

# Info Expo

## Unit Plan Overview

### COMMENT

Students in the eighth grade are familiar with expository writing. In this unit, students will work to polish writing. Students will benefit from writing a group report because the group provides a scaffold or support system for the more strenuous research process needed for individual reports.

### INTEGRATION

This unit presents the skills necessary for research and report writing. The concepts outlined here require integration. Teachers should use a content area subject for integration. Social studies and science are two content areas that lend themselves to this type of writing. Confer with teachers in one of those areas to provide an interesting context for the unit. Consult the curriculum frameworks for those subjects also.

### EXTENSIONS

Further, teachers can add to this unit with any of the following ideas: outlining, creating a mini-encyclopedia, working up a bulletin board display of the expository information, creating a multimedia slide show of the information, or hosting a student radio/talk show to discuss the information.

## Days 1-3

### Diagnostic Assessment

Info Expo Pre-test (Diagnostic Assessment)

### Lesson Plan

Fact or Fiction--What Is Expository Writing?

This is the first lesson in a unit on expository writing. Students take a pre-test, compare and contrast various forms of writing with a Venn diagram, and explore the various formats for expository writing.

### Student Web Lesson

Which Writing Is Right?

Students choose an appropriate format for writing.

## **Days 4-7**

### **Lesson Plan**

Information Sensation!

This is the second lesson in a unit on expository writing. This lesson brings students up-to-speed on narrowing the topic, conducting research, and creating source cards. Students practice recording bibliographic information in a research scavenger hunt.

### **Student Web Lessons**

Information Elimination

Students model, instruct, and practice narrowing a topic for expository writing.

If You've Seen One Source, You've Seen Them All, Right?

Students compare primary and secondary sources.

## **Day 8-9**

### **Lesson Plan**

No Plagiarism, Please!

This is the third lesson in a unit on expository writing. Instruction provides boundaries for taking notes by differentiating between paraphrasing, quoting, and summarizing. Students practice writing note cards.

### **Student Web Lesson**

Paraphrase Craze

Students practice paraphrasing.

## **Days 10-11**

### **Assessment 1**

Mid-way Assessment Rubric

### **Lesson Plan**

Those Baffling Bibliographies!

This is the fourth lesson in a unit on expository writing. Instruction guides students in using source cards to create a works cited list for a report.

### **Student Web Lesson**

Bibliography Blunders

Students use note cards to collect information.

## **Days 12-16**

### **Lesson Plan**

Information Shuffle

This is the fifth lesson in an expository writing unit. Students are set loose to explore, examine, and evaluate information for a research topic. Ultimately, students shuffle and physically sort their note cards into an organizational pattern for writing.

### **Student Web Lessons**

Prewriting Trail Tactics

Students organize and group related ideas.

Trailblazing Introductions

Students develop a sense of beginning by using strong leads.

Trailblazing Conclusions

Students develop a sense of ending by using closure and thought-provoking statements.

## **Days 17-27**

### **Lesson Plan**

Collaborative Compositions

This is the final lesson in an expository writing unit. Students are set loose to develop, draft, and elucidate information for a research topic. Students work collaboratively to write a paper as practice for the final task of writing their own papers.

## **Day 28**

### **Assessment #1**

Research Process Rubric Final Self-assessment

## **Day 28-32**

**(Time frame depends upon amount of research time allowed in class.)**

### **Assessment #2**

Expository Writing Rubric

## **Day 33**

### **Assessment #3**

Info Expo Post-test

## Curriculum Map

Lesson Plans	Fact or Fiction	Information Sensation	No Plagiarism, Please!	Baffling Bibliographies	Information Shuffle	Collaborative Compositions
# of Sessions	3	4	2	2	5	10+
Assessments	Diagnostic & Multiple Formatives	Multiple Formatives	Multiple Formatives	Multiple Formatives	Diagnostic & Multiple Formatives	Multiple Formatives & Three Summatives
<b>Instruction for Targeted Curriculum</b>						
LAA13481 Note taking from reading.			Modeled Practiced		Modeled Practiced	
LAA23682 Uses a variety of sources		Modeled Practiced			Modeled Practiced	
LAA23781 Compiles information with an organizer	Modeled Practiced				Modeled Practiced	
LAA23782 Compare/ contrast	Model/Practice /Reviewed				Modeled Practiced	
LAA23783 Records bibliographic information		Modeled Practiced		Modeled Practiced	Modeled Practiced	
LAA23784 Classifies and records info. using note cards			Modeled Practiced		Modeled Practiced	
LAB13181 Prewriting strategies	Model/Practice /Reviewed					Reviewed Practiced
LAB13182 Prewriting strategy suitable for task	Model/Practice /Reviewed					Reviewed Practiced
LAB13283 Details and facts to support a topic						Reviewed Practiced
LAB13287 Proofreads for conventional errors						Reviewed Practiced
LAB13288 Analyzes and revises draft						Reviewed Practiced

## Instruction for Targeted Curriculum

LAB13382 Uses conventions of punctuation						Reviewed Practiced
LAB13383 Uses conventions of capitalization						Reviewed Practiced
LAB13384 Uses various parts of speech correctly in writing						Reviewed Practiced
LAB13385 Uses a variety of sentence structures						Reviewed Practiced
Goal 3 Resource Managers						
Goal 3 Effective Communicators						
Goal 3 Information Managers						
Goal 3 Cooperative Workers						