

Designer Name(s): RSLyons  
Subject Area: ELA, SS, SCI  
Unit Title/Focus: Informational/Expository  
Estimated Amount of Instructional Time: ~35 days

Date: June 2014  
Grade Level(s): 8th

Stage 1 – (Desired Results)

*State Content and Skill Standards:*

CCSS.ELA-LITERACY.W.8.2.A

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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CCSS.ELA-LITERACY.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.8.1.C

Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

CCSS.ELA-LITERACY.L.8.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

*Enduring Understandings: (what are the big ideas, what are the specific understandings desired)*

Students will understand that...

- Research is a valuable method of learning new material or deepening understanding of knowledge already acquired
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*Essential Questions: (what questions will foster inquiry, understanding, and transfer of learning)*

- How do you find a subject to research?
- What are the different formats to present research?
- How do you disseminate pertinent information?
- Evaluate the credibility of research information?

## Big Idea(s)

Humans are curious and need to learn about the world in which they live

*What Students will know: (what knowledge will they acquire)*

- Specific vocabulary associated with expository/informational essays
  - How to structure an expository essay
  - How to research and focus a topic
- How to identify credible sources

*What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)*

- How do you find a subject to research
- Disseminate pertinent information
- Evaluate the credibility of research information

### Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)

*Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)*

- KWLR Charts
- Quickwrites
- Outlines
- Formal Essay

*Other Evidence: (quizzes, tasks, academic prompts, homework, observations)*

- Vocabulary Quizzes
- Reflections

### Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:

*Learning Activities:*

Where: Collect and organize information on types of expository/informational essays  
 Hook: Students explore a variety of types and versions of expository/informational essays  
 Equip: Develop additional vocabulary and practice using expository/informational research skills  
 Rethink/Revise: Consider historically accepted expository/informational essays in modern day context  
 Evaluate: Find new links to old subjects in modern media sources  
 Tailor: Use expository/informational essay samples to match student interests  
 Create: Presentations using electronics devices and systems

W=help the students know WHERE the unit is going and WHAT is expected/Help teacher to know where the students are coming from (prior knowledge, interests)

H=HOOK all students and hold their interest

E=EQUIP students, help them EXPERIENCE the key ideas and EXPLORE the issue

R=Provide opportunities to RETHINK and REVISE their understanding/work

E (2)=Allow students to EVALUATE their work

T=Be TAILORED (personalized) to different needs, interests, and abilities of learners

O=Be ORGANIZED to maximize initial and sustained engagement as well as effective learning

|                                      |   |
|--------------------------------------|---|
| <b>Assessment Tasks that Provide</b> | <input type="checkbox"/> <b>Claim #1/DOK 1, 2, 3, 4 (circle one):</b> |
|                                      | <input type="checkbox"/> <b>Claim #2/DOK 1, 2, 3, 4 (circle one):</b> |

|  |   |
|--|---|
| <b>Evidence for Claims including DOK</b> | <input type="checkbox"/> <b>Claim #3/DOK 1, 2, 3, 4 (circle one):</b> |
|  | <input type="checkbox"/> <b>Claim #4/DOK 1, 2, 3, 4 (circle one):</b> |
| <b>Achievement Level Descriptors</b>     | <b>ALD #1: ALD #2: ALD #3: ALD #4: (circle one):</b>                  |
| <b>Materials/Resources</b>               |   |

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