## UNIT OF STUDY - 11

<table>
<thead>
<tr>
<th>Title: Expository Writing</th>
<th>Subject/Course: English</th>
<th>Length: 2 weeks</th>
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<tr>
<td>Topic: Mastering the Content Domain</td>
<td>Grade: 11</td>
<td>Designer: Mari Robertson</td>
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### UNIT GOALS AND EXPECTATIONS

#### IMPORTANT CONCEPTS:

The Content Domain consists of:
- Central Idea
- Elaboration
- Unity
- Organization

When students master the skills in the content domain, they write in an organized, unified fashion.

Learning to write well-organized, unified expository essays increases students' abilities to organize their thinking and promotes better oral communication skills.

Good writing and speaking skills are necessary for life.

#### ESSENTIAL QUESTIONS:

- What does the content domain consist of?
- Why is it important to have a clear central idea that unifies the essay?
- Why is it important to elaborate ideas in an essay?
- Why does an essay need to be logically organized?
- Why do students need to know how to write a well-organized, unified expository essay?

### STUDENT LEARNING EXPECTATIONS:

- **W.4.11.1**
  Apply appropriate prewriting strategies to address purpose and audience with emphasis on exposition

- **W.4.11.2**
  Communicate clearly the purpose of the writing

- **W.4.11.3**
  Write clear and varied sentences

- **W.4.11.4**
  Elaborate ideas clearly and accurately through word choice, vivid description, and selected information

- **W.4.11.5**
  Adapt content vocabulary, voice, and tone to audience, purpose, and situation

- **W.4.11.6**
  Arrange paragraphs into a logical progression with appropriate transition

- **W.5.11.2**
  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
  - employ visual aids when appropriate

### SPECIFIC DECLARATIVE KNOWLEDGE-What I know

- Understand elements of the content domain.
- Understand how to communicate clearly the central idea in an essay.
- Understand how to elaborate on ideas.
- Understand how to write clear and varied sentences.
- Understand how to organize ideas in a logical sequence.

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

- Brainstorm ideas for a specific topic on which to write
- Formulate a thesis statement
- Plan subtopics and details
- Research for support of subtopics or details
- Write an outline of the essay
- Write an introduction that communicates a clear central idea
- Write body paragraph that include support for ideas, including
Write a conclusion that neatly wraps up the essay and ties it back to the central idea of the essay.

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>Essay written to a prompt</td>
<td>Thesis statement</td>
</tr>
<tr>
<td>Final Essay</td>
<td>Outline</td>
</tr>
<tr>
<td></td>
<td>Research evidence</td>
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ACTIVITIES AND LEARNING EXPERIENCES | Resources

| Students will write an expository essay to a prompt. |
| Students will grade each other’s essays using the content domain. |
| Students will brainstorm on an abstract topic to narrow ideas into a clear thesis statement. |
| Students will research using the internet for specific facts, quotes or statistics that support their essay topic. |
| Students will plan their essay by writing an outline. |
| Students will write their essays using their outlines as a guide, including an introduction, body paragraphs that include specific evidence supporting their ideas, and a conclusion that wraps up the essay and ties the ideas back to the thesis statement. |

Career Connections

Textbook writer, editor, research assistant, teacher, grant writer, underwriters, college students.

Writers INC: A Student Handbook for Writing and Learning