**Unit 1: Expository Writing**

**High Priority** – Students must know:

* **9.7.2.2:** 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.
  1. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
     + I can write an informative text that clearly introduces and organizes a complex topic.
  2. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
     + I can use well-chosen facts and details that are relevant to my topic and my audience’s knowledge of the topic.
     + I can use well-chosen quotations or paraphrased examples to support my topic.
  3. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
     + I can use a variety of transitions between paragraphs and ideas within a paragraph in order to create clarity and cohesion in my writing.
  4. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
     + I can use specifically chosen language and vocabulary terms used in relation to the topic of which I am writing.
  5. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
     + I can write about a complex subject while using a professional/academic style and tone.
  6. 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).
     + I can provide a concluding statement or section that reviews and supports the information presented.
* **9.7.5.5:** Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  1. I can implement the writing process: planning, drafting, revising, editing, & rewriting.

**Medium Priority** – Students should know:

* **9.7.4.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Low Priority** – It is nice for students to know:

* **9.7.6.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
* **9.11.1.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  1. Use parallel structure.
  2. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
* **9.11.2.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
2. Use a colon to introduce a list or quotation.
3. Spell correctly.