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| **Lesson Title**:  HSE WRITING TO PERSUADE | | | **Level of Lesson:**  NRS level 5 |
| **Content Area(s)** | **Targeted** [**IL ABE/ASE Content Standards**](http://www.excellenceinadulted.com/resources/abease-curriculum-project/) | | |
| Reading | * 5.R.RH.4 * 5.R.RH.5 | | |
| Writing | * 5.W.WL.1 * 5.W.WL.3 | | |
| Speaking | * 5.S.CC.1 (c) * 5.S.CC.3 (i) | | |
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| **Integrated** [**Essential Employability Skills**](https://www.illinoisworknet.com/DownloadPrint/ILEssentialEmployabilitySkills-Handout.pdf) | | | |
| □ Personal Ethic *(Integrity, Respect, Perseverance, Positive Attitude)* | | **□** Teamwork *(Critical Thinking, Effective & Cooperative Work)* | |
| □ Work Ethic *(Dependability, Professionalism)* | | □ Communication *(Active Listening, Clear Communication)* | |
| **Lesson Objectives *(Students will be able to)****:*   * Critique and analyze an article to develop a persuasion extended response * Develop a persuasion extended response following a 6-step process * Construct and complete a graphic organizer for a persuasion extended response | | | |
| **Engagement is not “one size fits all.” How are you providing multiple ways to engage all learners? Click on** [**Multiple Means of Engagement**](https://udlguidelines.cast.org/engagement) **to learn more about providing options for learners and explain how you are including this below:** | | | |
| **Key Vocabulary**:   * Persuasive Writing * Prompt * Textual Information * Cite * Claim | | | |
| **Instructional Materials:**  Textbooks or online curriculum: Transitions: Preparing for College Writing   * Text-based questions * Writing prompt * Graphic Organizer * Extended Response Checklist * Persuasive Writing Rubric found at the end of the Unit | | | |
| **Lesson Activities:**   * Students will answer a discussion/reflection question in CANVAS * EXIT Ticket * Group Work * Homework | | | |
| **Learners vary in the way that they react to and grasp information that is presented to them. Click on** [**Multiple Means of Representation**](https://udlguidelines.cast.org/representation) **to explore ways that you can provide options for representing content and explain how you are including this below:**   * Use of Technology (ELMO) to display individual work * Students Zoom Presentation of their extended response | | | |
| **Performance Tasks:**  Day 1: **(UDL-Recruiting Interest**)   * Students will receive lecture on “What is an extended response”. * A Power Point on the 6-steps of the process will be given. * Students will analyze and discuss parts of a Persuasion Extended Response: “Voting Rights” * Begin/complete Unit 1 in the textbook individually and discuss with class as a whole * Students will discuss individually what they have learned about the Extended Response (EXIT Ticket)   Day 2-3: **(Sustaining Effort & Persistence)**   * Model gathering evidence and drafting a response for class * Group students to work on gathering evidence and drafting a response: * Each group will be given an article to work together * Students can verbally report back to the class, or; * Student can use the Elmo, or share their screen if Zoom is used * Completion of Unit 1 and 2 in the textbook (homework if not completed in class) * Have students answer the three questions at the end of the unit as a class discussion.   Day 4—5: **(Self-Regulation**)   * Discuss the need for graphic organizers (show various writing graphic organizers) * Students will be given an article to read with a given prompt * Allow students to choose a graphic organizer for their extended response * Have students complete the graphic organizer before writing the extended response and turn in at the end of class * Return each graphic organizer with written feedback for students to edit and use for their extended response * At the end of day 5 students should have completed extended response * Students should complete Extended Response checklist to ensure they have all components needed for the extended response * Collect extended response for revisions and editing * Completion of Unit 4 and 5 in the textbook (homework) | | | |
| **Learners best express what they know in different ways. Click on** [**Multiple Means of Action & Expression**](https://udlguidelines.cast.org/action-expression) **to explore ways to offer options for learners and explain how you are doing this below:**   * Graded work using the rubric   <http://www.unm.edu/~tinan/writing/rubric.htm>   * Learners will complete an Exit ticket * Students will answer a discussion/reflection question in CANVAS | | | |
| **Notes:** | | | |