Drafting Expository Essays

# UbD-Practical Writing: Expository Essay

Standards :

(state, national, school, network)

TEKS 110.54 and 128.54

Objective(s) for student learning:

(understandings, knowledge, skill)

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)

Drafted essay from one of the Expository categories (predetermined by the teacher)

Opening the lesson/introduction:

(anticipatory set/hook, advance organizer, review)

Students will be asked to retrieve their Organizing Your Writing Territories list from their writer’s notebook. Students with lost/misplaced lists will be directed to the Xeroxed copy the teacher has placed in their writing folder.

Instructional model:

(describe curriculum/content and pedagogy/process)

Students will be instructed to choose a topic from the “How To” (or other as determined by the teacher) category to write an essay about. After completing a graphic organizer, a full class period will be given to drafting time. The final essay will need to fit on the 26-line STAAR sheet.

Essays will go through at least one revising session and one editing session. These sessions will be varied between individual, group, and student-teacher.

Graphic Organizers for use:

* T-charts
* 5 Paragraph essay fill in: Intro, Body 1, Body 2, Body 3, Conclusion
* Idea Map
* Listed outline

Drafting Strategies for use:

* Read aloud drafting and transcribed
* Timed writing
* Conclusion first
* 5 paragraph pass around

Revision Strategies:

* Checklist and rewriting
* Independent Revision Sheet

Editing Strategies:

* Checklist completed by peer
* Checklist completed by teacher
* Checklist completed by student
* “Dead Words”

Lesson closure:

The essay, once revised and edited, will be checked by the student on the Essay Check Chart and turned in to the teacher to be graded.

Once the essay has been graded, it will be returned to the student and placed in their writing folder.

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)

* Organizing Your Writing Territories sheet
* Essay Check Chart
* Student writing folders