

UNIT OF STUDY

Title: Why?		Subject/Course: Resource English	
Length: 3 weeks		Grade: 9-12	
Topic: Expository Writing		Designer: Tonya Beeler	
UNIT GOALS AND EXPECTATIONS			
IMPORTANT CONCEPTS/UNDERSTANDINGS: Expository writing involves explaining a subject/topic. The primary purpose for writing expository essays is to inform the reader.		ESSENTIAL QUESTIONS: What is expository writing? What does inform mean? Can I give an opinion in expository writing? What are different kinds of expository writings? How will writing expository essays help me in life?	
STUDENT LEARNING EXPECTATIONS: R.9.11.2 Determine author’s purpose W.4.11.1 Address purpose and audience with emphasis on exposition W.4.11.2 Clearly communicate purpose of writing W.4.11.4 Elaborate ideas through word choice, description, and selected information W.4.11.5 Adapt vocab, voice, and tone to audience and purpose W.4.11.6 Arrange paragraphs into logical progression with appropriate transition		W.4.11.15 Use technology for all aspects of writing W.5.11.8 Write on demand to specified prompt W.4.11.10 Evaluate how well purpose and audience have been addressed W.7.11.3 Apply elements of purpose, speaker and audience when completeing expository writing R.9.11.1 Analyze personal biases brought to text W.5.11.2 Write expository compositions W.5.11.3 Write using rhetorical strategies with emphasis on compare/contrast or cause/effect	
SPECIFIC DECLARATIVE KNOWLEDGE – What I know Define expository writing Give examples of expository writing Identify characteristics of expository writing		SPECIFIC PROCEDURAL KNOWLEDGE – What I need to do Write expository essays Write with purpose to inform	
UNIT ASSESSMENTS			
(Include tasks related to Dimensions 3 and 4 and Bloom’s Taxonomy)			
Writing process – prewriting, drafting, revising, editing, publishing, assessing 5 domain scoring			
Traditional Assessments: Author’s purpose identification quiz		Other Evidence of Learning: Expository graphic organizer Instructions – Proper sequencing	

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p>Expository Paragraphs – Document camera presentation</p> <p>Similar or Different? A compare/contrast small group activity</p> <p>Brainstorming/Researching Ideas</p> <p>Peer writing</p> <p>Teacher mini-conferences</p>	<p><u>Powerful Paragraphs</u></p> <p>Document camera</p> <p>Smartboard</p> <p>Cause/Effect g.o.</p> <p>Compare/contrast g.o.</p> <p><u>Reasons for Writing</u></p>
Career Connections	
<p>Teacher; Media Specialist; Writer; Editor/Publisher</p>	