Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
10th Grade	Language Arts	Language Arts 2 A	Expository Writing Across Content Areas, Social Studies

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 days	Within final three weeks of First Semester	K-8 Writing Strand 1,all concepts; K-8 Writing Strand 2, all concepts; K-8 Writing Strand 3 with a focus on Concept 2, Grade 9 -Expository Writing; WHS-S3C2-1,

Unit Description

Expository Writing Across Content Areas Unit is delivered as an independent, self-paced course using combination of computer-based and teacher-directed instruction. Students use ANYWHERE LEARNING SYSTEM *(A+LS™)* and presentation software for some lesson instruction and activities. Although this course and unit are intended to be taken as an independent, self-paced program, teacher involvement is built into the course sequence. The coursework informs the student directly when the teacher is needed for instruction, guidance or mastery. The Language Arts instructor provides student instruction, practice, and understanding and performs formative assessments to ensure the student is able to master the standards of the course.

<u>The following topics are covered in this unit:</u>

The focus of Expository Writing Across Content Areas, Social Studies, is to guide the student to be able to write in any content area. The student will use the Enhanced Rose Idea Organizer (ERIO) as the framework for the writing process, use mnemonics for focus on writing elements, and the Expository ERIO for writing application. The student is taken through the process of how to narrow a topic for a thesis statement, develop subtopics, organize information and write a fluent essay with few mechanical errors. Guidelines and forms for each step in the writing process will be explored. The student is learning how to break down each component of the essay for consistency, and revision if necessary. This prepares the student for the writing AIMS assessment. The student will choose a lesson they have completed in a social studies course as the topic for the summative assessment.

After completing this unit, the student will be able to:

- develop a thesis (hypothesis) statement narrow in focus
- establish the thesis (hypothesis) statement with appropriate background knowledge or information
- support the thesis (hypothesis) statement with details, facts, or examples
- include primary and secondary sources of information and sites using the Enhanced Rose Idea Organizer (ERIO) formatting.
- include a topic sentence and transition for each body paragraph
- write a well organized expository essay with few conventional errors and focused on social studies content
- discuss relevant factors and variables that need to be considered when examining the topic
- present, organize and record information using charts, data tables, and other types of graphics
- include an effective conclusion with thesis clearly restated, it's significance and relevant supported

Strand(s), Concept(s), and PO(s) *List and define the required Strand(s), Concept(s), and PO(s) for each lesson included in this sample.*	WHS-S3C2-1 Strand 3: Writing Applications Concept 2 Expository P O 1 Write an explanatory, multi-paragraph essay that: a. includes background information to establish the thesis (hypothesis, essential question), as appropriate b. states a thesis (hypothesis, essential question) with a narrow focus

	c. includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons d. communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate e. attributes sources of information as appropriate f. includes a topic sentence for each body paragraph g. includes relevant factors and variables that need to be considered h. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate i. includes an effective conclusion
Summative Assessment *Describe a cumulative and comprehensive activity that allows students to demonstrate mastery of stated POs. A copy of the summative assessment must be included in the application package.*	The summative assessment is at the end of the unit. This assessment is an expository essay and shows mastery of 10th grade WHS-S3C2-1. The student will need to use social studies content to demonstrate an understanding of expository writing as the form, the writing process as the vehicle for developing the essay, and the writing elements necessary to complete the details.
Assessment Scoring *Explain how each assessment is scored, to include points per question, total points possible, criteria, and grading scale. Describe rubric, if applicable, to include components being evaluated and the scoring criteria for each. A copy of the answer key and/or scoring rubric must be included in the application package.*	The unit summative assessment is a 5 paragraph expository essay. The essay is worth 100 points. The ERIO essay will be assessed using a rubric based on the ERIO expository essay format. A passing score of 90% must be achieved on the expository essay to be considered "Mastery". A score of less than 90% on the essay will result in the student having to revise the essay. Grade Breakdown: 90% = Mastery < 90% = Needs Revisions
Materials/Resources Needed *(Include all items for the entire unit.)*	Computer with access to ANYWHERE LEARNING SYSTEM (*A+LS*™) – Language Arts 2A, Presentation and word processing software Expository ERIO/ERIO rubric Cue Cards created by student during a history course Paper/Pencil for note-taking, writing Language Arts Instructor for instruction, practice, and understanding and test proctoring

