Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
11th Grade	Language Arts	Language Arts 3 A	Expository Writing Across Content Areas, Social Studies Application

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, with a focus on HS, C2 Organization, C4- word choice, C5- Sentence Fluency; K-8 Writing Strand 3 with a focus on Concept 2, Expository Writing 9th, and 10th WHS-S3C2-1

Unit Description

The Expository Writing Across Content Areas, Social Studies Application, Unit is delivered as an independent, self-paced course using a 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. Coursework directly states to the student 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 Application, is to guide the student to be able to write in any content areas. 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. Each type will be broken down into smaller parts and examined in detail. Sentence writing and increasing sophistication in writing will be a focus of the essay. Social studies content will be the focus of the expository essay.

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
- include a variety of simple, compound, complex, and compound-complex sentences using correct punctuation
- include use of sentence expanders; gerund, infinitive and prepositional phrases and conjunctive adverbs
- discuss relevant factors and variables that need to be considered when examining the topic
- present, organize, and record information on charts, data tables, and other form types
- include an effective conclusion with thesis clearly restated, it's significance and supported

Strand(s), Concept(s), and PO(s) *List and define the required Strand(s), Concept(s), and PO(s) for each lesson*	WHS-S3C2-1 Strand 3: Writing Applications Concept 2 Expository

included in this sample.	P O 1 Write a multi-paragraph essay (e.g., compare/contrast, cause/effect, process) 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 demonstrates mastery of WHS-S3C2-1. The student will use the perspective of a historical figure and a current event or idea 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 any of the above 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 3 A Presentation and word processing software, access to internet Expository ERIO/ERIO rubric Cue Cards created by student during course about a Historical Figure of choice and a Current Event or Idea 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 Sentence Writing Strategy, and OPENS, as introduced at the beginning of the course. Use cue cards previously created. Guided Practice (15 min) • Review the steps for OPENS, Organize thoughts Pick a formula, Explore words to fit the formula, Note the Words, Search and Check. • Discuss the use of expanders: gerund phrases, infinitive phrases, and prepositional phrases to add sophistication to writing. Independent Practice (35 min) • Provide assignment to write an expository essay using a historical perspective when examining a current issue. • Begin planning out Ideas using the Expository ERIO and the first step of OPENS.	Introduction (10 min) • Describe perspective, point of view, and values and how they determine the *what*s and *how*s of an issue. • Model how to describe a timeless issue and how it has been dealt with using differing perspectives historically. Guided Practice (10 min) • Review the components of a strong thesis statement as the basis for developing any type of writing. Independent Practice (40 min) • Use historical and current primary and secondary sources. • Use steps 2, 3, and 4 for OPENS, Pick a formula, Explore words to fit the formula, Note the Words to ensure use of a variety of sentence types.	Introduction (5 min) • Describe the value of self-editing and strategies for revision when others are unable to provide support. • Review how to use COPS for self-editing. Guided Practice (10 min) • Review how to use conjunctive adverbs in compound sentences. • Review and provide lists of common prepositions to use when developing an essay. Independent Practice (45 min) • Use COPS for self-editing. • Use OPENS for the revision of each sentence to ensure inclusion of complex sentences and expanders. • Include conjunctive adverbs when appropriate.	Review (10 min) • Review the use of inclusion strategies when writing compare and contrast paragraphs in essays. Guided Practice (10 min) • Demonstrate editing for subject-verb agreement. • Demonstrate use of ERIO rubric for self assessment of writing. Independent Practice (40 min) • Use rubrics to complete self assessment of essay.	Review (10 min) • Review how to use an ERIO, the OPENS and COPS strategies, and self assessment using a Rubric to write an expository essay. Independent Practice (30 min) • Review and prepare a final draft of a paper by deleting "rough draft," using COPS, rereading the paper, and making changes. • Print the final copy, read it aloud, and read it backwards one sentence at a time. • Submit final drafts.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities	Introduction (10 min) • Student takes notes on mastery and course expectations. • Student takes notes on ERIO for writing an essay. • Student reviews notes on sentence writing strategy and gathers cue cards created during course. Guided Practice (15 min) • Student reviews OPENS cue cards. • Student reviews note cards on the use of expanders. Independent Practice (35 min) • Student reviews essay assignment requirements. • Student chooses historical figure and current idea or event. • Student begins planning out ideas using the Expository ERIO and the first step of OPENS. • Student requests teacher support as needed.	Introduction (10 min) • Student takes notes on perspective, point of view, and values. • Student takes notes on how to describe issues that have been addressed over time using a variety of perspectives. Guided Practice (10 min) • Student develops a strong thesis statement. Independent Practice (40 min) • Student researches information on historical figure and current event or idea. • Student uses steps 2, 3, and 4 for OPENS, Pick a formula, Explore words to fit the formula, Note the Words to ensure use of a variety of sentence types and begins a rough draft. • Student deliberately uses gerund, infinitive and prepositional phrases in rough draft. • Student submits rough draft. • Student requests teacher support as needed.	Introduction (5 min) • Student takes notes on self-editing and strategies to use. Guided Practice (10 min) • Student reviews cue cards on use of conjunctive adverbs and creates a list of prepositions. Independent Practice(45 min) • Student uses COPS for self-editing. • Student uses OPENS and cue cards for sentence revisions and varied structure. • Student uses conjunctive adverbs when appropriate. • Student completes draft two of essay. • Student requests teacher support as needed.	Introduction (10 min) • Student takes notes on inclusion strategies. Guided Practice (10 min) • Student practices editing for subject-verb agreement. • Student practices using the rubric for self assessment. • Independent Practice (40 min) • Student uses the rubric to assess rough draft of essay. • Student completes final draft of essay. • Student requests teacher support as needed.	Introduction (10 min) • Student reviews notes on how to use an ERIO, the OPENS and COPS strategies, and self assessment via a rubric when writing an expository essay. Independent Practice (30 min) • Student reviews paper and prepares a final draft by deleting "rough draft," using COPS, rereading the paper, and making changes. • Student prints final copy, reads it out loud, and reads it backwards one sentence at a time. • Student completes final draft using COPS for final review. • Student submits publishable copy.

