or English teacher to use writing in the classroom. *Writing for Understanding* focuses on using writing as an essential instructional tool to deepen and expand student understanding in the content areas. Written specifically for non-language arts teachers, this book debunks myths about using writing in the classroom and offers practical approaches for the upper elementary grades through high school. Writing activates higher-level thinking skills and engages students in concepts and content. Through sample writing prompts and classroom dialogues, Donovan R. Walling shows you how to create writing lessons that guide students in using narrative, descriptive, expository, persuasive, and argumentative writing. Are adaptable to various subjects and disciplines. Require students to process content using critical thinking skills. This valuable resource helps teachers in any subject incorporate writing as a tool of effective instruction.

Writing Elena L. Grigorenko, Elisa Mambrino, David D. Preiss, 2012-05-04. This book captures the diversity and richness of writing as it relates to different forms of abilities, skills, competencies, and expertise. Psychologists, educators, researchers, and practitioners in neighboring areas are interested in exploring how writing develops and in what manner this development can be fostered, but they lack a handy, unified, and comprehensive source of information to satisfy their interest. The goal of this book is to fill this void by reflecting on the phenomenon of writing from a

developmental perspective It contains an integrated set of chapters devoted to issues of writing how writing develops how it is and should be taught and how writing paths of development differ across writing genres Specifically the book addresses typologies of writing pathways of the development of writing skills stages of the development of writing individual differences in the acquisition of writing skills writing ability and disability teaching writing and the development and demonstration of expertise in writing **Handbook of Response to Intervention and Multi-Tiered Systems of Support** Paige C.

Pullen,Michael J. Kennedy,2018-10-04 Of the many issues facing special education and general education today it is difficult to imagine one more important or timely than response to intervention RTI Almost overnight RTI has become standard practice across the nation Unfortunately RTI remains ill defined falls far short of its evidence based practice goal is almost invariably misused and often results in more harm than good Nevertheless as a conceptual framework RTI has great potential for ensuring that students with disabilities receive appropriate evidence based instruction The mission of this handbook is to present a comprehensive and integrated discussion of response to intervention RTI and its relation to multi tiered systems of support MTSS in both special education and general education Although the two terms are currently used interchangeably distinct differences exist between them Therefore chapters are dedicated to distinguishing the two concepts RTI and MTSS and describing each one s unique role in both general and special education In addition the authors recommend a third term Multi Tiered Instruction to differentiate the practices related to the purpose of the specific intervention **Your Science Classroom: Becoming an Elementary / Middle School Science Teacher** M. Jenice

Goldston,Laura Downey,2012-01-18 Designed around a practical practice what you teach approach to methods instruction Your Science Classroom Becoming an Elementary Middle School Science Teacher is based on current constructivist philosophy organized around 5E inquiry and guided by the National Science Education Teaching Standards Written in a reader friendly style the book prepares instructors to teach science in ways that foster positive attitudes engagement and meaningful science learning for themselves and their students *Developing Creativity in the Classroom* Todd

Kettler,Kristen N. Lamb,Dianna R. Mullet,2021-09-03 Developing Creativity in the Classroom applies the most current theory and research on creativity to support the design of teaching and learning Creative thinking and problem solving are at the heart of learning and application as students prepare for innovation driven careers This text debunks myths about creativity and teaching and instead illustrates productive conceptions of creative thinking and innovation including a constructivist learning approach in which creative thinking enhances and strengthens conceptual understanding of the curriculum Through models of teaching that support creativity and problem solving this book extends the idea of a creative pedagogy to the four core curriculum domains Developing Creativity in the Classroom focuses on explanations and examples of how creative thinking and deep learning merge to support engaging learning environments rising to the challenge of developing 21st century competencies

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