Feb.: Persuasive essay

Content Area: **English**
Course(s):
Time Period: **February**
Length: **4-5 weeks Weeks**
Status: **Published**

Unit Overview

This unit teaches students the components to writing a persuasive letter.

Enduring Understandings

: Opinion writing relies on persuasive techniques that prompt readers to adopt the writer's point of view and take action.

Essential Questions

: How do writers use persuasive techniques to write effective opinion papers?

Instructional Strategies & Learning Activities

Day 1 & 2 _____

Obj.: evaluate a persuasive piece for techniques

Mat.: The Great Kapok Tree (book or YouTube)

Assess: word splash, generated list from book, essential questioning

Day 3 _____

Obj.: generate persuasive elements by working in groups

Mat.: Persuasive Essay Building Blocks, The Great Kapok Tree text

Assess: reasons

Day 4 _____

Obj.: identify and develop thesis statements

Mat.: scan introductions and thesis statements

Assess: discussion

Day 5-6 _____

Obj.: identify format and techniques through analyzing examples of persuasive

Mat.: example of persuasive essay – Boxing: Countdown to Injury handouts and scan; Student Model – Persuasive Essay

Assess: discussion

Day 7 _____

Obj.: identify parts of a persuasive essay and formulate a thesis

Mat.: envelope with persuasive essay pieces, half sheet of construction paper

Assess: final construction of essay

Day 8&9 _____

Obj.: Use Boxing example to fill in graphic organizer

Mat.; they need their boxing example, graphic organizer, persuasive essay format

Assess: graphic organizer

Day 10 _____

Obj. prewrite for their persuasive essay

Mat.: graphic organizer

Assess: organizer

Day 11, 12, maybe 13 depending on pace _____

Obj.: create rough draft

Mat.: persuasive words sheet

Assess: essays

Day 14, 15, maybe 16 _____

Obj.: revise and edit their essay

Mat.: rubric

Assess: final copy

Integration of Career Readiness, Life Literacies and Key Skills

Students learn persuasive words and strategies to effectively communicate their opinion to their audience. Students use technology to formulate final product.

9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.DC.1	Explain the need for and use of copyrights.
9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

Technology and Design Integration

Students use technology to type up their essay in final form.

	Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).
	Shared features allow for common troubleshooting strategies that can be effective for many systems.
8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

Interdisciplinary Connections

Topics can include science, social studies, and other disciplines requiring research and data collection.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will be monitored for additional support or encouragement to stretch their skills on a one on one basis through conferencing and teacher observation.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP modifications will be followed in addition to the differentiation strategy listed above.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Aimsweb testing and writing samples

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Teacher observation and conferencing

See imbedded assessments in lessons.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of

ways to combine these approaches.

Summative assessments for this unit:

Final letter submission.

Instructional Materials

See materials above.

Standards

CCSS.ELA-Literacy.W.5.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
CCSS.ELA-Literacy.W.5.1.b	Provide logically ordered reasons that are supported by facts and details.
CCSS.ELA-Literacy.W.5.1.c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
CCSS.ELA-Literacy.W.5.1.d	Provide a concluding statement or section related to the opinion presented.
CCSS.ELA-Literacy.W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CCSS.ELA-Literacy.W.5.2.c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
CCSS.ELA-Literacy.W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.