

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.

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Nancy Mather, Rhia Roberts

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Class Ada J. Hand, Patricia Monighan-Nourot, 1999 Focusing on the argument that early childhood education plays a crucial role in children's future success this guide provides information to educators about development based education that leads to active and productive learning for children ages 4 through 6. The guide provides examples for planning and organizing classroom environments scheduling the day's activities guiding interactions between children and adults and planning challenging curriculum and assessment activities. Chapter one Guiding Principles for Quality Early Primary Programs focuses on models of child development and explanations of development based education. Chapter two Planning Environments for Early Primary Programs addresses the importance of environment and physical space in meeting children's needs. Chapter three Scheduling the Day in the Early Primary Program addresses the need to balance classroom activities in the daily schedule while chapter four Planning Classroom Instruction and Management focuses on the goals of quality learning and managing inevitable issues that arise in the classrooms of young children. Chapter five Applying Child Development Principles to Curriculum addresses specific areas of study and how they fit into the education of young children. Chapter six Planning an Integrated Early Primary Program addresses incorporation and integration of diversity special services and teaching strategies into the program. The guide's four appendices address specific issues of reading writing assessment and working with English language learners. Contains approximately 350 references.

SD The Work Sampling System, 2001

Proficiency Assessment in California California. State Department of Education. Office of Program Evaluation and Research, 1980 **Evan-Moor Writing Sampler Grade K-6 EMC-058** Evan-Moor Educational Publishing, 2003-03 Lessons and reproducibles taken from other books about writing published by Evan Moor. Includes 21 writing activities and a month of writing topics **English Leadership Quarterly**, 1991 **Sentence Combining and the Teaching of Writing** Donald A. Daiker, Andrew Kerek, Max Morenberg, 1979 **Curriculum Design for Writing Instruction** Kathy Tuchman Glass, 2004-12-09 Replete with strategies examples and reproducibles this guide is invaluable for any teacher who wants to boost student achievement in writing for any subject or grade level **McDougal, Littell English: Teacher's ed** Allan A. Glatthorn, 1988 **Social Science Record**, 1988

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