

ELA Unit Plan Template

Title of Unit: Modes of Writing Part B: Tools for the Future

Author and Email Address: Katie Hayes, Vince McIntosh, Whitney Douglas and Debra Benedetti

Grade Level: 12

Source: 2012–2013 Instructional Resources Project

Unit Overview:

This unit will expose students to various types of writing, such as argumentative, informational, narrative, public service announcements and analytical arguments. Thesis statements and research papers are also included. This unit is a follow-up to Modes of Writing Part A and the lessons may be taught throughout the year.

Unit Introduction/Entry Event:

Students will begin this unit with a focus on narrative writing, a topic with which students are already familiar. From that topic they will move through the other types of writing.

WV CCRS:

Objectives Directly Taught or Learned Through Inquiry/Discovery	Evidence of Student Mastery of Content
ELA.12.5 - determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex and critical analysis; provide an objective summary of the informational text.	Students will be able to identify and follow central ideas over the course of a text and be able to give a concise summary of the text.
ELA.12.6 analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the informational text and media.	Students will create an analysis of a complex set of ideas or a sequence of events.
ELA.12.10 determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative and technical meanings; analyze how and why an author uses and refines the meaning of a key term or terms over the course of an informational text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).	Students will analyze the figurative, connotative and technical meanings of words and phrases in informational text, and note author's use.
ELA.12.11 in informational text, analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including how the author uses structure to make points clear, convincing and engaging.	Students will use informational text to examine an author's exposition or argument and determine how the author uses structure.
ELA.12.12 determine an author's point of view, purpose and tone in an informational text in which the rhetoric is particularly effective, analyzing how style and	Students will identify the author's point of view, purpose and tone in an informational text and determine how style and content contribute to the beauty of the text.

<p>content contribute to the power, persuasiveness or beauty of the text.</p>	
<p>ELA.12.20 write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence. • develop and justify claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases. • analyze words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims. • establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • provide a concluding statement or section that follows from and supports the argument presented. 	<p>Students will be able to write arguments and support their claims using valid reasoning. They will introduce claims, develop and justify claims, analyze words and phrases, use a formal style and objective tone, and provide a concluding statement.</p>
<p>ELA.12.21 write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</p> <ul style="list-style-type: none"> • introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension. • evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic. • use and evaluate appropriate and varied transitions and syntax to link the major 	<p>Students will be able to write informative or explanatory texts to convey their ideas clearly, They will introduce the topic, evaluate the most relevant facts about it, evaluate the topic, use varied transitions and syntax and precise language, use formal style and provide a concluding statement.</p>

<p>sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.</p> <ul style="list-style-type: none"> • use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic. • establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	
<p>ELA.12.22 write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <ul style="list-style-type: none"> • engage and orient the reader by setting out a problem, situation or observation and its significance, establishing multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. • use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters. • use and evaluate a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth or resolution). • use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences events, setting and/or characters. • provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative. 	<p>Students will be able to write narratives that engage the reader by establishing a narrator, using dialogue, multiple plot lines and characters, using varied techniques to sequence events, using precise words and phrases and providing a conclusion.</p>

Performance Objectives:

Know:

How to write effectively throughout the modes: narrative, informative and argumentative

Understand:

Writers can make connections, convey meaning and promote new understanding through purpose-driven, audience-appropriate essays.

Do:

Read, comprehend, analyze and evaluate literary and informational texts.

Write in the narrative, informational, and argumentative modes.

Prepare and present a PSA regarding career choice.

Evaluate thesis statements.

Revise and edit ineffective thesis statements.

Present a thesis.

Generate and present research question.

Present a polished researched argument.

Focus/Driving Question:

Through the range of narrative, informational, and argumentative modes, how is the theme of Man vs. Society realized?

How do writers convey meaning through narrative and informational writing?

How does informational writing promote inquiry and new understanding?

How can argumentative and informational writing create connections to prior learning while facilitating analysis?

How do we determine what skills and knowledge are necessary for specific careers?

How do we analyze argumentative writing?

How do I become a close reader of literary and informational texts?

How do writers engage their audiences with a claim supported by solid evidence?

How do I incorporate what I've read into a research question and then a full-length paper?

Vocabulary:

The vocabulary for this unit will vary with the type of writing being addressed. Basic writing terms such as *introduction*, *body*, *conclusion*, *revise*, *edit*, *publish*, *argumentative writing*, *informative writing*, *narrative writing* should be thoroughly examined and students should be able use these terms in their speaking and writing.

Assessment Plan:

Students will be assessed using various rubrics which should be presented to them and discussed before they begin to do the assignment.

