Curriculum Sample: 8th Writing
Max. 8 Pages

Grade Level	8	**Content Area**	Language Arts – Writing: Text Types and Purposes
Course Title (grades 9-12 Only)			
Length of Unit	Three 55-minute classes	**Time of Year**	Second Semester
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students will have mastered writing a five-paragraph essay including thesis statement, supporting details, transitions. Students have been exposed to the principles of the Six-Trait Analytic Writing Assessment; this unit will help students move toward mastery of it.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	The school's program of instruction stresses alignment with research-supported instruction techniques of Hunter's Essential Elements of Instruction. For writing, all courses will employ the Six-Trait Analytic Writing Assessment Rubric.		
Standard Number and Description *List the Number* and full description for the required Standard.*	8.W.2 Text Types and Purposes #2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.		
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required*	Students will write a five paragraph persuasive essay.		

Standard. A copy of the summative assessment must be attached to the curriculum sample.	
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	The highest possible score will be 45 points. The grading is as follows: A= 41-45, B=36-40, C=32-35, D=27-31, F=Below 27. Mastery is set at 80% (36/45) or higher. The scoring will be based on a two-part rubric: Persuasive-Appeals Rubric (9 points) and Six-Trait Analytic Writing Assessment Rubric (36 points). The Persuasive-Appeals Rubric has three categories for each type of persuasive appeal. Each category is scored, based on rubric criteria, on a 1-3 score. The Six-Trait Analytic Writing Assessment Rubric has six categories: Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions. Each category is scored, based on the rubric criteria, on a 1-6 score. Each category is equally weighted.
Materials/Resources Needed	Overheads or hardcopies of visual representations and verbal quotations of logical, ethical, and emotional appeals. Student notebooks, Six-Trait Analytic Writing Assessment Rubric, Persuasive-Appeal Rubric, Persuasive-Appeals Description handout

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed	Instruction	Student Activities
1	**Lesson Title (on board):** Persuasive Appeals **List of Materials:** student notebooks, overhead projector, examples of different kinds of appeals, graphic organizer **Curriculum Standards (on board):** 8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **Learning Objectives (on board):** Students will demonstrate in writing knowledge of persuasion techniques. Students will demonstrate understanding of logical, ethical, and emotional appeals by identifying each type of appeal and its elements on a graphic organizer. **Anticipatory Set:** Have students answer this prompt in writing: Describe three ways to use writing text to persuade someone to do something. Have students share and discuss their answers to the prompt. Teacher then summarizes discussion, fills in any gaps, and connects the concept of persuasion to the concept of appeals. **Instructional Input:** The teacher will explain logical, ethical, and emotional appeals to students. Use visual and verbal/audio representations to demonstrate examples of each appeal. Define key components unique to each persuasive appeal: Ethical: statements of values that speaker knows audience shares Emotional: use of personal stories to create an emotional connection between speaker and audience Logical: rely on established facts or relationships). **Guided Practice:** Teacher leads students through process of classifying examples of persuasive appeals into the three categories of logical, ethical, and emotional. **Independent Practice/Check for Understanding:** Break class into groups of three. Provide each group with copies of examples of the three persuasive appeals. Using a graphic organizer, each group will determine for each example the appeal used and	Students will answer this prompt in writing: Describe three ways to use written text to persuade someone to do something. Students take notes during instructional input. Students will be put into groups of four. Teacher will provide each group with copies of examples of the three appeals. Using a graphic organizer, each group will determine for each example the appeal used and identify the key elements in the appeal that backs up their determination. Each group shares their findings and key elements. Each group hands in their findings/key elements.

	identify the key elements in the appeal that backs up their determination. Each group shares their findings and key elements. Each group hands in their findings. **Closure:** The teacher will summarize the day's lesson and preview the next lesson.	
2	**Lesson Title (on board):** Persuasion and Appeals **List of Materials:** student notebooks **Curriculum Standards (on board):** 8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **Learning Objectives (on board):** Students will recall three types of persuasive appeals in writing. Students will demonstrate understanding of logical, ethical, or emotional appeals by writing an argument using one of them. **Anticipatory Set:** Students answer this prompt in writing: List each of the three types of persuasive appeals we discussed yesterday. Have students share and discuss their answers to the prompt. Teacher then summarizes discussion, fills in any gaps, and connects the concept of persuasion to the concept of appeals. **Instructional Input/Guided Practice:** Teacher divides students into groups of four and then explains the activity. Students are asked to imagine that they are rooting for a particular sports team that has just entered the playoffs. They have attended a meeting of all the student fans of their favorite team and the students have decided that during the playoffs, they will not speak to anyone who is rooting for another team. Each group is assigned with the task to convince fans of their team to discard this idea. Students brainstorm reasons why requiring fans to speak only to the people cheering for the same team is unwise. When they have discussed and outlined their reasons, assign each group a particular type of appeal to include in their argument. Each group writes up its argument. Group representative presents group's argument using their assigned	Students answer this prompt in writing: List each of the three types of persuasive appeals we discussed yesterday. Students are divided into groups of four. Students are asked to imagine that they are rooting for a particular sports team that has just entered the playoffs. They have attended a meeting of all the student fans of their favorite team and the students have decided that during the playoffs, they will not speak to anyone who is rooting for another team. Each group is assigned with the task to convince fans of their team to discard this idea. Students brainstorm reasons why requiring fans to speak only to the people cheering for the same team is unwise. When they have discussed and outlined their reasons, assign each group a particular type of appeal to include in their argument. Each student takes notes during this process. Each group then writes up its argument using its assigned appeal. Each group presents its argument using its assigned appeal.