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Lesson Instruction Is provided through the study portion of the unit lesson in the A+LS course. A language arts teacher is readily available when the student needs additional help.	Introduction (10 min) • Describe mastery and course expectations. • Provide an overview of using the ERIO framework for writing expository essays for any content area. • Review the Error Monitoring Strategy, WRITER, as introduced at the beginning of the course. Use cue cards previously created. Guided Practice (50 min) • Provide assignment to choose a completed favorite social studies lesson as the topic for the Expository ERIO. • Review the first step of WRITER: Write on every other line using OPENS (Organize thoughts Pick a formula, Explore words to fit the formula, Note the Words, Search and Check). • Begin planning out ideas using the Expository ERIO. • Be sure to include relevant factors and variables that need to be considered as details under the appropriate subtopic.	Introduction (10 min) • Provide direction for generating a thesis with a narrow focus. • Review the ERIO framework to develop a Thesis statement. Guided Practice (50 min) • Provide an example of a thesis statement using social studies content. • Review the second step of WRITER: Read the paper for meaning. • Demonstrate how to provide the following comments for step two: ▪ Does the ERIO reflect what is contained in the written product? ▪ Is background information provided to establish the thesis? ▪ Is the thesis supported by evidence?	Introduction (15 min) • Provide direction for editing essays. Guided Practice (15 min) • Review the third step of WRITER: Identify and make corrections using the COPS (Capitalization, Overall Appearance, Punctuation, Spelling) questions. • Describe COPS as a mnemonic used to remember the most common mistakes people make when they write. Independent Practice (30 min) • Provide COPS, for editing. • Revise second draft using COPS. • Follow Step four of WRITER: Take the paper to someone for help. • Revise according to comments.	Review (15 min) • Provide a sample essay for reviewing the final revision before publication date. Independent Practice (45 min) • Read the paper for meaning. • Use an ERIO as a guide for mapping the content of the paper. • Ask these questions: ▪ Does the thesis sufficiently address the assignment? ▪ Do the subtopic categories relate to and sufficiently account for the thesis? ▪ Do the details relate to and sufficiently account for the subtopics? • Have someone read the paper to you. • "Walk away" from it for 24 hours and then read it again.	Review (15 min) • Demonstrate how to use step six of WRITER: Reread the paper. ▪ Review to ensure the essay includes a topic sentence for each body paragraph. ▪ Review to ensure the essay includes an effective conclusion. ▪ Read the paper for meaning *again* Independent Practice (45 min) • Use step five of WRITER: Execute a final copy. ▪ Delete the words "rough draft." ▪ Double check that all errors have been corrected. • Use step six of WRITER: Reread your paper: ▪ Print your final copy. ▪ Read it out loud. ▪ Read it backwards one sentence at a time.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities	Introduction (10 min) • Student reads description of mastery and course expectations and takes notes on course expectations. • Student reviews use of the ERIO framework for writing expository essays. • Student Reviews the Error Monitoring Strategy, WRITER, and locates cue cards. Guided Practice (50 min) • Student chooses a favorite completed lesson from a social studies class as the topic for an essay. • Student uses the first step of WRITER, the OPENS strategy, and the Expository ERIO to generate ideas for an expository essay and write a rough draft.	Introduction (10 min) • Student takes notes on how to generate a thesis with a narrow focus. • Student takes notes on how to use the ERIO framework to develop the thesis statement. Guided Practice (50 min) • Write a thesis statement using social studies content. • Use the second step of WRITER: Read the paper for meaning. • Take notes answering the following questions: ▪ Does the ERIO reflect what is contained in the written product? ▪ Is background information provided to establish thesis? ▪ Is the thesis supported by evidence? • Rough draft will be rewritten to use the notes from the R step of WRITER.	Introduction (15 min) • Student takes notes on how to edit essays. Guided Practice (15 min) • Review the rough draft using the third step of WRITER: Identify and make corrections using the COPS questions. Independent Practice (30 min) • Student will revise second draft using COPS. • Student will follow step four of WRITER: Take the paper to someone for help. • Student will revise according to comments.	Review (15 min) • Student takes notes on how to review and draft the final revision before publication date. Independent Practice (45 min) • Student reads the paper for meaning. • Student uses an ERIO for mapping content of the paper. • Student asks self and takes notes on his or her answers to these questions: ▪ Does the thesis sufficiently address the assignment? ▪ Do the subtopic categories relate to, and sufficiently account for, the thesis? ▪ Do the details relate to, and sufficiently account for, the subtopics? • Student has someone read it to him or her. • Student will "walk away" from the paper for 24 hours and then read it again.	Review (15 min) • Student uses step six of WRITER: Reread the paper. ▪ Student reviews the essay to ensure it includes a topic sentence for each body paragraph. ▪ Student reviews the essay to ensure it includes an effective conclusion. ▪ Student reads the paper for meaning ***again.*** Independent Practice (45 min) • Student uses step five of WRITER: Execute a final copy. ▪ Student deletes the words "rough draft." Student double checks that all errors have been corrected. • Student uses step six of WRITER: Reread your paper: ▪ Student prints the final copy. ▪ Student reads it out loud. ▪ Student reads it backwards one sentence at a time. • Student submits the final copy.

Language Arts 2A – Expository Writing Across Content Areas - Summative Assessment

Strand(s), Concept(s), and PO(s) for Mastery WHS-S3C2-1 Strand 3: Writing Applications Concept 2 Expository P O 1 Write an explanatory, multi-paragraph essay that: j. includes background information to establish the thesis (hypothesis, essential question), as appropriate k. states a thesis (hypothesis, essential question) with a narrow focus l. includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons m. communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate n. attributes sources of information as appropriate o. includes a topic sentence for each body paragraph p. includes relevant factors and variables that need to be considered q. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate r. includes an effective conclusion

Directions:

Writing Prompt:

Review a Social Studies class. Choose a completed lesson or topic that has the most interest to you. , Using this and a Generic Expository ERIO, you will write an expository essay. You will need to use WRITER and OPENS to complete the essay. This essay should follow the ERIO format, double spaced, and 12 point Times New Roman or Arial font.

