**UNIT OF STUDY**

<table>
<thead>
<tr>
<th>Title: Explain it!</th>
<th>Subject/Course: English</th>
<th>Length: 2.5 weeks</th>
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<tr>
<td>Topic: Expository</td>
<td>Grade: 10</td>
<td>Designer: Megan Harness</td>
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### UNIT GOALS AND EXPECTATIONS

**IMPORTANT CONCEPTS/UNDERSTANDINGS:**

An Expository composition in which something is explained.
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.
Expository essays should be written in first or third person.
Expository essays are based on fact rather than opinion.

**ESSENTIAL QUESTIONS:**

- What is the correct writing process?
- How do you choose a process to explain?
- How do you explain a process clearly?
- What is the difference between technical directions and a process-analysis essay?

### STUDENT LEARNING EXPECTATIONS:

- **W.5.10.4**
  Write using rhetorical strategies with special emphasis on exemplification, process/analysis, comparison/contrast, and argumentation/persuasion that demonstrate logic

- **W.5.10.3**
  Write expository compositions, including analytical essays, and research reports that:
  - assemble and convey evidence in support of the thesis
  - make distinctions between the relative value and significance of data, facts, and ideas

- **W.4.10.1**
  Apply appropriate prewriting strategies to address purpose and audience with emphasis on description

- **W.4.10.4**
  Elaborate ideas clearly and accurately through word choice, vivid description, and selected information

- **W.4.10.5**
  Adapt content vocabulary, voice and tone to audience, purpose, and situation

- **W.4.10.6**
  Arrange paragraphs into a logical progression with appropriate transition

- **W.4.10.12**
  Refine selected pieces frequently to publish for intended audiences and purposes

- **W.6.10.3**
  Demonstrate appropriate use of active and passive voice

### SPECIFIC DECLARATIVE KNOWLEDGE – What I know

- Apply knowledge of chosen process and explain it in a formal process-analysis essay
- How to complete a process of choice
- How to communicate a process thoroughly and clearly in a formal process-analysis essay format
- How to maintain consistent point of view and passive voice

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### SPECIFIC PROCEDURAL KNOWLEDGE – What I need to do

- Apply knowledge of chosen process and explain it in a formal process-analysis essay
- How to complete a process of choice
- How to communicate a process thoroughly and clearly in a formal process-analysis essay format
- How to maintain consistent point of view and passive voice
### UNIT ASSESSMENTS
(Include tasks related to Dimensions 3 and 4 and Bloom’s Taxonomy)

<table>
<thead>
<tr>
<th>Traditional Assessments:</th>
<th>Other Evidence of Learning:</th>
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<tbody>
<tr>
<td>Final essay product</td>
<td>Graphic organizers which show the complete process being explained in the paper, as well as the target audience</td>
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<tr>
<td>TLI Module 2: Grammar/Expository Composition</td>
<td>Evaluation of the writing process: basic essay format</td>
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<td></td>
<td>Check for an adequate, parallel structured thesis statement</td>
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<td>Peer-Review (graded for participation and quality)</td>
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### ACTIVITIES AND LEARNING EXPERIENCES

<table>
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<tr>
<th>Resources</th>
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<tr>
<td>Teacher generated handouts from sources such as <em>Writers Inc.</em> and <em>Owl at Purdue</em></td>
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<tr>
<td>Examples of expository essays: “Going on a Man Hunt” by Catherine Sweeney</td>
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### 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 |

### Peer-review after the first draft of the essay. |

### Career Connections

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<th>News reporter, technical writer, television show Chef, teacher/instructor</th>
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