[Public Service Announcement Rubric](#)

[WV Writing Rubric Grade 11](#)

[Presentation Rubric](#)

Major Products: (Group) or (Individual)

Lesson 1: Narrative Writing Piece

Lesson 2: How-To Essay

Lesson 3: Classification Essay

Lesson 4: Public Service Announcement

Lesson 5: Analysis of a Speech

Assessment and Reflection:

Rubric(s) I will use: (Check all that apply.)	Collaboration		Written Communication <input type="checkbox"/> Argumentative/Opinion <input type="checkbox"/> Informational <input type="checkbox"/> Narrative 12thGradeArgumentativeWritingRubric 12thGradeInformativeWritingRubric 12thGradeNarrativeWritingRubric	X
	Critical Thinking & Problem Solving		Content Knowledge	
	Oral Communication Speaking and Listening Presentation Rubric	X	Other Public Service Announcement Rubric	X
Other classroom assessments for learning: (Check all that apply)	Quizzes/ tests		Practice presentations	
	Self-evaluation		Notes	
	Peer evaluation		Checklists/observations	
	Online tests and exams		Concept maps	
Reflections: (Check all that apply)	Survey		Focus Group	
	Discussion		Task Management Chart	
	Journal Writing/ Learning Log		Other Ticket Out The Door Reflection	X

Reflection:

At the end of this unit, or after each of the individual lessons, both students and the teacher should reflect on their learning.

Students will be asked to do a Ticket out the Door on which they will record their understanding of the day's lesson. They should also record any questions that they may have that were not answered during the lesson. This will help the teacher evaluate student understanding.

The teacher should reflect on how the lesson worked with the students. What things went well? What changes need to be made the next time the lesson is taught?

Materials/Websites:

Angelou, Maya. "Champion of the World" (1110L)

Orwell, George. "Shooting an Elephant" (1190L) <http://www.online-literature.com/orwell/887/>

Berry, Wendell. "The Pleasures of Eating." (1030L) <http://www.ecoliteracy.org/essays/pleasures-eating>

Orringer, Julie. "Note to a Sixth-Grade Self." (short story that could be paired with "High School's Secret Life")

Teacher-selected Shakespeare soliloquy

“Behind the Formaldehyde Curtain” <http://mcneill-bindon.ca/files/2009/04/Mitford-Behind-the-Formaldehyde-Curtain.pdf>

“Why I Want a Wife”

<http://www.fairfaxhs.org/ourpages/auto/2014/9/24/50668627/WHY%20I%20WANT%20A%20WIFE-1.pdf>

“The Ways We Lie”

<http://mtpasd.schoolwires.com/cms/lib6/PA14000136/Centricity/Domain/168/The%20Ways%20We%20Lie.pdf>

“Your Skills Should be Transferable”

http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=10603511

“Reach for the Stars” (1220L)

http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/2002_12_06/noDOI.11433880154077796043

2008 Presidential speeches <http://www.presidentialrhetoric.com/campaign2008/index.html>

“I Have a Dream” (1130L) <http://www.americanrhetoric.com/speeches/mlkihadream.htm>

Argumentative Writing:

<http://www.readwritethink.org/classroom-resources/lesson-plans/finding-common-ground-using-938.html>

<http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-famous-speeches-arguments-30526.html>

Career Connection:

This unit focuses on writing as a tool for real life. In almost all careers students will have to do various kinds of writing, such as proposals, progress reports, and accident reports. In post-secondary education, students will be asked to write research papers, analyses of what they read, and other forms of communication. Having the skills to write with clarity, proper style, and to address the audience are vital in college and the workplace.

Manage the Unit:

This unit addresses various types of writing and can be separated into the lessons that can be taught at different times throughout the course. For instance, the lesson on the Public Service Announcement (Lesson 4) might be taught in conjunction with the Community Service: Save the Future Unit, allowing students to create an announcement about the community service project in which they participated. The unit does not have to be taught in its entirety at one point in time.

Lesson Plan - Lesson 1: Narrative Description
Is Number 1 Of 5
In Unit Plan - Modes of Writing Part B: Tools for the Future

Lesson 1: Narrative Description

Katie Hayes, Vince McIntosh, Whitney Douglas and Debra Benedetti

English Language Arts
Grade 12

Duration:
3 class periods

Focus/Driving Question:
How do writers convey meaning through narrative writing?

Lesson Overview:

In this lesson students will focus on the conventions of narrative writing. They will identify how an author uses descriptive words and phrases to set the scene for the story he/she is trying to tell. Students will discuss the words and phrases that appeal to the reader's senses. They will write their own narrative piece, employing the narrative techniques they have noted in the works of others.

Teacher Facilitation of Student Acquisition of Background Knowledge:

To begin this lesson, direct students to a graphic organizer categorizing the five senses, such as the [Sense O Gram](#). Ask students to work in groups of four to brainstorm words that might designate a particular sense. For instance, *appear*, *view*, *panorama*, *scene* and *blurry* might go with sight; *aroma*, *stink* and *pungent* might be words associated with smell. After students have had time to discuss and generate a list of words and phrases, ask a volunteer from each group to go to the board/Elmo/computer and write descriptive words or phrases that pertain to a particular sense.

Present a short piece of literature or informational text rife with descriptive examples. Ask students to identify phrases that appeal to senses. Check their responses against the graphic organizer already in progress. Add to the [Sense O Gram](#) as needed.

Hook students by discussing the powerful, descriptive phrases and how they shape the text.

