Grade Level	**Content Area**	**Course Title** *(9-12 Only)*	**Unit Title**
8	Writing	N/A	Writing to Inform and Explain
Length of Unit	**Time of Year Taught**	**Expected Prior Knowledge**	
1 week	Quarter 3 (February)	Students should be familiar with the stages of the writing process, the five-paragraph format, proofreading symbols, and peer revision. Students should know what a thesis statement is and how it relates to the main ideas of an essay. Students should be familiar with multiple sentence types and strategies for sentence variety. Students should have experience writing informative/explanatory texts to examine a topic and convey information through the selection, organization, and analysis of relevant content. Students will know how to introduce a topic, organize ideas, concepts, and information using strategies. Students can use formatting elements and graphics, develop the topic, use transitions, use appropriate language and vocabulary, maintain a formal style, and write a conclusion.	

Unit Description

In this unit, students will compose an informative essay about dealing with adversity. They will follow the stages of the writing process, including prewriting, drafting, revising, and editing to prepare an essay that incorporates Common Core State Standards as described in the following lessons.

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.

Common Core Domain: Writing (8.W)

- CC Cluster: Text Types and Purposes.
  - CC Standard 8.W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
    - 8.W.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
    - 8.W.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
    - 8.W.2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
    - 8.W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
    - 8.W.2.e. Establish and maintain a formal style.
    - 8.W.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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.*	Students will demonstrate mastery of objectives on the following assessment: • An informative essay that measures level of mastery for CC Standard 8.W.2.a-f: o Please refer to "Appendix A" for a copy of the summative assessments and answer keys
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.*	Informative Essay: • Scored with a rubric; total of 70 points (see Appendix A) Grading Scale: • Based on the rubric score, the essay will be assigned a grade based on the following scale: o 63-70=A, 56-62=B, 49-55=C, 42-48=D, 41and below=F Criteria for Mastery • The minimum score for student mastery is 80% (56/70 rubric score). Students who do not achieve mastery will receive additional instruction, then re-assessed to determine if the material has been mastered.
Materials/Resources Needed *(Include all items for the entire unit.)*	White board; overhead projector; sample paragraph transparency; transitions transparency; computer lab; word processor; pencils and paper.

Lesson Activities				
Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Objective: • 8.W.2.a.1. Introduce a topic clearly, previewing what is to follow. Anticipatory Set: • Journal Entry: Have you ever been in a tough situation that made you look for strength? • Discuss responses.	Objective: • 8.W.2.a.2. Organize ideas, concepts, and information into broader categories. • 8.W.2.b. Develop the topic with relevant, well-chosen facts, examples, definitions, concrete details, quotations, or other information.	Objective: • 8.W.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented. Anticipatory Set: • Journal Entry: What are some positive ways a person can use to deal	Objective: • 8.W.2.d. Use precise language and domain-specific vocabulary. • 8.W.2.e. Establish and maintain a formal style. Anticipatory Set: • Journal Entry: What are some negative ways some people deal with problems and why are	Objective: • 8.W.2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Anticipatory Set: • Journal Entry: Do we learn and grow more when times are easy or

Input: • Introduce writing an informative essay. • Review the structure of an introduction. • Review the use of a thesis to state a topic and preview the ideas of an essay. Model: • Model the process of developing ideas that expand the thesis. • Write three main ideas. • Expand ideas with examples, facts, detail, and evidence. Check for Understanding: • Write a sample thesis on the board. • Call on students to supply main ideas that expand the thesis. • Call on students for supporting details. Guided Practice: • Introduce sample writing prompt: What can	Anticipatory Set: • Journal Entry: What problems do young people in general face today? • Discuss responses. Input: • Review the structure of a body paragraph (main idea + supporting sentences). • Explain how to expand main ideas using supporting sentences that give examples, facts, details, and evidence. Model: • Show an example of an outline. • Model the process of outlining ideas. Check for Understanding: • Write the main ideas and supporting details from the previous day on the board. • Call on students to assist	with problems? • Discuss responses. Input: • Review the functions of the conclusion • Explain how to restate the thesis, restate main ideas, and provide a sense of closure. Model: • On the board, write the sample thesis and main ideas from previous activities. • Rephrase these ideas and add a concluding thought to show how the conclusion summarizes the information presented. • Show an example of a rough draft Check for Understanding: • Call on students to provide other ideas for rephrasing the main ideas. • Call on students to provide other examples	they bad? • Discuss responses. Input: • Review word choice, diction, and vocabulary in essay writing. • Review the use of formal style in essay writing, including use of third person perspective and avoidance of conversational slang. Model: • Review the process of revision • Review proofreading marks. • Show examples of revision on the overhead • Write guidelines for revising on the board. Check for Understanding: • On the overhead, put a sample paragraph that contains obvious errors in diction, point of view, and vocabulary. • Call on students to assist with making revisions	when times are hard? Explain. • Discuss responses. Input: • Review the use of transitions to improve the clarity and flow of writing. • Show a list of transition words on the overhead. Model: • Put a model paragraph on the overhead that requires transitions. • Ask students to assist with adding transitions while providing guidance and suggestions. Guided Practice: • Instruct students to add appropriate transitions to their independent rough drafts. • Go to the computer lab. • Instruct students to independently write and save the final draft of their cause and effect

