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### Implementation of a 6 Week Persuasive Reading and Writing Curriculum for Middle School Students

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**Regis University**  
College for Professional Studies Graduate Programs  
**Final Project/Thesis**

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IMPLEMENTATION OF A 6 WEEK PERSUASIVE READING AND WRITING  
CURRICULUM FOR MIDDLE SCHOOL STUDENTS

by

Robin D. Alt

A Research Project Presented in Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

REGIS UNIVERSITY

August, 2009

## ABSTRACT

### Implementation of a 6 Week Persuasive Reading and Writing Curriculum for Middle School Students

In this research project, the author presents a 6 week curricular unit that will be implemented at Soroco Middle School as a component of the Grade 7 language arts curriculum. This unit is designed to provide educators with: (a) a clear, concise method to prepare a wide variety of students for high stakes testing; (b) a deliberate approach to teach diverse students how to think critically and argue constructively; and (c) a concrete, effective method to teach a wide range of students how to use multiple writing strategies to construct persuasive paragraphs.

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## Chapter 1

### INTRODUCTION

The requirements of the No Child Left Behind Act (2001, as cited in Hahs-Vaughn & Scherff, 2008) established high stakes testing and increased school accountability. Because reading and writing assessments are at the core of these high stakes tests, the skills and knowledge of language arts educators are particularly important in public schools. Hahs-Vaughn and Scherff cited Burns (2007) and stated, “And as literacy achievement is a central agent for testing in current accountability mandates, literacy teachers and English teachers are particular targets for scrutiny” (p. 23).

However, the problem lies in the inherent difficulty of being able to sort through the plethora of educational and instructional trends and techniques to discover and adopt sound instructional practices that work for a variety of students. To develop a middle school language arts curricular plan that incorporates research based practices and, also, differentiates for a wide range of student abilities and equips them with the skills they need to perform proficiently on high stakes testing is a challenging and daunting task.

#### Statement of Problem

Effective writing skills are paramount for students’ successful academic futures, and their attainment of effective critical thinking and argumentative skills are even more important. Such skills provide an avenue of success across all other disciplines. Despite the need for students to learn how to write and argue effectively, students spend very

little time writing or debate in their English or language arts classrooms (Schmoker, 2006).

It is this author's opinion that teaching students how to write is an abstract and often complicated process for many teachers. Why else would teachers consistently utilize methods that are ineffective for teaching students how to write (Schmoker, 2006)? Teachers need a clear and concrete method to teach and evaluate writing objectively, especially in the persuasive genre, and students need a consistent, concrete method to master these important skills.

### Purpose of Project

The purpose of this project was to develop a 6 week curricular unit that is focused on writing instruction in the persuasive genre. The Every Child A Writer (ECAW) program is used to instruct and evaluate writing in a concise and objective manner. Backward design is used to develop this assessment driven unit. The author of this project intends to show how the combined use of ECAW and backward design can help all teachers to achieve concrete, measurable growth in students' writing. Teachers at South Routt Middle School will use this curriculum to teach literacy in the persuasive genre to students in Grade 7.

### Chapter Summary

Language arts educators need: (a) a clear, concise method to prepare a wide variety of students for high stakes testing; (b) a deliberate approach to teach diverse students how to think critically and argue constructively; and (c) a concrete, effective method to teach a wide range of students how to use multiple writing strategies. In Chapter 2, the Review of Literature, this author presents the background material to



support the methodology that was used to construct a middle school language arts curricular unit focused on persuasive writing.

## Chapter 2

### REVIEW OF LITERATURE

The purpose of this project was to develop a 6 week curricular unit that is focused on writing instruction in the persuasive genre. The targeted students are public middle school students. With the continued focus on test scores and the exceptional pressure placed upon language arts educators to succeed in their preparation of students for the tests, it is important for language arts teachers to have a well designed curricular unit that meets the needs of a variety of students and incorporates strategies that researchers have found to be effective.

#### No Child Left Behind

Rose (2004) cited the No Child Left Behind Act, which was signed on January 2, 2002 and mandated a new, aggressive, and direct approach to instruction. Suddenly, school funding, job security for school personnel, and the continued existence of school districts became dependent upon standardized test scores. Specifically, school staff were required to achieve annual yearly progress (AYP) or face dire consequences.

Seven years later, schools still operate under the mandates of the No Child Left Behind Act (Rose, 2004). Teachers must bring *all* students 1 year further in their learning, and this is calculated via the use of standardized test scores. According to Rose, if a district does not achieve AYP for 4 consecutive years, the state could choose to:

1. reduce programmatic or administrative funds,
2. replace the curriculum,
3. terminate personnel relevant to the failing population,

4. move some schools from the jurisdiction and provide alternative governance,
5. appoint a receiver to replace the superintendent and the board,
6. abolish and restructure the school district, or
7. provide choice for school district students to attend successful neighboring school districts. (p. 126)

In order to avoid such consequences, school district staff must achieve AYP across all demographic groups, a daunting task given the achievement gap inherent in public schools in the United States (Rose, 2004). This means that all students, including the members of special education groups, minority groups, and low socioeconomic groups, are required to reach 100% proficiency by 2013-2014, despite the starting point of each group. Certainly, instruction with clear, measurable outcomes, which can be used in classrooms of diverse students, is a necessary starting point to achieve AYP for all demographic groups.

#### The Path toward Differentiated Instruction

Tobin and McInnes (2008) defined *struggling students* as those: (a) who find learning to read and write highly challenging tasks, (b) who come from diverse cultural and linguistic backgrounds that are unmatched in the classroom, or (c) who have learning disabilities (LD) that render reading and writing particularly difficult. Certainly, the academic needs of these struggling students are very different than those of their normally achieving peers, yet they, too, are expected to reach a level of proficiency by 2013-2014 (Bui, Schumaker, & Deshler, 2006).

To improve the quality of writing produced by students who struggle to read and write appears particularly difficult. Bui et al. (2006) cited multiple researchers who reported that students with learning disabilities (LD): (a) typically received less

instruction, (b) were given less time to practice writing (Berninger et al., 1998, as cited in Bui et al.), and (c) demonstrated a wide range of skill deficits in the areas of organization (Englert, Raphael, Fear, & Anderson, 1988; Graves, Montague, & Wong, 1990; both cited in Bui et al.), topic focus (Englert & Thomas, 1987; Graham & Harris, 1989; both cited in Bui et al.), writing mechanics (Graham, 1997; Graham, Harris, MacArthur, & Schwartz, 1991; both cited in Bui et al.), sentence structures (Kline, Schumaker, & Deshler, 1991; Schmidt, Deshler, Schumaker, & Alley, 1989; both cited in Bui et al.), and revising and editing (MacArthur, Graham, & Schwartz, 1991; Schumaker et al., 1982; both cited in Bui et al.). However, Bui et al. reported that students with LD and struggling students have not been the only students who have failed to meet levels of proficiency. The staff of National Assessment of Education Progress (NAEP; 2002, as cited in Bui et al.) reported that the majority of students in Grade 4, Grade 8, and Grade 12 wrote at Unsatisfactory or only Partially proficient levels. Apparently, most students struggle to write at an acceptable level whether they are struggling students, students with LD, or their normally achieving peers.

Tobin and McInnes (2008) proposed that all students learn in different ways and require teaching methods that recognize these differences; therefore, teachers must differentiate the learning activities and assessments available in their classrooms. As part of their research, Bui et al. (2006) and De La Paz and Graham (2002) recognized this need to differentiate instruction, but they proposed that the key to effective teaching today was to utilize instructional practices that benefitted a wide range of students and their equally expansive ability levels. According to Bui et al. and De La Paz and Graham, the use of differentiated instruction was necessary; however, it would be less

burdensome to teachers if they had access to instructional practices that benefitted normally developing students as well as those categorized as struggling learners or students with LD.

### Assessment Driven Instruction

According to Conca, Schechter, and Castle (2004), the mandates of educational legislation inherently require the use of assessment driven instruction; therefore, assessment needs to be at the forefront of instructional practices. Despite this need, Conca et al. reported that teachers, who met collaboratively to discuss assessment and instructional planning related to students' writing skills, spent only 10% of their time together to discuss how to design assessment derived instruction. Conca et al. cited Stiggins (1999) and stated,

[Teachers] need to have a clear perception of expected learning outcomes, be able to develop assessments that are congruent with these outcomes, know how to analyze and interpret student performance, and modify classroom instruction based on their analysis. (p. 59)

To assist teachers in their effort to collaboratively plan assessment driven instruction, the researchers of the Coalition for Essential Schools developed the Turning Protocol (Conca et al., 2004). The purpose of the Turning Protocol is to outline the steps involved in a conversation designed to lead the teachers toward a deeper understanding of student work and to provide an avenue to determine the next appropriate instruction. The protocol consists of the following steps.

1. Overview (5 minutes): The presenting teacher provides a very brief context for the work to be presented.
2. Description of Work (10-15 minutes): Respondents describe, without evaluation or judgment, what they see in the work.

3. Interpretation of Work (10-20 minutes): Respondents analyze the work for evidence of literacy skills and learning (if comparing work from two different points in time).
4. Instructional Implications (10-20 minutes): Based on the description and analysis, respondents identify what additional instructional activities and experiences might serve to develop the student's skills.
5. Summing Up (5 minutes): The presenting teacher summarizes what she or he has gained from the conversation. The teacher outlines his or her next course of action and shares any lingering questions or concerns. (p. 61)

In addition to the adherence to a recommended protocol for the discussion of student writing, teachers need to re-evaluate how they approach assessment (Conca et al., 2004). Instead of the use of assessment to evaluate post-instruction learning, teachers should approach assessment as a guide to instruction. This takes two forms. First, teachers should develop the assessment, use it to assess students, and then use the results of the assessment to guide the next step of instruction. Simultaneously, the teacher should design an assessment that carefully determines what should be taught; therefore, the assessment will drive instruction. Often, this is referred to as backward design.

### Backward Design

Many students can successfully memorize facts and concepts without a full construction of understanding (Wiggins & McTighe, 2005). Too often, this is because instruction is driven by the textbook, fun activities, worksheets, and lectures designed to expose the student to the concepts, or instruction is driven by the need to cover vast amounts of material within the time constraints of the school year. Instead, instruction should be driven by curricular standards and assessments and should scaffold learning.

Wiggins and McTighe (2005) reported that the use of backward design is the most effective approach to curricular design. The use of backward design requires that teachers think first about the specific learning they seek and then about acceptable

evidence of that learning. All of this must come before teachers consider what activities will be part of the unit. The backward design process begins with Stage 1, Identify Desired Results. Here, the teacher must ask, What is important for students to be able to do and understand? The answer to this question then becomes the goal(s) for the unit, and the goal is directly tied to national, state, or district standards. Then, the teacher moves onto Stage 2, Determine Acceptable Evidence. Here, the teacher must ask, What is acceptable proof that the student understands the concept(s) at a level of proficiency? Finally, the teacher moves onto Stage 3, Plan Learning Experiences and Instruction. Here, the teacher asks, What facts, concepts, and skills does the student need in order to achieve the desired results? What activities will provide students with the needed knowledge and skills?

Only after proceeding through the three stages can the teacher successfully plan the methods, sequence of lessons, and materials (Wiggins & McTighe, 2005). Only after the goal is established and acceptable forms of evidence have been identified can the lesson plans take shape. By adherence to the three stages of backward design, educators can move away from activity based or coverage oriented instruction and into standard based teaching.

### *Importance of Backward Design*

Curricular design is more important now than ever before (Kelting-Gibson, 2005). The No Child Left Behind Act of 2001 plus the current political focus on educational practices makes effective instruction paramount. In order to be successful, teachers need to determine which curricular design process is effective. Danielson (1996, as cited in Kelting-Gibson) identified six components of effective teaching:

1. Knowledge of content and pedagogy;
2. Knowledge of students and their skill levels;
3. Ability to select suitable instructional goals;
4. Knowledge of resources;
5. Ability to design coherent instruction; and
6. Ability to accurately assess student learning. (p. 28)

Using these components as a basis for measurement, Kelting-Gibson (2005) studied 153 lesson plans of elementary preservice teachers. Half the teachers had received instruction in Wiggins and McTighe's (2005) backward design model, while the other half received instruction in a more traditional method. The more traditional method required the preservice teachers to: (a) define the goals, purposes, or objectives; (b) identify the activities related to the goals; (c) organize the activities; and (d) evaluate the goals.

Kelting-Gibson (2005) reported that the preservice teachers who received instruction in backward design outperformed those who received instruction in traditional curriculum design. The lesson plans of the preservice teachers who incorporated backward design: (a) displayed greater content knowledge, (b) made stronger connections between the content and other disciplines, and (c) reflected more research based practices. Also, within their lesson plans, the preservice teachers demonstrated greater knowledge of student skills and greater knowledge of how to accurately assess their instructional goals. Further, the preservice teachers developed clearer and more suitable goals for the students, developed more coherent instruction, and demonstrated a greater awareness of available resources. In summary, the preservice teachers who utilized backward design outperformed their counterparts in all six of Danielson's (1996, as cited in Kelting-Gibson) components of effective teaching.



## Explicit Writing Instruction

De La Paz and Graham (2002) cited Graham and Harris (in press) and stated, “Writing is one of the most difficult skills that children are expected to master in school” (p. 687). After all, skilled writing employs the use of many complex strategies, including (a) strategies to regulate the writing process (e.g., strategies for planning, monitoring, evaluating); (b) skills to produce text (e.g., handwriting, spelling, sentence construction); (c) knowledge about specific genres (e.g., persuasive, narrative, descriptive); and (d) knowledge about writing conventions (e.g., commas, capitalization, spelling). If these are the skills necessary to create quality writing, then educators assigned to guide students toward better writing must explicitly address these complex processes and strategies. Unfortunately, not all teachers utilize explicit instruction.

De La Paz and Graham (2002) found that students who received direct instruction in the use of writing strategies, along with the skills and knowledge needed to apply them, could: (a) write longer essays, (b) incorporate better vocabulary, and (c) write qualitatively better essays than students who did not receive explicit instruction in the use of writing strategies. Specifically, De La Paz and Graham found that students who were taught strategies to plan, draft, and revise text, as well as knowledge of the characteristics of good writing, outperformed their peers who were provided more informal or natural approaches to writing.

Bui et al. (2006) reported results that were similar to those of De La Paz and Graham (2002). They worded their findings this way: “A package of writing interventions can create statistically significant gains in the writing performance of . . . students with and without LD in inclusive general education classes” (p. 256).

Specifically, when students received explicit instruction in the use of planning, text structure, and writing strategies, students from a variety of cultural, linguistic, and economic backgrounds (i.e., including students with LD) showed gains in their writing scores. Finally, Monroe and Troia (2006) reported that students with LD who received direct instruction in the use of planning, revision, and self-regulation strategies made substantial gains in their ability to write persuasive essays. Importantly, they reported that their findings supported those of De La Paz, Swanson, and Graham (1998), Graham and Harris (1989), Graham and Harris (2000), and Graham, MacArthur, and Schwartz (1995; all cited in Monroe & Troia). In summary, the findings of multiple researchers showed that explicit instruction in the use of writing strategies led to student improvement in writing.

### *Planning*

Skilled writers plan their writing (De La Paz & Graham, 2002). De La Paz and Graham cited Gould (1980) and Kellogg (1987) and reported that college students spent a quarter of their writing time engaged in the planning process, and business executives spent two thirds of their time in planning. De La Paz and Graham cited Bereiter and Scardamalia (1987) and Flower and Hayes (1980) who found that skilled writers: (a) plan what they will write, (b) plan how they will write it, (c) establish goals for their writing, (d) plan how to structure their ideas, and (e) consider the needs of their audience.

In contrast, De La Paz and Graham (2002) cited McCutchen (1995) and Scardamalia and Bereiter (1986) who found that school age children do very little planning. Often, when they do plan, their plans are simple, undeveloped, and contain only lists of words or ideas (Berninger, Whitaker, Feng, Swanson, & Abbott, 1996; as

cited in De La Paz & Graham). De La Paz and Graham confirmed this finding, for prior to the application of the experimental component of their study, De La Paz and Graham found that 80% of students involved in the study did not generate any written plan before they composed their essays.

The use of planning is especially important for developing writers (De La Paz & Graham, 2002). The use of a written plan provides a sort of memory card, where all the young writer's ideas can be stored until used later. This permits the writer to focus on other writing processes, such as the translation of ideas into well written sentences. Also, because developing writers tend to use each preceding idea to generate a new idea during the writing process, they record everything they know about a topic no matter its relevancy; an advanced plan keeps the writer focused and on track.

The idea that the use of advanced planning helps developing writers is supported by research. De La Paz and Graham (1997) reported that middle school students with LD who received direct instruction in the use of planning strategies (e.g., combined with the opportunity to dictate their ideas to a scribe) "wrote essays that were longer, more complete, more cohesive, and qualitatively better than those generated by students in the control writing group" (p. 218) who did not receive explicit instruction in planning. Also, Monroe and Troia (2006) found that the use of advanced planning helped students with LD to compose qualitatively better essays. Bui et al. (2006) and De La Paz and Graham (2002) reported similar findings, but their results showed that the use of advanced planning aided normally achieving students as well.

### *Revision*

De La Paz and Graham (2002) cited Fitzgerald (1987) and Graham and Harris (2000) who found that, just like the use of planning, the process of revision is an important practice employed by skilled writers. Like planning, however, the process of revision plays a much smaller role in the composition processes of developing writers. Specifically, De La Paz and Graham cited Graham, MacArthur, and Schwartz (1995), MacArthur and Graham (1987), and MacArthur, Graham, and Schwartz (1991) who reported that students with LD made very little effort to revise and, typically, their revisions were limited to conventions or word choice.

Again, the research supports the use of explicit instruction in the practice of revision as a means to improve student writing. De La Paz and Graham (1997) found that students with LD who received direct instruction in self-regulated strategy development, a strategy that included a focus on revision, wrote longer and qualitatively better essays than the students in the control group who did not receive that instruction. Bui et al. (2006), De La Paz and Graham (2002), and Monroe and Troia (2006) found similar results. Again, Bui et al. and De La Paz and Graham (2002) found that explicit instruction in the practice of revision resulted in gains for both students with LD and their normally achieving peers.

