Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
9th Grade	Language Arts	Language Arts 1 A	Expository Writing Across Content Areas, Science

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

Unit Description

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

The focus of Expository Writing Across Content Areas, Science 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. . Each type will be broken down into smaller parts and examined in detail. A completed science report based on animal behaviors and experimentation will be used as the topic for the final product.

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) format
- include a topic sentence and transition for each body paragraph
- include a variety of simple, compound, complex, and compound-complex sentences using correct punctuation
- 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, its significance and relevant support

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 demonstrates mastery of WHS-S3C2-1. The student will use science 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 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 1 A Presentation and word processing software Expository ERIO/ERIO rubric Cue Cards created by student during course/Science Experiment written for Comprehensive Biology 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 (50 min) • Provide assignment to write a report on a science experiment that was conducted in science class, describing both the process and the scientific conclusions. • Review the steps for 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 and the first step of OPENS. • Be sure to include relevant factors and variables that need to be considered as details under the appropriate subtopic to complete an ERIO rough draft.	Introduction (10 min) • Review Main Ideas and details as topics and subtopics for use in writing a thesis statement. • Provide an example for writing a thesis statement using a hypothesis written for a science experiment. Guided Practice (15 min) • Provide assignment to Organize thoughts into a thesis statement. Using the rough draft of the completed ERIO and the subtopics for the essay, practice writing thesis statements. • Approve student thesis statements. Independent Practice (35 min) • Use the thesis statement to begin writing the body of the essay, beginning with the topic sentence and continuing with the *what*, *how* and *why* sentences used to support the topic sentence. • 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 (10 min) • Introduce the use of peer review. Review the components of the ERIO rubric. Guided Practice (20 min) • Demonstrate the use of the ERIO rubric as a peer review document. • Use peer review method for comments, questions, and revisions. Independent Practice (30 min) • Use peer review questions, comments, and suggestions to revise body of essay. • Use OPENS for the revision of each sentence to ensure sentence type and word choice is varied and essay is well-organized.	Introduction (10 min) • Introduce the writing of the introductory paragraph. Use the ERIO and the questions provided. • Introduce "the catch, the hook" for drawing in the reader. Guided Practice (20 min) • Demonstrate the *what*, *how* and *why* for developing the introductory paragraph using the ERIO. • Demonstrate transition from the introduction to the first body paragraph • Demonstrate transition at the end of paragraphs to the topic sentence for the following paragraph using the OPENS strategy. • Demonstrate the final step in OPENS, search and check. Independent Practice (30 min) • Use the ERIO and OPENS • Write an introductory paragraph and transitions between each paragraph.	Introduction (10 min) • Introduce the writing of the conclusion or summary paragraph. Use the ERIO and the questions provided. • Introduce "the wrap up" as the thesis statement is revisited and rewritten for emphasis. Guided Practice (20 min) • Demonstrate the *what*, *how* and *why* for developing the concluding paragraph using the ERIO. • Demonstrate transition from the introduction through body to the conclusion. Independent Practice (30 min) • Complete the final draft using OPENS for final review. • Submit publishable copy.

