Fundamentals of Writing II

Unit 3 – Exposition
Course Philosophy

Fundamentals of Writing II begins with an in-depth review of grammar, mechanics and usage – the building blocks of writing. After mastering these skills, students will focus on using the basic structures of writing in the narrative, argumentative, and expository styles. During instruction students will learn to use writing strategies that help them become effective writers by applying their knowledge of these writing styles to interdisciplinary prompts. Their skills might include researching an historical figure being studied in history and writing a narrative about an historical event. Students can also display a thorough understanding of a science question by producing an expository essay for a subject being taught in that class. Students will be encouraged to work with the student government to help write persuasive speeches for campaigning or to actively participate in other social reforms by providing persuasive essays to educate peers.

The Fundamentals of Writing II course is designed to be a dynamic course in which the teacher and student enthusiastically pursue writing opportunities that originate outside of the English classroom. Students will be challenged to produce several types of interdisciplinary essays that will show evidence of research, pre-writing, editing, and revising. Each written piece will receive two grades. One grade will be based on the student adherence to following formats specific to each genre of writing and by working with the building blocks of good writing: identifying and creating a main idea and a theme, paragraph function and structure, sentence structure and transitional words and phrases. The second grade will be awarded by the interdisciplinary teacher and will be based on correctness of fact in the subject area.

The Common Core State Standards are designed to provide a clear understanding of what students are expected to learn. They are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support, our students will be fully prepared for the future and compete successfully in the global economy.

http://www.state.nj.us/education/modelcurriculum/ela/
# Methods of Instruction

**Teacher Coaching**

- Individual and collaborative problem-solving & decision-making
- Individual, small group and class instruction
- Peer Tutoring
- Use of technology (for research and for essay preparation)
- Interdisciplinary teaching (written responses to materials presented in other subjects)
  - Pre-writing, writing, editing, publishing
  - Note-taking
  - Showing the natural form that follows the function in any writing genre
  - Diagrams, charts, and graphic organizers
- Model (I Do), Guided Practice (We Do), Independent Practice (You Do)
# Pacing Chart – Unit 3

## RESOURCES


Newseta [https://newsela.com/](https://newsela.com/)


National Geographic.com “National Geographic Stories”. Website 2014.<br>[https://science.nationalgeographic.com/science/](https://science.nationalgeographic.com/science/)

<p>| 8 weeks |  |  |</p>
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technology Operations and Concepts</strong></td>
<td>Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</td>
</tr>
<tr>
<td><strong>Creativity and Innovation</strong></td>
<td>Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</td>
</tr>
<tr>
<td><strong>Communication and Collaboration</strong></td>
<td>Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</td>
</tr>
<tr>
<td><strong>Digital Citizenship</strong></td>
<td>Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information. Compare and contrast policies on filtering and censorship both locally and globally.</td>
</tr>
<tr>
<td><strong>Research and Information Literacy</strong></td>
<td>Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</td>
</tr>
<tr>
<td><strong>Critical Thinking, Problem Solving, Decision Making</strong></td>
<td>Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</td>
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</tbody>
</table>
Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

**CRP1. Act as a responsible and contributing citizen and employee**
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**CRP2. Apply appropriate academic and technical skills.**
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

**CRP3. Attend to personal health and financial well-being.**
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
**Career Ready Practices**

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

**CRP10. Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
**Career Ready Practices**

<table>
<thead>
<tr>
<th><strong>CRP12. Work productively in teams while using cultural global competence.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</td>
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</tbody>
</table>
## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
</tr>
<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
</tr>
<tr>
<td>• Timeline with due dates for assignments and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Provide lecture notes</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
</tr>
<tr>
<td>• Provide outlines</td>
<td>• Provide a warning for transitions</td>
<td>• Emphasize multi-sensory learning with creative, hands-on projects</td>
<td>• Graphic organizers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer/whiteboard</td>
<td>• Extended time</td>
<td>• Consistent daily structured routine</td>
<td>• Individual daily planner</td>
</tr>
<tr>
<td>• Spell-checker</td>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
<td>• Display a written agenda</td>
</tr>
<tr>
<td>• Audio-taped books</td>
<td>• Shortened tests</td>
<td>• Frequent feedback</td>
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<tr>
<td></td>
<td>• Read directions aloud</td>
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</tbody>
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**Paterson Public Schools**
Model interdisciplinary thinking to expose students to other disciplines.