Anchor Text & Questions for Close Reading:

Suggested readings for this lesson:

Angelou, Maya. "Champion of the World" (1110L)

Orwell, George. "Shooting an Elephant" (1190L) <http://www.online-literature.com/orwell/887/>

Berry, Wendell. "The Pleasures of Eating." (1030L) <http://www.ecoliteracy.org/essays/pleasures-eating>

Orringer, Julie. "Note to a Sixth-Grade Self" (short story that could be paired with "High School's Secret Life")

Teacher-selected Shakespeare soliloquy at <http://www.shakespeare-monologues.org/>

Vocabulary Development:

Have students begin to create a working dictionary of words/phrases pertaining to writing. Examples of these words could include, but are not limited to, *narrative techniques*, *sensory details*, *literary devices*, *point of view*, *narrator*, *characters*, *dialogue*, *pacing*, *plot lines*, *tone*, *setting* and *conclusion*. Add to this list daily and facilitate discussion about these words. Do not have students look up the words and write the definitions, because this is the least effective way to learn vocabulary. Students should be actively involved in using the words in their daily speaking and writing.

Manage the Lesson:

Since this lesson actually lasts about 3 class periods, the teacher may chunk the reading and writing to best suit the class time. The teacher will guide students in identifying the characteristics of narrative writing. A good site for Characteristics of Narrative can be found at:

http://web.gccaz.edu/~mdinchak/101online_new/assignment3writing.htm.

The teacher will have students use the [Jigsaw/Expert Group strategy](#) to read the suggested readings and note the various ways the authors state the problem, develop the plot and characters, introduce dialogue, and build the story into a coherent whole. They will read and discuss in Expert Groups and then teach in the Jigsaw Group.

Suggested readings for this lesson:

Angelou, Maya. "Champion of the World" (1110L)

Orwell, George. "Shooting an Elephant" (1190L) <http://www.online-literature.com/orwell/887/>

Berry, Wendell. "The Pleasures of Eating." (1030L) <http://www.ecoliteracy.org/essays/pleasures-eating>

Orringer, Julie. "Note to a Sixth-Grade Self" (short story that could be paired with "High School's Secret Life")

Teacher-selected Shakespeare soliloquy <http://www.shakespeare-monologues.org/>

Students will review narrative techniques found in the readings and try to incorporate them as they write their narrative piece.

Active Literacy:

Students will use the [Jigsaw/Expert Group strategy](#) to understand the narrative techniques in each of the articles in suggested readings. Divide students into groups of 4 and have them number off 1-4 (depending on how many of the readings you choose to use. Students will review the characteristics of narrative writing they have learned in their Jigsaw Group.

After students have had sufficient time to review, they will proceed to their Expert Group (all 1s together, all 2s together, etc.). In the Expert Group students will choose one of the following readings. (You may have to devise a way to ensure that all articles are selected.)

Angelou, Maya. "Champion of the World" (1110L)

Orwell, George. "Shooting an Elephant" (1190L) <http://www.online-literature.com/orwell/887/>

Berry, Wendell. "The Pleasures of Eating" (1030L) <http://www.ecoliteracy.org/essays/pleasures-eating>

Orringer, Julie. "Note to a Sixth-Grade Self." (short story that could be paired with "High School's Secret Life")

Teacher-selected Shakespeare soliloquy at <http://www.shakespeare-monologues.org/>

Students will read the passage silently, annotating for the narrative techniques they discover. When everyone in the Expert Group has completed the reading, the group will go through the reading and discuss the narrative techniques they will point out when they return to their original group. They should look for things like development of characters and plot, presentation of the problem, use of vivid details, and tone and should be able to cite the word or phrase in the passage that exemplifies the technique. After they have decided on the narrative techniques they want to share with their original Jigsaw Group, they will return to that group.

In the Jigsaw Group, there should be a student who read and analyzed each of the passages the teacher decided to use. Students can decide who will go first (1, 2, 3, or 4) and students can go in numerical order after that. If two students had to read the same article because the number of students in the class was not evenly divisible, both students must present the information. Students will teach the others in their Jigsaw Group about the narrative techniques used by the author of the passage they worked with in

Expert Group. Students must use examples from the text to support their instruction. After all groups have finished their readings, the teacher will facilitate a discussion of the types of techniques students identified. This will enable students to see that these techniques are common to all narrative writing.

Have students brainstorm topics about which they could write in narrative form. Teachers should refer to guidelines for writing the narrative (textbooks, reference guides, etc) Students should be given a copy of the [12thGradeNarrativeWritingRubric](#) to show them expectations for the work. Students can choose to write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details and well-structured event sequences while engaging and orienting the reader by setting out a problem, situation or observation and its significance, establishing multiple points of view and introducing a narrator and/or characters, creating a smooth progression of experiences or events. Narrative topics are varied with student interest in mind.

As students begin their narrative writing, the teacher will use this time to conference providing explicit feedback, peer edit, etc. Students will produce a narrative writing piece.

Post Literacy:

Students will share their narrative writing with a partner and use the Students will share their narrative writing with a partner and use the [12th Grade Narrative Instructional Writing Rubric](#) to judge whether it meets the criteria set forth in the rubric.

Product/Performance:

Students will create a piece of narrative writing that contains the narrative techniques that they identified at the beginning of the lesson. They may incorporate the sensory words and phrases they identified in the [Sense O Gram](#) at the beginning of the lesson. Students will use the criteria set forth in the [12th Grade Narrative Instructional Writing Rubric](#) to create their narrative writing piece.

Reflection:

Students will reflect daily about what they've learned about narrative techniques or how they have grown as a writer. This will be used as their Ticket out the Door. There are multiple ways to use this strategy. The following method has been included for use: [Ticket Out The Door Reflection](#).

