

Writing

Content Area: **English Language Arts**
Course(s): **Generic Course**
Time Period: **Generic Time Period**
Length: **Weeks**
Status: **Published**

Unit Overview

This unit will focus on the writing process as it applies to expository writing tasks. Through a variety of activities, students will synthesize information in an effort to master informative expression.

Transfer

Students will be able to independently use their learning to...

1. Read and evaluate a source.
2. Create an outline.
3. Draft an essay.
4. Revise and Edit an expository essay.

Meaning

Understandings

Students will understand that...

- Expository writing is designed to convey information on a given subject in a clear and interesting manner.
- The writing process will improve written work.

- Supporting details are necessary for an effective expository essay.

Essential Questions

- How does the writing process shape the final essay?
- How can I effectively evaluate a quote/ written source?
- How can brainstorming strengthen writing?
- Why is peer editing important?

Application of Knowledge and Skill

Students will know...

Students will know...

- How to evaluate a quotation/source.
- How the writing process shapes the final essay.
- What writing strategies are most effective.
- How brainstorming strengthens writing.
- Why peer editing is important.
- How to write clearly and effectively.

Students will be skilled at...

Students will be skilled at...

- Evaluating quotations and sources.
- Choosing a point of view and using tone and voice effectively.
- Brainstorming ideas.
- Outlining main ideas and supporting details.
- Drafting.
- Revising and editing.
- Writing clearly and effectively.

Academic Vocabulary

- Expository
- Source material
- Synthesize
- Brainstorm
- Topic sentences
- Supporting details
- Transition
- Outline
- Draft
- Revise
- Edit

- Graphic organizer
- Cause and effect
- Fact vs. opinion
- Rubric

Learning Goal

Students will use the writing process to write an expository essay.

| | |
|-----------------|--|
| LA.L.9-10.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.9-10.1.B | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| LA.L.9-10.6 | 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. |
| LA.W.9-10.4 | 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.) |
| LA.W.9-10.10 | 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, and audiences. |
| LA.RI.9-10.10b | By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above. |
| LA.RL.9-10.10b | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above. |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| CRP.K-12.CRP6.1 | Career-ready individuals regularly think of ideas that solve problems in new and different |

ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Target 1-- Level 1 Retrieval

SWBAT:

1. Define and narrow a topic.
 2. Use vocabulary appropriate to the topic.
-

Target 2-- Level 2 Comprehension

SWBAT:

1. Draft a thesis statement.
 2. Use supporting details to prove a thesis.
 3. Complete the writing process.
 4. Write complete paragraphs that include topic sentences and transitions.
-

Target 3-- Analysis

SWBAT:

1. Produce expository responses based on an evaluation of a primary source.
 2. Organize information into an effective essay.
 3. Use a scoring rubric to critique an essay.
-

Target 4-- Knowledge Utilization

SWBAT:

1. Take a position and defend a point of view.
-

Summative Assessment

1. Final drafts
2. Oral assessments
3. SAT exam

Formative Assessment and Performance Opportunities

1. Do Now Activities
2. Class discussions

3. Prewriting
4. Drafting
5. Self/peer revision
6. Peer conferencing/editing
7. Quote analysis
8. Graphic organizers
9. Rubric assessments
10. Practice selections
11. Revise and edit worksheets
12. Rough drafts

Differentiation / Enrichment

Differentiation:

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. Small-group, teacher-monitored learning activities.
3. Provision of graphic organizers, vocabulary lists, note-taking techniques and devices.

Enrichment:

1. Expand and extend concepts, ideas, relationships, and generalizations.
2. Students will be provided with additional resources on relative topics.
3. Provide students with supplemental resources to expand knowledge base.
4. Create experiences for deeper learning.

Unit Resources

Resources:

LCD/ Projector

SAT Practice books

SAT Websites

Diagnostic pretest

Sample Tests