### *The Benefits of Dictation*

The use of dictation offers advantages over writing by hand or typing (De La Paz & Graham, 1997). With dictation, students with LD are provided with an opportunity to circumvent the difficult mechanics of writing. Also, writers produce more text when they dictate (Froese, 1983; Gould, 1978a; Hay & Froese, 1984; Hidi & Hildyard, 1983;

McCutchen, 1987; all cited in De La Paz & Graham). Specifically, De La Paz and Graham reported that students with LD, who dictated, produced longer essays than those students who did not dictate. Also, they found that students with and without LD composed more coherent essays and qualitatively better essays when they dictated. The combination of dictation with the use of advanced planning resulted in the greatest gains for students with LD.

It is this author's opinion that most public school classrooms are not appropriately staffed to allow for ready use of dictation. However, De La Paz and Graham (1997) indicated that, when feasible, dictation would benefit students, especially those with LD.

### *The Power of the Rubric*

Rubrics have become a popular tool for teachers (Andrade, 2000; Moskal, 2003; Popham, 1997; all cited in Andrade, Wang, Du, & Akawi, 2009). Andrade et al. defined a rubric as "a document that articulates the expectations for an assignment by listing the criteria, or what counts" (p. 287). According to Andrade et al., some researchers (Andrade, Du, & Wang, in press; Ross, Rolheiser, & Hogaboam-Gray, 1999; both cited in Andrade et al.) indicated that the use of a rubric can improve the quality of student writing and their knowledge of how to write effectively. It was found that students who were given a rubric prior to a writing assignment and who received instruction in how to use it performed better than those students who were not given a rubric. Andrade (2001, as cited in Andrade et al.) reported that students who were simply given a rubric without any explanation earned higher scores in writing; however, those gains were reported in only one of three genres of writing. Still, Andrade reported that even those students could communicate more clearly about how their writing would be evaluated.

Andrade et al. (2009) reported that the use of a rubric especially benefitted girls. Specifically, girls who were given rubrics prior to the completion of an assignment reported greater belief in their ability to succeed at the writing task than those girls who were not given a rubric. Andrade et al. recommended that future researchers should examine the effect of rubric use on boys' sense of efficacy because their sample size of boys in comparison to their sample size of girls was insufficient.

Also, Andrade et al. (2009) cited Andrade and Du (2005) who noted that the presence of a rubric at the start of a writing task reduced student anxiety about the assignment. In addition, Andrade et al. reported that the instruction of students in how to use a rubric to evaluate examples or models of writing can help to develop writers. Wiggins (1998, as cited in Andrade et al.) recommended that teachers use a model to guide students through the use of the rubric; this might help the students to better understand the evaluation criteria. In turn, the students will more likely assess their own writing more accurately.

### Every Child A Writer

The Every Child A Writer (ECAW) school wide writing program was developed by the members of the National Literacy Coalition and has been implemented in Colorado schools since the year 2000 ("Writing Gains Reported," 2006). Within the first 2 years of implementation, 80% of the students at the participating schools earned higher scores on the Colorado Student Assessment Program (CSAP) tests. Gains have been reported in a variety of schools, including inner city, rural, and suburban, and in a variety of socioeconomic communities.

For example, the authors of *Writing Gains Reported* (2006) found that students at Burlington Elementary School, a school located in a small agricultural community in eastern Colorado, improved their scores by 93% over 6 years after their teachers adopted ECAW instructional strategies (# 2). More than 50% of the students at Burlington live in poverty. In comparison, less than 2% of students at Lewis-Palmer Elementary school, located in an affluent suburban area of Colorado, are eligible for free and reduced lunch, yet the number of students who wrote at a proficient or advanced proficient level increased from 46-70% in 2 years after the teachers adopted ECAW strategies for writing instruction. For this 2006 report, specifically, the authors listed 11 other Colorado schools in which students' writing scores on the CSAP increased dramatically after the implementation of ECAW instructional practices.

The ECAW writing program (as cited in "Writing Gains Reported," 2006) is based on research based practices to explicitly teach the use of writing strategies to a variety of students and ability levels. Primarily, the educator explicitly teaches the students how to plan, draft, and revise their writing while they simultaneously: (a) model what quality writing looks like, (b) model think-alouds, (c) incorporate dictation, and (d) introduce specific writing goals. All of this takes place in small groups that are flexible and ability oriented, and student writing is evaluated only after the students have had ample time to practice writing in a specific genre. Then, the educator evaluates the writing with the use of a rubric designed by researchers of the National Literacy Coalition that provides an objective approach to evaluation and that mirrors the CSAP officials' assessment techniques. Once student writing is evaluated, students are regrouped, based on the skills they need to attain.

Tobin and McInnes (2008) reported that the use of effective differentiated instruction provided students with opportunities to work independently and with others (e.g., in small, flexible groupings) and, also, it provided explicit instruction in writing strategies. In addition, they reported that struggling students benefited the most from: (a) tailored activities, (b) explicit instruction, and (c) extended instructional time with the teacher. The use of the ECAW writing program (as cited in “Writing Gains Reported,” 2006) allows for all of this yet, also, it meets the needs of normally achieving students and gifted and talented students.

### Chapter Summary

The need to bring all students to a level of proficiency to meet the goals of the No Child Left Behind Act (2002, as cited in Rose, 2004) was described in this chapter. Also, a brief look into the need to differentiate instruction to meet the needs of a variety of learners was provided, and it was suggested that the use of techniques that can be applied to a wide range of students would benefit teachers the most. In addition, the benefits of assessment driven instruction, most notably the use of backward design in the development of a curricular unit, were detailed, including a protocol to assist educators in the discussion of student writing as a means to attain assessment driven instruction. Finally, it was suggested that explicit instruction in the use of multiple writing strategies was the most effective way to teach developing writers how to write, both those with and without LD. Such instruction should include the use of planning, revision, dictation (i.e., when feasible), and a rubric, and the ECAW writing program (as cited in “Writing Gains Reported,” 2006) is one method that incorporates the use of these strategies and has been



reported to be effective. In Chapter 3, the method utilized to develop this project is detailed.

## Chapter 3

### METHOD

The purpose of this project was to design a 6 week curricular unit that is focused on writing instruction in the persuasive genre. The writing instruction for this project follows the Every Child A Writer (ECAW) program developed by the National Literacy Coalition (“Writing Gains Reported,” 2006) because this instruction: (a) can easily be modified to meet the needs of a variety of learners, (b) has resulted in increased writing scores for students in many Colorado schools, and (c) incorporates explicit instruction in the use of multiple writing strategies. In addition, the unit is designed via Wiggins and McTighe’s (2005) backward design approach.

Because this unit is designed for Grade 7 students at South Routt County School District, some of the reading material is selected from *Literature: Reading with Purpose*, Course 2, a text which was adopted by the school district to be used in Grade 7 language arts classrooms. The first 2 weeks of the unit are focused on student understanding of persuasive concepts and the examination of persuasive models. The next 3 weeks of the unit are focused on writing in the persuasive genre, and the unit culminates in the development and presentation of a persuasive letter that deals with a topic of the student’s choice.

### Target Audience

This curriculum is designed for students in Grade 7 at Soroco Middle School in Oak Creek, Colorado. The author will implement this unit, and she is a middle school

language arts teacher who has been designated as the 7<sup>th</sup>/8<sup>th</sup> Grade language arts educator at the school. A Dean of Students will informally observe the implementation of the curriculum. In addition, during the 3 week writing component of the unit, a 17 year veteran language arts teacher will collaborate with the implementing teacher to help plan the assessment driven instruction.

### Organization of the Curriculum

The curricular unit provides the teacher with a standards based daily guide for writing instruction in the persuasive genre for each day of the 6 week curriculum. The teacher is provided with: (a) a clear unit plan for the 6 week unit, (b) a daily lesson plan for each, (c) a copy of the modified rubric for persuasive writing assessment, (d) a copy of the rubric for persuasive writing assessment, (e) a list of potential writing targets and writing prompts to be selected per each group's academic needs, (f) a copy of the spelling lists referred to in the lesson plans and (g) the rubric to assess the final culminating project. The unit plan template clearly outlines the standards/benchmarks, the objectives, the enduring understandings, and the essential questions addressed throughout the unit. A list of assessments and a brief overview of the lesson plans (including methods of differentiation) are also included in the unit plan template. The daily lesson plan template includes the standards/benchmarks and objectives that are addressed in each lesson as well as the anticipatory set, model, and guided practice activity, independent practice activity, and close activity planned for each day.

The goal of the project is to provide the designated teacher with an effective, standards based curricular unit for students in Grade 7. The use of this unit allows the teacher to clearly, concisely, and explicitly instruct students in the use of writing

strategies with measurable results. In addition, a goal of this project is to provide the teacher with an objective and manageable method to: (a) assess student writing, (b) track the growth of students' writing ability, and (c) provide feedback to students.

#### Peer Assessment Plan

Assessment of the curricular unit was obtained from a 17 year veteran language arts teacher and a District Superintendent. Both individuals were asked to provide informal feedback, recommendations, and suggestions for further development. Each colleague was given a copy of the unit and asked to review it for clarity, ease of use, relevancy, and perceived effectiveness. Their feedback is discussed in Chapter 5.

#### Chapter Summary

Given both the current research on student writing achievement scores and the mandates of current education legislation, it is indisputable that the improvement of student writing is important and necessary. This author synthesizes knowledge gained from an extensive review of literature in order to design a standard based 6 week persuasive writing curricular unit appropriate for Grade 7 students at Soroco Middle School. The curriculum is presented in Chapter 4.

## Chapter 4

### RESULTS

#### Introduction

The purpose of this unit is to provide a 6 week persuasive reading and writing curriculum for Grade 7 students who attend Soroco Middle School. The curriculum follows a backward design approach to unit development and includes: (a) standards/benchmarks, (b) objectives, (c) enduring understandings, (d) essential questions, (e) prerequisite knowledge/skills, (f) formative and summative assessments, and (g) daily lesson plans.

The first 2 weeks focus on: (a) the establishment of basic knowledge, (b) the introduction of new terms and vocabulary, and (c) the examination of persuasive literature. During weeks 3-5, facilitation of the Every Child a Writer (ECAW) program commences, and the structure of the class period changes dramatically. The focus is now on planning, writing, revising, and drafting persuasive paragraphs, and students function within designated small groups (also referred to as writing groups). The groups are determined based on pre-test writing assessment scores and identified skill deficiencies, and the groups remain intact for a period of 3 weeks.

At this point, an explanation of how to facilitate the small groups in accordance with those practices outlined by the ECAW program is necessary. To begin, each group consists of three to six students and meets in each of three stations for approximately 15 minutes before receiving a cue to rotate. Expectations are briefly reviewed at the

beginning of each class period. Namely, students are required to be on task at all times, to silently read a book if they finish their work ahead of time, to solve problems or answer questions collaboratively, to transition quickly, and to only approach the teacher if there is a health or safety concern.

The three stations consist of: (a) Differentiated Writing, (b) Guided Writing Practice, and (3) Independent Learning Activity (see Appendix A for the Diagram of Small Group Rotation). During Differentiated Writing, the group receives instruction tailored to meet the needs of the individuals in that particular group. Together with the teacher, the students generate a model of the day's objective (either a plan or a paragraph) and record it in their journals. In Guided Writing Practice, the students work alone and/or collaboratively to generate a plan or paragraph using as a reference the model generated during Differentiated Writing. In Independent Learning Activity, the students work alone, in pairs, or as a group to complete a task that focuses on spelling, vocabulary, grammar, or reading comprehension.

The rotations become relatively routine, so weeks 3-5 follow a distinct pattern. On Day 1 of each week during Differentiated Writing, the teacher introduces the prompt (see Appendix A for suggested persuasive prompts). After a brief discussion of the topic, students open their writing journals to two blank pages. On the left, they write the date at the top, and down the left margin they write the acronym *TAPP* (Topic, Audience, Purpose, Plan). The teacher models the same. Since the students are familiar with this acronym, the group quickly fills in the Topic, Audience, and Purpose. We then discuss what Plan to use for a persuasive prompt (e.g., T-chart). Then, the teacher models how to use a T-chart for the particular persuasive prompt. Students copy the teacher's model on

the left hand side of their open journal pages and provide suggestions and feedback along the way. During this time, the teacher uses the think-aloud technique to explain the difference between examples, evidence, and explanations, to complete the T-chart, and to share the thought processes involved in the formulation of an opinion and supporting details.

After a quick check for understanding, students proceed to Guided Writing Practice. Here, students generate their own T-charts in response to the same prompt. If the teacher modeled the *pro* response to the prompt during Differentiated Writing, students are expected to create a T-chart that outlines the *con* side of the issue while in Guided Writing Practice. They create their T-chart on the right hand page of their journals so that the model is easily visible on the left hand page. Students are free to collaborate to generate ideas. After the students complete the Guided Writing Practice portion of the class period and complete a T-chart in response to their prompt, they move into an Independent Learning Activity which changes every day.

During Day 2 of the cycle, the group meets again with the teacher in Differentiated Writing. The teacher introduces the Writing Target (see Appendix A for suggested Writing Targets). Together, the teacher and students construct a paragraph in response to the prompt by using the T-chart created the day before and collaboratively generating ideas for sentence construction. Here, the students make suggestions by dictating an idea for the next sentence. The group considers the idea, and if they like it, the student repeats it and the group members write the sentence in their journals. The teacher guides their input, dictates her own contributions and suggestions, scaffolds support, and values all voices. When finished, all students and the teacher have written

identical paragraphs by using, and sometimes altering, the information in the T-chart modeled to them the day before. Before moving on, the students and teacher chorally read the paragraph or partial paragraph they jointly constructed and verify that they have incorporated the day's Writing Target.

Then, the students move on to Guided Writing Practice. Here, the students compose a persuasive paragraph using the T-charts they constructed the previous day. They have a model as a reference, they may collaborate and read one another's work, and they know they need to underline or circle the targeted skill. Again, after Guided Writing Practice, the group moves into an independent learning activity that focuses on vocabulary, reading and comprehension, spelling, or grammar.

On Day 3 of the cycle, students come to the small group with a completed persuasive paragraph. The Writing Target is reviewed and students share a sentence(s) that demonstrates their ability to incorporate the Writing Target. A quick discussion ensues regarding previous writing targets and whether the students remembered to include them. Then, a new prompt is introduced and the cycle begins anew as on Day 1 with an entirely new prompt. Likewise, the plan for Day 4 mimics the plan for Day 2.

On Day 5, students meet with the teacher in their small groups during Differentiated Writing to work on revision. Of the two paragraphs they constructed during the week, each student picks his/her favorite paragraph. Then, the teacher models various revision efforts, and the students simultaneously complete the same steps using their own drafts. The teacher provides guidance as necessary.

When the students move into Guided Writing Practice on Day 5, they finish making revisions and rewrite their revised paragraph on a piece of notebook paper and



turn it in. The teacher displays all paragraphs in the hallway or other visible location without editing or otherwise critiquing the writing, for this final draft is simply practice. This process typically continues for 2 more weeks, but for this particular unit it only continues for 1½ more weeks. During the 3<sup>rd</sup> week of operation in small groups, students write only one rough draft and one final draft. The unit culminates during week 6, at which time the focus turns to remedial help and assessment. The unit plan and daily lesson plans are presented in the following pages.

## Reading and Writing in the Persuasive Genre – A Unit Plan

<b>Name:</b> Robin Alt		
<b>Title:</b> Who Influences Us and How Do They Do So?		
<b>Content Area:</b> Language Arts – Persuasive Reading and Writing	<b>Grade:</b> 7	<b>Duration:</b> 6 weeks
<b>Backward Design Stage 1 – Identify Desired Results</b>		
<p><b>Standards/Benchmarks for Grade 7 Reading and Writing:</b></p> <ol style="list-style-type: none"> <li>1. Students read and understand a variety of materials.               <ol style="list-style-type: none"> <li>1.c Determine the main idea or essential message in a text.</li> <li>1.d Make reasonable inferences from information that is implied but not directly stated.</li> <li>1.e Infer by making connections between separated sections of a text.</li> <li>1.g Use word recognition skills to comprehend text.</li> <li>1.i Use context clues to determine the meaning of unfamiliar words.</li> </ol> </li> <li>2. Students write and speak for a variety of purposes and audiences.               <ol style="list-style-type: none"> <li>2.a Write in a variety of genre.</li> <li>2.b Develop ideas and content with significant details, examples, and/or reasons.</li> <li>2.c Organize ideas so there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion.</li> <li>2.d Use transitions to link ideas.</li> <li>2.e Plan, draft, revise, and edit for a legible final copy.</li> <li>2.f Use a variety of sentence structures with varied length.</li> <li>2.g Choose a range of words that are precise and vivid.</li> </ol> </li> <li>3. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.               <ol style="list-style-type: none"> <li>3.b Use standards English usage in writing, including subject/verb agreement.</li> <li>3.c Write in complete sentences.</li> <li>3.d Use paragraphs correctly so that each paragraph is differentiated by indenting or blocking and includes one major but focused idea.</li> <li>3.e Punctuate correctly.</li> </ol> </li> <li>4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.               <ol style="list-style-type: none"> <li>4.a Identify an author’s point of view and purpose.</li> <li>4.b Use reading and writing skills to identify problems, list possible solutions, and answer questions.</li> <li>4.c Differentiate fact from opinion in a variety of texts.</li> <li>4.d Analyze text to make predictions and draw conclusions.</li> <li>4.e Analyze the text’s main idea and use relevant details to support the analysis.</li> </ol> </li> <li>5. Students read to locate, select, and make use of relevant information from a variety of media, references, and technological sources.               <ol style="list-style-type: none"> <li>5.a Use organizational features of printed text to locate relevant information.</li> </ol> </li> </ol>		

<p>6. Students read and recognize literature as a record of human experience.</p> <p>6.a Read and respond to a variety of literature that represents perspectives from places, people, and events that are familiar and unfamiliar.</p> <p>6.b Apply literary terminology and knowledge of literary techniques to understand text.</p> <p>6.d Understand how figurative language supports meaning in a given context.</p>
<p><b>Enduring Understandings:</b> Students will understand that...</p> <ol style="list-style-type: none"> <li>1. Through persuasive writing, individuals can change the beliefs of others and/or call others to action.</li> <li>2. Persuasive writing can enable individuals to achieve personal goals.</li> <li>3. Authors use persuasive techniques to convince their audience to believe or act in certain ways.</li> <li>5. Being able to recognize an author's purpose, perspective, and use of persuasive techniques enables the reader to make more informed decisions.</li> </ol>
<p><b>Essential Questions:</b> Students will seek answers to:</p> <ol style="list-style-type: none"> <li>1. How do I try to persuade others? Are my methods effective?</li> <li>2. How can I better persuade and/or influence those around me?</li> <li>3. Who influences me and how do they do so?</li> </ol>
<p><b>Objectives:</b> As a result of this unit, students will know:</p> <ol style="list-style-type: none"> <li>1. Key terms – denotation, connotation, pro, con, euphemism, tone, hyperbole, compound subject, compound predicate.</li> <li>2. Persuasive techniques – emotionally loaded words, broad general statements, facts that support a claim, statements by experts, exaggerations.</li> <li>3. Vocabulary from the literature – cease-fire, frail, barren, endurance, implied, compassion, quarried, principle, relevant, ensure, assurance, authoritarian, ultimately, impoverished, mortified, tact, ecstatic, avidly, prominent, entice.</li> <li>4. The difference between a fact and an opinion.</li> <li>5. Different types of sentences – declarative, interrogative, imperative, and exclamatory.</li> </ol> <p>As a result of this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Distinguish between fact and opinion in literature and effectively utilize both in their persuasive writing.</li> <li>2. Identify an author's purpose and perspective in literature.</li> <li>3. Use a variety of persuasive techniques in their writing.</li> <li>4. Identify an author's tone in literature.</li> <li>5. Distinguish between the denotation and the connotation of words and choose words with appropriate connotations in their writing.</li> <li>6. Construct a persuasive paragraph that incorporates the use of an appropriate plan, is written in complete sentences, contains an introduction appropriate for skill level, contains a body paragraph appropriate for skill level, and contains a conclusion appropriate for skill level.</li> <li>7. Design a persuasive project (letter, poster, political cartoon, etc.), "sell" the teacher on the idea, create the project, and assess the effectiveness of the project in persuading others.</li> </ol>

## Backward Design Stage 2 – Determine Acceptable Evidence

### Performance Tasks:

Persuasive Paragraph – Students write a paragraph in response to a persuasive prompt at the start and at the conclusion of the unit for assessment purposes.