Language Arts 3A – 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 a multi-paragraph essay (e.g., compare/contrast, cause/effect, process) 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

Writing Prompt:

Decide on a current event or idea that is popular today, then choose your favorite historical figure and "take a look" through his/her eyes. You will need to be able to understand the historical figure's values, what they cared about and how they related to others in society. Remember to focus on expository writing as the process. You will need to incorporate your newly acquired sophisticated sentence writing strategies using OPENS and don't forget to review for COPS.
This essay should be double spaced using a 12 point Times New Roman or Arial font, and follow the ERIO format.

E-RIO – 5 Paragraph Expository Essay: Historical Perspective

A view from a historical perspective - Thesis Statement: The Big Picture! Why is_____the best historical person to view this event, or idea? How would _____view this event, or idea? What does _____point of view contribute to understanding this event, or idea?	**3**
How is this event or idea viewed today?- Current Point of View #1 Why is current point of view valuable? How was current point of view developed? What is current point of view?	**2**
How would _____ View this event or idea today? Historical Point of View # 2 Why would _____ point of view be valuable? How was _____ point of view developed? What is_____ point of view?	**2**
What does this tell us? – What point is this thesis making? What are the similarities and differences of current point of View #1 and historical point of view #2? How are both points of view "right" and/or "wrong?" Why are both points of view valuable? Is one more right than the other?	**1**
Summary Why is it important to understand the historical view of this particular, event, or idea? How has using an historical view given a better perspective on this event, or idea? What value does considering historical points of view have for understanding current events or ideas?	**3-Sum**

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ERIO Rubric for LA3A Expository Essay: Expository Writing Across Content Areas

20 Points each Paragraph	Related Paragraph	Met (20 points each) (Content – 10 pts; OPENS 5 pts, COPS 5pts)	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 OPENS- see below – 5pts 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 OPENS- see below 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 OPENS- see below – 5pts 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 OPENS- see below COPS- see below
	2		
	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 OPENS- see below – 5pts 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 OPENS- see below 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. OPENS- see below – 5pts 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 OPENS- see below 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	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
OPENS Used in each paragraph		Organize thoughts – paragraphs are inclusionary and transition smoothly to the next paragraph Pick a formula – 50% of sentences are complex and are complete statements Explore words to fit the formula – words are grade appropriate and varied Note the Words – words are used correctly and spelling is correct Search and Check – commas and ending punctuation - 66% accuracy	Organization – lacks paragraphing, paragraphs do not flow between each other , subtopics are not categories of topic Pick a formula – sentences are not varied in type, sentences do not include a verb or a subject Explore words to fit the formula – words are overused, and are below grade level Note the Words – words are used incorrectly or are misspelled Search and Check - commas and ending punctuation are missing or used incorrectly

		Lawrence, KS: Schumaker, J.B., & Sheldon, J.B. (1999). *Sentence Writing Strategy*. University of Kansas Center for Research on Learning.	
		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.*