**WRITING-12/13 COURSE I**

**ESSENTIAL UNIT 3 (E03)**

(Expository Writing)

(July 2014)

**Unit Statement:** In this unit the student will write to compare the similarities and differences of one or more topics in informative/explanatory texts. The student will examine and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. The student will produce clear and coherent formal piece of writing in which the development, organization, and style are appropriate to task, purpose, and audience. The student will apply the Writing Process and 6+1 traits. An essential question to this unit: How can you explain this?

*Point of knowledge: A mentor text is a written piece used in education as an example of quality writing by a student who is studying the writing process. Typically, mentor texts are used by individuals. When an entire group uses them, they are known as "touchstone texts."*

**Essential Outcomes:** (must be assessed for mastery)

1. **T**he **S**tudent **W**ill apply the Writing Process and the 6+1 Traits.
2. **TSW** establish a thesis sentence.
3. **TWS** employ relevant facts, definitions, concrete details, quotations, or other information and examples to support the thesis sentence.
4. **TSW** organize ideas, concepts, and information.(such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia)
5. **TSW** select appropriate transitions to create cohesion.
6. **TSW** clarify the relationships among ideas and concepts.
7. **TSW** employ precise language and domain-specific vocabulary. (Word Choice)
8. **TSW** provide a concluding statement or section that supports the information or explanation presented.

**Practiced/Ongoing Outcomes:** (development is ongoing)

1. **T**he **S**tudent **W**ill engage technology, including the internet, to produce and publish writing and to interact and collaborate with others within one or more expository essays.
2. **TSW** write routinely over extended time frames for a range of discipline-specific task, purposes and audiences.
3. **TSW** use a thesaurus, dictionary or other source to improve personal vocabulary during the editing portion of The Writing Process.
4. **TSW** identify and correct any spelling errors discovered during the proofreading portion of The Writing Process.
5. **TSW** develop grammar skills (E02-E07) in the ongoing grammar unit throughout all Writing units.

**Key Terms and Concepts:**

|  |
| --- |
| analyze complex sentence compound-complex  main point explain paraphrase  sentence exposition primary source secondary source |

**Suggested Professional Materials for Teachers:** (provided by school)

*Writing Coach by Prentice Hall*

Exposition 15-17, 144-169, 146

Expository Essays 144-169

Characteristics of, 146

Forms of, 147

Organization of, 156

Quotations in, 148, 155

Writing to prompt, 168-169, 195, 269

*Literature by Holt McDougal*

Exposition, R102

Comparison and Contrast 75, 161, 373, R37,-R38

Informative, 620-627

Rubric, 627

*6+1 Traits of Writing: The Complete Guide Grades 3 and Up (for teachers)*

**Suggested Student Materials:** (provided by school)

Write Source (books are from old series)

**Additional Resources:** (may not be provided by school)

6+1 Traits of Writing: The Complete Guide Grades 3 and Up (for teachers) by Culham, Ruth.

Write Trait Student Traitbook and Teacher edition by Vickie Spandle

Lucy Calkins Units of Study in Argument, Information, and Narrative Writing Middle School Series Bundle, Grades 6-8 (<http://www.heinemann.com/products/E05375.aspx>)

Writing Workshop by Fletcher, Ralph and Portalupi, JoAnn

A Fresh Approach to Teaching Punctuation by Janet Anelillo

The Everyday Writer by Anderson, Jeff

Reviving the Essay: How to Teach Structure Without Formula Bernabei, Gretchen.

**Technology Links:**

Destiny Webpath Express (found in school library)

Use this search engine to find age-appropriate websites that align with your unit. This website is on the Library Destiny Catalog.

Online Writing Coach

[www.successnetplus.com](http://www.successnetplus.com/) Highly recommend that you explore the Online Writing Coach. It is full of lesson plans, graphic organizers, assessments, interactive student grammar exercises, interactive writing center, the Writing Coach e-textbook and more. The website keeps track of students' online activities and grades, and more. Automated paragraph and essay grading requires that students engage specific writing prompts.

Owl Purdue Writing Center

<https://owl.english.purdue.edu/>

Attached Rubric or teacher generated rubric that assesses ALL essential outcomes (TSWs).

*RUBRIC FOUND ON FOLLOWING PAGE………………………*

**Suggested Unit E03 Evaluation Rubric – Writing 12/13-Course I**

Student name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

• To receive a ‘B’ in the unit a student must demonstrate mastery of all TSWs

• To receive an ‘A’ in the unit a student must demonstrate ‘A’ level mastery on at least 3 of the 4 identified TSWs

|  |  |  |  |
| --- | --- | --- | --- |
| **TSW** | **‘A’ Level** | **‘B’ Level** | **Notes** |
| 1. Apply the Writing Process and the 6+1 Traits. |  | Apply the Writing Process and the 6+1 Traits. |  |
| 1. Establish a thesis sentence. |  | Addresses aspects of the topic or prompt  Introduces topic(s) in a thesis statement. |  |
| 1. employ relevant facts, definitions, concrete details, quotations, or other information and examples to support the thesis sentence. | Orients reader to topic(s) in introduction and previews what is to follow.  Develops topic(s) with relevant body paragraphs. | Employs relevant facts, definitions, concrete details, quotations, or other information and examples to support the thesis.. |  |
| 1. organize ideas, concepts, and information.. |  | Ideas, concepts and information are organized. |  |
| 1. select appropriate transitions to create cohesion. | Creates cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs | Paragraphs are connected with transitions |  |
| 1. identify the relationships among ideas and concepts. | Relationships are clarified between the ideas and concepts. | Relationships are identified between the ideas and concepts. |  |
| 1. employ precise language and domain-specific vocabulary. |  | Employ precise language and domain-specific vocabulary. |  |
| 1. provide aconcluding statement or section that supports the information or explanation presented. | A reflective conclusion leaves the reader with a sense of closure and resolution. | A basic conclusion is present and there is a sense of closure. |  |