	appeal. After each group presents, students discuss whether the argument has used the appeal effectively. **Closure:** Teacher summarizes the day's lesson and previews the next day's lesson.	
3	**Lesson Title (on board):** Using Logical, Ethical, and Emotional Appeals **List of Materials:** student notebooks, Six-Trait Analytic Writing Assessment Rubric **Curriculum Standards (on board):** 8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **Learning Objectives (on board):** Students will recall three types of persuasive appeals in writing. Students will demonstrate understanding of logical, ethical, or emotional appeals by writing an argument using all of them. **Anticipatory Set:** Students answer this prompt in writing: List and explain each of the three types of appeals we discussed yesterday. Have students share and discuss their answers to the prompt. Teacher then summarizes discussion and fills in any gaps. **Instructional Input:** Teacher asks students to summarize and discuss yesterday's activity. Teacher then fills in any gaps. Teacher then explains today's activity, which builds on yesterday's. **Independent Practice:** Students will be given Six-Trait Analytic Writing Assessment Rubric to refer to. Using their notes from yesterday's activity, students will individually rewrite their arguments, adding the other two types of appeals. Essay will be in five-paragraph form and have a clearly stated thesis with each appeal as supporting topics. Students will turn in their essay. **Closure:** Teacher will summarize the day's lesson and preview the next day's lesson.	Students answer this prompt in writing: List and explain each of the three types of persuasive appeals we discussed yesterday. Students will be given Six-Trait Analytic Writing Assessment Rubric to refer to. Using their notes from yesterday's activity, students will individually rewrite their arguments, adding the other two types of persuasive appeals. Essay will be in five-paragraph form and have a clearly stated thesis with each appeal as supporting topics. Students will turn in their essay.
4	**Lesson Title (on board):** Writing Arguments Using Persuasive Appeals **List of Materials:** student notebooks, Persuasive-Appeals Description handout, Six-Trait Analytic Writing Assessment Rubric **Curriculum Standards (on board):** 8.W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information	Students answer this prompt in writing: List the six traits on Six-Trait Analytic Writing Assessment Rubric. Each student will receive a Persuasive-Appeals Description handout, which describes each appeal (logical, ethical, and emotional). Each

	through the selection, organization, and analysis of relevant content. **Learning Objectives (on board):** Students will recall in writing the six traits on Six-Trait Analytic Writing Assessment Rubric. Students will demonstrate understanding of the three types of persuasive appeals by comparing his/her essay and a partner's to Persuasive-Appeals Description handout. Students will demonstrate understanding of the elements of writing by grading his/her essay and a partner's with the Six-Trait Analytic Writing Assessment Rubric. **Anticipatory Set:** Students answer this prompt in writing: List the six traits on Six-Trait Analytic Writing Assessment Rubric. Have students share and discuss their answers to the prompt. Teacher then summarizes discussion and fills in any gaps. **Instructional Input:** Teacher explains today's activities. **Independent Practice:** Activity 1: Each student will receive a Persuasive-Appeals Description handout, which describes each appeal (logical, ethical, and emotional). Each student will examine his/her essay (written in previous lesson) and compare it to the Appeals Descriptions, judging whether his/her essay effectively used the three appeals. Students then exchange essays with a partner and repeat the process. Activity 2: Each student takes out his/her copy of the Six-Trait Analytic Writing Assessment Rubric. Each student will examine his/her essay (written in previous lesson) and grades it using the Six-Trait Analytic Writing Assessment Rubric. Students then exchange essays with a partner and repeat the process. **Closure:** Teacher summarizes the week's lessons, and explains that students will write a persuasive five-paragraph essay on a given topic during the next lesson. **Homework:** Students will understand and be able to apply the three types of appeals and the six elements of Six-Trait Analytic Writing Assessment Rubric.	student will examine his/her essay (written in previous lesson) and compare it to the Appeals Descriptions, judging whether his/her essay effectively used the three appeals. Students then exchange essays with a partner and repeat the process. Each student takes out his/her copy of the Six-Trait Analytic Writing Assessment Rubric. Each student will examine his/her essay (written in previous lesson) and grades it using the Six-Trait Analytic Writing Assessment Rubric. Students then exchange essays with a partner and repeat the process.