E-RIO – 5 Paragraphs Expository Essay: Social Studies

The Big Picture! A Great Idea/Invention/Document in History is :_____ THESIS STATEMENT WHY is this idea/invention/document essential or important to history? HOW has this idea/invention/document been perceived up till now? What can be asserted about the idea/invention/document?	**3**
HOW DOES THE Great Idea/Invention/Document Contribute to present day RELATED SOURCE #1 WHY is the idea/invention/ document valuable to current ideas and values? HOW is the idea/invention/document not valuable to current ideas and values? WHAT will we find if the idea/invention/document does not influence current ideas and values?	**2**
HOW DOESN'T THE Great Idea/Invention/Document Contribute to present day RELATED SOURCE #2 WHY doesn't the idea/invention/document positively impact society? HOW did this idea/invention/document negatively change ways of life? WHAT does the idea/invention/document cause?	**2**
HERE'S THE TRUTH! WHAT POINT IS THIS THESIS MAKING? WHY is the idea/invention/document/information important for Americans? HOW does (did) the idea/invention/document influence Americans? What evidence shows that the idea/invention/document helps(ed) influence Americans?	**1**
SUMMARY WHY makes this idea/invention/document a major influence in America? HOW has the idea/invention/document/information grown to be influential? WHAT is the future for America now?	**3-Sum**

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ERIO Rubric for LA2A Expository Essay: Expository Writing Across Content Areas

20 Points Paragraph	Related Paragraph	Met (20 points each) (Content – 15 pts; COPS 5 pts.)	Not Met (0 points)
	3	The paragraph includes: • a clearly stated and precise thesis statement. • why the topic should be researched, observed or experienced • background information to establish the thesis as appropriate • a description of how the thesis will be explored, researched, or explained • a transitions to the following paragraph COPS- see below – 5pts	Thesis statement is too broad in focus. The value of the topic has not been identified Lacks any background knowledge or information Does not explain how the thesis will be examined further Lacks transition to the following paragraph COPS- see below
	2	The paragraph includes: • a topic sentence that transitions from the prior paragraph • why the source is valuable • a description of how the source supports the thesis • accurate and factual supporting evidence • referenced primary or secondary sources • a transition to the following paragraph COPS- see below – 5pts	The paragraph does not have a leading topic sentence or transition from prior paragraph The source information is vague or has no clear connection to the thesis The evidence or facts do not support the thesis Sources are not primary or secondary sources and can not be considered to be reliable Sources are not referenced at all or are referenced inappropriately Lacks a transition to the following paragraph COPS- see below
	2	The paragraph includes: • a topic sentence that transitions from the prior paragraph • why the source is valuable • a description of how the source supports the thesis • accurate and factual supporting evidence • referenced primary or secondary sources • a transition to the following paragraph COPS- see below – 5pts	The paragraph does not have a leading topic sentence or transition from prior paragraph The source information is vague or has no clear connection to the thesis The evidence or facts do not support the thesis Sources are not primary or secondary sources and can not be considered to be reliable Sources are not referenced at all or are referenced inappropriately Lacks a transition to the following paragraph COPS- see below
	1	The paragraph includes: • a topic sentence that transitions from the prior paragraph • the point of the thesis statement • an explanation of how the source evidence supports the thesis • a description how the facts support the thesis statement • clarification of how the information provided is factual and true • a transition to the following paragraph COPS- see below – 5pts	The paragraph does not have a leading topic sentence or transition from prior paragraph The focus or point of the thesis statement was not directly stated, implied or avoided Includes background information to establish the thesis as appropriate Relevant factors and variables that need to be considered are missing Lacks a transition to the following paragraph COPS- see below
	3 SUM	The paragraph includes: • a topic sentence that transitions from the prior paragraph • a clearly restated and precise thesis statement • a description of how the thesis was supported by the facts • the value of this thesis topic • an interesting closure, a thorough explanation, or desire to learn more. COPS- see below – 5pts	The paragraph does not have a leading topic sentence or transition from prior paragraph The thesis is not restated There is no clear connection between the source information and the thesis Value for exploring this topic was not provided The conclusion does not provide closure, interest for more information, or sense of accomplishment COPS- see below
COPS Used in each paragraph		Capitalization is correct Organization - spacing, margin, font, and alignment follows paper guidelines Punctuation – end punctuation commas, and semicolons used correctly Spelling – words are spelled correctly Lawrence, KS: Schumaker, J.B., & Sheldon, J.B. (1999). *Sentence Writing Strategy*. University of Kansas Center for Research on Learning.	Capitalization - proper nouns and beginnings of sentences are not capitalized consistently Organization – lacks paragraphing, incorrect spacing, font changes, and not aligned Punctuation – commas, semicolons used incorrectly, ending punctuation incorrect or missing Spelling – incorrect spelling distracts the reader from reading the content
	100 Total Points	*If any item is not met, that section will need to be revised to meet the criteria for mastery. Mastery is 90 points.*	