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Practical Writing: The Expository Essay [9th grade]

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UbD-Practical Writing: Expository Writing

Morgan Kern

Clear Springs High School

June 2014

Stage 1 – Desired Results

Stage 1 – Desired Results		
<p>Established Goals (e.g., standards) TEKS 110.54 and 128.54 (see attached)</p>	Transfer	
	<p><i>Students will independently use their learning to...</i></p> <ul style="list-style-type: none"> • Communicate clearly in written expression for diverse audiences. • Make decisions about appropriate style and writing conventions • Recognize that writing is improved and refined over time and exposure to different methods of revision, editing, and critique • Move a concept from the idea stage to a piece of polished writing • Contribute to a class essay collection published as a Kindle EBook 	
	Meaning	
	<table border="1" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p>Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> • Writing is a multi-draft process. • Modes of writing differ in accordance with the author’s purpose. • There are standard conventions of written English that, when followed, improve a writer’s clarity and effectiveness. • The writing done for state assessments (STAAR) is related to kinds of reading and writing we encounter and produce throughout our lives. </td> <td style="vertical-align: top;"> <p>Essential Questions</p> <ul style="list-style-type: none"> • What does effective writing look like? Who are models of effective written and oral communication? • What skills do I already have that help me communicate effectively? • What skills do I need to acquire to communicate effectively? • What is the relationship between features of a written style and author’s purpose? </td> </tr> </table>	<p>Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> • Writing is a multi-draft process. • Modes of writing differ in accordance with the author’s purpose. • There are standard conventions of written English that, when followed, improve a writer’s clarity and effectiveness. • The writing done for state assessments (STAAR) is related to kinds of reading and writing we encounter and produce throughout our lives.
<p>Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> • Writing is a multi-draft process. • Modes of writing differ in accordance with the author’s purpose. • There are standard conventions of written English that, when followed, improve a writer’s clarity and effectiveness. • The writing done for state assessments (STAAR) is related to kinds of reading and writing we encounter and produce throughout our lives. 	<p>Essential Questions</p> <ul style="list-style-type: none"> • What does effective writing look like? Who are models of effective written and oral communication? • What skills do I already have that help me communicate effectively? • What skills do I need to acquire to communicate effectively? • What is the relationship between features of a written style and author’s purpose? 	
Acquisition		

	<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> • Sentence variation • The purpose and appropriate composition of a thesis. • The definition and purpose of expository writing. • What expository writing is according to the makers and graders of the STAAR test • How to assess writing on the STAAR expository rubric • The different types of expository writing: <i>How To, Descriptive, Cause and Effect, Comparison/Contrast</i> • The definitions of the words biography and autobiography and the difference between the two • The definitions of metaphor, simile, theme, and anaphora. • The difference between revising and editing • What a transition phrase is • The difference between a PDF and a Word file 	<p>Skills <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Break down a prompt • Write an expository essay. • Generate ideas for their writing. • Recognize different sentence structures. • Punctuate appropriately • Revise and edit drafts. • Clarify their message through writing and refining multiple drafts. • Choose and employ appropriate transition phrases • Write a description of themselves in 3rd person • Describe objects and events successfully and evocatively for their audience. • Recognize and isolate the senses in order to write with effective imagery • Convert text to different file formats (.docx, .pdf) • Proofread for errors • Create a visual representation of a theme • Work in groups and individually
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Stage 2 – Evidence

<p>CODE (M or T)</p> <p>T</p>	<p>Evaluative Criteria (for rubric)</p> <p>Class Essay Collection; each student will produce:</p> <ul style="list-style-type: none"> • Two (2) essays present in a personal collection <ul style="list-style-type: none"> ○ Each essay has a title ○ Each essay is 500 words typed ○ Essays will be chosen from these four (4) categories: <i>How-to, Descriptive, Cause and Effect, Comparison/Contrast</i> ○ Essays are sent to Ms. Kern for epublication • Author page (50 word bio, optional picture)
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	<ul style="list-style-type: none"> • Theme illustration (found in one of the works, made by hand, converted to .JPEG and saved onto a .docx file)
T	<p>Performance Task(s)</p> <p><i>Students will demonstrate meaning-making and transfer by...</i></p> <ul style="list-style-type: none"> • A personal essay collection created by the student and published as part of a class collection in an EBook by the teacher <p>-----</p> <p>Other Evidence (e.g., formative)</p>
M	<ul style="list-style-type: none"> • Annotated chosen news article with SDQR chart
T	<ul style="list-style-type: none"> • Writing Territories list/organized categories
M	<ul style="list-style-type: none"> • Writer’s notebook and portfolio
M,T	<ul style="list-style-type: none"> • Completed TOMTSR Anchor rubrics for drafted essays
M	<ul style="list-style-type: none"> • Expository essay practice: Fast Food
T	<ul style="list-style-type: none"> • Expository essay practice: Taking a Risk
T	<ul style="list-style-type: none"> • Power Writing prompt brainstorm list
T	<ul style="list-style-type: none"> • Taking a Chance cartoon
T	<ul style="list-style-type: none"> • Worksheet-Creating Your Author Biography
M	<ul style="list-style-type: none"> • Vocabulary metaphor presentations
T	<ul style="list-style-type: none"> • Sensory language poems
M	<ul style="list-style-type: none"> • Timed writing-“Rain”
M	<ul style="list-style-type: none"> • Completed anchor rubrics and Skill/Growth charts (kept and filed by students)
M	<ul style="list-style-type: none"> • Annotated Wagstaff article with SDQR chart
M	<ul style="list-style-type: none"> • Group essay Talent /Hard Work