Paste Summative Assessment Here:

Students will write a five-paragraph persuasive essay on this topic: Persuading members of your political party to compromise with members of an opposing political party. The essay will effectively use three types of persuasive appeals and will meet all of the criteria on the Six-Trait Analytic Writing Assessment Rubric.

Paste Answer Key/Scoring Rubric Here:
The highest possible score will be 45 points.
The grading is as follows: A= 41-45, B=36-40, C=32-35, D=27-31, F=Below 27. Mastery is set at 80% (36/45) or higher.
The scoring will be based on a two-part rubric: Persuasive Appeals Rubric (9 points) and Six-Trait Analytic Writing Assessment Rubric (36 points).

Persuasive-Appeal Rubric (9 points)
Score:

3 Appeal #1 is effectively used in the essay.
Appeal #2 is effectively used in the essay.
Appeal #3 is effectively used in the essay.

2 Appeal #1 is partially used in the essay.
Appeal #2 is partially used in the essay.
Appeal #3 is partially used in the essay.

1 Appeal #1 is not used in the essay.
Appeal #2 is not used in the essay.
Appeal #3 is not used in the essay.

Six-Trait Analytic Writing Assessment Rubric (36 points)
Score:

6 Ideas: Clear, focused thesis and topic sentences that stand out and are developed by rich details suitable to audience and purpose.
Organization: Effective introductions, highly-developed body, strong conclusion, and a wide variety of transitions move the reader smoothly through the text.
Voice: The writer seems deeply committed to the topic and shows personality with a strong sense of a specific audience.
Word Choice: A rich, broad use of carefully chosen words conveys the message in an interesting, precise and appropriate manner with a sense of writing to be read.
Sentence Fluency: Sentences have a strong and varied structure with a high degree of craftsmanship and evident flow and rhythm.
Conventions: Writer has exceptionally strong control with few and minor errors.

5 Ideas: Clear focused thesis and topic sentences that stand out and are developed by details suitable to audience and purpose.
Organization: Writer employs a purposeful introduction, well-developed body, unifying conclusion, and a variety of transitions.
Voice: Writer seems committed to the topic and shows personality with a sense of audience.
Word Choice: Carefully chosen words effectively convey the intended message in an interesting, clear, and precise way suitable to audience and purpose.
Sentence Fluency: Varied sentence structure enhances reading enjoyment. Writing has flow and rhythm.
Conventions: Strong control is demonstrated. Few and minor errors do not impede the reader.

4 Ideas: Clear and focused thesis and topic sentences with limited or general support are evident.
Organization: Organization is clear and coherent but may seem formulaic.
Voice: The writing is expressive, engaging, and sincere in places.
Word Choice: A variety of functional words appropriate to the audience and purpose are present with a sense of writing to be read.
Sentence Fluency: Writing flows, but transitions may be inefficiently used. Sentence variety is evident.
Conventions: Control of conventions is demonstrated. Minor errors do not impede readability.

3 Ideas: Main ideas are broad or simplistic. Support is limited, insubstantial, general, or slightly off topic.
Organization: Overall structure is inconsistent and sequencing is unclear. The writer may use expressions such as, "My topic is…." or "In conclusion…."
Voice: Commitment to topic seems inconsistent. Voice is either inappropriately personal or impersonal.
Word Choice: Ordinary language, lacking variety or interest, is used. Word choice may also be inappropriate to the audience and purpose of the assignment.
Sentence Fluency: The writing is mechanical rather than fluid. Occasional awkward sentences force the reader to slow down or re-read.
Conventions: Errors begin to impede readability.

2 Ideas: Main ideas are somewhat unclear and there is only minimal attempt to develop them.
Organization: No clear structure exists in the piece.
Voice: Little sense of the author's commitment to the subject is evident.
Word Choice: The language is monotonous and/or misused.
Sentence Fluency: Sentences are choppy and/or rambling with no clear direction or thought.
Conventions: Frequent and significant errors impede readability.

1 Ideas: The writing lacks a central idea or focus.
Organization: The writing is haphazard and disjointed.
Voice: The writing is flat and lifeless with no sense of involvement from the writer.
Word Choice: The writing shows an extremely limited vocabulary.
Sentence Fluency: The writing is difficult to read aloud because the sentences are incomplete, rambling, or very awkward.
Conventions: Numerous errors in grammar, usage, and spelling are present.