Skill Test – 50 question multiple choice test organized by learning objective.

Final Persuasive Project – Students design an individual project (e.g., a letter, political cartoon, poster, other advertisement, etc.), meet with the teacher to propose their idea, and upon the teacher’s approval proceed to create their project. The purpose of their project is to persuade their intended audience to believe in a specific idea or to take action. The student must develop a way to measure the degree to which their project was effectively persuasive.

### Other Evidence:

Daily Warm-ups – Students respond in a variety of ways to demonstrate understanding of basic knowledge/concepts.

Small Group Discussions – “3BCB: Three by Clay Bennett” and “Should Naturalized Citizens Be President?” and “Thank You, Ma’am.”

Persuasive Technique Chart

Skill Check – Final drafts of three persuasive paragraphs.

Vocabulary Check – Performance in whole-class vocabulary games.

### Student Self-Assessment and Reflection:

1. Self-assess each of five rough drafts via small group discussion.
2. Self-assess three final drafts using a modified rubric.
3. Self-assess the persuasive project using the rubric.
4. Track skill mastery on 50-question multiple choice test.

**Resources and Materials:** See individual lessons for resources and materials needed for each lesson. Additional resources and materials needed for the unit:

1. Text book and its accompanying materials: *Glencoe Literature: Reading with Purpose Course 2* (2007). McGraw Hill Companies, Inc: New York.

### Prerequisite Knowledge:

1. Parts of a sentence – subject and predicate.
2. Sentence types – simple, compound, complex, compound/complex.
3. Parts of speech – noun, verb, article, adjective, adverb, pronoun, conjunction, preposition.
4. Key writing terms – introduction, body, conclusion, plan, multiple modifiers, indent.

5. Basic comma rules – joining two sentences with a conjunction, separating multiple modifiers, separating items in a list, following clauses and phrases and adverbs that start a sentence.
6. Parts of a story – plot, characters, setting, conflict, theme, point of view
7. Class routines and norms, including those that apply when functioning within small groups.
8. The acronym T.A.P.P. (Topic, Audience, Purpose, Plan)

## Daily Lesson Plans for Weeks 1-6

### *Week 1 Day 1*

Title: Who Influences Us and How Do They Do So?

Content Area: Language Arts		Grade: 7	Duration: 6 wks
Standards and Benchmarks:	<p>2. Students write and speak for a variety of purposes and audiences.</p> <p>2.a Write in a variety of genre.</p> <p>2.b Develop ideas and content with significant details, examples, and/or reasons.</p> <p>2.c Organize ideas so there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion.</p> <p>2.d Use transitions to link ideas.</p> <p>2.e Plan, draft, revise, and edit for a legible final copy.</p> <p>2.f Use a variety of sentence structures with varied length.</p> <p>2.g Choose a range of words that are precise and vivid.</p> <p>3. Students write and speak using conventional grammar, sentence structure, punctuation, capitalization, and spelling.</p> <p>3.b Use standards English usage in writing, including subject/verb agreement.</p> <p>3.c Write in complete sentences.</p> <p>3.d Use paragraphs correctly so that each paragraph is differentiated by indenting or blocking and includes one major but focused idea.</p> <p>3.e Punctuate correctly.</p> <p>4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.</p> <p>4.b Use reading and writing skills to identify problems, list possible solutions, and answer questions.</p>		
Objectives:	Students will write a persuasive paragraph in response to the prompt <i>Some people in the community feel that Soroco Middle School students need to wear uniforms. Do you think Soroco Middle School should require uniforms? Convince your reader of your view.</i>		
Resources and Materials:	A diagram showing students how to use their two pieces of notebook paper to plan, draft, revise, and publish.		

	The prompt clearly written on the board.
Differentiation:	Extended time when necessary and a scribe/computer for identified students.
Preparing Students for the Lesson: <ul style="list-style-type: none"> <li>• Transitions</li> <li>• Expected Behaviors</li> </ul>	The day's objective and sequence written on board. Students have experienced this pretest scenario before, so a brief explanation of the upcoming unit and its focus will suffice. Remind students to edit and revise and to reread their final drafts before turning them in. When finished, students will read their AR books.
<ul style="list-style-type: none"> <li>• Motivation/ Anticipatory Set</li> <li>• Pre-Assessment/ Activating Background Knowledge</li> <li>• Teacher Input, Modeling, &amp; Checking for Understanding</li> <li>• Guided Practice</li> <li>• Independent Practice</li> <li>• Closure</li> </ul>	<p><i>How do your parents persuade you to do chores or get good grades? Share your thoughts with a neighbor. Brief discussion on how parents influence and persuade us.</i></p> <p>“Last year, as 6<sup>th</sup> graders, you received instruction from Mrs. Broadbent regarding how to write a persuasive paragraph. What do you remember from that instruction?” Students provide answers. “Today, you will use that knowledge to construct a persuasive paragraph using your very best writing skills.”</p> <p>Read and explain prompt and remind students that scores earned from this paragraph will be used to determine writing groups for the unit. Show model of how to use two pieces of notebook paper to construct a plan, a rough draft, and a final draft. Ask student(s) to repeat instructions and expectations. As students begin working on their plan, circulate around the room to make sure students have comprehended the prompt. Students continue working independently. Students turn in papers when they are complete. At end of class, teacher asks: <i>Who remembered to write a clear introduction? A clear body? A clear conclusion? Who remembered to give at least three reasons to support their opinion? Who backed up their reasons with examples, etc.?</i></p>
Assessment:	Score the paragraphs using the Rubric for Persuasive Writing developed by the National Literacy Coalition (see Appendix A). At the bottom of each rubric, identify 2-3 skill deficiencies for each student. Divide students into three groups based on their raw scores and identified needs.
Notes/Reflections	File paragraphs to hand back to students at end of unit.

### Week 1 Day 2

Title: Who Influences Us and How Do They Do So?

Content Area: Language Arts	Grade: 7	Duration: 6 wks
Standards and Benchmarks:	1. Students read and understand a variety of materials. 1.c Determine the main idea or essential message in a text.	

	<p>1.d Make reasonable inferences from information that is implied but not directly stated.</p> <p>1.e Infer by making connections between separated sections of a text.</p> <p>1.g Use word recognition skills to comprehend text.</p> <p>1.i Use context clues to determine the meaning of unfamiliar words.</p> <p>4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.</p> <p>4.a Identify an author’s point of view and purpose.</p> <p>4.e Analyze the text’s main idea and use relevant details to support the analysis.</p>												
Objectives:	<p>As a class, students will complete a chart involving the denotation and connotation of words.</p> <p>Students will read “Violence in Hockey” and identify words with strong, negative connotations.</p> <p>Students will be introduced to 10 new vocabulary words.</p>												
Resources and Materials:	<p>Chart on board with short list of words and columns for denotations and connotations.</p> <p>List of 10 new vocabulary words on the board (cease-fire, frail, barren, endurance, implied, compassion, quarried, principle, relevant, ensure). Textbook.</p>												
Differentiation:	<p>When drilling vocabulary, narrow the choices for ELL and learning disabled (LD) students.</p>												
Preparing Students for the Lesson:	<p>The day’s objectives and sequence written on board.</p> <p>Clearly explain tasks and check for understanding with each transition.</p>												
Teaching the Lesson (Lesson Sequence/ Activities):	<table border="1"><thead><tr><th>Denotation</th><th>Word</th><th>Connotation</th></tr></thead><tbody><tr><td></td><td>bunny</td><td>cute/fuzzy/cuddly</td></tr><tr><td>a wild horse of the Western plains</td><td>mustang</td><td></td></tr><tr><td></td><td>eagle</td><td>freedom, strength, soaring</td></tr></tbody></table> <p>Ask students to quietly examine the chart to figure out what <i>denotation</i> and <i>connotation</i> mean. Check ideas with a partner and give a “thumbs up” sign when ready to explain the chart. Share ideas, clarify concept, and fill in the missing blanks.</p> <p>Ask students if they think hockey is a violent sport. Explain the day’s objective. When students feel the author has used a word with strong connotations, they will raise a hand and the word will be discussed. Preview text with students. Make predictions about author’s perspective/opinion. Discuss how</p>	Denotation	Word	Connotation		bunny	cute/fuzzy/cuddly	a wild horse of the Western plains	mustang			eagle	freedom, strength, soaring
Denotation	Word	Connotation											
	bunny	cute/fuzzy/cuddly											
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	eagle	freedom, strength, soaring											
• Motivation/ Anticipatory Set													
• Pre-Assessment/ Activating Background Knowledge													

<ul style="list-style-type: none"> <li>Teacher Input, Modeling, &amp; Checking for Understanding</li> <li>Guided Practice</li> <li>Independent Practice</li> </ul>	<p>the author's perspective might lead him to choose words that make hockey sound negative. Model with the word "thuggery."</p> <p>Continue reading, guiding students in the location of words with strong, negative connotations.</p> <p>Release students to continue reading with a partner, jotting down the negative words.</p> <p>Come together as a class and discuss/clarify the author's perspective, his purpose, and how he supports his opinion. Check for understanding of denotation vs. connotation.</p> <p>Transition – Introduce 10 new vocabulary words the students will see in upcoming literature selections (see unit outline). Practice pronunciations as a class. Give a definition, ask students to use what they know about roots and base words to guess which word matches the definition. Briefly play Around the World using the definitions of the words.</p>
<ul style="list-style-type: none"> <li>Closure</li> </ul>	<p>Students close eyes. Give information from the chart from the beginning of class and ask them if what they hear is a connotation or denotation. Students signal answers by raising right hand (denotation) or left hand (connotation).</p>
Assessment:	Informal assessment – during reading and at closure.

*Week 1 Day 3*

Title: Who Influences Us and How Do They Do So?

Content Area: Language Arts	Grade: 7	Duration: 6 weeks
Standards and Benchmarks:	<p>1. Students read and understand a variety of materials. 1.c Determine the main idea or essential message in a text.</p> <p>4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing. 4.a Identify an author's point of view and purpose.</p> <p>5. Students read to locate, select, and make use of relevant information from a variety of media, references, and technological sources. 5.a Use organizational features of printed text to locate relevant information.</p>	
Objectives:	<p>Students will practice distinguishing between connotations and denotations.</p> <p>Students will identify which vocabulary word matches the given definition.</p> <p>Students will record, discuss, and locate examples of persuasive techniques.</p>	
Materials:	10 vocabulary words from yesterday written on the board.	



	Magazines, scissors, glue. Individual marker boards and markers for close activity.																										
Differentiation:	During vocabulary drill, limit word list for ELL and LD students. For persuasive technique chart, allow ELL and LD students to work with a partner to locate examples.																										
<ul style="list-style-type: none"> <li>Preparing Students for the Lesson:</li> </ul>	<p>The day's objective and sequence written on board.</p> <p>Remind students of expected behaviors during play of Around the World.</p>																										
<p>Teaching the Lesson (Lesson Sequence/ Activities):</p> <ul style="list-style-type: none"> <li>Motivation/ Anticipatory Set</li> <li>Pre-Assessment/ Activating Background Knowledge</li> </ul>	<p>Bell Work – Students share with a partner the denotations and the comparative connotations of the following word pairs: mucus vs. snot, bunny vs. rabbit, eagle vs. crow. Discuss/clarify concept.</p> <p>Play Around the World with the 10 vocabulary words introduced yesterday (7-10 minutes). The teacher gives either a definition or a context for the word, and the students pair off to see who can guess the correct word first.</p> <p>At conclusion of game, transition by saying, “How did I persuade you to play this game?” Discuss answers.</p> <p>Brainstorm with class who persuades/influences them and how they do it.</p> <p>After commending them on the insightful list and discussion, ask students to prepare to take a few notes using the following chart:</p> <table border="1"> <thead> <tr> <th>Persuasive technique</th><th>Personal example</th><th>Magazine ad</th><th></th></tr> </thead> <tbody> <tr> <td>Broad general statements-</td><td></td><td></td><td></td></tr> <tr> <td>Emotionally loaded words-</td><td></td><td></td><td></td></tr> <tr> <td>Facts that support a claim-</td><td></td><td></td><td></td></tr> <tr> <td>Statements by experts-</td><td></td><td></td><td></td></tr> <tr> <td>Exaggerations-</td><td></td><td></td><td></td></tr> </tbody> </table>			Persuasive technique	Personal example	Magazine ad		Broad general statements-				Emotionally loaded words-				Facts that support a claim-				Statements by experts-				Exaggerations-			
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<ul style="list-style-type: none"> <li>Guided Practice</li> <li>Independent Practice</li> </ul>	<p>Provide students with explanation and examples of each persuasive technique. Ask students to share examples they've experienced or witnessed or know about.</p> <p>When the first two columns are complete, model to students how to peruse magazines and examine ads. Explain difference between an advertisement and an article. Model via think aloud how to locate an ad that contains emotionally loaded words. Students may work together to share and confirm ideas, but must complete individual charts. Circulate throughout the room, monitoring discussions and thought processes.</p>																										

<ul style="list-style-type: none"> <li>Closure</li> </ul>	Read a few examples of persuasive techniques. On their individual marker boards, students identify the persuasive technique. At the signal, all students hold up their answers for the teacher to see.
Assessment:	Informal assessment during vocabulary drill and close activity.

*Week 1 Day 4*

Title: Who Influences Us and How Do They Do So?

Content Area: Language Arts	Grade: 7	Duration: 6 wks
Standards and Benchmarks:	<p>1. Students read and understand a variety of materials.</p> <p>1.c Determine the main idea or essential message in a text.</p> <p>1.d Make reasonable inferences from information that is implied but not directly stated.</p> <p>1.g Use word recognition skills to comprehend text.</p> <p>4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.</p> <p>4.a Identify an author's point of view and purpose.</p> <p>5. Students read to locate, select, and make use of relevant information from a variety of media, references, and technological sources.</p> <p>5.a Use organizational features of printed text to locate relevant information.</p> <p>6. Students read and recognize literature as a record of human experience.</p> <p>6.a Read and respond to a variety of literature that represents perspectives from places, people, and events that are familiar and unfamiliar.</p>	
Objectives:	<p>Students will discuss the connotations of various words. Students will practice identifying synonyms and antonyms of vocabulary words. Students will examine and discuss "3BCB: Three by Clay Bennett," a series of political cartoons. Students will study p. 423 of the text: Grammar Link: Sentence Types and verbally complete questions 14-17 with a partner and continue working on persuasive chart when finished.</p>	
Materials:	Textbook	
Differentiation:	Additional explanation of terms and concepts illustrated in political cartoons.	
Preparing Students for the Lesson:	The day's objectives and sequence written on the board. Clearly stated expectations for group work.	
Teaching the Lesson (Lesson Sequence/ Activities):	<p>Bell work: If you could name your bike, would you name it <i>The Mustang</i> or <i>The Plymouth</i>? If you owned a racing horse, would you name it <i>Thunder</i> or <i>Lightening</i>? If you were choosing a shade of gold paint color for your room, would you</p>	

	<p>be more likely to pick <i>Autumn Gold</i> or <i>Mango Tango Beans</i>? Discuss answers with a partner, share a few with the class and review connotation and denotation.</p>
<ul style="list-style-type: none"> <li>• Motivation/ Anticipatory Set</li> </ul>	<p>Play Around the World again, but this time play two distinct rounds. Round 1 – Give a synonym for the vocabulary word and the student needs to identify the correct vocabulary word that matches. Round 2 – Give an antonym for the vocab word.</p>
<ul style="list-style-type: none"> <li>• Pre- Assessment/ Activating Background Knowledge</li> </ul>	<p>After commending students on their performance, state, “Remember that these are words we will be seeing throughout the unit. Today, you will see two of them, so be on the look out.”</p>
<ul style="list-style-type: none"> <li>• Teacher Input, Modeling, &amp; Checking for Understanding</li> </ul>	<p>By this time in the year, students have been exposed to political cartoons in history class. Ask students to share what they know about political cartoons, and prompt them to identify an author’s purpose behind a persuasive cartoon. Explain that they will be examining four cartoons today.</p>
<ul style="list-style-type: none"> <li>• Guided Practice</li> </ul>	<p>Outline the expectations for the grammar activity. Divide the class into two groups. The grammar group works independently, and the political cartoon group works with the teacher. With the group, guide students through an examination of the cartoons, asking students to identify: (a) what they see in the cartoon, (b) what they think the author is trying to say, (c) what the author’s purpose it, and (d) how they feel about the cartoon’s message, appearance, style, (e) if they feel the cartoon is effectively persuasive, and (f) which, if any, of the persuasive techniques from yesterday the author is using.</p>
<ul style="list-style-type: none"> <li>• Independent Practice</li> </ul>	<p>Simultaneously, the grammar group is studying different types of sentences on p. 423, verbally completing questions 14-17 with a partner, and then drilling each other with examples. They will continue to work on the chart from 2 days ago if necessary.</p> <p>The groups switch after 15 minutes.</p>
<ul style="list-style-type: none"> <li>• Closure</li> </ul>	<p>“<i>The dog snored loudly.</i> This is an example of an imperative sentence.” Ask the students to give the thumbs up sign if what I said was true and a thumbs down sign if what I said was false. Repeat using different examples.</p>
Assessment:	Informal assessment during vocabulary drill and close activity.

