

Unit Design Template

Subject: English-8

Unit: Persuasion

Part I: Clarity of Learning Targets

What are the grade level indicators that go with this unit? Place a star next to the grade level indicators that are Power Indicators. Are the indicators in student friendly language? Place the level of Bloom's Taxonomy next to each Power Indicator.

Writing Process (Power Indicators: 5, 6, 8, 11, 12, and 17)

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.

4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.

*5. Use organizational strategies (e.g., notes and outlines) to plan writing. (Procedural, Apply)
Student-Friendly: *Use organizational strategies (graphic organizers) to plan writing.*

*6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing. (Procedural, Create)
Student-Friendly: *Organize writing with an engaging introduction, detailed body, and a conclusion.*

*8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus reinforced by parallel structures across paragraphs. (Procedural, Create)
Student-Friendly: *Group related ideas into paragraphs that begin with topic sentences and maintain the same organization throughout the body paragraphs.*

*11. Reread and analyze clarity of writing and consistency of point of view. (Procedural, Analyze)
Student-Friendly: *Proofread to make sure writing is clear and has the same point of view throughout.*

*12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose. (Procedural, Evaluate)
Student-Friendly: *Add and delete details to better support your purpose for writing.*

13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.

16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

*17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (Procedural, Apply)

Student-Friendly: Use electronic resources and graphics to prepare a final product.

Research (Power Indicator: 3 and 7)

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation.

2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).

*3. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date and coverage) (Conceptual, Evaluate)

Student-Friendly: Determine the validity (reliability; trustworthiness) of a source.

6. Integrate quotations and citations into written text to maintain a flow of ideas.

*7. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement. (Procedural, Create)

Student-Friendly: Create an accurate bibliography to give credit for sources used.

Writing Conventions

1. Use correct spelling conventions.

2. Use correct punctuation and capitalization.

Writing Applications

Write persuasive compositions that:

- a. establish and develop a controlling idea;
- b. support arguments with detailed evidence;
- c. exclude irrelevant information; and
- d. cite sources of information

Communication: Oral and Visual

2. Identify and analyze the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.

4. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and how they contribute to meaning.

6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.

10. Deliver persuasive presentations that:
- establish and develop a logical and controlled argument;
 - include relevant evidence, differentiating between evidence and opinion to support a position and to address counter-arguments or listener bias; and
 - consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution).

What are the Big Ideas that go with this unit?

Research

- ✓ Successful researchers consider a variety of factors when determining the appropriateness of their sources.
- ✓ Successful researchers include appropriate quotations and correctly cite sources in their writing and presentations in order to avoid plagiarism.

Writing Applications

- ✓ Successful writers research, form an opinion, and organize their information and ideas into a persuasive piece appropriate for the intended audience.

Oral and Visual Communication

- ✓ A successful audience determines the credibility of the speaker through his/her use of persuasive techniques and bias.
- ✓ Successful speakers use a variety of skills and strategies to effectively impact an audience.

What are the Essential Questions that go with this unit?

Research

- ✓ What do successful researchers consider when choosing their sources?
- ✓ How do successful researchers avoid plagiarism in their writing and presentations?

Writing Applications

- ✓ What steps do successful writers follow to compose a persuasive piece of writing?

Oral and Visual Communication

- ✓ How does a successful audience determine the credibility of the speaker?
- ✓ What can successful speakers do to engage an audience?

What strategies will we use in order to make learning targets clearer for all students, before, during and after instruction? How will you communicate the learning indicators to students?

- ✓ Give the students the rubric at the beginning of unit
- ✓ Use of strong and weak models
- ✓ Big idea posters/post daily learning target(s)
- ✓ Learning Targets on student handouts

Strategies for making learning targets clearer for students

- ✓ At the beginning of a unit, share the Big Idea or Essential Question with the students. Once you have taught a lesson, refer to the Big Idea or Essential Question and have the students make connections between the lesson and the Big Idea or Essential Question.
- ✓ Pose the Essential Question throughout or at the end of the unit. Have the students answer the Essential Question in their own words. The goal in this case is for the students to be able to respond to the Essential Question with the Big Idea stated in their own words.
- ✓ Share the grade level indicator with the students before, during, and after the lesson. Make connections between the grade level indicator and the Big Idea/Essential Question.
- ✓ Have the students summarize what they have learned in an exit slip.
- ✓ Introduce the language of a rubric to students by asking them what they already know and then linking their thoughts to the main concepts in the rubric.
- ✓ Create rubrics that are in student friendly language.
- ✓ Teach students how to use the rubric to evaluate models of strong and weak work samples.