Stage 3 – Learning Plan

CODE (A, M, T)	<p>Pre-Assessment</p> <p><i>How will you check students’ prior knowledge, skill levels, and potential misconceptions?</i></p>
T	<ul style="list-style-type: none"> • Mini-book introducing yourself to the class <ul style="list-style-type: none"> ○ Eight (8) pages (foldable from a single sheet) ○ Optional headings: <i>Hobbies, Music, Sports, Food, Family, Vacations, Dreams, Favorite place, Who I love, One thing that really bugs me</i>
M	<ul style="list-style-type: none"> ○ Mini book is pictures <i>only</i>, either drawn or collaged ○ Presented orally to the class • Review of a previously written expository essay <ul style="list-style-type: none"> ○ Taken from benchmark data OR a prior class’ writing folder

	<ul style="list-style-type: none"> ○ Re-read and fill out Expository Essay Anchor rubric: TODTSR 	
	<p>Learning Activities</p>	<p>Progress Monitoring (e.g., formative data)</p>
A	<ul style="list-style-type: none"> ● Lesson-The SDQR Chart, Inferences, and Author’s Purpose <ul style="list-style-type: none"> ○ Introduce chart with article from local paper, fill out as a group 	<ul style="list-style-type: none"> ● Fist-to-five
M	<ul style="list-style-type: none"> ● Lesson-Purposes for writing: An investigation <ul style="list-style-type: none"> ○ Students find an article independently that fits a purpose for writing (6 categories, determined by teacher, see lesson plan) ○ Annotate chosen article and fill out SDQR independently ○ Place article on class chart in appropriate spot 	<ul style="list-style-type: none"> ● Thumbometer ● Informal questioning ● Discussion of warm ups ● Exit tickets
A	<ul style="list-style-type: none"> ● Lesson-Creating and Organizing Writing Territories <ul style="list-style-type: none"> ○ Teacher introduces model list, students create their own, timed ○ Students sort list items onto chart, teacher model given ○ Chart Xeroxed by teacher for writing folder 	<ul style="list-style-type: none"> ● Post-its ● 3-2-1 sheets ● Progress bars ● Socratic polls
A	<ul style="list-style-type: none"> ● Lesson-Breaking down a prompt <ul style="list-style-type: none"> ○ 2013 expository prompt: taking a risk ○ Power Writing to brainstorm ○ Break down prompt with teacher guidance ○ Idea web graphic organizer ○ Draft essay ○ Draw Taking a Chance cartoon 	<ul style="list-style-type: none"> ● Faculty feedback
A	<ul style="list-style-type: none"> ● Lesson-Creating your author biography <ul style="list-style-type: none"> ○ Inductive investigation and discussion, small group, books from multiple genres ○ Students answer questions about themselves ○ Biography vs. autobiography ○ Initial draft of student’s own biography created 	
M	<ul style="list-style-type: none"> ● Lesson-Drafting Expository Essays <ul style="list-style-type: none"> ○ Eight (8) draft days total, two (2) for each expository style ○ Styles of G.O., drafting, revising, and editing included in lesson plan ○ Introduction to and usage of TODTSR Anchor rubric 	
M	<ul style="list-style-type: none"> ● Faculty feedback on student essays <ul style="list-style-type: none"> ○ Done once the students have narrowed down their writing to the two (2) essays they want to submit to the class collection ○ Class discussion-do’s and don’ts of asking for feedback ○ Copy of the essay delivered to faculty member by student. One (1) full week given for feedback 	