*Week 1 Day 5*

Title: Who Influences Us and How Do They Do So?

Content Area: Language Arts		Grade: 7	Duration: 6 wks
Standards and Benchmarks:	<p>1. Students read and understand a variety of materials.</p> <p>1.d Make reasonable inferences from information that is implied but not directly stated.</p> <p>1.g Use word recognition skills to comprehend text.</p> <p>1.i Use context clues to determine the meaning of unfamiliar words.</p> <p>4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.</p> <p>4.d Analyze text to make predictions and draw conclusions.</p> <p>6. Students read and recognize literature as a record of human experience.</p> <p>6.a Read and respond to a variety of literature that represents perspectives from places, people, and events that are familiar and unfamiliar.</p>		
Objectives:	<p>Students will identify the correct spellings of vocabulary words and explain their choices using knowledge of spelling rules and pronunciation rules.</p> <p>Students will discuss the connotations of various words.</p> <p>Students will listen to the story “Thank You, M’am” by Langston Hughes.</p>		
Resources and Materials:	<p>List of five vocabulary words, each written twice with one spelled correctly and one incorrectly.</p> <p>Individual markers and boards placed on student desks.</p> <p>Textbook</p>		
Differentiation:	<p>Have ELL students listen to the Spanish synopsis of “Thank You, Ma’m” during resource time or during opportunity time.</p>		
<ul style="list-style-type: none"> <li>Preparing Students for the Lesson:</li> </ul>	<p>The day’s objectives and sequence written on the board.</p> <p>Clarify expected behaviors when listening to a story – follow along in the book, sit tall in seat, book on the desk.</p>		
<p>Teaching the Lesson (Lesson Sequence/ Activities):</p> <ul style="list-style-type: none"> <li>Motivation/ Anticipatory Set</li> </ul>	<p>Bell Work: With your marker and board, work independently to rewrite the spelling of each vocabulary word that is correct. Be prepared to use pronunciation rules to explain your choice. Discuss.</p> <p>Ask the students - What images come to mind when you think of a <i>chef</i>? A <i>cook</i>? What does it mean to <i>dine</i>? To <i>eat</i>? To <i>chow</i>? What about <i>thief</i>, <i>hoodlum</i>, <i>thug</i>? What’s the difference between <i>jerking</i>, <i>pulling</i>, and <i>ripping</i> your backpack out of your locker? Discuss. “Some of these word choices we will see in today’s story, “Thank You, Ma’m.”</p>		

<ul style="list-style-type: none"> <li>• Pre-Assessment/Activating Background Knowledge</li> <li>• Teacher Input, Modeling, &amp; Checking for Understanding</li> </ul>	<p>Remind students to preview the text. Explain what they see. Explain the importance of Langston Hughes, the location and nature of Harlem, the difference in monetary values in the 1950's, and what a rooming house is. Check for understanding. Verbally review persuasive techniques, and explain that the author may or may not be trying to persuade us. Perhaps the characters are trying to persuade one another.</p> <p>Play audio version of the story. Stop periodically to check for understanding, read footnotes, and discuss unfamiliar words.</p>
Assessment:	Informal assessment during spelling activity and word connotations activity.

*Week 2 Day 1*

Title: Who Influences Us and How Do They Do So?

Content Area: Language Arts		Grade: 7	Duration: 6 wks
Standards and Benchmarks:	<ol style="list-style-type: none"> <li>1. Students read and understand a variety of materials.               <ol style="list-style-type: none"> <li>1.c Determine the main idea or essential message in a text.</li> <li>1.d Make reasonable inferences from information that is implied but not directly stated.</li> <li>1.e Infer by making connections between separated sections of a text.</li> <li>1.g Use word recognition skills to comprehend text.</li> <li>1.i Use context clues to determine the meaning of unfamiliar words.</li> </ol> </li> <li>4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.               <ol style="list-style-type: none"> <li>4.a Identify an author's point of view and purpose.</li> <li>4.b Use reading and writing skills to identify problems, list possible solutions, and answer questions.</li> <li>4.d Analyze text to make predictions and draw conclusions.</li> </ol> </li> <li>5. Students read to locate, select, and make use of relevant information from a variety of media, references, and technological sources.</li> <li>6. Students read and recognize literature as a record of human experience.               <ol style="list-style-type: none"> <li>6.a Read and respond to a variety of literature that represents perspectives from places, people, and events that are familiar and unfamiliar.</li> <li>6.b Apply literary terminology and knowledge of literary techniques to understand text.</li> </ol> </li> </ol>		
Objectives:	Students will be introduced to the term euphemism and discuss connotations of words.		

	Students will be introduced to 10 new vocabulary words. Students will review the story “Thank You, Ma’m” and discuss it.														
Resources and Materials:	Vocabulary words written on the board. Text book														
Differentiation:	Teacher will check with ELL for understanding of basic plot of story.														
Preparing Students:	The day’s objectives and sequence written on board.														
Teaching the Lesson (Lesson Sequence/ Activities):	<p>Bell Work: Discuss with a partner how you would fill out this chart. Try to figure out what a euphemism is. Give a thumbs up when you think you figured it out and have verbally shared how you would fill in the chart.</p> <table><tr><th>Euphemism</th><th>Meaning</th><th>Connotations</th></tr><tr><td>Pass away</td><td>Die</td><td></td></tr><tr><td>Lay off</td><td>Fire from a job</td><td></td></tr><tr><td>Pre-owned vehicle</td><td>Used car</td><td></td></tr></table> <p>Discuss answers/clarify definition of euphemism.</p> <p>Transition into vocabulary - Remind students how to use guide words and where to find the phonetic spelling of a word. Students work in pairs to look up, discuss, practice pronunciation, and create a humorous example of how to use their assigned vocabulary word. Share answers with the class and review pronunciations. Review words.</p> <p>Review the characters from the story “Thank You, Ma’m” and the major conflict. Explain to students that they will be listening to parts of the story again. Now that they are familiar with the plot, they need to closely examine the character’s actions and determine who is persuading whom. Is the author persuading us? Is one character persuading another? How so? Using what techniques. Have students take out their chart on persuasive techniques and review the different techniques. Check for understanding by giving examples of techniques and asking students to share with a partner which technique they think it is.</p> <p>Ask students to write down actions, behaviors of characters that they think are persuasive. Summarize certain passages of the story with students and listen again to certain passages of the story. Model how to take notes on persuasive behaviors before continuing with story.</p>			Euphemism	Meaning	Connotations	Pass away	Die		Lay off	Fire from a job		Pre-owned vehicle	Used car	
Euphemism	Meaning	Connotations													
Pass away	Die														
Lay off	Fire from a job														
Pre-owned vehicle	Used car														
<ul style="list-style-type: none"><li>Motivation/ Anticipatory Set</li><li>Pre-Assessment/ Activating Background Knowledge</li><li>Teacher Input, Modeling, &amp; Checking for Understanding</li><li>Guided Practice</li><li>Independent Practice</li></ul>															
Assessment:	Informal assessment														
Notes & Reflections:	No close activity today – I know that reviewing the story will take us to the end of the hour.														

*Week 2 Day 2*

Title: Who Influences Us and How Do They Do So?

Content Area: Language Arts	Grade: 7	Duration: 6 weeks
Standards and Benchmarks:	<ol style="list-style-type: none"> <li>1. Students read and understand a variety of materials.               <ol style="list-style-type: none"> <li>1.c Determine the main idea or essential message in a text.</li> <li>1.d Make reasonable inferences from information that is implied but not directly stated.</li> <li>1.e Infer by making connections between separated sections of a text.</li> <li>1.i Use context clues to determine the meaning of unfamiliar words.</li> </ol> </li> <li>3. Students write and speak using conventional grammar, usage, sentence structure, punctuation, and spelling.               <ol style="list-style-type: none"> <li>3.e Punctuate correctly.</li> </ol> </li> <li>4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.               <ol style="list-style-type: none"> <li>4.a Identify an author's point of view and purpose.</li> <li>4.b Use reading and writing skills to identify problems, list possible solutions, and answer questions.</li> <li>4.c Differentiate fact from opinion in a variety of texts.</li> <li>4.d Analyze text to make predictions and draw conclusions.</li> <li>4.e Analyze the text's main idea and use relevant details to support the analysis.</li> </ol> </li> <li>6. Students read and recognize literature as a record of human experience.               <ol style="list-style-type: none"> <li>6.a Read and respond to a variety of literature that represents perspectives from places, people, and events that are familiar and unfamiliar.</li> <li>6.b Apply literary terminology and knowledge of literary techniques to understand text.</li> </ol> </li> </ol>	
Objectives:	<p>Students will be introduced to the concepts of opinion vs. fact. Students will play Around the World with the new vocabulary using the definitions and contexts of the words.</p> <p>Students will review with a partner the different types of sentences and their corresponding end punctuation and verbally complete questions 20-25 on p. 433, applying proper end punctuation and identifying sentence types.</p> <p>Students will discuss "Thank You, Ma'm" in a small group with the teacher and discuss the persuasive techniques of the characters.</p>	
Resources and Materials:	<p>Textbook.</p> <p>List of 10 vocabulary words from yesterday written on the board.</p>	



Differentiation:	Limit ELL and LD students to five of the words during Around the World.
Preparing Students for the Lesson:	Write the day's objectives and sequence on the board. Review expectations for independent work and task to be completed.
Teaching the Lesson (Lesson Sequence/ Activities):	<p>Bell Work: Read these three statements. Which ones are opinions? Which ones are facts? How do you know?</p> <ol style="list-style-type: none"> <li>1. The Earth orbits the sun once a year.</li> <li>2. It was very hot today.</li> <li>3. The thermometer reads 98 degrees Fahrenheit.</li> </ol> <ul style="list-style-type: none"> <li>• Motivation/ Anticipatory Set</li> <li>• Pre-Assessment/ Activating Background Knowledge</li> <li>• Teacher Input, Modeling, &amp; Checking for Understanding</li> <li>• Closure</li> </ul> <p>Play Around the World using contexts and definitions for the words. Split the class into two heterogeneous groups. Work with one group to discuss "Thank You, Ma'm. Summarize, identify setting, characters, conflict. Examine their notes and discuss thoughts on the persuasive nature of the character Mrs. Luella Bates Washington Jones. Ask students to consider whether they would have handled the situation as she did. Why? Ask students whether her actions would have persuaded them to make better choices. Why? Offer own ideas to model thought process involved in answering these types of questions. Meanwhile, other half of class tackles the grammar activity. Groups switch after 10-15 minutes. Read a sentence. Ask students to indicate which form of end punctuation they would use by using their body to form a period, a question mark, or an exclamation mark. Ask students to indicate what type of sentence each is before moving on.</p>
Assessment:	Informal assessment during discussion and during close activity.

*Week 2 Day 3*

Title: Who Influences Us and How Do They Do So?

Content Area: Language Arts	Grade: 7	Duration: 6 wks
Standards and Benchmarks:	<ol style="list-style-type: none"> <li>1. Students read and understand a variety of materials. <ol style="list-style-type: none"> <li>1.c Determine the main idea or essential message in a text.</li> <li>1.d Make reasonable inferences from information that is implied but not directly stated.</li> <li>1.e Infer by making connections between separated sections of a text.</li> <li>1.g Use word recognition skills to comprehend text.</li> <li>1.i Use context clues to determine the meaning of</li> </ol> </li> </ol>	



	<p>unfamiliar words.</p> <p>4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.</p> <p>4.a Identify an author’s point of view and purpose.</p> <p>4.c Differentiate fact from opinion in a variety of texts.</p> <p>4.d Analyze text to make predictions and draw conclusions.</p> <p>4.e Analyze the text’s main idea and use relevant details to support the analysis.</p> <p>6. Students read and recognize literature as a record of human experience.</p> <p>6.a Read and respond to a variety of literature that represents perspectives from places, people, and events that are familiar and unfamiliar.</p> <p>6.b Apply literary terminology and knowledge of literary techniques to understand text.</p>												
Objectives:	<p>Students will study euphemisms and practice identifying connotations of words.</p> <p>Students will play Around the World using synonyms and antonyms.</p> <p>Students will read the <i>pro</i> side to “Should Naturalized Citizens Be President?”</p>												
Resources and Materials:	<p>Bell work written on board.</p> <p>10 vocabulary words written on the board.</p> <p>Textbook</p> <p>Have a list of students paired to successfully tackle the reading. Place higher-level readers with moderate-level readers, have ELL and LD students grouped together to work with the teacher.</p>												
Differentiation:	<p>Select five words for ELL and LD students to focus on during Around the World.</p> <p>The ELL students will listen to a Spanish synopsis of the literature during resource or opportunity time prior to class.</p> <p>Work with ELL and students with LD when reading the literature selection.</p>												
Preparing Students for the Lesson:	<p>Write the day’s objectives and sequence on the board.</p> <p>Introduce pairs and review expectations for working with a partner to comprehend literature.</p>												
Teaching the Lesson (Lesson Sequence/ Activities):	<p>Bell Work: Verbally complete the chart with a partner.</p> <p>Review what a euphemism is.</p> <table><tr><th>Euphemism</th><th>Meaning</th><th>Connotations</th></tr><tr><td>Senior citizen</td><td>Old person</td><td></td></tr><tr><td>Casualties</td><td>Deaths</td><td></td></tr><tr><td>Landfill</td><td>Garbage dump</td><td></td></tr></table> <p>Discuss answers.</p>	Euphemism	Meaning	Connotations	Senior citizen	Old person		Casualties	Deaths		Landfill	Garbage dump	
Euphemism	Meaning	Connotations											
Senior citizen	Old person												
Casualties	Deaths												
Landfill	Garbage dump												

<ul style="list-style-type: none"> <li>• Motivation/ Anticipatory Set</li> <li>• Pre- Assessment/ Activating Background Knowledge</li> <li>• Teacher Input, Modeling, &amp; Checking for Understanding</li> <li>• Guided Practice</li> <li>• Closure</li> </ul>	<p>Play a brief game of Around the World using antonyms and synonyms.</p> <p>Ask: Did you know that President Ronald Reagan was a movie star before he was president? Would you vote for Brad Pitt to be President? Hillary Duff? Why or why not? Is there any movie star you would like to see become President? What about Arnold Schwarzenegger?</p> <p>Ask: Does anyone know what a naturalized citizen is? Explain answer.</p> <p>Ask: Did you know that Arnold Schwarzenegger is a naturalized citizen who was originally from Austria? Point out Austria on the map.</p> <p>Say: There are a lot of people who would like him to run for President, but the Constitution states that an individual must be born in the U.S. in order to run for President. Why might the founding fathers have made this rule?</p> <p>Have students open to the selection and preview the text. Point out the “Yes” and “No” divisions in the text. Explain the text structure and that “Yes” indicates the <i>pro</i> side and “No” indicates the <i>con</i> side.</p> <p>Explain that students will work in pairs to “dissect” the <i>pro</i> side to identify the reasons the author thinks that naturalized citizens should be president. With a student, model how to discuss each paragraph and write down the main idea of each paragraph.</p> <p>Students continue working in pairs, and the ELL and LD students meet with the teacher to work as a group. The students dictate their responses and the teacher records them. When pairs are finished, have them group up with another pair to compare and revise answers through discussion. Discuss, as a class, the main ideas of each paragraph and which persuasive technique the author is using.</p> <p>Ask students if they feel the author was effectively persuasive. Ask if they agree that naturalized citizens should be president.</p>
Assessment:	Informal assessment during class discussion.

### Week 2 Day 4

Title: Who Influences Us and How Do They Do So?

Content Area: Language Arts	Grade: 7	Duration: 6 weeks
Standards and Benchmarks:	1. Students read and understand a variety of materials. 1.c Determine the main idea or essential message in a text.	