Part II: Feedback and Assessments (Formative and Summative)

How will we provide students with feedback throughout the unit?

What formative assessments will we use? (Non-graded assignments that check for understanding and provide feedback to the students) Incorporate the 7 Strategies of Assessment for Learning here.

- ✓ Peer editing handout with feedback
- ✓ Model essay/use of the rubric
- ✓ Use of student models - copy student rough draft paragraphs and practice giving feedback as a class

What summative assessments will we use? (Graded, evaluative assessments)

- ✓ Persuasive essay rubric – Discussed and created a common rubric for the persuasive essay
- ✓ Persuasive presentation rubric

Part III: Instruction and Student Activities

What instructional and student activities will we use for this unit? These activities should directly align with the indicators and assessments.

- ✓ Research/take notes
- ✓ Complete a graphic organizer for essay
- ✓ Complete a rough draft

Editor's Checklist for Persuasive Essay

Name _____

Editor's Name _____

Directions: Use this checklist to judge the quality of your partner's rough draft by providing feedback. Also, highlight errors in punctuation, spelling, and grammar on the rough draft.

Words and phrases to omit from your essay:

FUN	THINGS	STUFF
I WILL NOW TELLYOU...	MY ESSAY/REPORT...	YOU WILL (HAVE) READ...
NOW YOU KNOW...	NOW YOU CAN SEE...	THIS PARAGRAPH...
I AM WRITING ABOUT...		

➤ **Your introduction paragraph has the following requirements (check off):**

- _____ an interesting and creative angle that shows the importance of your topic and grabs the readers attention
- _____ contains at least 4 background sentences
- _____ contains a thesis that takes a definite stand on the issue; establishes a clear plan for the essay
- _____ thesis statement is the last sentence
- _____ is at least 7-8 sentences long

Score from rubric _____ / 6	Strength:	Work on:
-----------------------------	-----------	----------

➤ **Your body paragraph #1 has the following requirements (check off):**

- _____ a clear topic sentence that states the opposing argument (goes against your view)
- _____ a minimum of three details supporting the opposing argument
- _____ each detail is supported with a minimum of 3 sentences (elaboration)
- _____ transition words/phrases between details
- _____ a closing sentence that summarizes the opposing argument
- _____ is at least 11 sentences

Score from rubric _____ / 6	Strength:	Work on:
-----------------------------	-----------	----------

➤ **Your body paragraph #2 has the following requirements (check off):**

- _____ a transition sentence that connects body paragraph #1 and #2
- _____ a clear topic sentence that states a supporting argument (goes with your view)
- *transition and topic sentence can be combined into 1 sentence
- _____ a minimum of three details supporting the argument
- _____ each detail is supported with a minimum of 3 sentences (elaboration)
- _____ transition words/phrases between details
- _____ a closing sentence that summarizes the argument
- _____ is at least 11 sentences long

Score from rubric _____ / 6	Strength:	Work on:
-----------------------------	-----------	----------

➤ **Your body paragraph #3 has the following requirements (check off):**

- _____ a transition sentence that connects body paragraph #2 and #3
- _____ a clear topic sentence that states the strongest argument (goes with your view)
- *transition and topic sentence can be combined into 1 sentence
- _____ a minimum of three details supporting the strongest argument
- _____ each detail is supported with a minimum of 3 sentences (elaboration)
- _____ transition words/phrases between details
- _____ a closing sentence that summarizes the argument
- _____ is at least 11 sentences long

Score from rubric _____ / 6	Strength:	Work on:
-----------------------------	-----------	----------

➤ **Your closing paragraph has the following requirements (check off):**

- _____ refers to your angle in a creative and different way
- _____ restates 3 main body paragraph ideas
- _____ restates the thesis statement in an original way
- _____ a call of action for the reader to support the topic
- _____ is at least 6-7 sentences long

Score from rubric _____ / 6	Strength:	Work on:
-----------------------------	-----------	----------

➤ **Quote integration has the following requirements (check off):**

- _____ essay has at least 1 full quote in body paragraph 2 or 3
- _____ quote is integrated properly (formatting)
- _____ quote is introduced properly

Score from rubric _____ / 4	Strength:	Work on:
-----------------------------	-----------	----------