Materials & Resources:

The materials needed for this lesson include access to the articles on the Suggested Readings list. Copies of the [Sense O Gram](#)
Copies of the [12th Grade Narrative Instructional Writing Rubric](#)

Websites:

Links for suggested readings for this lesson:

Orwell, George. "Shooting an Elephant" (1190L) <http://www.online-literature.com/orwell/887/>

Berry, Wendell. "The Pleasures of Eating." (1030L) <http://www.ecoliteracy.org/essays/pleasures-eating>

Orringer, Julie. "Note to a Sixth-Grade Self." (short story that could be paired with "High School's Secret Life")

Teacher-selected Shakespeare soliloquy at <http://www.shakespeare-monologues.org/>.

Characteristics of Narrative at http://web.gccaz.edu/~mdinchak/101online_new/assignment3writing.htm.

Sample strategy: [Ticket Out The Door Reflection](#).

Career Connection:

In almost all careers students will have to do various kinds of writing, such as proposals, progress reports, and accident reports. In post-secondary education, students will be asked to write research papers, analyses of what they read, and other forms of communication. Having the skills to write with clarity, proper style, and to address the audience are vital in college and the workplace.

Lesson Plan - Lesson 2: Informational Writing-How To
Is Number 2 Of 5
In Unit Plan - Modes of Writing Part B: Tools for the Future

Lesson 2: Informational Writing-How To

Authors:

Katie Hayes, Vince McIntosh, Whitney Douglas and Debra Benedetti

**English Language Arts
Grade 12**

Duration:

2-3 class periods

Focus/Driving Questions:

How do writers convey meaning through informational writing?
How does writing a process essay foster clarity in writing?

Lesson Overview:

In this lesson students will focus on one aspect of informational writing, the process essay. They will write a quick piece describing how to make a peanut butter sandwich. Students will examine the steps in writing a process essay using one of the resources listed in the Websites section of this lesson plan. Students will choose one of the process essays to read and critique to see if the process described is viable.

Suggested Process Essays:

"Behind the Formaldehyde Curtain," which can be found
at <http://www.hartlandhighschool.us/teachers/czapski/documents/BehindtheFormaldehydeCurtain.pdf>.
(Please preview.)

"A Career to Make Life Worth Living"

at <http://teacherweb.com/CA/VanNuysHighSchool/TovarsEnglishClass/sampleexpository.pdf>

"How to Change a Tire" at <http://voices.yahoo.com/example-process-essay-4980146.html>

"How to Break in a New Baseball Glove" at <http://grammar.about.com/od/essayassignments/a/How-To-Break-In-A-New-Baseball-Glove.htm>

"How to Bake a Traditional Apple Strudel"

at <http://eng101wwend.pbworks.com/w/page/45350782/Process%20Analysis%20Sample%20Essay>

Students will read their chosen essay and be prepared to discuss their findings with a group of students who read the same essay. They will evaluate the essay based on the completeness of the how-to process. Students will then use what they have learned about process writing to write their own how-to piece.

Teacher Facilitation of Student Acquisition of Background Knowledge:

Have students write a short, how-to paragraph entitled, "How to Make a Peanut Butter and Jelly Sandwich." They should write independently to create the directions.

After students have completed their directions, have pairs of students read their paragraphs to each other. The student who is listening will imagine they are fixing the sandwich and look at what was omitted in the process. This is a springboard for a discussion about the importance of detail.

Anchor Text & Questions for Close Reading:

The teacher will share an example of an informative essay, such as "Behind the Formaldehyde Curtain,"
<http://mcneill-bindon.ca/files/2009/04/Mitford-Behind-the-Formaldehyde-Curtain.pdf>

"A Career to Make Life Worth Living" at

<http://teacherweb.com/CA/VanNuysHighSchool/TovarsEnglishClass/sampleexpository.pdf>

"How to Break in a New Baseball Glove" at <http://grammar.about.com/od/essayassignments/a/How-To-Break-In-A-New-Baseball-Glove.htm>

"How to Bake a Traditional Apple Strudel"

at <http://eng101wwend.pbworks.com/w/page/45350782/Process%20Analysis%20Sample%20Essay>

Vocabulary Development:

Students should identify and use in speaking and writing the words that pertain to process essays, such as *sequence*, *directions*, *introduction*, *thesis*, *etc.* The teacher might wish to put up a piece of chart paper to serve as a vocabulary repository. As the lesson progresses, students will identify other vocabulary terms that pertain to process essays and list them on the chart.

Manage the Lesson:

The teacher will assemble examples of an informative process essays. Some examples that can be found online include:

"Behind the Formaldehyde Curtain," which can be found at <http://mcneill-bindon.ca/files/2009/04/Mitford-Behind-the-Formaldehyde-Curtain.pdf>

(Please preview.)

"A Career to Make Life Worth Living"

at <http://teacherweb.com/CA/VanNuysHighSchool/TovarsEnglishClass/sampleexpository.pdf>

"How to Break in a New Baseball Glove" at <http://grammar.about.com/od/essayassignments/a/How-To-Break-In-A-New-Baseball-Glove.htm>

"How to Bake a Traditional Apple Strudel"

at <http://eng101wwend.pbworks.com/w/page/45350782/Process%20Analysis%20Sample%20Essay>

The lesson will begin with students writing a short process essay on "How to Make a Peanut Butter Sandwich." Students will then evaluate their directions with a partner. The teacher will facilitate a discussion of the traits of a good process essay. The sites listed in the Website section of the lesson plan can be helpful for this.