	<ul style="list-style-type: none"> ○ Duplicate copy dropped in faculty member’s mailbox by teacher with letter explaining the activity/thanking them for participation and rubric ○ Email sent by teacher to staff members participating 	
M	<ul style="list-style-type: none"> • Reading and analysis: “Conceit” by Michael Schmidt (metaphor, extended metaphor) 	
M	<ul style="list-style-type: none"> ○ Read aloud as a class, group annotation, identification of literary devices • Reading and analysis: “How to do what you love” by Paul Graham (How to) <ul style="list-style-type: none"> ○ Guided annotation-building a personal vocabulary list ○ Vocabulary metaphors: If _____ was a _____, it would be _____ because _____. Individually created and then shared with group and displayed. 	
M	<ul style="list-style-type: none"> • Reading and analysis: “Into the Storm” by Jerry Ellis (Descriptive) <ul style="list-style-type: none"> ○ Sensory writing: Smell, Sight, Sound, Taste, Touch ○ Three (3) locations, three (3) poems, use anaphora “I” 	
M	<ul style="list-style-type: none"> • Reading and analysis: “Rain” by Kathleen Norris (Descriptive) <ul style="list-style-type: none"> ○ Timed writing: “A time you felt rain” ○ Draft goes in writing folder 	
M	<ul style="list-style-type: none"> • Reading and analysis: “How the World is Responding to a Possible Strike on Syria” by Keith Wagstaff (Cause and Effect) <ul style="list-style-type: none"> ○ SDQR, individual 	
M, T	<ul style="list-style-type: none"> • Lesson-Reading and analysis: “Which is More Important: Talent or Hard Work” by Shannon Doyne (Comparison/Contrast) <ul style="list-style-type: none"> ○ Drafting: “Team Talent vs. Team Hard Work” ○ Split class in half arbitrarily (draw from a bucket) ○ Brainstorm evidence in groups, determine thesis ○ Write essay in groups of 4-5 (each person takes a paragraph) ○ Make copies and the group will proofread using anchor rubric 	
M	<ul style="list-style-type: none"> • Reading and analysis: Two (2) McDonald’s Articles “Not So Happy Meals” and “Anti-Ban: The People’s Republic of San Francisco Ban Happy Meals” (Cause and Effect) <ul style="list-style-type: none"> ○ Individual annotations 	
M	<ul style="list-style-type: none"> • Expository essay practice-Fast Food: Write an essay explaining why it would be beneficial to place advertising restrictions on companies selling unhealthy food to children. <ul style="list-style-type: none"> ○ Timed, draft due at the end of class 	

TEKS: Practical Writing

INTRODUCTION	
English Language Arts	English as a Second Language
§110.54. Practical Writing Skills (One-Half to One Credit).	§128.54. Practical Writing Skills (One-Half to One Credit).
KNOWLEDGE AND SKILLS	
English Language Arts	English as a Second Language
(1) The student writes for a variety of audiences and purposes.	
	The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to:	The student is expected to:
(B) compose inquiries and requests;	(B) compose inquiries and requests;
(C) write for authentic, persuasive purposes;	(C) write for authentic, persuasive purposes;
(F) take notes.	(F) take notes.
(2) The student relies increasingly on the conventions and mechanics of written English to communicate clearly.	
	The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to:	The student is expected to:
(A) produce legible written work, including handwritten, word processed, and typed documents;	(A) produce legible written work, including handwritten, word processed, and typed documents;
(B) employ written conventions appropriately such as capitalizing and punctuating for various forms such as business letters and resumé; and	(B) employ written conventions appropriately such as capitalizing and punctuating for various forms such as business letters and resumé; and

(C) use correct spelling for final products.	(C) use correct spelling for final products.
(3) The student appropriately applies the rules of usage and grammar to communicate clearly and effectively.	
	The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to:	The student is expected to:
(A) produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms;	(A) produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms;
(B) use varied sentence structures to express meanings and achieve desired effect; and	(B) use varied sentence structures to express meanings and achieve desired effect; and
(C) use appropriate vocabulary.	(C) use appropriate vocabulary.
(4) The student selects and uses recursive writing processes as appropriate for self-initiated and assigned writing.	
	The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to:	The student is expected to:
(A) select and apply prewriting strategies to generate ideas, develop voice, and plan;	(A) select and apply prewriting strategies to generate ideas, develop voice, and plan;
(B) develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting;	(B) develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting;
(C) use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose;	(C) use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose;
(D) use effective sequence and transitions to achieve coherence and meaning;	(D) use effective sequence and transitions to achieve coherence and meaning;
(E) revise drafts by rethinking content, organization, and style to better accomplish the task;	(E) revise drafts by rethinking content, organization, and style to better accomplish the task;

(F) edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft;	(F) edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft;
(G) use resources such as texts and other people as needed for editing;	(G) use resources such as texts and other people as needed for editing;
(H) proofread writing; and	(H) proofread writing; and
(I) use available technology for creating, revising, editing, and publishing texts.	(I) use available technology for creating, revising, editing, and publishing texts.
(5) The student evaluates his/her own writing and the writing of others.	
	The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to:	The student is expected to:
(A) evaluate how well his/her own writing achieves its purposes;	(A) evaluate how well his/her own writing achieves its purposes;
(B) analyze and discuss published pieces as writing models;	(B) analyze and discuss published pieces as writing models;
(C) apply criteria generated by self and others to evaluate writing; and	(C) apply criteria generated by self and others to evaluate writing; and
(D) accumulate and review his/her own written work to determine its strengths and weaknesses and to set goals as a writer.	(D) accumulate and review his/her own written work to determine its strengths and weaknesses and to set goals as a writer.
<i>Source: The provisions of this §110.54 adopted to be effective September 1, 1998, 22 TexReg 7549.</i>	<i>Source: The provisions of this §128.54 adopted to be effective September 1, 1998, 22 TexReg 7773.</i>