	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 (50 min) • Student reviews essay assignment requirements. • Student reviews OPENS cue cards. • Student begins planning out ideas using the Expository ERIO and the first step of OPENS. • Student uses an experiment from Biology to begin organizing an essay, focusing on the main idea and details. • Student completes the rough draft of the body paragraphs for the expository ERIO for use in the assignment. • Student requests teacher support as needed.	Introduction (10 min) • Student takes notes on main idea, details, topics and subtopics for use when writing a thesis statement. • Student reviews hypothesis used in science experiment for thesis statement. Guided Practice (15 min) • Student writes thesis statement. • Student obtains approval for thesis statement. Independent Practice (35 min) • Student uses the approved thesis statement to begin writing the body of the essay. • 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. • Student submits rough draft. • Student requests teacher support as needed.	Introduction (10 min) • Student reviews the components of the ERIO rubric and takes notes. Guided Practice (20 min) • Student cooperates with two peers to review rough draft. Independent Practice (30 min) • Student use peer review questions, comments and suggestions to revise body of essay. • Student uses OPENS to revise each sentence. • Student checks essay for word choice, organization of ideas, and sentence type. • Student completes draft two of thesis and essay body. • Student requests teacher support as needed.	Introduction (10 min) • Student takes notes on writing an introductory paragraph. Guided Practice (20 min) • Student takes notes using the ERIO for developing the *what*, *how* and *why* sentences of the introductory paragraph. • Student takes notes on transitions from paragraph to paragraph. • Student reviews the cue card for the final step in OPENS. • Independent Practice (30 min) • Student uses the ERIO, thesis, and body of essay to develop the introductory paragraph. • Student completes final draft of essay with the exclusion of the conclusion. • Student reviews essays using OPENS. • Student requests teacher support as needed.	Introduction (10 min) • Student uses the ERIO, the questions provided, and the thesis statement to learn "the wrap up" and write the conclusion. • Student requests teacher support as needed Guided Practice (20 min) • Student uses the tools provided to write a summary paragraph. Independent Practice (30 min) • Student completes final draft using OPENS for final review. • Student submits publishable copy.

Language Arts 1A – 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:

Imagine you are a scientist working in a laboratory, and you are conducting an experiment on animal behavior. Write an expository essay explaining and describing your experiences in the lab. Be sure to include topic sentences for each paragraph and transition between the paragraphs. Use OPENS to develop the essay, be sure to include a variety of sentence types.

This essay should follow the ERIO format, double spaced, and 12 point Times New Roman or Arial font.

E-RIO – 5 Paragraph Expository Essay: Science Experimentation

THESIS STATEMENT: The Big Picture! LET ME TELL YOU ABOUT MY EXCITING/DISGUSTING/ FASCINATING/WEIRD/FRIGHTENING SCIENTIFIC EXPERIMENT! What will you do to grab audience attention? How will you "wow" your audience so they want to know more about your experiment? (your thesis) Why will your readers be excited/repulsed/intrigued/frightened by your experiment?	**3**
WHAT HAPPENS NOW?!?!?!- RELATED SOURCE #1 What hypothesis/theory is this experiment testing? How do you get your audience to feel as if they are participating in the experiment? (describe evidence) Why is your experiment important for the environment? (use source information)	**2**
WHAT HAPPENS NEXT?!?!?! - RELATED SOURCE #2 What is the outcome of your experiment? How does the outcome of your experiment affect/support further exploration? (use source information) Why will your experiment make a difference?	**2**
EUREKA or DRAT - FOILED AGAIN! - WHAT POINT IS THIS THESIS MAKING? Why will your audience want to know the outcome of your experiment? (support thesis) How does your audience know your experiment was successful (or unsuccessful)? (support with facts) What observations can you all make about your experiment?	**1**
KABOOM or KAPUT?- SUMMARY Why does the experiment end or need to go on? (revise thesis) How was your experiment successful/unsuccessful? (thesis supported) What has the audience learned from your experiment? (include the facts)	**3-Sum**

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ERIO Rubric for LA1A Expository Essay: Expository Writing Across Content Areas

20 Points each Paragraph	Related Paragraph	Met (20 points each) (Content – 15 pts; OPENS 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 OPENS- 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
	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	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 cannot 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
	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	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 cannot 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
	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	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. Does not include background information to establish the thesis as appropriate Relevant factors and variables that need to be considered are missing. Sources are not referenced to support the thesis Lacks a transition to the following paragraph OPENS- 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	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 is not provided. The conclusion does not provide closure, interest for more information, or sense of accomplishment. OPENS- see below
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 Lawrence, KS: Schumaker, J.B., & Sheldon, J.B. (1999). *Sentence Writing Strategy*. University of Kansas Center for Research on Learning.	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
		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*	