The teacher will make available (online or in print) the suggested readings and students will choose one of the selections to read independently. Be sure to preview each essay to ensure that it is appropriate for your students. Students read the text, noting the process being described. They should note any questions they have about the text.

After all students have read their chosen essay, they will get in a group comprised of other students who read the same essay. Students will then share their impression of the text, citing examples from the text to support their thinking. The teacher will then lead a whole group discussion of the traits of a process writing piece.

Have students brainstorm a list of processes they might be able to describe accurately. Some examples they might list include:

How to improve a class you have taken

How to drive defensively

How a student becomes burned out

How to succeed at a job interview

How a dead thing decays or how some other natural process works

How to look fashionable on a limited budget

How to get over a break-up

How to be a responsible pet owner

The teacher should also brainstorm a list of topics about which he/she might write a process essay. The teacher should model how to begin the process writing piece and write while the students are writing. This makes visible how a writer might struggle with word choice, details, etc.

After students have completed their process essays, they should form groups of three and share what they have written. Students will critique each other's description of the steps in the process they chose to describe. Were they accurate? Was something omitted? This step could take place in either a written or discussion format.

The teacher will display his/her process essay and discuss how he/she went about the writing, thinking aloud about different parts of the process.

Active Literacy:

Students read one of the process essays, noting the process being described. They should note any questions they have about the text.

After all students have read their chosen essay, they will get in a group comprised of other students who read the same essay. Students will then share their impression of the text, citing examples from the text to support their thinking. They will participate in the whole group discussion lead by the teacher.

Students will brainstorm a list of processes they might be able to describe accurately. They will draft a process essay about their chosen topic.

After students have completed their process essays, they will form groups of three and share what they have written. Students will critique each other's description of the steps in the process they chose to describe. Were they accurate? Was something omitted?

Post Literacy:

Students will write a short summary of the steps involved in writing a process essay. They will put the steps in their own language to create a document to which they can refer each time they need to describe a process.

Product/Performance:

The product or performance for this lesson is a process essay that takes the reader on a how-to journey. The essay will describe each step in sequence.

Reflection:

Students will write a short reflection of what they learned about writing how-to essays for Ticket out the Door. Sample strategy: [Ticket Out The Door Reflection](#).

Materials & Resources:

Copies or access to the following process essays:

"Behind the Formaldehyde Curtain," which can be found at <http://www.hartlandhighschool.us/teachers/czapski/documents/BehindtheFormaldehydeCurtain.pdf>.

(Please preview.)

"A Career to Make Life Worth Living"

at <http://teacherweb.com/CA/VanNuysHighSchool/TovarsEnglishClass/sampleexpository.pdf>

"How to Break in a New Baseball Glove" at <http://grammar.about.com/od/essayassignments/a/How-To-Break-In-A-New-Baseball-Glove.htm>

"How to Bake a Traditional Apple Strudel"

at <http://eng101wwend.pbworks.com/w/page/45350782/Process%20Analysis%20Sample%20Essay>

Websites:

Process Essay Samples at <http://www.squidoo.com/online-process-essay-writing-help>

How to Write a How To Essay

Ideas for Process Essays

at http://www.asdk12.org/staff/habberstad_amy/pages/Ideas%20for%20Process%20Essays.pdf

Process Essay with Annotation at http://amarris.homestead.com/files/Process_Sample.htm

Career Connections:

Being able to clearly describe a process or to write directions so that someone can follow them precisely is a skill needed in most careers and also in daily life. Jobs in administration, education, and health can require the creation of How-To Guides, Directions, and descriptions of processes that can be placed in manuals.

Lesson Plan - Lesson 3: Writing Classification Essay-Informational Writing
Is Number 3 Of 5
In Unit Plan - Modes of Writing Part B: Tools for the Future

Lesson 3: Writing Classification Essay-Informational Writing

Authors:

Katie Hayes, Vince McIntosh, Whitney Douglas and Debra Benedetti

English Language Arts
Grade 12

Duration:

2-3 class periods

Focus/Driving Questions:

How do writers convey meaning through informational writing such as a classification essay?

How does informational writing promote inquiry and new understanding?

How can informational writing create connections to prior learning while facilitating analysis?

Lesson Overview:

In this lesson students will be examining the structure of a classification essay. They will read several pieces of informational writing that clearly demonstrate the technique. After learning the strategies used in this kind of writing, students will then try their hand at writing a classification essay.

Teacher Facilitation of Student Acquisition of Background Knowledge:

The teacher will post this question where all students can see it: What would you like to know about Classification Essays? In groups of 3-4, students will use the [Question Formulation Technique](#) to generate as many questions as possible about the topic. Students will brainstorm questions and write them down on chart paper as quickly as possible. After they have written their questions, they will prioritize them from most to least important. They will post their list of questions and participate in a Gallery Walk, where they rotate around the room looking at the questions other groups had created.

