

UNIT OF STUDY

<p>Title: Analyzing Nonfiction (Pre-AP in bold) (5) Subject/Course: English Length: 2.5 weeks Topic: Writing Analysis of a Biography Grade: 9 Designer: Ellen Hope</p>	
UNIT GOALS AND EXPECTATIONS	
<p>IMPORTANT CONCEPTS/UNDERSTANDINGS: Expository writing is used to explain a topic. Expository essays have a specific form. Knowledge of grammar rules is essential to all types of writing.</p>	<p>ESSENTIAL QUESTIONS: What is a thesis? How does this focus the reader? What is an analytical essay? How does an expository essay differ from other types of writing? How should it be used? Why are there different types of writing?</p>
<p>STUDENT LEARNING EXPECTATIONS: Ongoing SLEs W.5.9.3 Write expository compositions, including analytical essays and research reports that assemble and convey evidence in support of the thesis W.4.9.10 Revise sentence formation in writing for completeness, coordination, subordination, standard word order, and absence of fused sentences W.5.9.1 Adjust levels of formality, style, and tone when composing for different audiences W.5.9.2 Write biographies or autobiographies that</p> <ul style="list-style-type: none"> • communicate the significance of the events and characters • specify scenes and incidents in specific places • describe using sensory details • pace time and mood <p>maintain consistency in point of view</p>	<p>R.9.9.1 Connect own background knowledge, including personal experience and perspectives shaped by age, gender, class, or national origin, to determine author's purpose R.9.9.2 Identify specific ways an author accomplishes purpose, including organization, narrative and persuasive techniques, style, literary forms or genre, portrayal of themes, tone, and intended audiences R.9.9.7 Recognize how signal/transition words and phrases denote shifts that contribute to the meaning of the text R.9.9.10 Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes W.7.9.9 Evaluate own writing to determine the best features of a piece of writing</p>
<p>SPECIFIC DECLARATIVE KNOWLEDGE – What I know Define biography/autobiography Define thesis argument Identify autobiographies and biographies (compare/contrast differences (POV))</p>	<p>SPECIFIC PROCEDURAL KNOWLEDGE – What I need to do Write a clear thesis for an expository composition Support the thesis with relevant main points or reasons Support main points or reasons with relevant evidence Write an analysis of a biography Analyze narrator (point of view) and voice</p>
UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)	
<p>Expository Essay (with coherent thesis) (AP Rubric used) Writing Process Test Autobiography/biography domain writing</p>	
<p>Traditional Assessments: Writing Process quiz Diction Analysis Short Writing</p>	<p>Other Evidence of Learning: White board review Proofreading/editing skills Audience differentiation</p>

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p>Unit information: This is a unit that will show students the importance of expository writing and how to use it themselves. They will be able to distinguish it from other types of writing and implement the same factors in their own writing.</p> <p>Modeling of writing process for expository essay</p> <p>Dissect prompt and work on thesis</p> <p>Use workshop resources for analysis preparation and practice: choosing a biography, thesis support and organization, drafting biography analysis</p> <p>Have partner edit/revise/suggest changes --proofreading/editing activities (smartboard review, correction of common mistakes)</p> <p>Make changes</p> <p>After initial grades, change the intended audience and revise for that audience, i.e. change from teacher to friend, consumer, publisher, etc.</p> <p>Diction analysis: Diction chart—students chart words based on importance and then write an analytical paragraph for their peers. They have to choose the major words (nouns, adjectives, adverbs) and decide whether or not they are strong, neutral, or weak words. Students will discuss their classification as a class before writing an analysis that not only shows their opinion of the writing but also of the word choice. --readers will use a dictionary or thesaurus to make suggestions for the writer --readers will then work with the writer in a round-robin type setting to discuss and analyze together --writers will make changes accordingly</p> <p>Analyze examples of biographical/autobiographical writing from 100 Great Essays --students will compare their writing to that of professional writers --students will then analyze the appeals within the writing and see how it fits with their writing --introduction to logos/ethos/pathos ---annotation of articles, dissection of appeals, discussion</p> <p>Analysis of peer writing—annotation or word choice/diction, topic, information included, reasoning, appeals</p> <p>Bell ringers will consist of grammar mini-lessons</p> <p>Lit Lab book assessment (container project, newspaper article, collage project, author research, etc)</p>	<p>Elements of Literature</p> <p>Better Test Scores workbook</p> <p>Workshop Resources: Writing, Listening, and Speaking</p> <p>The Owl at Purdue</p> <p>Writing Samples</p> <p>Internet</p> <p>Smart board</p> <p>100 Great Essays</p>
Career Connections	
Author, biographer, Journalist, Editor	