	<p>1.d Make reasonable inferences from information that is implied but not directly stated.</p> <p>1.e Infer by making connections between separated sections of a text.</p> <p>1.g Use word recognition skills to comprehend text.</p> <p>1.i Use context clues to determine the meaning of unfamiliar words.</p> <p>4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.</p> <p>4.a Identify an author's point of view and purpose.</p> <p>4.c Differentiate fact from opinion in a variety of texts.</p> <p>4.d Analyze text to make predictions and draw conclusions.</p> <p>4.e Analyze the text's main idea and use relevant details to support the analysis.</p> <p>6. Students read and recognize literature as a record of human experience.</p> <p>6.a Read and respond to a variety of literature that represents perspectives from places, people, and events that are familiar and unfamiliar.</p> <p>6.b Apply literary terminology and knowledge of literary techniques to understand text.</p>
Objectives:	<p>Students will study euphemisms and practice identifying connotations of words.</p> <p>Students will practice identifying correct spellings of vocabulary words and support answers with pronunciation and spelling rules.</p> <p>Students will read the <i>con</i> side to "Should Naturalized Citizens Be President?"</p>
Resources and Materials:	<p>5 vocabulary words written twice on the board, with one spelling incorrect.</p> <p>Euphemism chart written on board.</p> <p>Textbook</p> <p>Have yesterday's list of paired students.</p> <p>Individual marker boards and dry erase markers on student desks at beginning of class.</p>
Differentiation:	<p>Work with ELL and students with LD when reading the literature selection.</p>
Preparing Students for the Lesson:	<p>Write the day's objectives and sequence on the board.</p> <p>Remind students who their partner is and review expectations for working with a partner to comprehend literature.</p>
Teaching the Lesson (Lesson Sequence):	<p>Bell Work: Write down the five words that are spelled correctly from the vocabulary list. Be prepared to support your answer using pronunciation and spelling rules.</p>

<ul style="list-style-type: none"><li>• Motivation/ Anticipatory Set</li><li>• Pre- Assessment/ Activating Background Knowledge</li><li>• Teacher Input, Modeling, &amp; Checking for Understanding</li><li>• Guided Practice</li><li>• Independent Practice</li><li>• Closure</li></ul>	Verbally complete the chart with a partner. Review what a euphemism is.												
	<table><tr><th>Euphemism</th><th>Meaning</th><th>Connotations</th></tr><tr><td>Senior citizen</td><td>Old person</td><td></td></tr><tr><td>Casualties</td><td>Deaths</td><td></td></tr><tr><td>Landfill</td><td>Garbage dump</td><td></td></tr></table>	Euphemism	Meaning	Connotations	Senior citizen	Old person		Casualties	Deaths		Landfill	Garbage dump	
	Euphemism	Meaning	Connotations										
	Senior citizen	Old person											
	Casualties	Deaths											
Landfill	Garbage dump												
Discuss answers.													
Hillary Duff, Tony Hawk, and one of the Jonas Brothers is running for President. These are your only choices. Who would you choose? Take a vote.													
<p>Ask students to review yesterday’s reading with a partner, then discuss briefly as a class. Ask them to predict what the author of the <i>con</i> side might have to say.</p> <p>Explain that students will work in pairs to “dissect” the <i>con</i> side to identify the reasons the author thinks that naturalized citizens should be president. With a student, model how to discuss each paragraph and write down the main idea of each paragraph.</p> <p>Students continue working in pairs, and the ELL and LD students meet with the teacher to work as a group. The students dictate their responses and the teacher records them. When pairs are finished, have them group up with another pair to compare and revise answers through discussion. Discuss, as a class, the main ideas of each paragraph and which persuasive technique the author is using. Ask students if they feel the author was effectively persuasive. Using a chart on the board, compare the techniques used by the author of <i>pro</i> side to the techniques used by the author of the <i>con</i> side. Which techniques seemed more powerful?</p>													
Students vote on whether the constitution should be changed, group themselves with like-minded students, and formulate their strongest argument that supports their view.													
Assessment:	Informal assessment during class discussions.												

*Week 2 Day 5*

Title: Who Influences Us and How Do They Do So?

Content Area: Language Arts	Grade: 7	Duration: 6 weeks
Objectives:	Students will discuss connotations and euphemisms. Students will practice spelling the vocabulary words.	

	Students will work to complete all missed/missing work, if necessary work with the teacher on concepts not yet understood, and/or read their AR books. Students will “sell” their AR books to a partner.												
Resources and Materials:	Textbook. List of 5 vocabulary words written on the board (different from yesterday’s list). Individual marker boards and dry-erase markers placed on student desks at start of class. Students will need their AR books.												
Differentiation:	Identified students will receive additional help as necessary.												
Teaching the Lesson (Lesson Sequence/ Activities):	<p>Bell Work: Complete the following chart with a partner.</p> <table><tr><th>Euphemism</th><th>Meaning</th><th>Connotations</th></tr><tr><td>Fib</td><td>Lie</td><td></td></tr><tr><td>Disagreement</td><td>Fight</td><td></td></tr><tr><td>Consequences</td><td>punishment</td><td></td></tr></table> <p>Spelling activity using marker boards. Discuss answers using knowledge of pronunciation and spelling rules.</p> <p>Since the class will be functioning within writing groups for the next three weeks, today is intentionally designated a catch-up day to allow for unforeseen circumstances or lesson plans that ran beyond the class period. Should all lessons be completed as scheduled, today becomes a Friday Free Read day, with time to read AR books. At close of class period, students will try to “sell” their book to a classmate using the persuasive techniques learned in class.</p> <p>This also allows time for the teacher to work with students who have not grasped connotation, denotation, or euphemism or who have missed important class discussions or in-class reading.</p>	Euphemism	Meaning	Connotations	Fib	Lie		Disagreement	Fight		Consequences	punishment	
Euphemism	Meaning	Connotations											
Fib	Lie												
Disagreement	Fight												
Consequences	punishment												
Assessment:	Informal assessment during remedial work.												

### *Week 3 Day 1*

Title: Who Influences Us and How Do They Do So?

Content Area: Language Arts	Grade: 7	Duration: 6 wks
Standards and Benchmarks:	<p>2. Students write and speak for a variety of purposes and audiences.</p> <p>2.a Write in a variety of genre.</p> <p>2.b Develop ideas and content with significant details, examples, and/or reasons.</p> <p>2.e Plan, draft, revise, and edit for a legible final copy.</p> <p>3. Students write and speak using conventional grammar,</p>	

	usage, sentence structure, punctuation, capitalization, and spelling. 4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing. 4.a Identify an author's point of view and purpose. 4.b Use reading and writing skills to identify problems, list possible solutions, and answer questions.
Objectives:	Students will practice developing their own opinions and facts about a topic. Students will work in Differentiated Writing groups to record a model of a plan. Students will work in Guided Practice to develop their own plan in response to a prompt. Students will work with a partner to complete Spelling List 921-930 (see Appendix B).
Materials:	The day's objectives and sequence written on the board. Copies of Spelling List 921-930. Prompt display.
Differentiation:	Inherent in small group instruction.
Teaching the Lesson : <ul style="list-style-type: none"> <li>• Motivation/ Anticipatory Set</li> <li>• Teacher Input, Modeling, &amp; Checking for Understanding</li> <li>• Guided Practice</li> <li>• Independent Practice</li> <li>• Closure</li> </ul>	Bell Work: Share with a neighbor two opinions about the breakfast you ate and one fact.  Introduce independent activity for the day (Spelling List 921-930). Review expectations for work and due date. Check for understanding. Proceed to work in small groups to tackle Differentiated Writing, Guided Writing Practice, and Independent Activity.  Write the following plural forms on the board: flies, varieties, surveys, worrys. Examine each word, ask students to close their eyes and give a thumbs up if the word is spelled correctly and a thumbs down if it is spelled incorrectly.
Assessment:	Informal assessment during close activity.

*Week 3 Day 2*

Title: Who Influences Us and How Do They Do So?

Content Area: Language Arts	Grade: 7	Duration: 6 wks
Standards and Benchmarks:	2. Students write and speak for a variety of purposes and audiences. 2.a Write in a variety of genre. 2.b Develop ideas and content with significant details, examples, and/or reasons.	

	<p>2.c Organize ideas so there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion.</p> <p>2.d Use transitions to link ideas.</p> <p>2.e Plan, draft, revise, and edit for a legible final copy.</p> <p>2.f Use a variety of sentence structures with varied length.</p> <p>2.g Choose a range of words that are precise and vivid.</p> <p>3. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.</p> <p>3.b Use standards English usage in writing, including subject/verb agreement.</p> <p>3.c Write in complete sentences.</p> <p>3.d Use paragraphs correctly so that each paragraph is differentiated by indenting or blocking and includes one major but focused idea.</p> <p>3.e Punctuate correctly.</p>
Objectives:	<p>In Differentiated Writing, students will record a model of a persuasive paragraph.</p> <p>In Guided Writing Practice, students will compose a rough draft of a persuasive paragraph.</p> <p>Students will work to complete yesterday's spelling activity.</p>
Materials:	<p>The day's objectives and sequence written on the board.</p> <p>Prompt and Writing Target display stands.</p>
Differentiation:	Inherent in small group instruction.
<p>Teaching the Lesson (Lesson Sequence/Activities):</p> <ul style="list-style-type: none"> <li>• Guided Practice</li> <li>• Independent Practice</li> <li>• Closure</li> </ul>	<p>Bell Work: Would you probably use euphemisms around your grandmother or your best friend? Why?</p> <p>Explain independent activity for the day (continue Spelling List 921-930). Due date – this Friday.</p> <p>Students work within Differentiated Writing, Guided Writing, and Independent Activity stations.</p> <p>Write the following words on the board: representation, superbly, variety. Ask students to calculate how many word parts there are in each word and signal number by closing eyes and holding up appropriate number of fingers.</p>
Assessment:	Informal assessment during Differentiated Writing and Close Activity.

*Week 3 Day 3*

Title: Who Influences Us and How Do They Do So?

Content Area: Language Arts	Grade: 7	Duration: 6 wks
Standards:	<p>Same as Week 3 Day 1</p> <p>Plus:</p> <ol style="list-style-type: none"> <li>1. Students read and understand a variety of materials.               <ol style="list-style-type: none"> <li>1.c Determine the main idea or essential message in a text.</li> <li>1.d Make reasonable inferences from information that is implied but not directly stated.</li> <li>1.e Infer by making connections between separated sections of a text.</li> <li>1.g Use word recognition skills to comprehend text.</li> <li>1.i Use context clues to determine the meaning of unfamiliar words.</li> </ol> </li> <li>4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.               <ol style="list-style-type: none"> <li>4.a Identify an author's point of view and purpose.</li> </ol> </li> <li>6. Students read and recognize literature as a record of human experience.               <ol style="list-style-type: none"> <li>6.a Read and respond to a variety of literature that represents perspectives from places, people, and events that are familiar and unfamiliar.</li> </ol> </li> </ol>	
Objectives:	<p>Students will work in Differentiated Writing groups to record a model of a plan.</p> <p>Students will work in Guided Practice to develop their own plan in response to a prompt.</p> <p>Students will partner read an article titled "Oprah Winfrey" and discuss the author's purpose.</p>	
Materials:	<p>The day's objectives and sequence written on the board.</p> <p>Prompt and Writing Target display stands.</p>	
Differentiation:	<p>Inherent in small group instruction.</p>	
Teaching the Lesson (Lesson Sequence/ Activities):	<p>Bell Work: Facts or Opinions?</p> <ol style="list-style-type: none"> <li>1. Nearly half of people ages 12 to 21 don't exercise.</li> <li>2. Exercising 30 minutes a day is good for the heart.</li> <li>3. Everyone loves to exercise!</li> </ol>	
• Anticipatory Set	<p>Show a clip of Oprah Winfrey's TV special that featured the creation of her school for girls in Africa.</p> <p>Jokingly say: Apparently, Oprah Winfrey is a very influential person, but I have no idea who she is. Can you fill me in?</p> <p>Listen to responses.</p>	



<ul style="list-style-type: none"> <li>• Guided Practice</li> <li>• Independent Practice</li> <li>• Closure</li> </ul>	<p>Say: Let's list 3 different opinions about Oprah Winfrey and 3 different facts.</p> <p>Today your Independent Activity will be to read a <i>Time</i> magazine article titled "Oprah Winfrey." Your task will be to discover the author's purpose in writing this piece.</p> <p>Clarify directions for Independent Activity (partner read, use foot notes and margin notes). Check for understanding of directions.</p> <p>Proceed to work in small groups to tackle Differentiated Writing, Guided Writing Practice, and Independent Activity.</p> <p>Because of length of Anticipatory set, there will be no close activity today.</p>
Assessment:	Informal assessment during Bell Work and small group.

### Week 3 Day 4

Title: Who Influences Us and How Do They Do So?

Content Area: Language Arts	Grade: 7	Duration: 6 wks
Standards:	Same as Week 3 Day 2 Plus yesterday's added objectives, plus: 4c. Differentiate fact from opinion in a variety of texts.	
Objectives:	Students will record a model of a persuasive paragraph. Students will compose a rough draft of a persuasive paragraph. Students will continue reading "Oprah Winfrey" to identify the author's purpose and complete exercise #7 on page 453 to practice distinguishing fact from opinion in the selection. Students will respond to the question "What was the author's purpose behind writing "Oprah Winfrey" and support your answer with 2 examples.	
Materials:	The day's objectives and sequence written on the board. Prompt and Writing Target display stands.	
Differentiation:	Inherent in small group instruction.	
Teaching the Lesson:	Bell Work: Think about the prompt about school uniforms. Think about 1 opinion the <i>con</i> side might use and 2 hypothetical facts that could support that opinion.	
<ul style="list-style-type: none"> <li>• Motivation/ Anticipatory Set</li> <li>• Pre-Assessment/ Activating Background Knowledge</li> </ul>	<p>Review the list of facts the class brainstormed yesterday.</p> <p>Explain the Independent Activity today – Exercise #7 on p. 453. Students must identify facts and opinions presented in the reading selection and turn in when finished.</p>	

<ul style="list-style-type: none"> <li>• Guided Practice</li> <li>• Independent Practice</li> <li>• Close</li> </ul>	<p>Proceed to work in small groups to tackle Differentiated Writing, Guided Writing Practice, and Independent Activity.</p> <p>Have students answer on note cards “What was the author’s purpose behind writing “Oprah Winfrey”? Support your answer with 2 examples from the text.</p>
Assessment:	Informal assessment of fact vs. opinion exercise. Note cards

*Week 3 Day 5*

Title: Who Influences Us and How Do They Do So?

Content Area: Language Arts	Grade: 7	Duration: 6 weeks
Standards:	Same as Week 3 Day 2	
Objectives:	Students will revise a rough draft in Differentiated Writing. Students will compose a final draft in Guided Writing. Students will self assess their paragraph using the Modified Rubric for Persuasive Writing Assessment (Appendix A).	
Materials:	The day’s objective and sequence written on the board. Highlighters for each student. Copies of rubric.	
Differentiation:	Inherent in small group instruction.	
Teaching the Lesson: <ul style="list-style-type: none"> <li>• Teacher Input, Modeling, &amp; Checking for Understanding</li> <li>• Guided Practice</li> <li>• Independent Practice</li> <li>• Close</li> </ul>	<p>Bell Work: Review with a partner these terms: pro, con, connotation, denotation, euphemism. Share examples of each.</p> <p>Model how to self assess using the Modified Rubric for Persuasive Writing Assessment.</p> <p>Proceed to work in small groups to tackle Differentiated Writing, Guided Writing Practice, and Independent Activity.</p> <p>Ask for students to close their eyes and use sign language to indicate whether they earned a self assigned A, B, or C on their paragraph.</p>	
Assessment:	Informal assessment during small group; self assessments of final drafts.	

*Week 4 Day 1*

Title: Who Influences Us and How Do They Do So?

Content Area: Language Arts	Grade: 7	Duration: 6 weeks
Standards and Benchmarks:	Same as Week 3 Day 1	
Objectives:	<p>Students will work in Differentiated Writing groups to record a model of a plan.</p> <p>Students will work in Guided Practice to develop their own</p>	

	plan in response to a prompt. Students will begin working on Spelling List 931-940 (Appendix B).		
Materials:	The day's objective and sequence written on the board. Prompt display. Copies of Spelling List 931-940. Prompt display.		
Differentiation:	Inherent in small group instruction.		
Teaching the Lesson (Lesson Sequence/ Activities):	Bell Work: Copy the following chart on a note card and turn it in with all blank spaces completed:		
	Word	Denotation	Connotation
	Mustang		
	Fib		
	Rat		
<ul style="list-style-type: none"><li>• Guided Practice</li><li>• Independent Practice</li><li>• Close</li></ul>	Explain Independent Activity (Spelling List 931-940). Proceed to work in small groups to tackle Differentiated Writing, Guided Writing Practice, and Independent Activity. Brainstorm a list of words with <i>dis-</i> as a prefix and discuss their meanings.		
Assessment:	Informal assessment during bell work and small groups.		

### Week 4 Day 2

Title: Who Influences Us and How Do They Do So?

Content Area: Language Arts	Grade: 7	Duration: 6 weeks
Standards and Benchmarks:	Same as Week 3 Day 2	
Objectives:	<p>In Differentiated Writing, students will record a model of a persuasive paragraph. In Guided Writing Practice, students will compose a rough draft of a persuasive paragraph. Students will work to complete yesterday's spelling activity.</p>	
Materials:	The day's objectives and sequence written on the board. Prompt/Writing Target display.	
Differentiation:	Inherent in small group instruction.	
Teaching the Lesson (Lesson Sequence/ Activities):	<p>Bell Work: What is one opinion you have about school? Can you support your opinion with two facts? Share your thoughts with a neighbor.</p>	
<ul style="list-style-type: none"> <li>Motivation/ Anticipatory Set</li> <li>Teacher Input, Modeling, etc.</li> </ul>	<p>Show and tell a sugary-type cereal box. Discuss the persuasive techniques used. Explain Independent Activity (complete Spelling List 931) Proceed to work in small groups to tackle Differentiated Writing, Guided Writing Practice, and Independent Activity.</p>	

• Close	Show another cereal box, and as a class review the persuasive techniques used.
Assessment:	Informal assessment during small groups.

*Week 4 Day 3*

Title: Who Influences Us and How Do They Do So?

