

Persuasive Writing Unit

Developed by Natalie Wolicki

Overview

This unit is an overall introduction to the writing process and five paragraph essay format required in most high school English classes. William Shakespeare's *Hamlet* is the anchor text used as a base in some of the tasks, but the unit is flexible enough that with minor adjustments any novel could be used and the content could be adjusted to fit a variety of grade levels. There are a set of seven writing content-based summative tasks and a set of four formative tasks that build up to the summative process tasks of both peer editing and self-reflection.

As a whole, the unit works to help students recognize that writing in itself is a process with steps (e.g., drafting, editing, and revising). Likewise, students build an understanding of each sub part within an essay (e.g., introduction, body paragraphs, and conclusions) and the criteria that makes up each part. They explore what makes a “good” essay and with guidance create a class-made rubric to help them fully understand how to use the qualities of a “good” essay to judge their own work and that of their peers. The process and benefits of providing feedback (for self or others) are built through peer editing, self-assessment, and reflection elements interwoven in both content and process tasks.

Content Standards

1. Identify the key parts of an introduction (e.g., hook, background, bridge, main claim) and explain their function and importance within the introduction structure.
2. Recognize an author's main claim and analyze the evidence an author uses to support their position on a topic.
3. Develop and compose an introduction with a debatable main claim and other key parts (e.g., hook, background, bridge).
4. Support a main claim using evidence (e.g., direct quotes, paraphrasing, and textual analysis).

5. Develop and compose a conclusion that brings closure to the topic.
6. Produce a clear and coherent essay taking into account proper structure, organization, author's purpose, transitions, mechanics, and quality support.
7. Recognize writing as a process (e.g., drafting, editing, and revising) and apply these steps when producing a written piece of work.

Process Standards

1. Provide constructive ideas and feedback when working with others.
2. Reflect on personal strengths and weaknesses within skill level and work produced to help develop a plan for future success.

[illegible]