Anchor Text & Questions for Close Reading:

Suggested examples of Classification Essays:

"The Ways We Lie"

at <http://mtpasd.schoolwires.com/cms/lib6/PA14000136/Centricity/Domain/168/The%20Ways%20We%20Lie.pdf>

"Hamilton vs. Jefferson" at <http://www.apstudynotes.org/english/sample-essays/classification-hamilton-jefferson/>

"Breakfast Foods" at <http://faculty.ksu.edu.sa/alдарby/Pages/example-classification-essay.aspx>

(The last two essays will pop up once you click through the first page. You do not have to register or take a survey to open the essays.)

Vocabulary Development:

Students should identify words concerning classification essays, such as *classify*, *organization*, *structure*, *informational writing*, *etc.* Students should be asked to consciously use the words in their speaking and writing.

Manage the Lesson:

Students will begin the lesson by generating questions they have about the topic of Classification Essays. The teacher can find out more information about the [Question Formulation Technique](#), also known as Harvard Questioning, by following the hot link. After students have created their questions, prioritized them, and participated in the Gallery Walk, the teacher will facilitate a discussion. Websites listed in the Website section of the lesson plan can provide more specifics on the development of a

Classification Essay. The teacher should create a list of characteristics for the Classification Essay such as, identify your group and give it a name; provide a clear description of the category; identify characteristics shared by the members of the category; and provide a clear distinction of how one category is different from the others.

Students will read one of the suggested Classification Essays:

"The Ways We Lie"

at <http://mtpasd.schoolwires.com/cms/lib6/PA14000136/Centricity/Domain/168/The%20Ways%20We%20Lie.pdf>

"Hamilton vs. Jefferson" at <http://www.apstudynotes.org/english/sample-essays/classification-hamilton-jefferson/>

"Breakfast Foods" at <http://faculty.ksu.edu.sa/alдарby/Pages/example-classification-essay.aspx>

Students will identify the categories or classifications that are present in the essay and annotate their text so they can easily return to it for support during class discussion.

Students will get in groups consisting of one representative from each essay and present the information they noticed in their reading. They will use evidence from the essay to show examples of the characteristics of Classification Essays.

Give students the [12th Grade Informational Writing Instructional Rubric](#) to guide their work on the Classification Essay. Go over the traits so that students understand what is expected of them.

Students will begin to write their own Classification Essay by discussing their ideas with a partner. They will make a list of ideas beginning with the words "Kinds of" such as kinds of movie goers, kinds of social networking, kinds of activities I enjoy, kinds of foods, etc. After they have brainstormed their ideas, students will choose a topic and start to write their classification essay.

Students will complete their draft Classification Essay and peer edit with a partner using the [12th Grade Informational Writing Instructional Rubric](#). After final revisions are made, students will submit their final draft for evaluation.

Active Literacy:

Students will read one of the suggested Classification Essays:

"The Ways We Lie" at <http://www.qsl.net/k/kb4rpv//ways-lie.pdf>

"Hamilton vs. Jefferson" at <http://www.apstudynotes.org/english/sample-essays/classification-hamilton-jefferson/>

"Breakfast Foods" at <http://faculty.ksu.edu.sa/alдарby/Pages/example-classification-essay.aspx>

They will identify the categories or classifications that are present in the essay and annotate their text so they can easily return to it for support during class discussion.

Students will get in groups consisting of one representative from each essay and present the information they noticed in their reading. They will use evidence from the essay to show examples of the characteristics of Classification Essays.

Students will use the [12th Grade Informational Writing Instructional Rubric](#) to guide their work on the Classification Essay.

Students will begin to write their own Classification Essay by discussing their ideas with a partner. They will make a list of ideas beginning with the words "Kinds of" such as kinds of movie goers, kinds of social networking, kinds of activities I enjoy, kinds of foods, etc. After they have brainstormed their ideas, students will choose a topic and start to write their classification essay.

Post Literacy:

Students will complete their draft Classification Essay and peer edit with a partner using the [12th Grade Informational Writing Instructional Rubric](#). After final revisions are made, students will submit their final draft for evaluation.

Product/Performance:

Students will read from the suggested Classification Essays and identify the characteristics that make it informational writing. They will create their own Classification Essay on a topic of their choice.

Reflection:

Students will reflect on what they have learned about the Classification Essay and on an index card or sticky note, list 3 things they learned, and one question they still have for their exit slip.

Materials & Resources:

Students will read one of the suggested Classification Essays:

"The Ways We Lie" at <http://www.gsl.net/k/kb4rpv//ways-lie.pdf>

"Hamilton vs. Jefferson" at <http://www.apstudynotes.org/english/sample-essays/classification-hamilton-jefferson/>

"Breakfast Foods" at <http://faculty.ksu.edu.sa/alдарby/Pages/example-classification-essay.aspx>

12th Grade Informational Writing Instructional Rubric**Websites:**

Developing and Organizing a Classification Essay

at <http://grammar.about.com/od/essayassignments/a/Developing-And-Organizing-A-Classification-Essay.htm>

Classification Essay at http://essayinfo.com/essays/classification_essay.php

What is a Classification Essay? at http://www.ehow.com/about_4597015_what-classification-essay.html

Career Connection:

Writing a paper using the characteristics of a classification essay can be required in many careers, such as administration, advertising, education and health care. Being able to identify the characteristics of a group and clearly express them in writing is a useful skill for the real world.

