

Persuasive Writing Unit

Overview: This unit covers the major summative assessments involved in a persuasive writing unit for sophomores over nine weeks. Both content and process skills are addressed in the standards. In each assessment, a detailed task, criteria, and rubric are included. During this unit, *Julius Caesar* is read and will contribute in some of the assessments. There are 6 summative assessments, culminating with a formal persuasive essay. The entire unit works toward this essay, where all of the writing components will be combined. The main process skill that students will develop throughout this unit will be collaboration, specifically during peer editing. There are 4 formative assessments for this skill, specifically: 1 on group collaboration, 1 on group collaboration and editing, and 2 on individual peer editing.

Standards:

1. Students will be able to identify an author's claim in a written work.
2. Students will be able to identify an author's reasons given in support of a claim.
3. Students will be able to identify evidence given by an author to support a claim and label the information as one of the 5 types of evidence (i.e., fact, statistic, expert opinion, specific example, personal values/beliefs).
4. Students will be able to give constructive ideas and feedback when working with others. (process skill)
5. Student will be able to write a clear claim stating a specific position on a topic.
6. Students will produce supporting reasons to back up a claim.
7. Students will provide evidence to support a claim.
8. Students will be able to apply the persuasive appeals (ethos, pathos, logos).
9. Students will be able to use a counter-argument to address another point of view within an argument.
10. Students will include an introduction that draws in the reader, provides brief background information, and states a thesis or claim.
11. Students will create an ending or conclusion that provides closure on the topic.
12. Students will be able to use effective transitions when moving between ideas.
13. Students will be able to use a structure that fits a type of writing (e.g., narrative, expository, persuasive).
14. Students will reflect on personal progress and areas for improvement in their work.(process skill)
15. Students will be able to use proper in-text citations.