Mar.: Expository Writing - optional

Content Area: **English**
Course(s):
Time Period: **March**
Length: **2 Weeks**
Status: **Published**

Unit Overview

Students will learn about the process and elements of writing a research report on Animals.

Enduring Understandings

Writing a research report requires essential elements to inform the reader about the topic and help them understand the writers intent.

Essential Questions

What is the purpose of a research report/ expository writing?

What are the essential writing traits associated with expository writing?

How can we construct a research report using these writing traits?

Instructional Strategies & Learning Activities

Proc.:

1. Present the elements of a research report:
2. Show Wolf example to demonstrate expository writing.
3. Review report requirements.

Assess: feedback from example

Day 3, 4, &5 _____

Obj.: prewrite research

Mat.: index cards, How to Cite From a Website handout, taking notes sheet, paraphrasing sheet

Day 6 _____

Obj.: use a support pattern to organize ideas

Mat.: Expository Writing Organizer

Assess: support patterns

Day 7 _____

Obj.: revise rough draft with introduction and conclusion

Mat.: expository writing rubric, teacher lead samples

Assess: introduction and conclusion

Day 8 _____

Obj.: Edit drafts by looking at sentence fluency

Mat.:

Assess: answers

Day 9 &10_____

Obj.: finalize and present reports

Mat.:

Assess: essay and presentation using rubric

Integration of Career Readiness, Life Literacies and Key Skills

Students meet these standards by using their research skills to produce a well written document about a chosen topic. Students need to be able to communicate their information in written and oral form.

9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.DC.1	Explain the need for and use of copyrights.
9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

Technology and Design Integration

Students use technology to research chosen topic and then create a typed essay in final form.

	Shared features allow for common troubleshooting strategies that can be effective for many systems.
8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

Interdisciplinary Connections

Students need to use skills learned in science class to incorporate into the content of their essay.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good

grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Early finishers can draw illustrations of their bird in its habitat. Struggling writers may use graphic organizers.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP modiffications as indicated.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

AimsWeb testing and writing samples

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Teacher observation and conferencing

Rough drafts

Discussions

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Final draft research report and presentation.

Instructional Materials

Mat.: report requirements, Wolf example

Standards

CCSS.ELA-Literacy.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.5.10	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 discipline-specific tasks, purposes, and audiences.
CCSS.ELA-Literacy.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.