Lesson Plan - Lesson 4: PSA—"Know Your Future"
Is Number 4 Of 5
In Unit Plan - Modes of Writing Part B: Tools for the Future

Lesson 4: PSA—"Know Your Future"

Authors:

Katie Hayes, Vince McIntosh, Whitney Douglas and Debra Benedetti

**English Language Arts
Grade 12**

Duration:

2 - 3 class periods

Focus/Driving Question:

How do we determine what skills and knowledge are necessary for specific careers?

Lesson Overview:

In this lesson students will investigate a career of their choice and create a public service announcement to familiarize others with what it takes to be successful in that career. Students will read articles such as "[Your Skills Should be Transferable](#)", "[How to Choose the Best Job for You](#)" and "[Reach for the Stars](#)". They will examine the characteristics of a public service announce and use the research they have done on their career to create one.

Teacher Facilitation of Student Acquisition of Background Knowledge:

Students will independently brainstorm the prompt "What is needed to choose a career?" After students have had time to brainstorm, the teacher will record the most common answers on the board to create a consensus for a follow-up discussion.

Students will fill out a [KWL Chart](#) for a specific career upon which they would like to focus. Students will continue to add to the [KWL Chart](#) throughout the lesson as they prepare a PSA based on their choice of career.

Anchor Text & Questions for Close Reading:

Suggested readings include

["Your Skills Should be Transferable"](#)

["How to Choose the Best Job for You"](#)

["Reach for the Stars"](#)

Vocabulary Development:

Students will identify words that deal with careers or with public service announcements, such as advertising, community service, and research. The teacher should have a space for students to record words they find that are important. They should use the words in their speaking and writing about careers.

Manage the Lesson:

Students will brainstorm about what is needed to choose a career.

Students will select and read one of the articles from the suggested readings listed in the Anchor Texts section of the lesson plan. After a teacher-facilitated discussion, students will choose a career they might like and complete a [KWL Chart](#) to facilitate their research. They will first identify what they Know, or think they know, about the career and record it on the chart in a complete sentence. Then they will list what they want to know in the form of a question. The teacher may suggest some generic questions such as:

what training is required; what are the hours? benefits? pay?, etc. Students will add other questions that concern them. The L column will be left blank until students do their research.

After students have an idea of what information they are looking for, they will conduct independent research on the job in which they are interested. This is informal research for the sake of their public service announcement. The research could be completed individually or in groups of students with similar job interests. If the school conducts a career fair, the research could be scheduled to coincide with this offering, giving students the opportunity to conduct personal research.

The teacher will introduce the public service announcement. Background information may be found at the sites listed in the Websites section of the lesson plan. The teacher may show some of the PSAs that are on the site and ask the class to identify characteristics of the PSA (short, persuasive, to the point, etc.) List the characteristics on a sheet of chart paper and post in the classroom.

Students are going to research their chosen career and write a PSA to advertise the information they discovered. The teacher will review the [Public Service Announcement Rubric](#) with students before they begin to create their announcement. The teacher should monitor and facilitate as students do the career research. Students will write a draft of their public service announcement and practice it with a peer.

Students will have the option of creating a PSA for a radio station or for a television station. If they prepare a radio announcement, they will just have to read it. If they prepare it for a television station, they will need access to a digital camera and presentation software to create the visual portion of their presentation.

Students will present their PSAs to the class. As a further lesson, students might present their PSAs to underclassmen who are preparing for career research.

Active Literacy:

Using their KWL Chart as a guide, students will research their chosen career and write a PSA to advertise the information they discovered. Using the [Public Service Announcement Rubric](#), students will write a draft of their public service announcement and practice it with a peer.

Students will have the option of creating a PSA for a radio station or for a television station. If they prepare a radio announcement, they will just have to read it. If they prepare it for a television station, they will need access to a digital camera and presentation software to create the visual portion of their presentation.

Students will present their PSAs to the class.

Post Literacy:

Students will evaluate PSA projects using the [Public Service Announcement Rubric](#). Rubrics will be returned to presenters for review.

Product/Performance:

Students will research their chosen career and create a Public Service Announcement to advertise it.

Reflection:

Using an index card, students will write a reflection on the career they researched for Ticket out the Door. It is suggested they comment on their current feelings about the career they chose to research.

Materials & Resources:

Suggested readings include:

["Your Skills Should be Transferable"](#)

["How to Choose the Best Job for You"](#)

["Reach for the Stars"](#)

[Public Service Announcement Rubric](#)

Websites:

Samples of Public Service Announcements at <http://saloproductions.com/public-service-announcements/psa-samples.php>

Creating Public Service Announcements and

Commercials at <https://sites.google.com/site/teacherquality/psa>

Preparing a Public Service Announcement

at http://ctb.ku.edu/en/tablecontents/sub_section_main_1065.aspx

Prevent Prescription Drug Abuse at <http://www.talkaboutrx.org/documents/SamplePSAs.pdf>

No Kid Hungry PSA at <http://www.youtube.com/watch?v=2RUYkzJio24>

Create a PSA at <http://www.readwritethink.org/parent-afterschool-resources/activities-projects/mytube-make-video-public-30157.html>

Career Connection:

Careers in advertising, radio or television would be perfect places to use the public service announcement. The PSA could also prove useful for community projects and some large companies produce PSAs to avoid negative publicity, such as BP Oil and the spill in the Gulf of Mexico.

