

UNIT OF STUDY

Title: Explain it!	Subject/Course: English	Length: 2.5 weeks
Topic: Expository	Grade: 10 *** SUBJECT TO CHANGE ***	Designer: Megan Harness
UNIT GOALS AND EXPECTATIONS		
IMPORTANT CONCEPTS/UNDERSTANDINGS: <p>An Expository composition in which something is explained.</p> <p>There are many types of expository essays; we will be writing a Process-Analysis essay, which is a fancy word for a “how-to” essay.</p> <p>Expository essays should be written in first or third person.</p> <p>Expository essays are based on fact rather than opinion.</p>	ESSENTIAL QUESTIONS: <p>What is the correct writing process?</p> <p>How do you choose a process to explain?</p> <p>How do you explain a process clearly?</p> <p>What is the difference between technical directions and a process-analysis essay?</p>	
STUDENT LEARNING EXPECTATIONS: <p>W.5.10.4 Write using rhetorical strategies with special emphasis on exemplification, process/analysis, comparison/contrast, and argumentation/persuasion that demonstrate logic</p> <p>W.5.10.3 Write expository compositions, including analytical essays, and research reports that:</p> <ul style="list-style-type: none"> • assemble and convey evidence in support of the thesis • make distinctions between the relative value and significance of data, facts, and ideas <p>W.4.10.1 Apply appropriate prewriting strategies to address purpose and audience with emphasis on description</p>	<p>W.4.10.4 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information</p> <p>W.4.10.5 Adapt content vocabulary, voice and tone to audience, purpose, and situation</p> <p>W.4.10.6 Arrange paragraphs into a logical progression with appropriate transition</p> <p>W.4.10.12 Refine selected pieces frequently to publish for intended audiences and purposes</p> <p>W.6.10.3 Demonstrate appropriate use of active and passive voice</p>	
SPECIFIC DECLARATIVE KNOWLEDGE – What I know	SPECIFIC PROCEDURAL KNOWLEDGE – What I need to do Apply knowledge of chosen process and explain it in a formal process-analysis essay Complete a process of choice Communicate a process thoroughly and clearly in a formal process-analysis essay format Maintain consistent point of view and passive voice	

	throughout the essay
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UNIT ASSESSMENTS
(Include tasks related to Dimensions 3 and 4 and Bloom’s Taxonomy)

Final essay product
TLI Module 2: Grammar/Expository Composition

Traditional Assessments:	Other Evidence of Learning: Graphic organizers which show the complete process being explained in the paper, as well as the target audience Evaluation of the writing process: basic essay format Check for an adequate, parallel structured thesis statement Peer-Review (graded for participation <i>and</i> quality)
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ACTIVITIES AND LEARNING EXPERIENCES	Resources
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<p>Pre-writing graphic organizers to identify and organize the steps in the process chosen, as well as a graphic organizer to align the process-analysis essay with the appropriate audience</p> <p>Peer-review after the first draft of the essay.</p>	<p>Teacher generated handouts from sources such as <i>Writers Inc.</i> and Owl at Purdue</p> <p>Examples of expository essays: “Going on a Man Hunt” by Catherine Sweeney</p>
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Career Connections

News reporter, technical writer, television show Chef, teacher/instructor