Interdisciplinary Connections:  

*Fundamentals of Writing II* provides the foundations for the effective communication skills that are required in virtually every class across the curriculum in high school, in college, in careers and in daily life.

In classes such as history, economics, sociology, and science, there are naturally direct, fact-based answers to many questions (dates, names and places). However, true education occurs when students are asked to respond to implied questions (questions that require them to string together facts or make an inference). Even in mathematics, the most rigorous questions are word-based problems. In order to make his/her thoughts clear, the student must use obligatory formats such as an explanatory or argumentative response. And each of these responses should be supported by textual evidence – information found within the text that ‘proves’ the correctness of the student’s response. These skills – the formatting of essays by genre, making inferences, and support through textual evidence – are the essential skills taught in the class.
# Enrichment

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

| Seeking to build each learner’s capacity to do the following: | • Open-ended activities and projects  
• Form and build on learning communities  
• Providing pupils with experiences outside the ‘regular’ curriculum  
• Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.  
• A higher quality of work than the norm for the given age group.  
• The promotion of a higher level of thinking and making connections.  
• The inclusion of additional subject areas and/or activities (cross-curricular).  
• Using supplementary materials in addition to the normal range of resources. |
| --- | --- |
| • Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.  
• Pose questions and exhibit sincere curiosity about principles and how things work.  
• The ability to grasp concepts and make real world and cross-curricular connections.  
• Generate theories and hypotheses and pursue methods of inquiry.  
• Produce products that express insight, creativity, and excellence.  
• Possess exceptional leadership skills.  
• Evaluate vocabulary  
• Elevate Text Complexity  
• Inquiry based assignments and projects  
• Independent student options  
• Tiered/Multi-level activities  
• Purposeful Learning Center |
# Methods of Assessment

## Participation:
- Verbal responses
- Sharing written responses aloud or on board
- Self-critiques and peer evaluations
- Note-taking
- Attendance

## Performance assessments:
- Graphic organizers
- Pre-writing and editing
- Quizzes and tests (non-writing)

## Portfolio Assessment - Portfolio consists of:
- Original, edited, and published draft of a Narrative
- Original, edited, and published draft of an Open-ended Response
- Original, edited, and published draft of an Expository (Explanatory, Compare/Contrast) essay
- Original, edited, and published draft of an Argumentative (Persuasive) essay or speech
- **ALL Portfolio pieces must be based on subject material outside of class**
## Essential Focus Questions

- How can I determine the essential question that needs to be answered?
- How can I focus my response to avoid rambling and repetition?
- How can I use textual evidence to support my own writing?
- Where can I find examples that will help me explain my topic?
- How can I make my writing interesting for the reader?
- How can expository writing be used to support my writing in other subject areas?

