Breaking Down a Prompt

# UbD-Practical Writing: Expository Essay

Standards :

(state, national, school, network)

TEKS 110.54 and 128.54

Objective(s) for student learning:

(understandings, knowledge, skill)

TSW review grammar terms-verb, noun, adjective

TSW practice annotation for clarification purposes

TSW brainstorm ideas for writing

TSW write to show understanding

TSW reencounter subject matter previously written about and think about it in a new way

Essential Question(s):

* What does effective writing look like? Who are models of effective written and oral communication?
* What skills do I need to acquire to communicate effectively?
* What is the relationship between features of a written style and author’s purpose?

Assessment Evidence:

(performance task(s) and/or other evidence such as quizzes, tests, academic prompts)

Power Writing the Prompt brainstorm list

City/Town expository essay

Taking a Chance cartoon

Opening the lesson/introduction:

(anticipatory set/hook, advance organizer, review)

Students will walk in and see 5 disparate words written on the board: cockroach, birthday, blue, hand, screeching. Students will open their notebooks to a blank page and will be told to silently choose a word from the list and write it at the top of their page. Then, they will be given two (2) minutes to brainstorm everything they can think of that has to do with that word. After the two minutes are up, they will be told to pick another word and repeat this process. They will do this a total of three times.

Students will share their power writing lists out loud.

Instructional model:

(describe curriculum/content and pedagogy/process)

Students will be given a new set of words to respond to: risk, chance, necessary. They will do 2 minute brainstorm responses for each of these words. Then, the teacher will show students the STAAR 2013 Expository prompt.

**STAAR 2013: Expository Prompt-Taking a risk means acting without knowing whether the outcome will be good.**

**Think carefully about this statement.**

**Write an essay explaining why it is sometimes necessary to take a chance**

The teacher will ask students “What is this essay going to be about?” and solicit responses while writing them on the board. The teacher will point out that the beginnings of many ideas may exist on their brainstorm sheets, but FIRST we need to be clear on WHAT we are writing about and HOW.

Together teachers and students will circle that part of the prompt where the writer is given instructions, then they will cross out all extra or unnecessary information. The finished pompt should look like this:

**~~Taking a risk means acting without knowing whether the outcome will be good.~~**

**~~Think carefully about this statement.~~**

**Write an essay explaining why it is sometimes necessary to take a chance**

Students will be told to focus ONLY on the portion of the prompt that is circled, that is directing ou to do something.

The student will then be told to put brackets around the phrase “Write an essay.” This we know we are supposed to do, the most important question is *what should our essay do?*

With the words that are left students will be asked to underline the verbs and drawing a line to what these verbs want us to do. The result will look like this:

**[Write an essay] explaining why it is sometimes necessary to take a chance.**

They will write numbers underneath the prompt for each verb that they have (for instance, in this example there is only one). They will place the verb next to the number, write a dash and then what the verb is asking them to do (what they have drawn a line to connect to). That will look like this:

1. Explaining-why it is sometimes necessary to take a chance

Students are then told, that THIS is what they should focus on as they write their essay. The teacher will then ask students to draft an expository essay using their brainstorm sheet and their new, clarified prompt.

Checking for understanding and feedback:

(how will you check for understanding and provide feedback for learners)

Once students finish the first drafts of their expository essay, they will be asked to reread their essay, answer the following question on a separate sheet of paper and staple it to their essay.

**Explain (v): make (an idea, situation, or problem) clear to someone by describing it in detail or revealing relevant facts or ideas.**

**Have you explained clearly and in detail why it is sometimes necessary to take a chance?**

**Yes/No (circle one)**

**How do you know? Prove your answer with text evidence from your essay OR tell me what is missing.**

Lesson closure:

Students will close the lesson by drawing a small cartoon illustrating a time they took a chance and it paid off.

Differentiation:

(MI/LS learning profile, readiness, interest)

Accomodation:

(how are you going to accommodate the unique needs of specific students? For example, accommodating language learners and modifying for special education students…be specific-listing students by name can help ensure that you are recognizing and meeting their individual needs)

Materials and resources:

(student and teacher materials, including technology; human, technical, community, and/or material resources)

Student journals

Prompt pages

26 lined, STAAR essay sheets

Essay exit ticket

Taking a Chance cartoon worksheet