people do to be successful? • Have students use webbing to brainstorm. • Have students work in pairs to write an introduction for this topic that Gets Attention, Sets Context, and States a Thesis (Topic + Preview). • Discuss examples as a class. Closure: • Discuss standard 8.W.2.a and how it will be used on the grading rubric for the essay • Introduce independent writing prompt: What can people do to find the strength to keep going when times are tough? Independent Practice: • Have students write an introduction for their essay that Gets Attention, Sets Context, and States a Thesis (topic + preview).	with putting main ideas and supporting details into outline form on the board. Guided Practice: • Divide students into pairs and have students use webbing or clustering to brainstorm ideas that expand the sample thesis • Have students develop ideas with supporting sentences for the sample prompt. • Discuss responses. Closure: • Discuss standard 8.W.2.b and how it will be used on the grading rubric for the essay Independent Practice: • Instruct students to create an outline for their independent essay. • Ask students to write three main ideas (causes or effects) for their chosen topics.	provide other examples of a concluding thought. Guided Practice: • Divide students into pairs. • Ask students to rephrase the thesis and three main ideas for the sample topic. • Review responses as a class. Closure: • Discuss standard 8.W.2.f and how it will be used on the grading rubric for the essay Independent Practice: • Ask students to independently write a conclusion to their essay • The conclusion should restate the thesis, restate the main ideas, and add a concluding thought.	with making revisions while providing guidance and suggestions. Guided Practice: • Divide students into pairs • Have students complete an assignment on essay style. • Emphasize the importance of editing for proper diction, point of view, and vocabulary. Closure: • Discuss standard 8.W.2.d and 8.W.2.e and how they will be used on the grading rubric for the essay Independent Practice: • Students will independently write a rough draft of their essay to bring to the next class.	essay. Check for Understanding: • Students will submit final draft of essay to be assessed with a standards-based rubric (see Appendix A). Closure: • Discuss standard 8.W.2.d and 8.W.2.e and how they will be used on the grading rubric for the essay Independent Practice: • Assign students to interview their parents for responses about their essay topic.

• Have students write a thesis by completing the following: "I will discuss how people can face hard times and not give up by _____, and I will present the information _____."	• Instruct students to begin expanding main ideas with supporting sentences.			

Student Activities				
Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
During this lesson, students will do the following activities to master Common Core Standard 8.W.2.a: • Write in a journal to make personal connection to the essay prompt. • Review and discuss an informative essay. • Learn about the structure of an introduction and how to write an introduction through explicit instruction and modeling. • Answer questions about how to develop a thesis and expand it into main	During this lesson, students will do the following activities to master Common Core Standard 8.W.2.a-b: • Write about concepts related to writing an informative essay about dealing with adversity. • Review and discuss development of ideas in body paragraphs that contain main ideas and supporting sentences. • Learn about the use of examples, facts, detail, and evidence in developing main ideas. • Review the process of outlining ideas. • Apply knowledge by	During this lesson, students will do the following activities to master Common Core Standard 8.W.2.f: • Write about concepts related to the topic. • Learn about writing a conclusion that restates the thesis and main ideas, and provides closure. • Demonstrate how to rephrase a thesis and main ideas. • Work cooperatively to practice writing a conclusion when given a thesis and main ideas. • Apply knowledge by writing a conclusion that	During this lesson, students will do the following activities to master Common Core Standard 8.W.2.d-e: • Write in a journal to reflect on a topic related to their writing prompt. • Learn about essay language conventions, including diction, vocabulary, and formal style. • Review the process of revision and proofreading. • Demonstrate editing for proper diction, point of view, and vocabulary. • Discuss the standard being addressed.	During this lesson, students will do the following activities to master Common Core Standard 8.W.2.c: • Write in a journal to consider the impact of various experiences. • Learn about sentence-level and essay-level transitions and their impact on the clarity and flow of writing. • Participate in a group activity on adding transitions. • Apply knowledge by incorporating transitions into their own writing. • Write a final draft of a cause and effect essay