Content Area: Language Arts	Grade: 7	Duration: 6 weeks
Standards and Benchmarks:	<p>Same as Week 3 Day 1 plus:</p> <p>4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.</p> <p>4.a Identify an author's point of view and purpose.</p> <p>4.b Use reading and writing skills to identify problems, list possible solutions, and answer questions.</p> <p>4.d Analyze text to make predictions and draw conclusions.</p> <p>6. Students read and recognize literature as a record of human experience.</p> <p>6.a Read and respond to a variety of literature that represents perspectives from places, people, and events that are familiar and unfamiliar.</p> <p>6.b Apply literary terminology and knowledge of literary techniques to understand text.</p> <p>6.d Understand how figurative language supports meaning in a given context.</p>	
Objectives:	<p>Students will work in Differentiated Writing groups to record a model of a plan.</p> <p>Students will work in Guided Practice to develop their own plan in response to a prompt.</p> <p>Students will read "The Courage That My Mother Had" and "Two People I Want to Be Like" and complete the corresponding reading guide (Appendix B).</p>	
Materials:	<p>The day's objectives and sequence written on the board.</p> <p>Copies of the reading guide.</p> <p>Prompt display.</p>	
Differentiation:	Inherent in small group instruction.	
Teaching the Lesson :	<p>Bell Work: State one opinion about your best friend. State two facts that support that opinion.</p> <p>Ask: Who is one person you know well (no movie stars, etc.) that demonstrates a quality you wish you had? For example, perhaps you'd like to have more of Mrs. Alt's intelligence or sense of humor.</p> <p>Say: Today, you will be examining two poems, and both of them deal with noticing something in other people that is a desirable quality.</p>	
• Motivation/ Anticipatory Set		
• Pre-Assessment/ Activating Background Knowledge		

<ul style="list-style-type: none"> <li>• Teacher Input, Modeling, &amp; Checking for Understanding</li> <li>• Guided Practice</li> <li>• Independent Practice</li> <li>• Close</li> </ul>	<p>Hand out the reading guide and review the questions.</p> <p>Proceed to work in small groups to tackle Differentiated Writing, Guided Writing Practice, and Independent Activity.</p> <p>Because one of the poems compares the author's mother's courage to a rock, read through the rock comparisons on p. 456 in textbook and ask students to identify the connotation of <i>rock</i> in each.</p>
Assessment:	Informal assessment during small group.

#### *Week 4 Day 4*

Title: Who Influences Us and How Do They Do So?

Content Area: Language Arts	Grade: 7	Duration: 6 weeks
Standards and Benchmarks:	Same as Week 3 Day 2 plus the additional ones listed in yesterday's lesson plan.	
Objectives:	<p>Students will record a model of a persuasive paragraph.</p> <p>Students will compose a rough draft of a persuasive paragraph.</p> <p>Students will continue completing the reading guide from yesterday.</p>	
Materials:	The day's objectives and sequence written on the board. Prompt/Writing Target display.	
Differentiation:	Inherent in small group instruction.	
<p>Teaching the Lesson :</p> <ul style="list-style-type: none"> <li>• Motivation/ Anticipatory Set</li> <li>• Guided Practice</li> <li>• Independent Practice</li> <li>• Closure</li> </ul>	<p>Bell Work: You are writing a letter to your parent. The main idea is that you believe you should receive a greater allowance. Is this an opinion or a fact?</p> <p>If you could play matchmaker with two movie or music stars, who would you match and why?</p> <p>Explain today's Independent Activity, which is to continue working on the reading guide for the two poems. The second poem deals with the author's desire for two people to get married.</p> <p>Proceed to work in small groups to tackle Differentiated Writing, Guided Writing Practice, and Independent Activity.</p> <p>Fun quick check: Should the two people in the poem get married?</p>	
Assessment:	Informal assessment during small group.	

*Week 4 Day 5*

Title: Who Influences Us and How Do They Do So?

Content Area: Language Arts	Grade: 7	Duration: 6 weeks
Standards and Benchmarks:	Same as Week 3 Day 2	
Objectives:	<p>Students will revise a rough draft in Differentiated Writing. Students will compose a final draft in Guided Writing Practice.</p> <p>Students will self assess their writing using the Modified Rubric for Persuasive Writing Assessment (Appendix A).</p>	
Materials:	<p>The day's objective and sequence written on the board.</p> <p>Highlighters</p> <p>Copies of rubric.</p>	
Differentiation:	Inherent in small group instruction.	
Teaching the Lesson (Lesson Sequence/ Activities):	<p>Bell Work: You are writing a letter to a parent requesting that your allowance be increased. What is one reason you believe this and what are two facts you could use to support your reason?</p> <p>Review how to use the rubric to self assess student paragraphs.</p> <p>Proceed to work in small groups to tackle Differentiated Writing, Guided Writing Practice, and Independent Activity.</p> <p>Ask students to close eyes and indicate whether they feel their writing improved from last week (thumbs up), stayed the same (thumbs sideways), or regressed (thumbs down).</p>	
Assessment:	Informal assessment during small group. Self assessments of final drafts.	

*Week 5 Day 1*

Title: Who Influences Us and How Do They Do So?

Content Area: Language Arts	Grade: 7	Duration: 6 weeks
Standards and Benchmarks:	Same as Week 3 Day 1	
Objectives:	<p>Students will work in Differentiated Writing groups to record a model of a plan.</p> <p>Students will work in Guided Practice to develop their own plan in response to a prompt.</p> <p>Students will begin working on Spelling List 941-950 (Appendix B).</p>	
Materials:	The day's objectives and sequence written on the board.	

	Copies of Spelling List 941-950. Prompt display. Marker boards and markers.
Differentiation:	Inherent in small group instruction.
Teaching the Lesson (Lesson Sequence/ Activities):	Bell Work: An author's tone is his/her attitude toward the topic. Read the following excerpt from "What Exercise Can Do for You." What is the author's tone? How can you tell? <i>"Many teenagers are exercising little more than their fingers, tapping away at the keyboard."</i> Proceed to work in small groups to tackle Differentiated Writing, Guided Writing Practice, and Independent Activity.  With marker boards, list two common other word forms of the word <i>express</i> .
Assessment:	Informal assessment during small group.

*Week 5 Day 2*

Title: Who Influences Us and How Do They Do So?

Content Area: Language Arts	Grade: 7	Duration: 6 weeks
Standards and Benchmarks:	Same as Week 3 Day 2	
Objectives:	In Differentiated Writing, students will record a model of a persuasive paragraph. In Guided Writing Practice, students will compose a rough draft of a persuasive paragraph. Students will examine the persuasive techniques of cereal boxes. Students will work to complete yesterday's spelling activity.	
Materials:	Prompt/Writing Target display The day's objectives and sequence written on the board.	
Differentiation:	Inherent in small group instruction.	
Teaching the Lesson (Lesson Sequence/ Activities):	Bell Work: How would you describe the author's tone or attitude toward Oprah Winfrey in this excerpt: <i>Besides being compassionate, Oprah is well-informed, dazzlingly curious, and as down-to-earth and loving as any human being I've ever known.</i>  Show a few different cereal boxes and examine the persuasive techniques used for different audiences. Proceed to work in small groups to tackle Differentiated Writing, Guided Writing Practice, and Independent Activity. Show a new cereal box and ask for feedback regarding persuasive techniques.	
Assessment:	Informal assessment during small group.	

*Week 5 Day 3*

Title: Who Influences Us and How Do They Do So?

Content Area: Language Arts	Grade: 7	Duration: 6 weeks
Standards and Benchmarks:	Same as Week 3 Day 2	
Objectives:	Students will revise a rough draft in Differentiated Writing. Students will compose a final draft in Guided Writing Practice. Students will self assess their writing using the Modified Rubric for Persuasive Writing Assessment (Appendix A).	
Materials:	The day's objectives and sequence written on the board. Copies of the rubric Highlighters	
Differentiation:	Inherent in small group instruction.	
Teaching the Lesson:	Bell Work: How would you describe this author's attitude toward school uniforms? Be prepared to support your answer. <i>No intelligent young adult is going to be caught dead in these plaid clown suits.</i> Proceed to work in small groups to tackle Differentiated Writing, Guided Writing Practice, and Independent Activity. Same as Week 4 Day 5 Close Activity.	
Assessment:	Informal assessment during small group and informal assessment of final drafts.	

*Week 5 Day 4*

Title: Who Influences Us and How Do They Do So?

Content Area: Language Arts	Grade: 7	Duration: 6 weeks
Standards and Benchmarks:	On a per need basis: 1. Students read and understand a variety of materials. 2. Students write and speak for a variety of purposes and audiences. 3. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. 4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing. 5. Students read to locate, select, and make use of relevant information from a variety of media, references, and technological sources.	
Objectives:	Students will catch up on and seek help with any delinquent work and continue to complete their final draft from yesterday. Students glaringly deficient in designated target areas receive additional help and instruction.	



	Students will be introduced to the persuasive project rubric (see Appendix B).
Materials:	List of missing assignments Final Project Rubric
Differentiation:	Students deficient in designated target areas will be selected to receive additional support and instruction.
Teaching the Lesson (Lesson Sequence/ Activities):	Bell Work: How would you describe your coach's tone if he/she said this in the huddle? <i>Although we're down by ten, we can still do it. We haven't shown them our best yet, so let's take the court and play our game.</i>
• Teacher Input, Modeling, & Checking for Understanding	Introduce Final Persuasive Project Rubric and model how to brainstorm to get started. Work with students who need remedial help; other students work on final drafts or begin brainstorming for project.
Assessment:	Informal assessment during remedial group work.

### Week 5 Day 5

Title: Who Influences Us and How Do They Do So?

Content Area: Language Arts	Grade: 7	Duration: 6 weeks
Standards:	Same as Week 3 Day 2	
Objectives:	Students will compose a post test persuasive paragraph in response to a prompt.	
Materials:	Prompt displayed on board. Diagram on board showing how to use two piece of notebook to compose plan, rough draft, and final draft.	
Differentiation:	Extra time, scribe, computer for identified students.	
Teaching the Lesson (Lesson Sequence):	Bell Work: What would be an appropriate tone to use in these situations: talking to a teacher about a disagreement over a grade, writing an election speech for a politician, writing a letter to an editor about the need for a community skate park?	
• Independent Practice	Introduce post test prompt and how to use notebook paper to plan, draft, revise, and publish. Instruct students to brainstorm ideas for the persuasive project.	
Assessment:	Score the paragraphs using the Rubric for Persuasive Writing developed by the National Literacy Coalition. At the bottom of each rubric, identify 2-3 skill deficiencies for each student. Compare their pretest score to their posttest score to determine overall growth. Designate a grade based on the overall growth demonstrated.	
Notes:	Divide students into three groups based on their raw scores and identified needs to be used during next instructional unit.	

*Week 6 Day 1*

Title: Who Influences Us and How Do They Do So?

Content Area: Language Arts	Grade: 7	Duration: 6 weeks
Standards and Benchmarks:	<p>1. Students read and understand a variety of materials.</p> <p>1.c Determine the main idea or essential message in a text.</p> <p>1.d Make reasonable inferences from information that is implied but not directly stated.</p> <p>1.e Infer by making connections between separated sections of a text.</p> <p>1.g Use word recognition skills to comprehend text.</p> <p>1.i Use context clues to determine the meaning of unfamiliar words.</p> <p>4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.</p> <p>4.a Identify an author's point of view and purpose.</p> <p>4.b Use reading and writing skills to identify problems, list possible solutions, and answer questions.</p> <p>4.c Differentiate fact from opinion in a variety of texts.</p> <p>4.d Analyze text to make predictions and draw conclusions.</p> <p>4.e Analyze the text's main idea and use relevant details to support the analysis.</p> <p>5. Students read to locate, select, and make use of relevant information from a variety of media, references, and technological sources.</p> <p>5.a Use organizational features of printed text to locate relevant information.</p> <p>6. Students read and recognize literature as a record of human experience.</p> <p>6.a Read and respond to a variety of literature that represents perspectives from places, people, and events that are familiar and unfamiliar.</p> <p>6.b Apply literary terminology and knowledge of literary techniques to understand text.</p> <p>6.d Understand how figurative language supports Meaning in a given context.</p>	
Objectives:	Students will complete a 50-question multiple choice assessment by learning objective.	
Materials:	Bubble answer sheets. Copies of the test from the <i>Glencoe</i> curriculum.	
Differentiation:	Designated students will test out of the room and a paraprofessional will read the test to them. Their tests will have one of four possible answers eliminated and additional	

	notes for difficult concepts.
Lesson Sequence:	Bell Work: In what situations do you use a sarcastic tone? Hand out answer sheets, tests. Explain what to do with completed and checked answer sheets and tests. Close: Congratulate students on hard work and focus during test.
Assessment:	Formal assessment.
Notes:	Track those questions missed. Calculate percentage of students who missed significant questions. Throw out the questions missed by 60% or more of students.

### Week 6 Day 2

Title: Who Influences Us and How Do They Do So?

Content Area: Language Arts	Grade: 7	Duration: 6 weeks
Standards and Benchmarks:	Same as yesterday.	
Objectives:	Students will track the type of questions missed on the test as we go over the questions and answers. Students will work in small groups to introduce questions they have about the persuasive project. Students will work on project.	
Materials:	Test answer sheets and copies of test. List of learning objectives for student tracking of questions missed (see Appendix B).	
Differentiation:	Provide extra assistance as necessary for students experiencing difficulty with the tracking sheet and/or project.	
Preparing Students for the Lesson:	The day's objectives and sequence written on the board. Explain to students how to use the checklist to track what kind of questions/which skill areas they missed on the test.	
Teaching the Lesson (Lesson Sequence/ Activities):	<p>Bell Work: Why are these statements considered to be hyperboles? <i>She wore so much makeup she had to use a chisel to get it off! I'm so hungry I could eat a horse! My best friend and I were texting forever!</i></p> <p>• Teacher Input, Modeling, &amp; Checking for Understanding</p> <p>Hand back tests. Model how to use the table to track nature of missed questions. Read over tests and answers and discuss. Collect tests and personal tabulation sheets of questions missed. Have students form small groups and review the persuasive project description and develop two questions they or other students might have. Model how to start the project. Monitor students as they brainstorm ideas and get started.</p>	

• Close	Check for understanding regarding the Final Persuasive Project.
Assessment:	Collect tabulation sheets. Identify trends and needs. Schedule time with students during recess to work on skills.

*Week 6 Day 3*

Title: Who Influences Us and How Do They Do So?

Content Area: Language Arts		Grade: 7	Duration: 6 weeks
Standards and Benchmarks:	Based on student needs: 2. Students write and speak for a variety of purposes and audiences. 3. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. 4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.		
Objectives:	Students will work on persuasive projects and receive remedial help with skill deficiencies. Students receive back their pretest persuasive paragraph for critique. Students will meet in small groups with teacher to examine post test persuasive and discuss rubric and achievements.		
Materials:	Student writing/portfolio folders. The day's objectives and sequence written on board.		
Differentiation:	Inherent in the day's objectives.		
Teaching the Lesson (Lesson Sequence/ Activities):	Bell Work: With the help of a partner, write a hyperbole on the following topics: 1. How high you can jump 2. How fast you can text 3. How hot it is outside.		
<ul style="list-style-type: none"> <li>• Motivation/ Anticipatory Set</li> <li>• Pre-Assessment/ Activating Background Knowledge</li> </ul>	How do politicians persuade us? How can you use those same techniques in your project? Hand back pretest paragraphs. Hand back post test paragraphs. Discuss. Have students place post test and graphs in portfolio folders.  Check for understanding in regard to the persuasive project. Model how to proceed with project idea.		
• Closure	Ask students to rate how complete their project is.		
Assessment:	Informal assessment during small group remedial instruction.		

*Week 6 Day 4*

Title: Who Influences Us and How Do They Do So?

Content Area: Language Arts	Grade: 7	Duration: 6 weeks
Standards and Benchmarks:	Same as yesterday.	
Objectives:	Students will work on persuasive projects and receive remedial help with skills learned during the unit.	
Materials:	List of students needing help and identified deficiencies.	
Differentiation:	Inherent in the day's objectives. Provide additional support and assistance to students with LD or ELL students as they work on their projects.	
Preparing Students for the Lesson: <ul style="list-style-type: none"><li>• Transitions</li><li>• Expected Behaviors</li></ul>	Expected behaviors for today's work session: 1. On task at all times. 2. Ask the teacher questions only when she's transitioning between students receiving extra help. 3. Cooperate in the sharing of supplies, etc.	
Teaching the Lesson (Lesson Sequence/ Activities): <ul style="list-style-type: none"><li>• Teacher Input, Modeling, &amp; Checking for Understanding</li><li>• Close</li></ul>	Bell Work: Why might using hyperbole help persuade your readers and listeners? Why might be the danger in using hyperbole?  Establish expectations. Address questions. Review availability of supplies. Check for understanding regarding project specifications and due date. Work day!  Check for understanding of project specifications and due date.	
Assessment:	Informal assessment during remedial work.	

*Week 6 Day 5*

Title: Who Influences Us and How Do They Do So?

Content Area: Language Arts	Grade: 7	Duration: 6 weeks
Standards:	Variable, given choice and nature of project.	
Objectives:	Students will present their projects to the class, including an explanation of why and how they developed their particular project, how they convinced the teacher to allow them to do it, whom the intended audience was, their perceived effectiveness of their project, and its strengths and shortcomings.	
Resources and Materials:	The student projects. Note cards for the closure activity.	
Differentiation:	ELL students may present their projects one-on-one with the teacher if they so choose.	

<p>Preparing Students for the Lesson:</p> <ul style="list-style-type: none"> <li>• Transitions</li> <li>• Expected Behaviors</li> </ul>	<p>Remind students of proper audience behavior – attention given to presenter, show interest with smiles, eye contact, and head nods. Clap for three seconds to celebrate their achievement at the conclusion of their presentation.</p> <p>Reminds students of proper presentation behavior – make eye contact with audience members, smile, stand tall and confident, speak loudly and clearly, and hold posters, etc. up beside your body and not in front of your face.</p> <p>Students will present their projects alphabetically and should be prepared when it is their turn.</p>
<p>Teaching the Lesson (Lesson Sequence/ Activities):</p> <ul style="list-style-type: none"> <li>• Motivation/ Anticipatory Set</li> <li>• Pre-Assessment/ Activating Background Knowledge</li> <li>• Teacher Input, Modeling, &amp; Checking for Understanding</li> <li>• Guided Practice</li> <li>• Independent Practice</li> <li>• Closure</li> </ul>	<p>Bell Work: What tone will you use during your presentation today? Respectful? Humorous? Disappointed? Proud? Embarrassed? Sarcastic? How will you demonstrate that tone?</p> <p><i>How could you use your new skills of persuasion to change the world?</i> Brief class discussion.</p> <p>Review the start of the unit 6 weeks ago, review the skills practiced throughout the unit, and commend the students on their hard work and growth in writing persuasive paragraphs.</p> <p>Present my own project/model, modeling good eye contact, clear speech, strengths and shortcomings of the project, etc. Ask a variety of students to identify “what I did” to make a good presentation of my project.</p> <p>Students rehearse their presentation with a neighbor and give feedback to one another.</p> <p>Students present their projects one at a time to the whole class.</p> <p>Ask students to write down on a note card the answers to three questions:</p> <ul style="list-style-type: none"> <li>• What’s the most important skill you learned in this unit?</li> <li>• What one concept is still confusing for you?</li> <li>• How can you be more persuasive with your parents and friends?</li> </ul>
<p>Assessment:</p>	<p>Project Rubric (completed first by the student and then reviewed by the teacher for accuracy).</p>
<p>Notes &amp; Reflections:</p>	<p>Did students grasp the importance of understanding persuasive techniques?</p> <p>Utilize feedback from note cards for next year’s unit plan.</p>

## Chapter Summary

This curriculum provides a 6 week unit plan that outlines instruction in reading and writing in the persuasive genre for Grade 7 students at Soroco Middle School, including daily lesson plans for the entire unit. A discussion of the contribution of this project, limitations, peer assessment, and recommendations for further development is presented in Chapter 5.