## Outcome

- Use reading strategies to decipher text and establish the essential question.
- Use the Standard English format for responding to expository questions or situations.
- Use textual evidence to help support your reasons and opinions and provide a complete and relevant answer to the proposed question.
- Make connections to your subject by finding supporting examples in other subject areas.
- Focus on questions in sociology or science and support your responses.
<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>Skills, Strategies &amp; Concepts</th>
</tr>
</thead>
</table>
| **CCSS:**  
**W11-12.9.a & b**  
Use literature and non-fiction texts to draw evidence to support analysis of theme or essential question. | ➢ Students will be able to locate support for direct questions in texts.  
➢ Students will be able to locate support for indirect inferences made about texts. |
| **CCSS:**  
**W11-12.2.a**  
Write a clear opening/introductory paragraph that includes a basic understanding of the essential question, and a concise conclusion that shows connections. | ➢ Students will work on deciphering the theme or essential question so they can provide comprehensive responses.  
➢ Students will create an introductory paragraph that restates the essential question and lists several supportive reasons without listing any details.  
➢ Students will create a concluding paragraph that shows the connections between the proofs supplied and how they relate back to the essential question. |
| **CCSS :**  
**W(HST)11-12.2.a-f**  
Write informative texts about historical events or scientific procedures.. | ➢ Introduce a topic and make connections using details and facts.  
➢ Use domain specific vocabulary.  
➢ Formulate responses and opinions by basing conclusions on inferences. |
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</thead>
<tbody>
<tr>
<td><strong>CCSS:</strong> W11-12.2.b</td>
<td>Students will be able to locate the most consistent piece of textual evidence to support their opinions in answering the essential question.</td>
</tr>
<tr>
<td>Correctly identify, set-up, and use textual evidence to support suppositions and inferences</td>
<td>Students will be able to make connections between the text in support of a thesis.</td>
</tr>
<tr>
<td><strong>CCSS:</strong> W11-12.c, d, e</td>
<td>Use the correct format and techniques prescribed for each style of writing.</td>
</tr>
<tr>
<td>Enhance writing by following conventional outlines for specific genres of writing; by using transitions and domain specific vocabulary.</td>
<td>Create paragraphs that explain the essential question and use details, examples, and textual evidence for support.</td>
</tr>
<tr>
<td></td>
<td>Use transitional words and phrases that move the writing from point to point smoothly and creates readability.</td>
</tr>
<tr>
<td></td>
<td>Students will improve writing through use of vocabulary and that emphasizes knowledge of the subject matter.</td>
</tr>
<tr>
<td><strong>CCSS:</strong> L11-12.1,2,3,5</td>
<td>Students will adhere to the rules of grammar including use of prepositions and prepositional phrases.</td>
</tr>
<tr>
<td>Demonstrate proper use of English language conventions in writing including grammar, and sentence structure.</td>
<td>Students will vary sentence structure especially through the use of phrases and clauses.</td>
</tr>
</tbody>
</table>
RESOURCES FOR UNIT # 3


NetTrekker
The NetTrekker Subscription is available to all staff members. Teachers may utilize this digital learning resource library throughout the school year to obtain additional material for specific lessons and areas of study. This database contains videos, simulations, learning games, etc. Teachers may select appropriate resources from NetTrekker to enhance and differentiate their instruction.
http://school.nettrekker.com/ntw/PatersonNJ

Scholastic New York Times Upfront Magazine
The Upfront publication is delivered on a monthly basis. Teachers may utilize this publication to integrate current events into the curriculum. Using this resource, students will be provided with articles/videos on current news events in order to make connections to historical events, people, places, etc.
http://upfront.scholastic.com/
http://upfront.scholastic.com/Videos (UpFront Video Resources)

Newsela https://newsela.com/


REVIEW ELEMENTS OF EXPOSITION

Essential Question
In order for a student to explain a quote, a situation or an essential question, they must be able to comprehend and decipher the meaning of the prompt.

Paraphrase the text
Summarize the main idea
Identify symbols and/or literary devices
Connect to a Big Idea or Universal Concept
Determine the sequence of events or order of operations

Finding Supporting Examples
Define Information Text
Using (interdisciplinary) text books, locate Textual Evidence to support answers
How to use the Internet for research
Making connections to (other) historical figures / events and scientific facts / data

R.A.C.E.
RESTATE the question to formulate the answer.
ANSWER must come from the text or your opinion based on the text
CITE your textual evidence by inserting facts attributable to the text that support your answer
EXPLAIN/EXPAND how the textual evidence supports your answer and make connections to other texts, ideas, facts, etc.
INTRODUCTORY PARAGRAPH
ESSENTIAL QUESTION:
MY EXPLANATION OF THE ESSENTIAL QUESTION:
SUPPORT 1:
SUPPORT 2:
SUPPORT 3:

BODY PARAGRAPH #1
TRANSITIONAL PHRASE:
RESTATE SUPPORT #1 (AS THE TOPIC SENTENCE):
EXAMPLE OR DETAIL
TEXTUAL EVIDENCE FOR EXAMPLE OR DETAIL
EXPLAIN EXAMPLE OR DETAIL

BODY PARAGRAPH #2
TRANSITIONAL PHRASE:
RESTATE SUPPORT #2 (AS THE TOPIC SENTENCE):
EXAMPLE OR DETAIL
TEXTUAL EVIDENCE FOR EXAMPLE OR DETAIL
EXPLAIN EXAMPLE OR DETAIL