Lesson Plan - Lesson 5: Analytical Arguments
Is Number 5 Of 5
In Unit Plan - Modes of Writing Part B: Tools for the Future

Lesson 5: Analytical Arguments

Authors:

Katie Hayes, Vince McIntosh, Whitney Douglas and Debra Benedetti

**English Language Arts
Grade 12**

Duration:

2-3 class periods

Focus/Driving Question:

How do we analyze argumentative writing?

Lesson Overview:

In this lesson, students will be using their skills of literary analysis to look at speeches given by presidents and presidential candidates. They will identify the essential characteristics of argumentative writing and be able to use those characteristics in their own piece of argumentative writing.

Teacher Facilitation of Student Acquisition of Background Knowledge:

The teacher will facilitate a discussion about what it means to "respectfully disagree." Students have certainly been in arguments before, but they should know the difference between an argument and a disagreement. They should also understand how to express their disagreement in respectful terms. This will lead them into their study of argumentative writing.

Anchor Text & Questions for Close Reading:

To further student understanding of argumentation, a variety of Presidential Speeches may be found at the following sites:

The Scripps Library Presidential Speech Archive at <http://millercenter.org/president/speeches>

Famous Presidential Speeches at <http://www.infoplease.com/ipa/A0878601.html>

Historic Speeches: Presidential Rhetoric

at <http://www.presidentialrhetoric.com/historicspeeches/index.html>

History.com: Famous Speeches & Audio at <http://www.history.com/speeches/>

Sample Argumentative Essays for AP

at <http://www.education.com/results/?q=sample+argumentative+essays>

Vocabulary Development:

Students will add words to their working dictionary based on concepts of analysis and/or argument. They should be required to use these words in their speaking and writing.

Manage the Lesson:

The teacher will facilitate a discussion about what it means to "respectfully disagree." Students have certainly been in arguments before, but they should know the difference between an argument and a disagreement. They should also understand how to express their disagreement in respectful terms. This will lead them into their study of argumentative writing.

The teacher could also use a video or audio presentation of one presidential candidate speech from 2008 to show how the speech was written as an example of argumentative writing. Facilitate a discussion about the structure of an argumentative writing piece. Be sure that students understand that they must

find a good topic, consider both sides of the topic or issue, and gather evidence before they begin to write. List the characteristics on chart paper and post in the classroom.

In pairs, students can explore the sites on argumentative writing listed in the Websites section of the lesson plan. They should note the characteristics of argumentative writing so that they can use them as they write their argumentative writing piece.

As a class students will brainstorm issues about which there are arguments in modern society, such as the driving age, legalization of marijuana, the age of adulthood, benefits of a college degree, etc.

After the list has been created, students will choose a topic or issue and draft an argumentative essay. Before students begin to write, give them the [12th Grade Argumentative Writing Instructional Rubric](#) and discuss the criteria on which their essay will be evaluated.

When students have finished drafting their essay, they will work with a partner to check the essay against the [12th Grade Argumentative Writing Instructional Rubric](#). Students will then revise their essay and hand it in for evaluation.

Active Literacy:

As a class students will brainstorm issues about which there are arguments in modern society, such as the driving age, legalization of marijuana, the age of adulthood, benefits of a college degree, etc.

After the list has been created, students will choose a topic or issue and draft an argumentative essay. Before students begin to write, give them the [12th Grade Argumentative Writing Instructional Rubric](#) and discuss the criteria on which their essay will be evaluated.

When students have finished drafting their essay, they will work with a partner to check the essay against the [12th Grade Argumentative Writing Instructional Rubric](#). Students will then revise their essay and hand it in for evaluation.

Post Literacy:

Students will participate in a discussion of the characteristics of argumentative writing.

Product/Performance:

Students will read examples of argumentative writing and create their own argumentative essay about a topic of their choice.

Reflection:

For a Ticket out the Door, students will note three things they learned about argumentative writing, two things they found interesting and one question they have.

Materials & Resources:

Presidential Speeches:

The Scripps Library Presidential Speech Archive at <http://millercenter.org/president/speeches>

Famous Presidential Speeches at <http://www.infoplease.com/ipa/A0878601.html>

Historic Speeches: Presidential Rhetoric

at <http://www.presidentialrhetoric.com/historicspeeches/index.html>

History.com: Famous Speeches & Audio at <http://www.history.com/speeches/>

[12th Grade Argumentative Writing Instructional Rubric](#)

Websites:

How to Write an Argument Essay at <http://homeworktips.about.com/od/essaywriting/a/argument.htm>

Online Writing Lab: Argumentative Writing at <http://www.roanestate.edu/owl/Argument.html>

The Writing Center: Argument at <http://writingcenter.unc.edu/handouts/argument/>
How to Write an Argumentative Essay (YouTube) at <http://www.youtube.com/watch?v=tAmgEa1B1vI>
Argumentative Writing at <http://www.englishforums.com/English/ArgumentativeWriting/vhccd/post.htm>
Writing an Argumentative Essay at <http://www.essaywritinghelp.com/argumentative.htm>

Career Connection:

Argumentation is a skill needed in all career areas. Being able to put forth a valid argument can be a useful life skill. A profession where the salary is connected to the ability to argue logically and well is law. In order to win a case, a lawyer must be able to present his argument in support of his client.