## Chapter 5

### DISCUSSION

The purpose of this project was to develop a 6 week curricular unit that is focused on reading and writing instruction in the persuasive genre. Teachers at South Routt Middle School will use this curriculum to teach literacy in the persuasive genre to students in Grade 7. By incorporating the instructional practices of the Every Child A Writer (ECAW) program and a backward design approach to lesson planning, this author intended to create a unit that makes writing instruction and evaluation an explicit, concrete, and measurable process that is directly in line with the expectations of the Colorado Student Assessment Program (CSAP) tests. In this chapter, the author evaluates whether or not this curriculum meets the intended expectations. The limitations of the project, peer assessment, and recommendations for further development are also discussed in this chapter.

#### Contribution of the Project

The reading and writing curriculum presented in Chapter 4 is grounded in Colorado State Standards and Soroco Middle School expectations. It is just one part of the Grade 7 language arts full year curriculum that is currently being designed as a guaranteed curriculum. Given the historic turnover rate in the 7<sup>th</sup>/8<sup>th</sup> grade language arts teaching position, the existence of a guaranteed unit plan for teaching reading and writing in the persuasive genre to Grade 7 students will ensure a smooth transition during future personnel changes and will ensure a standards based curriculum.



This curriculum allows for clear measurement of student growth during the writing process and differentiated instruction that is easily adapted to learners of all levels. By comparing student scores on the annual CSAP tests, the effectiveness of the curriculum and its accompanying instruction can be tracked readily, and subsequent instruction easily can be adjusted to compensate for any skill deficiencies reported via the test results.

Additionally, the curriculum allows time for remedial instruction before and after assessments so that no child is left behind in the learning process. Also, it allows for students to self evaluate their writing and their progress, which are meaningful processes for developing writers. The small group instruction promotes: (a) modeling of good writing, (b) differentiated instruction, (c) guided practice, and (d) collaboration. Finally, the curriculum makes writing instruction a clear, objective process for both student and teacher, providing students an unambiguous path toward success in an area that proves challenging for many students.

#### Limitations

The greatest limitation of the project is that, unless the facilitating teacher has attended an Every Child A Writer (ECAW) training, his/her ability to utilize these lesson plans in the manner intended may be compromised. For example, administering writing instruction in 15 minute increments, as described in the lesson plans, can appear an impossible task unless one has witnessed it first hand during an official training. Fortunately, ECAW trainings are offered regularly throughout the Denver area and are accessible by any interested educator.

An additional limitation involves the small group rotation and its effect on reading instruction. Reading instruction is the priority only during the first 2 weeks of the unit; after that, all reading takes place during the Independent Activity station as part of the small group rotation. Since the teacher focuses on writing instruction in the small group setting during weeks 3-5, the ability of the teacher to monitor reading comprehension and other reading skills during this time is difficult. The teacher can verbally remind the students to adhere to good reading practices (e.g., previewing the text, using footnotes, etc.) and can hope that the students developed good reading habits earlier in the year, but monitoring such habits proves difficult in the small group setting. Also, the teacher can monitor comprehension via a question and answer format, but such tactics are not necessarily best practice all the time.

#### Peer Assessment Results

Two professional educators assessed the curriculum. The first, a 17 year teacher, praised the structure of the unit, commenting that the 2 week focus on reading skills appropriately scaffolds learning for the 3 week writing component. Also, she praised the focus on connotation versus denotation because she believes the mastery of this skill makes writing in the persuasive genre much more effective. Finally, she noted that the modified rubric for persuasive writing assessment is “an excellent adaptation to make it more user friendly,” and the overall unit was well structured, sound, and engaging for students.

The second peer assessor, the Superintendent of Schools at South Routt School District, praised the relevancy of the unit, stating, “This unit will help them become wise consumers of information and not be persuaded by readings and arguments that are not in

their best interests.” He noted the use of sound teaching practices proposed in the unit, including: (a) the use of both formative and summative assessments, (b) the public display of student work, (c) the use of student self assessment, (d) the intent to explore a topic in depth, and (e) the adjustments in teaching to accommodate student needs. Also, he offered some critique of the unit, suggesting that it might be beneficial to receive student input in regard to the Independent Learning Activities since students often have difficulty maximally utilizing this time. In addition, he recommended the daily lesson objectives remain short and concise and directly related to the elements of instruction used during the lesson. Finally, he suggested developing a method for tabulating how often various standards and benchmarks are taught and to remember that, although small group instruction is very important, whole groups instruction is a viable option when all or almost all students are having difficulty with an instructional issue.

#### Recommendations for Further Development

Future drafts of this curriculum will include an element of choice within the Independent Learning Activities. For example, students might be given a list of four Independent Learning Activities and be required to choose two and complete them during Independent Learning Activity group time. Furthermore, the daily lesson objectives will be short and concise, and whole group instruction will be utilized when and if it appears that most students are struggling with the same skill. Importantly, after the initial implementation of the unit, the author will make adjustments and revisions as necessary to attain improved effectiveness, flow, and timing. Finally, to ensure that any teacher hired in the future will be capable of instructing in the manner described by the Every

Child a Writer (ECAW) program, the author will meet with her administrative team to develop a training method for language arts teachers new to the building.

#### Project Summary

The purpose of this project was to develop a 6 week curricular unit for Grade 7 that is focused on writing instruction in the persuasive genre and incorporates the instructional elements of the Every Child A Writer (ECAW) program. The author incorporated the results of significant educational research when designing the curriculum. Using feedback from two peer assessors, the author suggested minor improvements for future drafts; however, the true test of the curriculum's success will not occur until the implementation of the unit during the spring semester of the 2009-2010 school year at Soroco Middle School.

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## APPENDIX A

Diagram of Class Rotation

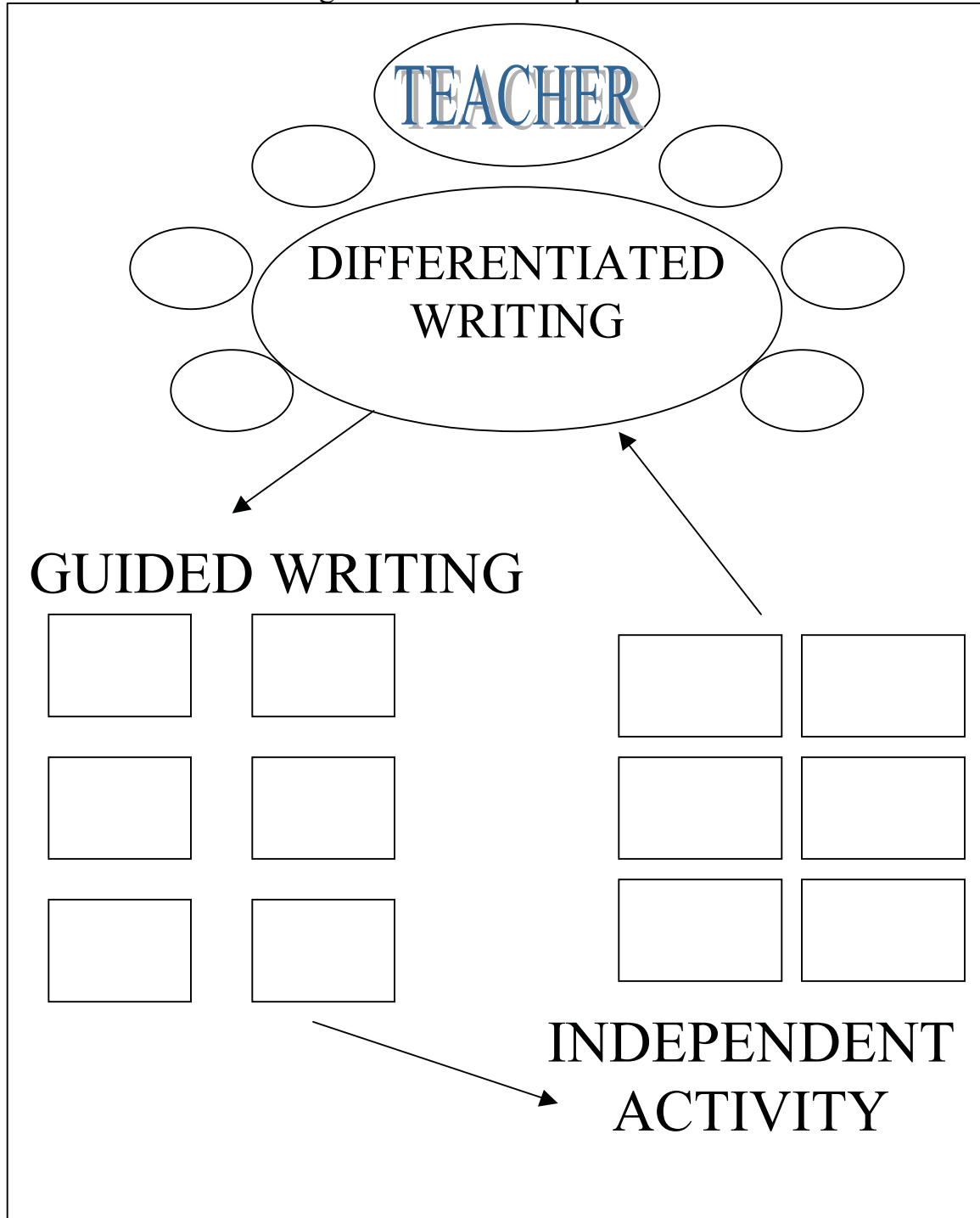
Grade 7 Writing Prompts

Writing Targets

Modified Rubric for Persuasive Writing Assessment

Rubric for Persuasive Writing Assessment

Diagram of Small Group Rotations





## Grade 7 Writing Prompts

1. Some members of the community think that Soroco school students need uniforms. What is your opinion? Convince the school board why Soroco Middle School does or does not need school uniforms.
2. The number one complaint from students is that they do not like homework. Convince one of your teachers why he/she should no longer assign homework in that particular class.
3. Many schools are faced with tough choices regarding how to save money. If Soroco Middle School were faced with the difficult decision of cutting certain classes, which class do you feel is the single most important class? Convince the principal to keep the class you feel is most valuable to the future of Middle School students.
4. Your family is planning to take you and your unlikable cousin Eddie to Alaska for a family vacation. You are excited to visit Alaska but would prefer to take a friend with you instead of cousin Eddie. Write a letter to your parent(s) convincing them that your friend \_\_\_\_\_ would be a better travel companion than cousin Eddie.
5. Most young adults receive an allowance. You are unhappy with the amount of your allowance and wish it were greater. Write a letter to your parents convincing them to raise your allowance to \_\_\_\_\_.
6. In most families, the children are assigned various chores, but most children complain about having to do them. Should children be assigned chores or should the parents take care of all the duties around the house? Convince your classmates of your view.
7. Some research shows that when boys and girls are segregated during academic class periods they perform better. Some teachers at SMS think gender segregated classes are a great idea. Do you think we should try it? Write a paragraph convincing the teachers at Soroco Middle School that gender segregation would or would not be a good idea.
8. Recent studies show that American public school students lag behind students of other developing countries. Some legislators think we can fix this by lengthening the school year. How do *you* think we can fix this? Write a letter to your local Congressman proposing your solution and convincing him/her that your idea will work.
9. Soroco Middle School has been asked to send one student to Washington D.C. to attend a fun-filled weekend in the capitol city with students from around the country. Who should SMS send? Write a paragraph that will convince the principal to select the student of your choice.

## Writing Targets

1. To construct simple sentences with a capital letter and correct end punctuation.
2. To use the correct form of there/their/they're.
3. To maintain present tense.
4. To use multiple modifiers.
5. To maintain a third person perspective.
6. To construct a complex sentence.
7. To construct a compound sentence.
8. To construct a variety of sentence types and lengths.
9. To use commas to separate two or more adjectives.
10. To use commas to separate items in a list.
11. To use a comma and a conjunction to join two sentences.
12. To use a semicolon effectively.
13. To incorporate figurative language into writing.
14. To include specific examples.
15. To include an example from life.
16. To conclude a piece of writing with an extended conclusion.
17. To begin a piece of writing with an extended introduction.
18. To include technical vocabulary that shows in-depth knowledge about the topic.
19. To use proper subject verb agreement throughout a piece of writing.
20. To use apostrophes correctly.

## Modified Rubric for Persuasive Writing Assessment

### 1. Organization

Did you remember to...	YES	NO
A. Write more than 4 sentences?		
B. Construct a T-chart before writing?		
C. Write at least 6 complete sentences?		
D. Write 7 or more complete sentences?		
E. Indent the first line and make it look like a paragraph?		

Section 1. Earned Score (ADD "YES" column) \_\_\_\_\_

### 2. Introduction

Is your introduction:	YES	NO
A. One sentence that names the topic and gives an opinion?		
B. At least two sentences and includes a fact or two about the topic and states an opinion?		
C. 3-5 sentences and includes background facts about the topic and a proposal?		

Section 2. Earned Score (A=1 pt, B=2 pts, C=3 pts)      \_      \_

### 3. Body

Did you remember to...	YES	NO
A. Write at least 3 supportive statements that clearly support the topic or the proposal?		
B. Include a statement that is a specific example from life?		
C. Include at least one fact?		
D. Include at least one emotional appeal?		
E. Include at least one testimonial?		

Section 3. Earned Score (ADD "YES" column) \_\_\_\_\_

### 4. Vocabulary Usage

Did you remember to...	YES	NO
A. Include single modifiers that are descriptive (i.e. "the <b>fuzzy</b> sweater" or "I <b>strongly</b> believe") (need two)		
B. Include multiple modifiers and adverbs? (need two)		
C. Include prepositional phrases or technical language? (need two)		
D. Include a simile, metaphor, or other figurative language? (need one)		

Section 4. Earned Score (ADD "YES" column) \_\_\_\_\_

### 5. Sentence Structure

Did you remember to...	YES	NO
A. Include a simple sentence? (need one)		
B. Include a sentence with a compound subject or predicate? (one)		
C. Include a compound sentence? (need one)		
D. Include a complex sentence? (need one)		

Section 5. Earned Score (ADD "YES" column) \_\_\_\_\_

## 6. Conclusion

Which of the following did you do?	YES	NO
A. Write a 1 sentence conclusion that restates the topic and opinion?		
B. Write a conclusion that summarizes the argument and provides a call to action?		
C. Write a conclusion that summarizes the argument, makes a personal statement, and provides a call to action?		

Section 6. Earned Score ((A=1 pt, B=2 pts, C=3 pts) \_\_\_\_\_

## 7. Perspective and Tense

Did you remember to...	YES	NO
A. Stay in the appropriate tense the whole time?		
B. Stay in the appropriate point of view the whole time? (Third person)		

Section 7. Earned Score (ADD "YES" column) \_\_\_\_\_

## 8. Conventions

Did you remember to...	YES	NO
A. Capitalize ALL sentences and add correct end punctuation?		
B. Capitalize ALL proper nouns?		
C. Correct any "stray" capital letters?		
D. Check to make sure you know why you used each comma?		
E. Use a semicolon (it must be used correctly!)		

Section 8. Earned Score (ADD "YES" column) \_\_\_\_\_

## 9. Mechanics

Did you remember to...	YES	NO
A. Check for subject/verb agreement?		
B. Check your spelling of plural and possessive nouns?		
C. Check to see if your verbs sound right? (i.e., shoot vs. shot, drank vs. drunk, wrote vs. written)		
D. Check to see if you used the correct pronouns? (its/it's, there/their/they're, etc.)		

Section 9. Earned Score (ADD "YES" column) \_\_\_\_\_

## FINAL ASSESSMENT

<b>Total Score:</b> Total number of "YES" = _____ ÷ 35 = _____	<b>A</b>	<b>B</b>	<b>C</b>
<b>Effort:</b> <b>A</b> = you worked hard! <b>B</b> = you know you could have worked a bit harder <b>C</b> = you hurried through this and it's nowhere near your best work.	<b>A</b>	<b>B</b>	<b>C</b>
<b>FINAL SCORE:</b> Compare your <b>total score</b> to your <b>effort</b> . Overall, how do you think you did? Circle the letter grade that best matches how <i>you</i> think you did on this piece of writing.	<b>A</b>	<b>B</b>	<b>C</b>

What target area do you need to focus on next time? \_\_\_\_\_

**Rubric for Persuasive Writing Assessment**  
(developed for classroom use by the National Literacy Coalition)

**1. Organization**

<i>The writer uses...</i>	<b>Score</b>
A. Fewer than 4 sentences	<b>0</b>
B. Appropriate plan (T-chart)	<b>1</b>
C. 6 complete sentences	<b>1</b>
D. 7 or more sentences	<b>1</b>
E. Correct paragraph structure (indents first line, returns to margin)	<b>1</b>

Section 1. Earned Score (**add** scored value from 1A, 1B, 1C, 1D, and 1E) \_\_\_\_\_

**2. Introduction**

<i>The writer uses...</i>	<b>Score</b>
A. Topic unclear (does not address prompt)	<b>0</b>
B. Topic sentence names the topic and makes an evaluative statement	<b>1</b>
C. Topic sentence names and includes a factual description of the topic and makes an evaluative statement (2 sentences)	<b>2</b>
D. Introduction includes a factual description of the issue and includes a statement of proposal (3-5 sentences)	<b>3</b>
E. Introduction includes a broad evaluative statement and answers the questions who, what, when, where, and why (4-6 sentences)	<b>4</b>

Section 2. Earned Score (enter **highest** scored value from 2A, 2B, 2C, 2D, or 1E) \_\_\_\_\_

**3. Body**

<i>The writer uses...</i>	<b>Score</b>
A. Detail sentences do not support topic (allow NO irrelevant detail)	<b>0</b>
B. Detail sentences are supportive statements clearly linked to the argument of proposal (3 detail sentences)	<b>1</b>
C. Supportive statements include specific, logical appeal strategies (data)	<b>1</b>
D. Supportive statements include specific examples, evidence, or testimonials reflecting both logical and emotional appeal.	<b>1</b>
E. Supportive statements include sentences of vivid/technical descriptions	<b>1</b>

Section 3. Earned Score (**add** scored value of 3A, 3B, 3C, 3D, and 3E) \_\_\_\_\_

**4. Vocabulary Usage**

<i>The writer uses...</i>	<b>Score</b>
A. Common subject or verb modifiers present	<b>0</b>
B. Expressive noun (subject/object) and verb modifiers used	<b>1</b>
C. Multiple noun modifiers used to describe some aspects of topic as well as verb modifiers	<b>1</b>
D. Phrases reflecting depth of knowledge or technical vocabulary (more than one)	<b>1</b>
E. Metaphor, simile, or other figurative language used	<b>1</b>

Section 4. Earned Score (**add** scored value from 4A, 4B, 4C, 4D, and 4E) \_\_\_\_\_

### 5. Sentence Structure

<i>The writer uses...</i>	Score
A. More incomplete than complete sentences	0
B. Simple sentence structure	1
C. Simple sentence structure with compound in the subject or compound in the predicate	1
D. Compound sentence	1
E. Complex sentence	1

Section 5. Earned Score (**add** scored value from 5A, 5B, 5C, 5D, and 5E) \_\_\_\_\_

### 6. Conclusion

<i>The writer uses...</i>	Score
A. No discernible conclusion	0
B. Conclusion restates the topic and a personal statement	2
C. Conclusion summarizes the argument and provides a call to action	3
D. Conclusion summarizes the argument, makes a personal statement, and provides a call to action	4

Section 6. Earned Score (enter **highest** scored value from 6A, 6B, 6C, or 6D) \_\_\_\_\_

### 7. Perspective and Tense

<i>The writer uses...</i>	Score
A. Perspective or tense changes without reason	0
B. Perspective and tense maintained (Third person)	2
C. Active voice maintained throughout	2

Section 7. Earned Score (**add** scored value from 7A, 7B, and 7C) \_\_\_\_\_

### 8. Conventions

<i>The writer uses...</i>	Score
A. Sentences not capitalized or have no end punctuation	0
B. Sentences capitalized with correct end punctuation throughout	1
C. Proper nouns capitalized correctly; no “stray” capital letters	1
D. Correct use of commas	1
E. Correct use of higher level punctuation (semicolon, colon, dash, etc.)	1

Section 8. Earned Score (**add** scored value from 8A, 8B, 8C, 8D, and 8E) \_\_\_\_\_

### 9. Mechanics

<i>The writer uses...</i>	Score
A. Poor mechanics interrupt meaning	0
B. Subject verb agreement throughout	1
C. Appropriate noun forms throughout (singular, plural, possessive)	1
D. Appropriate verb forms throughout (irregular verbs)	1
E. Appropriate pronouns throughout	1

Section 9. Earned Score (**add** scored value from 9A, 9B, 9C, 9D, and 9E) \_\_\_\_\_

**Raw Score =**

**Proficiency score = Raw Score ÷ 8 =**

## APPENDIX B

Spelling List 921-930

Spelling List 931-940

Spelling List 941-940

Reading Guide

Skill/Test Tracking Sheet

Final Project Rubric

**7<sup>th</sup> Grade Spelling List 921-930****NAME:****CORE WORDS****WRITE****REWRITE**

1. variety \_\_\_\_\_

2. season \_\_\_\_\_

3. share \_\_\_\_\_

4. jump \_\_\_\_\_

5. regular \_\_\_\_\_

6. represent \_\_\_\_\_

7. market \_\_\_\_\_

8. we're \_\_\_\_\_

9. flew \_\_\_\_\_

10. finger \_\_\_\_\_

**SPRINGBOARD ACTIVITIES**

1. Write the plural form of *variety*. \_\_\_\_\_  
What spelling rule did you follow when you wrote the plural form?

2. Using the same rule you used in #1 above, write the plural forms of the following words:

community \_\_\_\_\_

mystery \_\_\_\_\_

company \_\_\_\_\_

memory \_\_\_\_\_

dairy \_\_\_\_\_

boundary \_\_\_\_\_

property \_\_\_\_\_

victory \_\_\_\_\_

3. The word *season* is a multiple meaning word because it can mean several different things. In sentence form, write a sentence that **defines** each word below. Consult a dictionary only if you get stuck. Pay attention to parts of speech!

a season (noun) - \_\_\_\_\_

a seasoning (noun) - \_\_\_\_\_

to season (verb) - \_\_\_\_\_

4. For words ending in a silent *e* (for example, the word *share*), what must you do before you add an *-ing* ending? (respond in sentence form)

Add *-ing* to the following words:

share \_\_\_\_\_

care \_\_\_\_\_

hope \_\_\_\_\_

love \_\_\_\_\_



rope \_\_\_\_\_ come \_\_\_\_\_

5. In sentence form, write what you think it means to say these expressions:

To jump all over someone –

To jump at the chance –

The jump through hoops –

6. Examine the words *jump* and *hop*. Now study the words *jumping* and *hopping*.

Respond to these questions in sentence form:

Why **don't** you need to double the *p* before adding *-ing* to *jump*? (Think about pronunciation rules!)

Why **do** you need to double the *p* before adding *-ing* to *hop*?

6. List four word forms of the word *regular*. ALL YOUR WORDS MUST BE REAL WORDS! Consult a dictionary *only* if you get stuck!

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

7. As we have discussed in class before, words can be broken down into word parts. For example, the word *pronounce* would be broken into the parts pro – nounce.

Think about how you pronounce the word *represent*. Break this word into three word parts based on its pronunciation. Place each part on a separate line.

\_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

8. *Market* is sometimes called a clipped word because it is a shorter version of the proper term. A clipped word is NOT the same as an abbreviation. Can you brainstorm with a partner three other clipped words that are commonly used in our language? The list has been started for you.

a. market/mart      b. airplane/plane      c. \_\_\_\_\_      d. \_\_\_\_\_      e. \_\_\_\_\_

9. Complete the following analogies using past spelling words or their other word forms:

they : we :: they're : \_\_\_\_\_      orange : fruit :: rose : \_\_\_\_\_

wetter : drier :: liquid :: \_\_\_\_\_      sold : selling :: fed : \_\_\_\_\_

Houston : south :: Minneapolis: \_\_\_\_\_      poodle : dog :: sun : \_\_\_\_\_

gas : gasoline :: mart : \_\_\_\_\_

10. What is the present tense form of the verb *flew*? \_\_\_\_\_

List the present tense form of these irregular verbs:

blow - \_\_\_\_\_      was - \_\_\_\_\_      were - \_\_\_\_\_

wrote - \_\_\_\_\_      saw - \_\_\_\_\_      knew - \_\_\_\_\_

## CORE WORDS

## WRITE

## REWRITE

1. expect

\_\_\_\_\_

\_\_\_\_\_

2. army

\_\_\_\_\_

\_\_\_\_\_

3. cabin

\_\_\_\_\_

\_\_\_\_\_

4. camp

\_\_\_\_\_

\_\_\_\_\_

5. danger

\_\_\_\_\_

\_\_\_\_\_

6. purpose

\_\_\_\_\_

\_\_\_\_\_

7. breakfast

\_\_\_\_\_

\_\_\_\_\_

8. proper

\_\_\_\_\_

\_\_\_\_\_

9. coat

\_\_\_\_\_

\_\_\_\_\_

10. push

\_\_\_\_\_

\_\_\_\_\_

**SPRINGBOARD ACTIVITIES!**

1. Rewrite this metaphorical sentence using literal language: Do not *expect* somebody else to pull your chestnuts out of the fire.

\_\_\_\_\_

2. One of your words this week is army. Would you consider going into the army? Why or why not?

\_\_\_\_\_

3. Can you define these words using what you know about prefixes? After you write down *your* definition, check your answer in the dictionary. Your answers may be in phrase or note form.

unarmed: \_\_\_\_\_

disarm: \_\_\_\_\_

rearm: \_\_\_\_\_

4. Look at the word *cabin*. Think about the pronunciation rule for vowel-consonant-vowel. In order to follow normal pronunciation rules, how *should* this word be spelled so that the *a* makes the proper sound? \_\_\_\_\_

5. Start with the base word *camp* for each of the clues below.

a. Add one letter to make a word that means a piece of equipment used to hold things together: \_\_\_\_\_

b. Change one letter to make a word that means “contains a light amount of moisture:”

\_\_\_\_\_

c. Add one letter to make a word that means “a painful tightening of a muscle:”

\_\_\_\_\_

d. Add one letter to make a word that means “a victor, a master at a sport, the winner:”

\_\_\_\_\_

e. Add one letter and change one letter to make a word that means “to imprint a picture using ink:” \_\_\_\_\_

6. The suffix *ous* changes a noun into an adjective. Complete the list below.

<u>Noun</u>	<u>Adjective</u>
a. danger	a. dangerous
b.	b.
c.	c.
d.	d.
e.	.

7. The suffix *less* means “without.” The suffix *ful* means “having.” Complete the list below.

<u>Noun</u>	<u>add less</u>	<u>add ful</u>
a. purpose	purposeless	purposeful
b. hope	hopeless	hopeful
c.		
d.		
e.		

8. What is a compound word? \_\_\_\_\_

What two words make up the word *breakfast*? \_\_\_\_\_ and \_\_\_\_\_

Why do you think the first meal of the day was created from these two words?

9. These prefixes all mean “not” or “opposite”: *im, in, un, ir, il, dis*. Add the appropriate one to each base word below. Use each prefix only once and check your answers using a dictionary or dictionary.com.

not proper: \_\_\_\_\_ not active: \_\_\_\_\_  
not friendly: \_\_\_\_\_ not responsible: \_\_\_\_\_  
to not continue: \_\_\_\_\_ not legal: \_\_\_\_\_

10. Brainstorm a list of at least 5 words not listed above that contain the prefixes *im, ir, or il*.

11. What is the best antonym for *push*? \_\_\_\_\_

12. Look at the word *coat*. Underline the letters that help spell the long *o* sound. Brainstorm a list of 20 words that have a long *o* sound and place them in the appropriate column below. You should have words in each column.

<u>oa</u>	<u>o-consonant-e</u>	<u>ow</u>	<u>oe</u>	<u>o</u>
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## CORE WORDS

## WRITE

## REWRITE

1. express

\_\_\_\_\_

\_\_\_\_\_

2. shot

\_\_\_\_\_

\_\_\_\_\_

3. angry

\_\_\_\_\_

\_\_\_\_\_

4. southern

\_\_\_\_\_

\_\_\_\_\_

5. dress

\_\_\_\_\_

\_\_\_\_\_

6. bag

\_\_\_\_\_

\_\_\_\_\_

7. proud

\_\_\_\_\_

\_\_\_\_\_

8. neck

\_\_\_\_\_

\_\_\_\_\_

9. breath

\_\_\_\_\_

\_\_\_\_\_

10. strength

\_\_\_\_\_

\_\_\_\_\_

**SPRINGBOARD ACTIVITIES!**

- Write five common word forms of the words *express*. a. \_\_\_\_\_ b. \_\_\_\_\_  
c. \_\_\_\_\_ d. \_\_\_\_\_ e. \_\_\_\_\_
- The word *shot* is the past tense form of *shoot*. This means that *shoot* is an irregular verb because it doesn't follow the rule for adding -ed to the end of a word to make it past tense. Brainstorm a list of seven other word pairs that are irregular VERBS.  
a. shoot/shot b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_  
e. \_\_\_\_\_ f. \_\_\_\_\_ g. \_\_\_\_\_
- List three things that make you *angry* (sentence form, of course!). Then, rate them according to which one makes you the most angry (1) to the least angry (3).  
a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_
- List three synonyms for *angry* a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_
- There is only one other word in our language that ends in -gry. What is it? \_\_\_\_\_
- What is the antonym of *southern*? \_\_\_\_\_
- List the names (correctly spelled, of course) of four states for which the residents would be considered southerners:  
a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_
- The word *dress* can be used as a noun or a verb. Write a sentence using *dress* as a noun and a sentence using *dress* as a verb. You may add suffixes if you need to.

*dress* (noun) - \_\_\_\_\_

*dress* (verb) - \_\_\_\_\_

10. Add appropriate endings to the word *bag* to make a word that means:

More than one bag: \_\_\_\_\_ An antonym of tight (as in *tight* clothes): \_\_\_\_\_

What the clerk *did* to your groceries while you paid for them: \_\_\_\_\_

What the clerk *is doing right now* to your groceries as you pay for them: \_\_\_\_\_

11. Look at the word *proud*. Underline the letters that make the /ow/ sound. Brainstorm a list of words that contain the /ow/ sound. Add them to the appropriate column below.

/ow/ is spelled ou

1. proud

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

/ow/ is spelled ow

1. down

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

12. The word *breath* is a noun. Spell the word that means *to take in air and let it out*?

13. *Scuba* is an acronym for “self-contained underwater breathing apparatus.” List two other acronyms and the words they represent:

14. List three words that rhyme with *neck*: \_\_\_\_\_

15. SUPERDUPER CHALLENGE: Write a sentence that uses as many of this week’s spelling words as you can. **Your sentence should be punctuated correctly and make sense (although it may be humorous).** Good luck! Words: *express, shot, angry, southern, dress, bag, proud, neck, breath, strength.*

## READING GUIDE

Unit – Who Influences Us and How Do They Do So? Name: \_\_\_\_\_

**PREVIEW THE POEMS** – After reading the title, skimming the text, and examining the pictures, share with your partner what you can expect to read about.

### **BEFORE YOU READ: Read the following questions!**

POEM 1 (“The Courage That My Mother Had” by Edna St. Vincent Millay)

1. In the last stanza, what does the author compare to a rock? \_\_\_\_\_

In this context, does the word *rock* have a positive or a negative connotation? \_\_\_\_\_

2. What does the author wish her mother had done before she died? \_\_\_\_\_

3. Based on this poem, how would you describe the author? What do know about her? \_\_\_\_\_

POEM 2 (“Two People I Want to Be Like” by Eve Merriam)

4. In the first stanza, describe what the author notices: \_\_\_\_\_

5. Describe what the author notices in the second stanza: \_\_\_\_\_

6. Rephrase what the author is saying in the last stanza. \_\_\_\_\_

7. What kind of person is the author based on what she writes about in this poem? \_\_\_\_\_

8. Why do you think the author wrote this poem? \_\_\_\_\_

9. Why are these poems included in a unit about persuasive reading and writing?

**READ THE POEMS** – As learned during the poetry unit, read each poem several times and “translate” each line into its main idea or into literal, normal language.

**AFTER YOU READ** – Go back up and answer the questions above.

Skill/Test Tracking Sheet

NAME: \_\_\_\_\_

## Unit 4 – Who Influences Us and How Do They Do So?

DIRECTIONS – Circle the numbers of the questions you missed on the test.

Reading Comprehension	Persuasive Techniques	Opinion vs. Fact
1 5 20 44 46	2 6 15 26	12 23 37
Tone	Hyperbole	Author's Purpose
4 14 24 28 39 45 50	7 41	8 13
Sentence Structure	Types of Sentences	Author's Perspective
9 19 21 22 32 34 42	10 16 17 27 31 38	11 30 35 48
Denotation/Connotation		
3 18 25 29 33 36 40 43 47 49		

Skill/Test Tracking Sheet

NAME: \_\_\_\_\_

## Unit 4 – Who Influences Us and How Do They Do So?

DIRECTIONS – Circle the numbers of the questions you missed on the test.

Reading Comprehension	Persuasive Techniques	Opinion vs. Fact
1 5 20 44 46	2 6 15 26	12 23 37
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4 14 24 28 39 45 50	7 41	8 13
Sentence Structure	Types of Sentences	Author's Perspective
9 19 21 22 32 34 42	10 16 17 27 31 38	11 30 35 48
Denotation/Connotation		
3 18 25 29 33 36 40 43 47 49		

Name \_\_\_\_\_

Prompt - "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has." - Margaret Mead. What would you like to change in your world? Create an essay, letter, poster, video, song, or other creative medium for instigating a change in the perspective, attitude, or actions of a person(s) in your world. Also, develop a plan to measure the effectiveness of your project. In other words, how will you measure whether you changed the minds or actions of your audience?

**Rubric for Assessing Final Persuasive Project**

Content	Points Poss	Points Earned	Comments
~ The project is directed to a specific audience	5		
~ The project communicates a purpose of persuasion	10		
~ The project utilizes emotionally loaded words or images	10		
~ The project utilizes a broad general statement	10		
~ The project utilizes a fact or testimonial	10		
			Score ____ / <b>45</b>
<b>Ideas/Organizations</b>			<b>Comments</b>
~ The idea expressed in the project is mature and meaningful to the author	10		
~ The persuasive message of the project is easily understood	10		
~ The ideas are organized appropriately given the chosen medium	5		
~ There is a written proposal for how you will measure the effectiveness of your project as well as any necessary surveys, etc. required to conduct your measurement	10		
			Score ____ / <b>35</b>
<b>Conventions</b>			<b>Comments</b>
~ The project is free of any misspellings.	5		
~ All writing is punctuated correctly, and the piece is free from unintended fragments or run-on sentences	5		
~ Standard English usage is employed.	5		
~ The project is neat, legible, and presented in an appropriate format.	5		
			Score ____ / <b>20</b>
<b>Total</b>			Score ____ / <b>100</b>
<b>Project Effectiveness</b>			<b>Comments</b>
The plan for measuring the effectiveness of the project was carried out.	5		
The chosen plan for measuring the effectiveness of the project worked.	5		
The project effectively persuaded others and caused change	10		
			Score ____ / <b>20</b>



