

21st Century Lesson Cycle Template

Subject: English Language Arts	Unit: Writing
Grade: 8	Lesson: Persuasive writing
Curriculum Outcomes: Students will be expected to use writing and other forms of representation to explore clarify and reflect on their thoughts, feelings and learning.	
Driving Question: How do you persuade someone to see your point of view?	
Learning Goal: To write persuasively To be able to follow a writing outline / template	
Success Criteria: To write a 5 paragraph persuasive essay following the outline provided.	
Assessment: Self assessment – students assess their own work against a rubric & template. Peer assessment – students make suggestions to peers on how to improve their writing Teacher assessment – looking at formatting and strength of ideas	
 Screencast Link(s) and Online Resources: http://wtyw.weebly.com/persuasive-writing.html	
Expected Duration: 3 to 4 hrs	
Lesson Procedure (including Differentiation)	
<u>Tools & Tech req'd</u> Overhead projector Internet Google Drive Google Docs	I do: The students are shown a selection of videos on persuasive writing including a screen cast (powtoon) made specifically for this lesson Differentiation: Students struggling with writing at grade level will have a shorter assignment and / or be asked to dictate their ideas using the ipads. Students with advanced writing skills will be asked to work on more elaborate transitions between paragraphs and / or move to a 6 paragraph writing sample.

<p>Bloom's Taxonomy</p> <ul style="list-style-type: none"> ✓ find and validate ✓ apply and understand <input type="checkbox"/> analyze and synthesize <input type="checkbox"/> evaluate and leverage <input type="checkbox"/> create and publish 	<p>21st Century Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> critical thinking ✓ communicate clearly <input type="checkbox"/> work collaboratively <input type="checkbox"/> embrace culture <input type="checkbox"/> develop creativity <input type="checkbox"/> utilize connectivity
<p><u>Tools & Tech req'd</u></p> <p>Internet Google Drive Google Docs</p>	<p>We do:</p> <p>In groups of 5, students develop a persuasive essay. Each student within the group is ultimately responsible for one paragraph of the essay but the idea is to share the information and develop the essay together.</p> <ul style="list-style-type: none"> A) Re-watch the videos if there are questions about how to write a persuasive essay. B) As a group students come up with an idea they feel you could write about. C) As a group students use one of the graphic organizers provided to outline their reasons, counter arguments, intro & conclusion. D) Using Google Docs students create a single document with each person contributing roughly one paragraph. <p>Differentiation: Students struggling with writing at grade level will have a shorter assignment and / or be asked to dictate their ideas using the ipads. Students with advanced writing skills will be asked to work on more elaborate transitions between paragraphs and / or move to a 6 paragraph writing sample.</p>
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<p><u>Tools & Tech req'd</u></p> <p>Internet Google Drive Google Docs</p>	<p>You do:</p> <p>Using the lessons and learning from the video and the group work students now write their own persuasive essay or article about something they are passionate about.</p> <ul style="list-style-type: none"> A) Re-watch the videos if there are questions about how to write a persuasive essay. B) Students as individuals come up with an idea they feel they

	<p>could write about.</p> <p>C) Students as individuals use one of the graphic organizers provided to outline their reasons, counter arguments, intro & conclusion.</p> <p>D) Students as individuals write a persuasive essay or article.</p> <p>E) Students as individuals use the rubric provided and the self assessment tool to state where they did well and where they need to improve</p> <p>Differentiation: Students struggling with writing at grade level will have a shorter assignment and / or be asked to dictate their ideas using the ipads. Students with advanced writing skills will be asked to work on more elaborate transitions between paragraphs and / or move to a 6 paragraph writing sample.</p>
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<p>Tools & Tech req'd</p>	<p>We share:</p> <p>Students share their work with others using the peer editing tool. Students make suggestions and give compliments to the authors.</p> <p>A) Students ask one other person to read over their work.</p> <p>B) Students use the peer editing tool to make a suggestions and positive comments about the writing.</p> <p>C) Students who wish to may read their writing aloud to the class.</p> <p>Differentiation: Students struggling with writing at grade level can have support of another student to complete peer editing. Students struggling with reading at grade level can have another student read their articles.</p>
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WRAP UP/REMINDERS:

The step by step instructions for both student and teacher are available at:

<http://wtw.weebly.com/persuasive-writing.html>

Teacher Reflection: