# Persuasive and Expository Writing

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **7-8 Weeks**
Status: **Published**

## Brief Summary of Unit

**Summary**: This class will provide students with the individualized support, skills, and remediation necessary to successfully
respond to the writing tasks on a standardized test. The standardized tests referenced in this unit will include the PARCC, ACUPLACER, PSAT and SAT.

**Interdisciplinary Connections and Career Readiness:** This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

Revision: June 2023

## Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

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| LA.RL.11-12.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| LA.RI.11-12.9 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history. |
| LA.W.11-12.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| LA.W.11-12.1.A | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that |

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| | logically sequences claim(s), counterclaims, reasons, and evidence. |
| LA.W.11-12.1.B | Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| LA.W.11-12.1.C | Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| LA.W.11-12.1.D | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.W.11-12.1.E | Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). |
| LA.W.11-12.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| LA.W.11-12.2.A | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| LA.W.11-12.2.B | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| LA.W.11-12.2.C | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| LA.W.11-12.2.D | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| LA.W.11-12.2.E | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.W.11-12.2.F | Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). |
| LA.W.11-12.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| LA.W.11-12.3.A | Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |
| LA.W.11-12.3.B | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. |
| LA.W.11-12.3.C | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). |
| LA.W.11-12.3.D | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| LA.W.11-12.3.E | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| LA.W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |

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| LA.W.11-12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. |
| LA.W.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals). |
| LA.W.11-12.9.B | Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]"). |
| LA.W.11-12.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. |
| LA.L.11-12.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.11-12.1.A | Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. |
| LA.L.11-12.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.11-12.2.A | Observe hyphenation conventions. |
| LA.L.11-12.2.B | Spell correctly. |
| LA.L.11-12.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| LA.L.11-12.6 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Essential Questions

- How do organizing and brainstorming before writing improve the structure, flow, and content of an essay?
- How does a writer use transitional words and phrases to create cohesion?
- How does an expository essay differ from a persuasive essay?
- What are effective strategies for reading and understanding an essay prompt?
- What are the elements of a well- written essay?
- What is a contention and how is it used in a persuasive essay?
- What is a holistic scoring method and which elements of writing does it evaluate?
- What is a thesis sentence and how is it crafted?
- What is a topic sentence and how does it relate to the thesis statement?
- What is the format for the introductory paragraph of an open-ended response?
- What is the structure of a five paragraph essay?
- Why are details essential in writing responses to essay prompts?

## Enduring Understandings

- craft an effective thesis statement.
- craft topic sentences that directly relate to the thesis statement
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- develop the topic thoroughly by selecting the most significant and relevant facts , extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- draw evidence from literary or informational texts to support analysis,  and research.
- establish and maintain the appropriate style and tone for the writing task.
- produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- use appropriate and varied transitions and syntax to link the major sections of the paper and create cohesion.
- write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

## Students Will Know

- locate, cite and support a thesis using outside resources.
- establish and maintain an appropriate tone when writing
- support a thesis with effective topic sentences
- the support necessary to develop the paragraphs within an essay.
- use appropriate transitions.
- write an effective thesis statement
- write using the conventions of standard English: capitalization, punctuation, spelling and grammar.
- write using the steps of the writing process.

## Students Will Be Skilled At

- answering the essential and guiding questions.
- crafting an effective thesis sentence in response to an essay prompt.
- developing a clear and cohesive response to a prompt with supporting details from the text, appropriate transitions and syntax, appropriate level of vocabulary, and correct punctuation and grammar in response to a writing prompt.
- evaluating, explaining, and scoring an essay response on a standardized test.
- planning and organizing a response to a HSPA essay prompt.
- reading, understanding, and articulating the writing task on a standardized test.

- uccessfully using effective strategies during timed practice of writing exercises.
- verbalizing strategies prior to testing.
- writing an effective introductory paragraph in response to an essay prompt.

## Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered two times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

**Formative:**

- Teacher Observations
- Accountable Talk, Socratic Seminars/Fish Bowls
- Analysis of multimodal text sets
- Analysis of critical commentary, literary criticism
- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft
- Close reading analysis of text using evidence as substantiation
- Conferences: Individual and small group, accompanying conference notes
- Reflective exercises and assessments
- Oral Reading and Interpretation
- Peer and self-evaluations of learning
- Entrance and Exit Tickets
- Open-Ended Responses in Journal
- Textual Analysis Reading Responses
- Dialectical Journal
- Rhetorical Precis
- SOAPSTone Analysis

**Summative:**

- On-demand Writing Assessments, timed and untimed
- Researched Presentations
- Performance Assessments
- Project-based Learning
- Problem-based Learning

- Personalized Learning
- Visual Literacy Prompts
- Digital Portfolios
- Online Discussion Forums
- Analytical and Expository Essay

- Modeled after the Constructed Response Task (CRT) for Reading Literature, student-prompts are scored on the constructs reading comprehension and written expression as well as knowledge of language and conventions.
- Prose Constructed Response (PCR) from released PARCC assessments
- Reading Information Passage from released PARCC assessments
- Research-Simulation Task (RST) from released PARCC assessments
- Sample sections from the SAT, PSAT, Accuplacer and ASVAB are administered, scored, and reviewed.
- Students complete PARCC tasks as preparation for their NJDOE-approved portfolio submission.

## Learning Plan

The intent is for student-readers to have clear modeling through whole-class instruction. These strategies are practiced in a group setting of peers and through independent practice monitored through teacher conferencing with students. An emphasis will be based on the transfer of skills instruction, teaching the reader, not merely the content of the text. The text complexity and rigor of reading will be appropriate for the grade level; materials selection for whole-class will be from the book list approved by the Board of Education.

The reading of text targets not only comprehension, but also analysis. Students will read both long-and short-form, excerpted and full-length, print and electronic, fiction and nonfiction texts. Study will include the analysis of visual texts including film clips, art, infographic, maps, charts, graphs, cartoons, graphic novels. Technique and terminology specific to a genre of reading is examined. Vocabulary instruction may be chosen from the reading material and may be incorporated through targeted word study lessons.

Students write in all modes of rhetoric including narration/description, argument/persuasion, and exposition. Various forms of writing including digital writing are emphasized as well. Grammar instruction is embedded in writing instruction through Sentence Study, holding students accountable for skills taught and practiced; modeling is done through mentor texts, both published and student-crafted. Students may complete analytical analysis, persuasive writing, synthesis essays, database research, and journal writing. Teachers focus on process in addition to product with an emphasis on synthesizing texts with nuanced understanding; teacher-created multimodal text sets will be used as materials. High-and low-stakes, timed and untimed pieces are all important.

Students will be taught how to speak and listen in addition to being assessed on these skills.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students. Personalized Learning allows students to self-

reflect and assess their own reading, writing, listening, viewing and speaking skills through the development of an electronic portfolio, journal writing, writer's notebook, independent reading, and/or book talks.

- Model the strategies for crafting the introduction and thesis statement of the essay.
- Answer the essential and guiding questions.
- Assign supporting paragraphs of the essay with particular attention to topic sentences.
- Continue practice writing exercises both in class and at home using online and teacher-generated handouts.
- Craft an effective thesis sentence in response to an essay prompt.
- Develop a clear and cohesive response to a prompt with supporting details from the text, appropriate transitions and syntax, appropriate level of vocabulary, and correct punctuation and grammar in response to a writing prompt.
- Evaluate, explain, and score an essay response to a standardized testing prompt.
- Identify the structure, tasks, and time limitations for this section of the HSPA using teacher-generated handouts as well as texts.
- Meet one-on- one with student to review, discuss, and score introduction and thesis statement.
- Meet one-on- one with student to review, discuss, and score supporting paragraphs.
- Model the strategies for crafting topic sentences.
- Preview the essential questions and connect to learning throughout the unit.
- Re-take practice standardized tests.
- Read, understand, and articulate the writing task on a standardized test.
- Review strategies for effectively crafting persuasive and/ or expository essay.
- Review, discuss, and explain the “NJ Registered Holistic Scoring Rubric” for essay writing.
- Successfully use effective strategies during timed practice of writing exercises.
- Use the writer’s checklist and holistic scoring rubric to evaluate entire essay.
- Verbalize strategies prior to testing.

## Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Teachers must refer to the district-approved Core Book List while selecting whole-class or small-group leveled resources.

- CHS practice booklets of PSAT, SAT and PARCC

- http://college-readiness.crowleyisd.schoolfusion.us/modules/groups/homepagefiles/gwp/2041904/2165779/File/ACCUPLACER%20ESSAY%

20sample%20topics%20%20August%202011.pdf

- http://www.accuplacerpracticetest.com/writeplacer-essay-guide/
- http://www.lumoslearning.com/llwp/resources/common-core-parcc-practice-tests-and-sample-questions.html
- http://www.testpreppractice.net/ACCUPLACER/accuplacer-essay-example.html
- https://accuplacer.collegeboard.org/sites/default/files/accuplacer-writeplacer-sample-essays.pdf
- https://collegereadiness.collegeboard.org/sample-questions/writing-language
- https://prc.parcconline.org/system/files/E04_NWT_VF647817_Released%20Set_012016.pdf
- https://theliteracycookbook.wordpress.com/2014/10/09/how-to-prepare-students-for-parcc-writing-tasks/
- https://theliteracycookbook.wordpress.com/2017/01/18/parcc-prep-literary-analysis-writing-lesson-cycle/
- https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice
- https://www.middleweb.com/19489/parcc-prep-literary-analysis-writing-task/

## Strategies for Accommodation and Modification

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

Possible accommodations include:

- Access speech-to-text function on computer
- Use visual presentations of all materials to include organizers, charts
- Allow students to set individual goals for writing/reading
- Offer graphic organizaers, note-taking models, strategies for summarizing, and questioning techniques
- Offer oral assessments
- Supply study guide questions and access to class notes
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student

- Take additional time to compete a task or project
- Scaffold by chunking material and texts
- Individualize reading choices based on ability and level
- Take frequent breaks
- Use an alarm to help with time management
- Small group and one on one assessment
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Modify the length and quantity of assignments to fit individual
- Differentiate roles in discussion groups
- Use digital technology, eBooks,, audio version of printed text
- Create alternate assignments or homework
- Provide distinct steps in a process; elminate unnecessary steps, as needed
- Use art, music, and film to convey alternate interpretation of literature and assessment
- Manage executive function by scaffolding process and amending deadlines

Adhere to all modifications and accommodations as prescribed in IEP and 504 plan

- Access speech-to-text function on computer.
- Adhere to IEP and 504 guidelines and strategies.
- Differentiate roles in discussion groups
- Individualize choice of topics.
- Individualize reading choices based on ability and level.
- Manage executive function challenges by scaffolding process and amending deadlines.
- Modify the length and quantity of assignments to fit individual student's abilities and needs.
- Offer oral assessments.
- Scaffold reading by chunking text.
- Small group and one on one assessment.
- Supply study guide questions and access to class notes.
- Use art, music, and film to convey alternate interpretation of literature and assessment.
- Use digital technology, eBooks, audio version of printed text.