BODY PARAGRAPH #3
TRANSITIONAL PHRASE:
RESTATE SUPPORT #3 (AS THE TOPIC SENTENCE):
EXAMPLE OR DETAIL
TEXTUAL EVIDENCE FOR EXAMPLE OR DETAIL
EXPLAIN EXAMPLE OR DETAIL

CONCLUSION PARAGRAPH
TRANSITION
RESTATE TOPIC SENTENCE FROM INTRODUCTORY PARAGRAPH:
SUMMARIZE YOUR 3 SUPPORTS
MAKE A CONNECTION BETWEEN THESE SUPPORTS/DETAILS/EXAMPLES BACK TO THE ESSENTIAL QUESTION
SAMPLE ACTIVITIES

NATIONAL GEOGRAPHIC

Using either the hard copy magazine or digital on-line version, have students read an article (everyone should read the same article the first time).

Differentiation: The article may be read to students.

Review and/or use various reading comprehension methods such as:
Searching for pictures, headings, captions, color, bold, subheads, text boxes, etc.
Read for 1 minute focusing on these objects.
Read the article more carefully.
Make notes in the sidelines summarizing paragraphs.
Underline topic sentences. Circle key words. Define any unknown words.

Ask students to write down what they learned on an index card.
Pass index cards to other students (ie: peer review).
Ask the 2nd student to summarize in 1 sentence what the 1st student wrote – regardless of whether or not it agrees with the 2nd students thoughts.
Pass cards back to original authors.
Was the 2nd student able to correctly summarize the 1st student’s thoughts?
Or is more explanation needed.

On another card, ask students to explain what they learned from the article by comparing it to something else. Explain that if the article had been about the life cycle of a toad, perhaps you could compare that to the life cycle of a caterpillar and a butterfly.

Again, pass these cards to the same 2nd set of reviewers. Again, have the 2nd set of reviewers summarize the statements. Pass back.

How did it go this time? Was it easier to understand the meaning when using an example?
Examine if the examples used were good examples.
What other examples can you think of?
Share ideas with class.
Select 2 or 3 examples and show class how using these examples you can easily complete the essay outline.
PORTFOLIO WRITING PROMPT:

Students and teacher will work collaboratively with a Science (any level) teacher. Students will write a expository/explanatory essay about a subject/scientist they are currently studying. This writing sample will be graded by both teachers. The Fundamentals of Writing teacher will grade on the effective use of writing by providing the standard rubric as well as a detailed check list of required elements (such as interpretation of the essential question; 3 concrete and separate supports; at least 1 supporting example or detail for each prompt; textual evidence to support each example or detail; explanation for each example or detail; a final connection between the essential question and the supports, a clincher sentence; properly placed and used transitions; evidence of clauses and phrases; evidence of varied sentence structure. The science teacher will grade on correctness, interpretation of evidence, etc.

Distribute the rubric and a check list of required elements.

Differentiation: Students may provide 2 supports instead of 3.

Differentiation: For struggling students, break down the process into paragraphs.

PRE-WRITE:
1. Use methods learned to decipher the essential question.
2. Create an outline listing the specific examples and supports to be used.
3. Locate appropriate textual evidence for support.

ROUGH DRAFT
1. Write a rough draft.
2. All stories must be typed and saved for editing and publishing.
3. Include transitions
4. Include phrases and clauses.
5. Vary sentence structure.
SAMPLE ACTIVITIES

EDITING
1. Provide the rubric and the detailed checklist to each writer.
2. Each student must perform an evaluation of their own work using the required elements list.
3. Each student must have a peer evaluation performed on their own work using the required elements list and the rubric.

Differentiation: Teacher or peer can help student evaluate their own work and the work of others.

REVIEW
1. Based on peer evaluations, self-evaluations, teacher comments, the required elements list and the rubric, students should complete their final draft.
2. After receiving teacher comments students will make their final revisions for publishing.

PUBLISHING (FINAL DRAFT)
1. Students will print for publishing.
2. This copy will be graded and placed in their portfolio.
3. This copy should be given to the Science teacher for grading.

DO-NOW ACTIVITES

Ask for a list of domain specific vocabulary words from the co-operating Science teacher(s).

In particular, see if there are words he/she defined or used the class before.

Use these words as vocabulary prompts and have students either use them in a sentence or explain their meaning.