ideas with supporting details. • Demonstrate writing an introduction to an essay. • Discuss the standard being addressed. • Write an introduction independently that Gets Attention, Sets Context, and States a Thesis (Topic + Preview).	generating main ideas and developing them with supporting ideas. • Discuss the standard being addressed. • Create an outline independently that shows the structure of their essay. • Generate ideas independently to use for developing the main ideas of their essays.	restates the thesis, restates main ideas, and provides closure. • Discuss the standard being addressed. • Write a conclusion to the independent essay.	• Independently write the rough draft of the cause and effect essay.	that meets the standards discussed in class. • Interview adults for ideas and insights related to the essay topic.

Appendix A

Informative Essay Grading Rubric				
Standard	***1. Falls Below (1 pt. each)***	***2. Approaches (5 pts. each)***	***3. Meets (9 pts. each)***	***4. Exceeds (10 pts. each)***
8.W.2.a. Introduce a topic clearly, previewing what is to follow.	The introduction has no clear topic or preview.	The introduction contains a topic, but no preview of main ideas.	The introduction clearly states the topic, but the preview is limited.	The introduction clearly states the topic and clearly previews the main ideas.
8.W.2.a. Organize ideas, concepts, and information into broader categories.	The main ideas are unorganized with no clear categories.	The main ideas are somewhat organized but with no clear categories.	The main ideas are organized and the categories are fairly clear.	The essay has clear categories and logically organized ideas.
8.W.2.b. Develop the topic with relevant, well-chosen facts, examples, definitions, details, and quotes.	Main ideas and supporting facts are mixed, irrelevant, poorly chosen, and ineffective.	Main ideas have some supporting facts, but the information is incomplete and poorly chosen.	Main ideas are supported with well-chosen facts, although some of the facts may be general.	Main ideas are well-supported with specific, varied, and well-chosen information
8.W.2.c. Use appropriate transitions to create cohesion and clarify the relationships among ideas.	The essay does not use transitions.	The essay includes transitions that are used incorrectly or ineffectively.	The essay uses transitions that noticeably aid the flow and clarity of the essay.	The essay uses a variety of highly effective transitions at sentence & paragraph levels.
8.W.2.d. Use precise language and domain-specific vocabulary.	The essay does not use precise, strong, specific, or appropriate language.	The essay shows limited or erroneous use of precise language and vocabulary.	The essay uses precise language and appropriate vocabulary.	The essay uses a variety of precise, vivid words and effective vocabulary.
8.W.2.e. Establish and maintain a formal style.	Writing style is informal or excessively conversational	Formal style is attempted, but the essay has informal or conversational elements.	The essay is written in a formal style suited to a classroom activity.	The essay uses a polished formal style, with exceptional diction & tone.
8.W.2.f. Provide a concluding statement or section that follows from and supports the essay.	The conclusion is missing or substantively incomplete.	There is some attempt at a conclusion that is incomplete or ineffective at bringing closure.	The conclusion effectively summarizes main points and supplies a competent sense of closure.	The essay has a conclusion that effectively summarizes ideas and leaves a powerful impression.

Criteria for Mastery: The minimum score for student mastery is 80% (56/70 rubric score). Students who do not achieve mastery will receive additional instruction, then re-assessed to determine if the material has been mastered.

Grading Scale: 63-70=A; 56-62=B; 49-55=C; 42-48=D; 41and below=F