Persuasive Essay Evaluation

Name _____ Date Turned In _____

Category	6	5	4	3	2	1
Introduction Paragraph	Offers an interesting & creative angle that shows the importance of your topic & grabs the reader's attention; at least 4 background sentences	Offers a good angle that shows the importance of your topic & grabs the reader's attention; at least 4 background sentences	Attempts an angle that shows your topic & grabs the reader's attention; at least 4 background sentences	Topic is addressed; includes some background information	Lacks an angle that shows your topic; insufficient background information	Topic is unclear; lacks background information
Thesis Statement	Takes a definite stand on the issue; establishes a clear plan for the essay; is last sentence of introduction	Takes a stand on the issue; establishes a plan for the essay; is last sentence of introduction	Takes a stand on the issue; attempts to establish a plan for the essay; sentence is somewhat formatted correctly	Takes a stand on the issue; attempts to establish a plan for the essay; sentence is formatted incorrectly	Lacks a clear stance on the issue; plan for the essay is not fully developed	Thesis statement is unclear
Body Paragraph #1 (Against)	Clearly states the opposing argument; gives three elaborate details supporting this argument; has a closing sentence summarizing the argument	States the opposing argument; gives three details supporting this argument; has a closing sentence summarizing the argument	States the opposing argument; gives some details supporting this argument; has a closing sentence	States the opposing argument; has insufficient details supporting this argument; has a closing sentence	Lacks a clear opposing argument; has insufficient details supporting this argument	Opposing argument is unclear; lacks supporting details
Body Paragraph #2 (For)	Clearly states an argument in support of your topic; and gives three elaborate details supporting this argument; a closing sentence summarizing the argument	States a supporting argument; gives three details supporting this argument; has a closing sentence summarizing the argument	States a supporting argument; gives some details supporting this argument; has a closing sentence	States a supporting argument; has insufficient details supporting this argument; has a closing sentence	Lacks a clear supporting argument; has insufficient details supporting this argument	Supporting argument is unclear; lacks supporting details
Body Paragraph #3 (For)	Clearly states the strongest argument in support of your topic; and gives three elaborate details supporting this argument; a closing sentence summarizing the argument	States the strongest argument; gives three details supporting this argument; has a closing sentence summarizing the argument	States the strongest argument; gives some details supporting this argument; has a closing sentence	States another supporting argument; has insufficient details supporting this argument; has a closing sentence	Lacks another clear supporting argument; has insufficient details supporting this argument	Another supporting argument is unclear; lacks supporting details

Closing Paragraph	Angle used in introduction is referred to again, only in a creative and different way; three main body paragraph ideas and thesis are restated; includes a call of action for your reader to support the topic	Angle used in introduction is referred to again, only in a different way; three main body paragraph ideas and thesis are restated; includes a call of action for your reader to support the topic	Angle used in introduction is referred to again; references body paragraph ideas and thesis; attempts a call of action for your reader to support the topic	Angle used in introduction is referred to again; references body paragraph ideas and thesis	References body paragraph ideas and thesis	Lacks references to introduction
Transitions/ Topic Sentences			Transitions are appropriately used and varied; topic sentences clearly state the topic of the paragraph and connect the paragraphs together (TS 2 & TS 3)	Transitions are appropriately used; topic sentences state the topic of the paragraph and connect the paragraphs together (TS 2 & TS 3)	Transitions are inappropriately used or missing; topic sentences state the topic of the paragraph	Transitions are lacking; topic sentences are missing
Quote Integration			Logically integrated at least one full quote properly into your report	Integrated at least one full quote properly into your report	Attempted to integrate at least one full quote into your report	Lacks one full quote
Works Cited	Contains a minimum of five sources and is completed accurately	Contains a minimum of five sources, but has 1-2 errors	Contains a minimum of five sources, but has 3-4 errors	Contains a minimum of five sources, but has 5-6 errors	Contains a minimum of five sources, but has 7-8 errors	Contains a minimum of five sources, but 8-9 errors
Mechanics	Essay reflects excellent spelling, punctuation and grammar	Essay reflects good spelling, punctuation and grammar	Essay reflects adequate spelling, punctuation and grammar	Essay contains numerous spelling, punctuation and grammatical errors	Essay contains numerous spelling, punctuation and grammatical errors; errors distract readability	Essay contains numerous spelling, punctuation and grammatical errors; errors make understanding difficult
Format			Essay is formatted correctly according to the final copy guidelines	Essay contains 1-2 errors in formatting	Essay contains 3-4 errors in formatting	Essay contains 5 or more errors in formatting

Total Points _____/60 **Grade** _____

Comments: _____
