Purposes for Writing: An Investigation

# 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 read nonfiction

TSW analyze text to determine author’s purpose

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)

Completed SDQR Chart

Opening the lesson/introduction:

(anticipatory set/hook, advance organizer, review)

Students will be given 3 minutes to compose a response to the following question: Why do people write? (Give at least 3 reasons) Responses will be shared out to the class and subsequently discussed.

Instructional model:

(describe curriculum/content and pedagogy/process)

Students will be split into 6 groups:

1. To express and reflect
2. To inform and explain
3. To evaluate and judge
4. To inquire and explore
5. To analyze and interpret
6. To take a stand/propose a solution

In each group, students are responsible for logging on to NYT.com and finding an article with their assigned purpose for writing. Upon finding their article, students must fill out the SDQR chart for the article they read.

Checking for understanding and feedback:

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

Reading and grading SDQR charts

Lesson closure:

Students will place their printed articles on a classroom sized poster with the purposes for writing.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Express and reflect** | **Inform and explain** | **Evaluate and judge** | **Inquire and explore** | **Analyze and interpret** | **Take a stand/propose a solution** |
|  |  | **<-------Articles will go here--------->** |  |  |  |

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)

SDQR Chart

Dell Latitude Tablets

Printer