My Writing Territories

# 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 brainstorm subjects that they could write knowledgably about

TSW discuss expertise

TSW learn and refine their understanding of kinds of expository writing

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?

Assessment Evidence:

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

My writing territories list and chart

Opening the lesson/introduction:

(anticipatory set/hook, advance organizer, review)

Students will be asked to answer the question: What makes a person an expert?

Extensions of the question will include: Can you have a valid opinion about something if you are not an expert? Why should we listen to experts? How are experts made? Does expertise expire?

Instructional model:

(describe curriculum/content and pedagogy/process)

The teacher will distribute the “My Writing Territories” sheet (Credit: Kelly Gallagher) and verbally go over directions. The teacher will then pause to solicit student questions about expectations. Students will be given fifteen (15) minutes to fill out their “My Writing Territories” list. The teacher will emphasize that ***quantity*** of responses is the goal—students should write as many items as they can rather than getting bogged down by the quality/validity of their items.

As an example, the teacher will attach their own “Writing Territories” list. The teacher example SHOULD BE OVER ONE (1) PAGE in order to model this emphasis on quantity for the students. The teacher will read aloud their own writing territories for the students before starting the clock for students to brainstorm their own areas of relative expertise.

Once time has elapsed, students will be asked to re-read their list. They should correct any obvious misspellings and delete any duplications. Students will then get into pairs and share their lists. As they listen to one another’s writing territories, they may continue to add to their own master list. Students will do this rotation 2-4 times depending on class size.

Students will take their individual writing territories and sort them onto an organizational chart with 4 columns for types of expository writing: How To, Compare/Contrast, Description, and Cause and Effect.

If students need to tweak topics to help them fit they may.

Example will be provided of the teacher’s example list sorted into categories to function as a guide.

Checking for understanding and feedback:

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

Opportunity for clarifying questions at the beginning of activity

Monitoring of paired discussions

Lesson closure:

Students will turn in their organized writing territories list to be checked and photocopied by the teacher. Original copies will be returned to the student to be placed in their writing folder, photocopy will be kept by the teacher as a reference.

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)

“My Writing Territories” worksheet

“My Writing Territories”-teacher example

“Organizing Your Writing Territories” worksheet

“Organizing Your Writing Territories”–teacher example